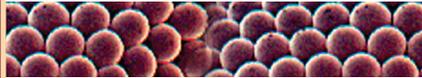


WHEN THE BORDER VANISHES



"If It Quacks Like a Duck. . ." Think Conservation

Standard:

- II. Time, Continuity, and Change
- III. People, Places, and Environments
- V. Individuals, Groups, and Institutions
- VI. Power, Authority, and Governance
- IX. Civic Ideals and Practices

Grade Level: 7–12

Objectives:

The student will:

- Assess early conservation efforts
- Focus on the specific topics of ducks and conservation
- Understand the purpose of the Federal Duck Stamp Program

Time:

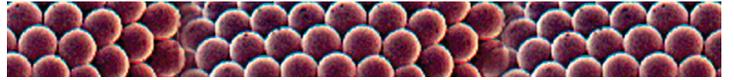
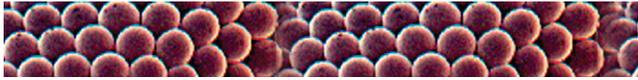
1 class period

Materials:

Handout #1: Duck Stamp
Handout #2: Duck Stamp information
Access to websites
Handout #3: Duck Stamp 2009-2010
Drawing paper and markers

Procedures:

1. Distribute copies of *Handout #1: Duck Stamp* to students. Have them answer the questions.
2. Discuss students' responses to the questions.
3. Distribute copies of *Handout #2: Duck Stamp Information* to collect more information.
4. Visit the site, <http://www.fws.gov/duckstamps/Info/Stamps/stampinfo.htm#view>, to gather additional facts about the Duck Stamp Program.
5. Compare the 1934 Duck Stamp with the 2009-2010 Stamp (*Handout #3*). How are they similar? What are the differences? What is the Department of the Interior? Why did it become responsible for the Duck Stamp instead of the Department of Agriculture? Why would the price of the stamp increase over the years? Does the price of \$15 seem too high or is it a realistic increase?
6. Introduce these cartoons:
 - a. http://www.postalmuseum.si.edu/exhibits/2e_4_artistic.html
 - This cartoon does not have a title. Have students suggest titles and reach class consensus on the best title.
 - Describe each scene. What is the cartoonist portraying in the top and bottom panels?
 - What remains the same in both scenes? How do they change?
 - Why does the cartoonist have the man plowing in both scenes?
 - What is the view of the cartoonist—keep hunting or preserve the game (ducks)?
 - How would you classify this cartoonist: environmentalist, realist, game hunter, idealist, "tree-hugger"? Could more than one classification fit this person? Why?



b. <http://www.dingdarling.org/cartoons/duckseason.html>

- Explain the meaning of the title.
 - Describe each of the three scenes. What is the cartoonist portraying in each scene?
 - Create a title for each panel.
 - What emotions does the artist attempt to evoke in this cartoon?
 - What is the significance of the location in panel 3? Which animals are included in the picture? Why were these chosen by the cartoonist?
 - Both cartoons are by the same artist. Does this surprise you or are there significant commonalities in the two cartoons? Identify these characteristics.
7. Discuss the artist, cartoonist Jay Norwood "Ding" Darling (1876–1962). Ding Darling was a famous editorial cartoonist, winning two Pulitzer prizes. He drew the first Duck Stamp in 1934. Darling was the creator of the Federal Duck Stamp Program, founder of the National Wildlife Federation, creator of the Cooperative Fish & Wildlife Research Unit Program, and laid the groundwork for the National Wildlife Refuges.

Read more about his life at <http://www.dingdarling.org/> and numerous other sites.

Extension Activities:

1. Provide drawing paper and markers to the students. Have them create a stamp in the tradition of the Duck Stamp. The stamp can be a fund-raising effort for conservation, without the Hunting License feature, or can be similar in scope to the long line of Duck Stamps. Students can choose the animal(s) they want on the stamp. Have students explain their drawings. Display the students' work.
2. Research the National Wildlife Federation, the U.S. Fish and Wildlife Service, and the Federal Duck Stamp Program. Identify in each the actions implemented for the preservation of wildlife in the United States. ■