

"Animal Olympics"

GRADE: Elementary

CURRICULUM AREAS: Science, Physical Education

DURATION: 45 Minutes

STATE STANDARD: Living Things: Characteristics

CAREER SKILLS: National Career Development Competencies VI - Skills to understand and use career information.

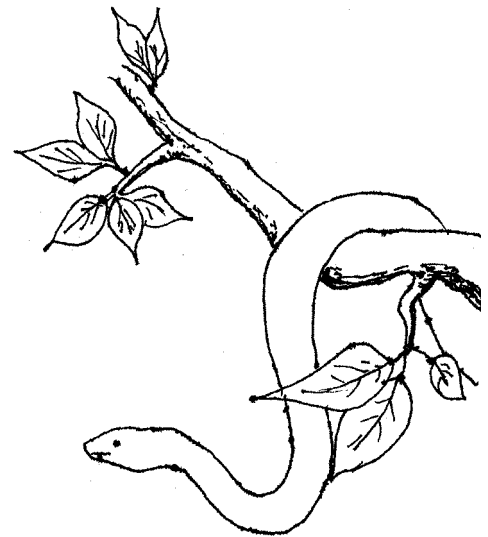
RESOURCE: Adapted from *An Activity Guide for Teachers: Everglades National Park*

OBJECTIVE: The students will be able to:

- 1) Compare and contrast differences between animals, themselves, and others.
- 2) Mimic unique characteristics of various species.

MATERIALS:

- 1) Measuring tape
- 2) Several stop watches (or second hands on a watch)
- 3) Blackline master - "Animal Olympics"

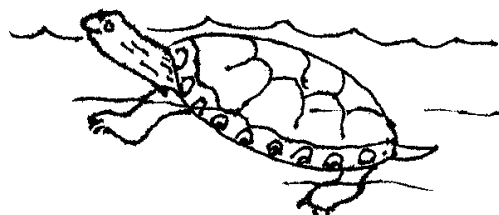


PROCEDURES:

- 1) Find a large open area out-of-doors.
- 2) Place students into groups of five.
- 3) Inform students that they will be competing in an Animal Olympics and distribute one blackline master of "Animal Olympics" to each Student.
- 4) Instruct students to move with their group to each of the activities on the Animal Olympics blackline master. Have teachers and/or chaperones lead each of the various competitions.

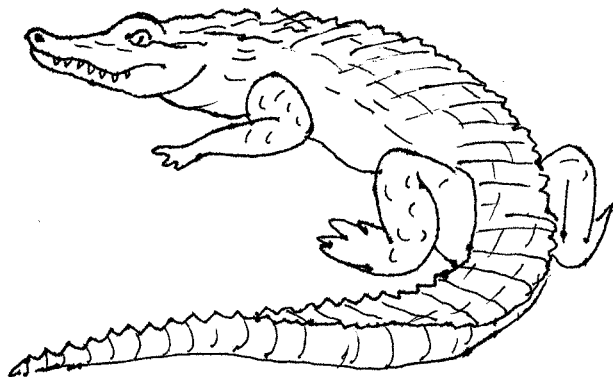
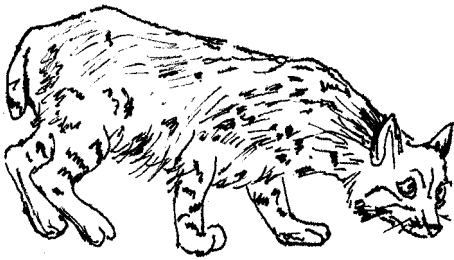
LEARNING INCLUDES:

Individual Activity School/Work Physical Movement
 Verbal Activity Cooperative Learning Evaluation Writing

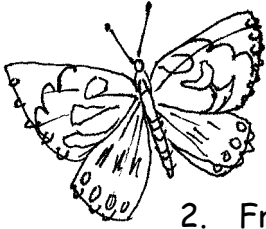


EVALUATION: After the Olympics, reassemble as a large group and complete the following:

- 1) Discuss various differences and likenesses between man and animals.
 - a) Like the alligator - Who has a job where they run fast? Discuss.
 - b) Owls live up high - Who works up high? Plane pilot, window washer, etc.
 - c) Herons stand very still for hours - Who has to stand a lot in their job?



