



## Wildlife Neighbors (Gr.1-3) Extensions

### Theme

Students will understand that the local wildlife have changed since the settlers arrived.

### Sub-themes

1. Many animal populations declined when the settlers came due to habitat loss, hunting, et al.
2. Other animals moved into the region because the conditions the settlers created were more favorable to them.
3. Today, there are many ways that we are helping to bring back animals into the region that were here before the settlers arrived.

### Objectives

1. The students will be able to list at least two animals that lived in the region when the settlers arrived and two animals that live here now but did not when the settlers arrived.
2. The students will be able to discuss at least one reason why certain animals no longer live in the region and one reason why other animals have moved into the region.
3. The students will be able to name at least two natural resources used by the settlers and discuss how that use impacted the environment.

## Academic standards

Ohio Science Academic Content Standards	<i>Grade One Standards</i> Life Sciences: 1, 2, 3 <i>Grade Two Standards</i> Life Sciences: 1, 5, 7 <i>Grade Three Standards</i> Life Sciences: 2, 6
Ohio Social Studies Academic Content Standards	<i>Grade One Standards</i> History: 3, 4, 5b, 5c <i>Grade Three Standards</i> History: 2
Kentucky Core Content—Science	<i>Elementary School</i> SC-EP-3.4.1, SC-EP-3.4.2, SC-EP-3.4.3, SC-EP-4.7.1

## Background

Things were very different in the Ohio River Valley in the beginning of the 18<sup>th</sup> Century. In a search for freedom and land ownership many Europeans entered the Ohio River Valley. They found the land to be, not only beautiful beyond what they had seen before, but, very rich for hunting and farming. Land was cleared for planting crops. Shelters were built. Forests that had been used for sustainable hunting and gathering by the Native Americans began to change. The natural habitats of many of the local animals were no longer hospitable. Local animals were used as a food source or as a source of money producing pelts. Many large predators were removed from their habitats through hunting and trapping. With the removal of large predators other animal populations increased, sometimes with negative consequences. Some Europeans brought animals with them from other countries. Sometimes these animals would compete with local wildlife for habitats and food. Still other species simply did not tolerate humans and as people moved into the region, the animals

left the area. As some species left the Ohio Valley other wild species moved in.

Today, local wildlife still needs to adjust to changing habitats. Urban Sprawl, habitat fragmentation and illegal poaching are still factors impacting our wildlife.

As people learn and experience the value of all wildlife, decisions that favor our local wildlife are changing some of our areas into places where animals and plants can again survive as they had in the past. In the future, with knowledge about and respect for all living things, much can be done to insure that people and wildlife can live together for the benefit of all.

## Vocabulary

**Habitat**—the immediate surrounding of a plant or animal—the place that is natural for a plant or animal to live and grow.

**Habitat loss**—a change in habitat conditions that makes it unlivable for wildlife

**Introduced species**—a species that has expanded its range into areas where it did not originally occur and often competes with and causes problems for native species

**Neighbor**-somebody who lives next door or close to someone else

**Neighborhood**- people who live near each other in a specific area

**Population**—a group of individuals of the same species that live in the same area

**U.S. Fish and Wildlife Service**—the federal agency responsible for the administration of the Endangered Species Act; conserves, protects and enhances species and habitats

**Wildlife**-wild animals and plants living in a natural state

### Extensions

Please choose those activities, which reflect your students' interest, skills and curriculum.

1. Have students design and build a diorama of the area, as the settlers found it.
2. Have students list the natural resources that were used by the settlers, detailing the uses that the settlers made of them.
3. Have students write a journal describing the trip to this area via the river-ways and their first impression of their new home.
4. Invite students to research a predator found locally by the settlers. How did the settlers feel about living near those animals? Why did they feel that way?
5. Our ancestors may have seen passenger pigeons, cougars, and bald eagles as they rode in horse-drawn carriages through the Cincinnati area. Invite your students talk to their grandparents to find out how they grew up. Did they live near wild animals? Do they see those animals today? Has the neighborhood where they grew up changed? How? Change is part of all life systems. Humans, unlike other animals, have the ability to direct change either positively or

negatively. What types of positive changes would the students like to see with regard to society, animals, and our environment? How can these changes be accomplished?

6. Become a local animal living in the past. Write a letter telling what your life is like. Describe where you live. What do you think of the humans who live near you?

7. Become a local animal living today. Write a letter telling what your life is like. Describe where you live. What do you think of the humans who live near you?

### Resources

Harvey, Mark W. T. *Humans and the Environment in America's Past*. Organization of American Historians Magazine of History. Spring 1996.

Howard, William W. *60 Years of Conservation*. National Wildlife. April/May 1996.

Stewart, Doug. *How Conservation Grew From a Whisper to a Roar*. National Wildlife, Jan.-Feb. 1999.

*Websites:*

ALA's Great Websites for Kids: Animals  
<http://www.ala.org/gwstemplate.cfm?section=greatwebsites&template=/cfapps/gws/displaysection.cfm&sec=1>

Awesome Library – Kids  
<http://www.awesomelibrary.org/Classroom/Science/Animals/Animals.html>  
Awesome Library – Teachers  
<http://www.awesomelibrary.org/Classroom/Science/Animals/Animals.html>

Cincinnati Zoo & Botanical Garden  
[www.cincinnati-zoo.org](http://www.cincinnati-zoo.org)

Defenders of Wildlife at [www.defenders.org](http://www.defenders.org)

National Wildlife Federation at  
[www.nwf.org](http://www.nwf.org)

U.S. Fish and Wildlife Service at  
[www.fws.gov](http://www.fws.gov); Endangered Species Program  
at <http://endangered.fws.gov>, includes  
search database for species listed under  
Endangered Species Act

World Wildlife Fund at  
[www.worldwildlife.org](http://www.worldwildlife.org)