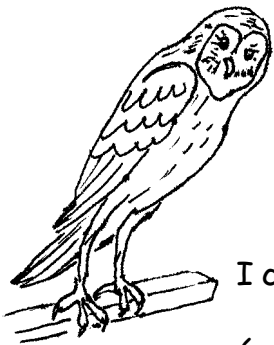
Animal Olympics



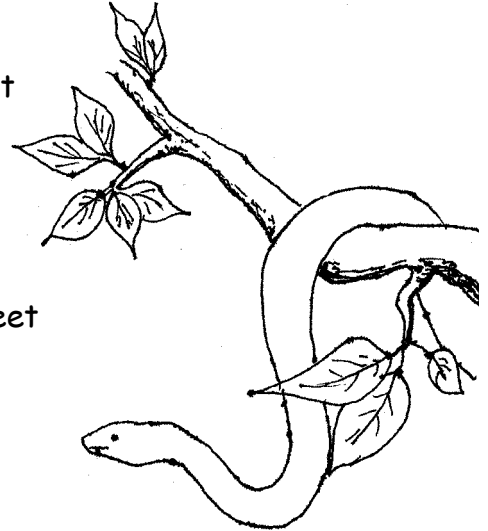
1. Owls have the ability to stare for hours.
I can stare at my partner without blinking for _____seconds.

2. Frogs can leap 120 times consecutively without stopping.
I can leap _____times without stopping.

3. An alligator can crawl about 30 miles per hour (about 40 feet in two seconds).
I can run 40 feet in _____seconds.



4. A snake can crawl without arms or legs.
I can crawl along the ground _____feet without using my hands and knees.



5. A bobcat can jump 5 feet in one leap.
I can jump _____feet in one leap.

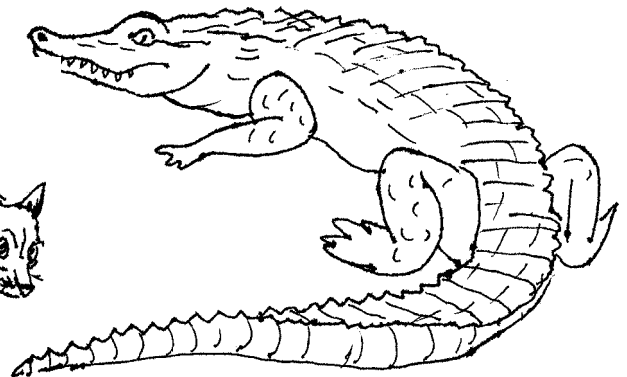
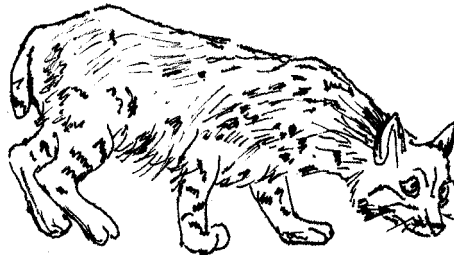
6. A butterfly can sip nectar without swallowing.
I can sip through a straw for _____seconds without swallowing.

7. A turtle can hold its breath under water for several days.

I can hold by breath for _____seconds.



8. A sleeping heron can stand on one leg for over an hour.
Blindfolded,
I can stand on one leg _____seconds.



"Create a Food Chain"

GRADE: Elementary

CURRICULUM AREAS: Science, Art, and Composition

DURATION: 45 minutes

STATE STANDARD: Living things: Interactions

CAREER SKILLS: National Career Development Competency # X - Awareness of the interrelationship of life roles.

RESOURCE: Adapted from *An Activity Guide for Teachers: Everglades National Park*

OBJECTIVE: The students will be able to:

- 1) Piece together and assemble a food chain common to the Congaree Swamp National Monument environment.

MATERIALS:

- 1) Blackline Master - "Where Do I Belong?"
- 2) Scissors
- 3) Glue
- 4) Crayons
- 5) Construction paper

PROCEDURES:

- 1) Define the terms organism, food chain, food web, and interrelationships to the students and others. Talk about interrelationships between people and their jobs. (ie. Mom's job is to take care of children, a policeman's job is to protect people, a doctor's job is to keep us well, etc.)
- 2) Make students aware that interrelationships are necessary for survival.
- 3) Demonstrate a common food chain specific to the Congaree Swamp and how that food chain functions.
- 4) Distribute a copy of blackline master - "Where Do I Belong?" to each student. Instruct students to name, color, and cut out each species on their papers.
- 5) Instruct students to assemble as many of those as possible in an order that depicts a possible food chain existing in the Congaree Swamp National Monument.

LEARNING INCLUDES:

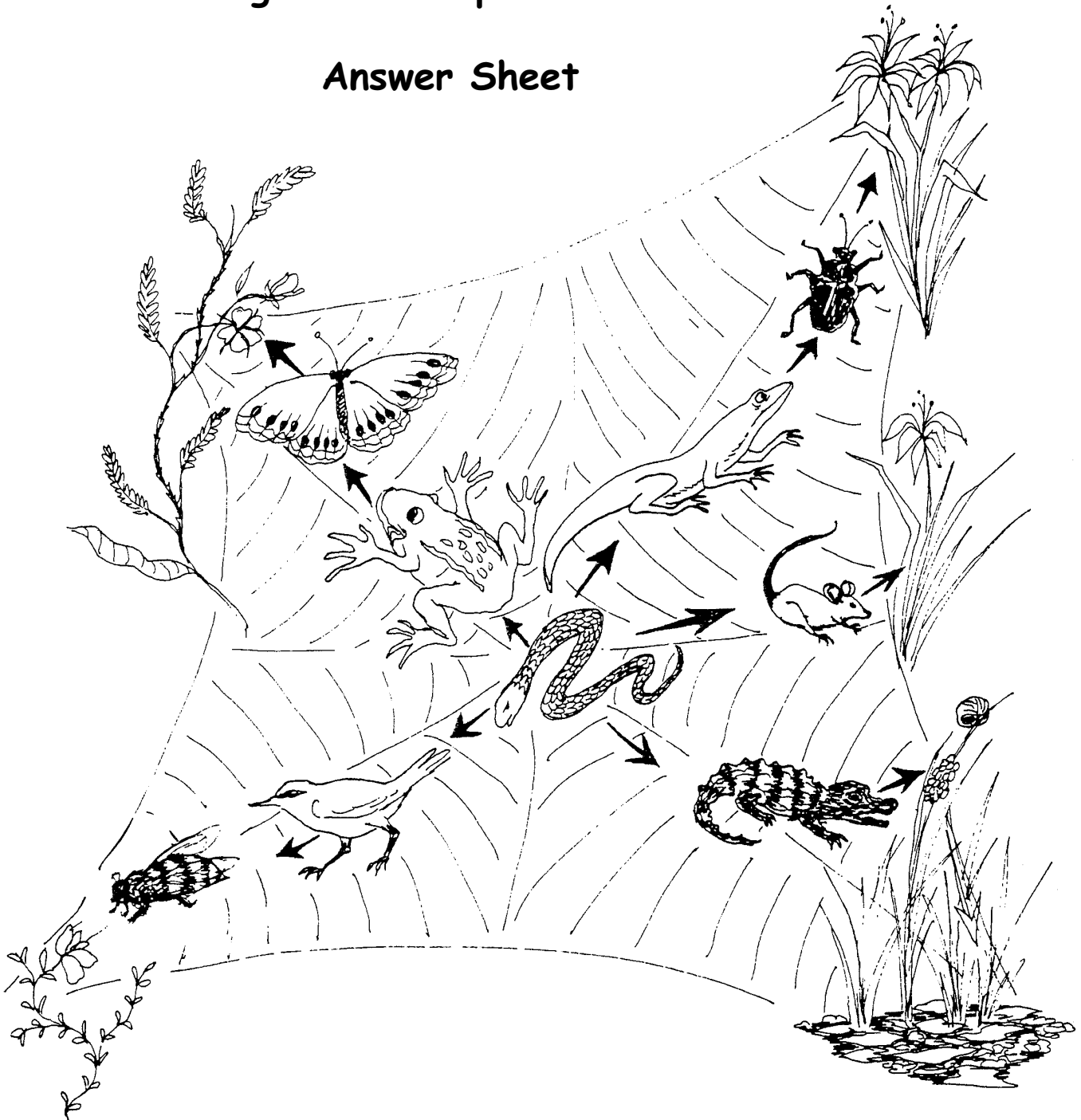
____ Individual Activity ____ School/Work ____ Physical Movement
____ Verbal Activity ____ Cooperative Learning ____ Evaluation ____ Writing

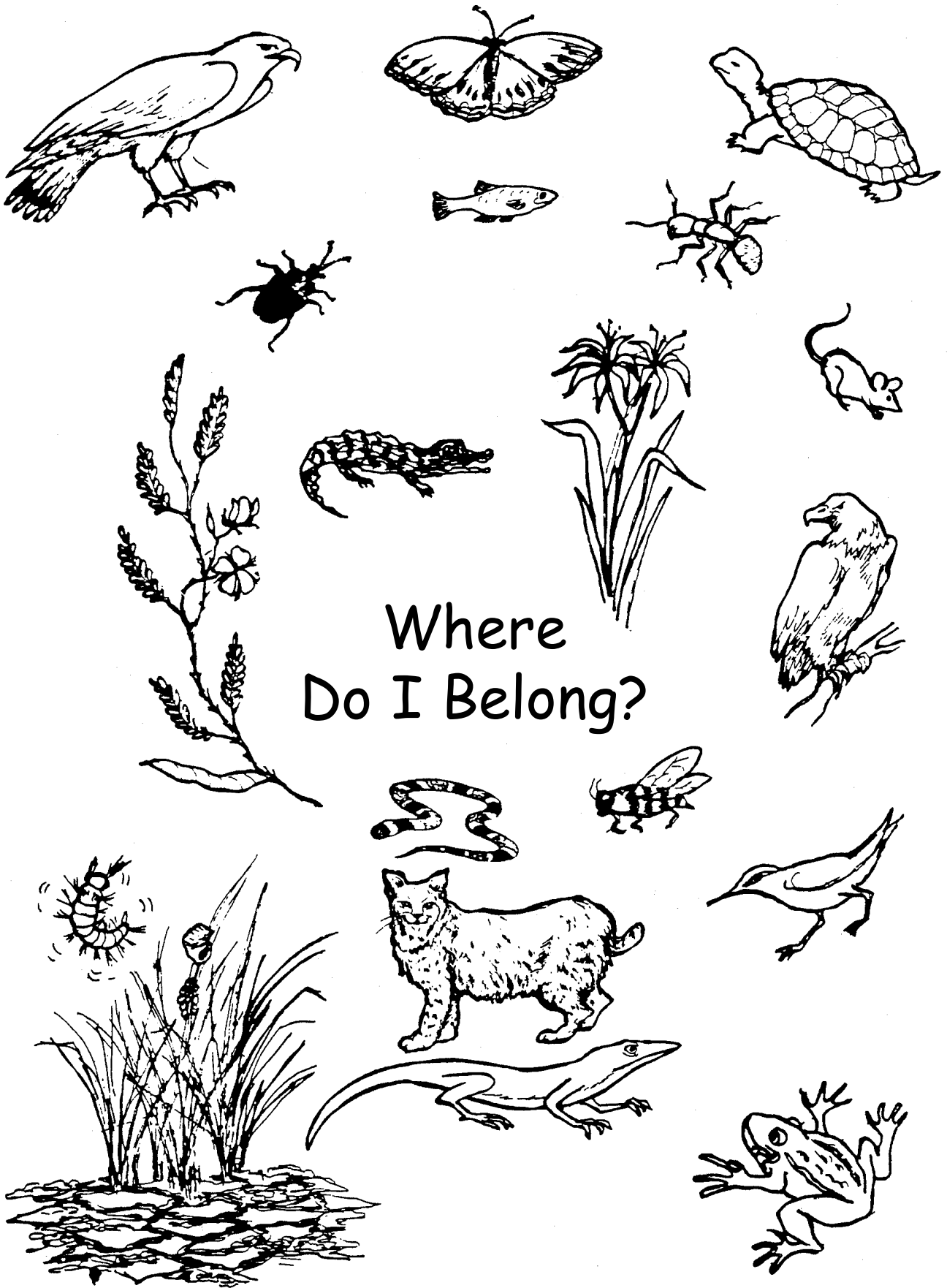
EVALUATION: After students have been given ample time to complete the "Where Do I Belong" activity complete the following:

- 1) Review the food chain with them.
- 2) Discuss other possibilities which may be added to their food chain to create a food web.

Congaree Swamp Food Chain

Answer Sheet





Where
Do I Belong?

"Why Save the Environment?"

GRADE: Elementary

CURRICULUM AREAS: Science, Reading

DURATION: 1 hour

STATE STANDARD: Living things: Interactions

CAREER SKILLS: National Career Development Competency II - Skills to interact with others.

OBJECTIVE: The student will be able to:

- 1) Describe the importance of National Parks and their role in protecting America's resources.
- 2) Describe two behaviors that are detrimental to the environment as well as possible actions that they can take to help the environment.

MATERIALS:

- 1) Book: *The Lorax* by Dr. Seuss
- 2) Manila drawing paper
- 3) Pencils
- 4) Crayons
- 5) The "N" volume of the World Book Encyclopedia

PROCEDURES:

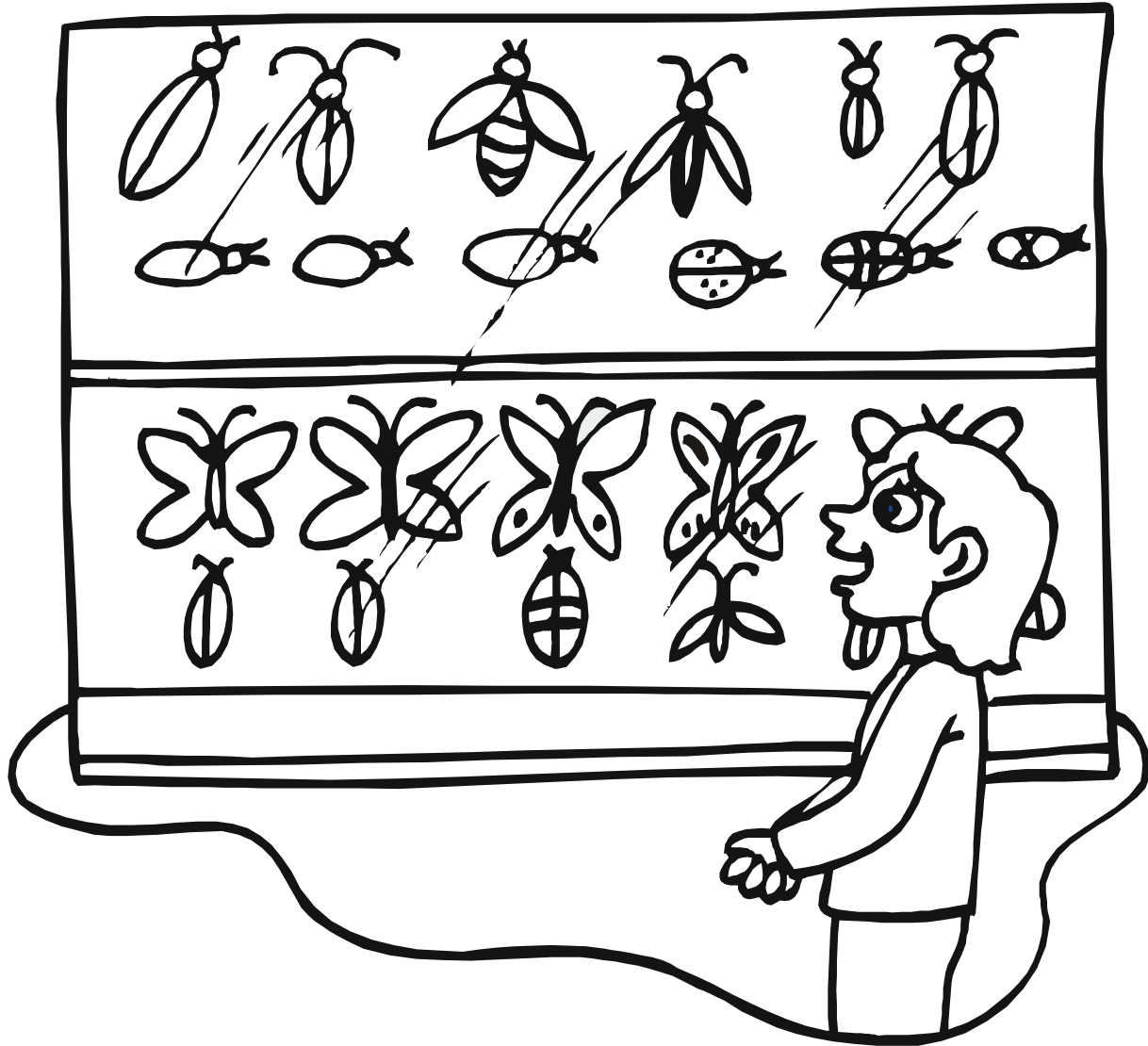
- 1) Define environment.
- 2) Discuss what National Parks are and why they are important. (National Parks are areas of land that are preserved for the benefit and enjoyment of people. These parks include natural wonderlands, famous historic places, memorials, cemeteries, seashores, lakeshores, and battlefields. The National Parks protect the environment.)
- 3) Read *The Lorax* to the students.
- 4) On a chart, make a list of behaviors that are detrimental to the environment.
- 5) On another chart, make a list of behaviors that help take care of the environment.
- 6) Have the students draw a picture.
- 7) On the picture have the students write three ways they can take care of their environment.

LEARNING INCLUDES:

Individual Activity School/Work Physical Movement
 Verbal Activity Cooperative Learning Evaluation Writing

EVALUATION: The teacher will:

- 1) Observe the students drawing the Once-ler.
- 2) Check to see if the students wrote 3 ways to protect the environment.



"The Importance of Trees"

The Giving Tree by Shel Silverstein

GRADE: Elementary

CURRICULUM AREAS: Science, Reading, English

DURATION: 1 hour

STATE STANDARD: Living things: Characteristics

CAREER SKILLS: National Career Development Guidelines Competency II - Skills to interact with others.

RESOURCE: *The Giving Tree* by Shel Silverstein

OBJECTIVE: The students will be able to:

- 1) Name several benefits of trees in the natural environment.

MATERIALS:

- 1) The book *The Giving Tree* by Shel Silverstein
- 2) Drawing paper
- 3) Colored pencils



PROCEDURES:

- 1) Take your class outside under a large tree or outside classroom (if possible). Read the story *The Giving Tree* by Shel Silverstein, with your students.
- 2) Discuss how people give of themselves in their jobs - like teachers, police etc.
- 3) Discuss how the tree in the story gave of itself. Ask students to show how trees give of themselves in their natural environment.
- 4) Have the students write two reasons trees are important to us.
- 5) Illustrate their reasons.

LEARNING INCLUDES:

Individual Activity School/Work Physical Movement
 Verbal Activity Cooperative Learning Evaluation Writing

EVALUATION: The teacher will:

- 1) Have the students share their illustrations and reasons with the class.
- 2) Reinforce the benefits of trees in the natural environment.

"What Extinct or Endangered Species Am I?"

GRADE: Elementary

CURRICULUM AREAS: Science

DURATION: One class period

STATE STANDARD: Living things: Characteristics

CAREER SKILLS: National Career Development Competency #XI - Awareness of different occupations and changing male/female roles.

OBJECTIVE: The students will be able to:

- 1) Compare and contrast the terms endangered and extinct.
- 2) Name several endangered/extinct animals found at the Congaree Swamp National Monument

MATERIALS:

- 1) Pen for each student
- 2) 3x5 card for each student

INTRODUCTION:

You know - a long time ago there were men whose job it was to mine for gold. There were men and women who pumped cores of ice in an icehouse to make ice so the ice would be clear. Now we just go to a refrigerator and get ice out of the freezer. When many of your teachers were in school - there were no computers to use. Now we all use them, and there are lots of people who work with them. Things are sort of like that in the forest—There were some animals that were there a long time ago that are no longer there today. They are called EXTINCT...which means they are no longer here...etc.

PROCEDURES:

- 1) Define the terms extinct and endangered.
Extinct animals once found in the Park include the ivory-billed woodpecker, the Carolina parakeet, and the passenger pigeon.
Endangered animals in the Park include the red-cockaded woodpecker, the bald eagle, the fox squirrel, and the wood stork.
- 2) Write the name of an extinct or endangered plant or animal species on a 3x5 card. Indicate whether it is extinct or endangered on one side of the card. Put the name of the animal on the other side.
- 3) The students will hold the card in front of them with the word extinct or endangered facing the class.

- 4) The remaining classmates will ask questions of the group to try to figure out the names of the animals. For example: "Which animal makes holes in trees?" Each classmate can ask 3 questions of a student in the front of the room.
- 5) Once a student figures out one of the animals, he should clap his hands. The student that figures out most of the animals wins the game.

LEARNING INCLUDES:

Individual Activity School/Work Physical Movement
 Verbal Activity Cooperative Learning Evaluation Writing

EVALUATION: The teacher will:

- 1) Review the definitions of extinct and endangered.
- 2) Make a list of the endangered/extinct species. Under their names, list their characteristics.



