Ages 11–14 Unit
Lesson Plans

IFAW

Keep Wild Animals Wild: Break the Wildlife Trade Chain

Introduction

Unit Instructional Goal

By the end of the unit, students will be able to answer the essential questions:

- What factors drive wildlife trade?
- How is stopping wildlife trade relevant to me?

Prepare for the Unit

- Have students complete the "Pets at Home Survey" from the Program Overview. This unit explores the negative aspects of wildlife trade, including the trade in live wild animals for the pet trade. In order to teach the unit with sensitivity, it can be helpful to know whether your students currently keep wild animals as pets. Further, recognizing that some families and communities may be involved in wildlife trade in other ways, and that people's views on trade will vary depending on culture and religion, the Program Overview provides additional information about how to treat sensitive issues when teaching this unit. See page 9 in the Program Overview.
- Since the discussions may involve strong feelings, many teachers and students like to develop ground rules within their classrooms to promote positive listening, respect, and sensitivity to different points of view. See page 11 in the Program Overview for a ground rules activity.
- Pre-assess your students' knowledge of wildlife trade and how to protect animals from the trade. See page 17 for an assessment. Results may be compared to a post-assessment given in Lesson 9 at the end of the unit.
- For additional resources and online interactive activities for students go to **www.ifaw.org/keep-wild-animals-wild**.

© IFAW 2015

Lesson 1: Introducing the Unit

Ages 11–14

Overview

Students will explore their background knowledge of wildlife trade concepts and vocabulary by writing a short essay response to the unit's essential questions: "What factors drive wildlife trade?" and "How is stopping wildlife trade relevant to me?" Also they will work in small groups to generate a joint statement for each question.

Materials
chart paper, marker, paper, pencils, envelopes

Time
50 minutes

Subject Area
ELA, Science

Instructional Goal

This lesson will introduce the topic of wildlife trade.

Lesson Objectives

Students will:

- Write short responses to essential questions about wildlife trade.
- Begin to build knowledge of wildlife trade.

Introduce Lesson Target Question

Write the target question on the board and read it aloud to students.

Explain that as students work through this lesson, they will think about this question.

Introduce Essential Questions

1. Write the essential questions listed below on chart paper. Display and read the essential questions to the students:
   - *What factors drive wildlife trade?*
   - *How is stopping wildlife trade relevant to me?*
2. Ask students to write a short response to each question based on what they currently know. Explain to students that these essential questions will be on display throughout the unit, and they should continue to think about their responses to the questions as they learn more about wildlife trade and protecting animals in the wild.
3. Give each student an envelope and have them write their names on the front. Have each student put his or her individual written response in the envelope, seal it, and hand it in. Tell students they will be given their responses back at the end of the unit to see how their answers to these two questions have changed.

Create a Joint Statement

1. Put students in small groups. Tell them to discuss their responses and work together to create a joint statement for each question.
2. Have groups share their statements. Moderate a discussion, comparing each group's responses, with the goal of developing focused answers to the essential questions.
3. Write these answers on the chart paper, leaving room for additional responses later. At this point, students may have little knowledge of wildlife trade. As they learn more in this unit, their responses will become more robust.

Lesson 2: *Keep Wild Animals Wild* Video

Ages 11–14

Overview

Students will watch the *Keep Wild Animals Wild* video. They will explore the difference between wild animals and domestic animals, understand that wild animals belong in the wild, learn about the problems caused by illegal wildlife trade, and that wildlife trade is a global issue.

Materials
video, text or online resources, chart paper and markers, digital presentation tools (optional)

Time
50 minutes core lesson and activity; extension activity time may vary

Subject Areas
ELA, Science

Instructional Goal

This lesson will introduce students to wildlife trade and help them understand that it is a global issue.

Lesson Objectives

Students will:

- Develop inquiry questions about a new topic.
- Reflect on ideas presented in a video.
- Build knowledge about wildlife trade and its negative effects.
- Understand underlying causes of human behaviors that affect animals.
- Analyze the interdependence of animals in an ecosystem.

Introduce Lesson Target Question

Write the target question on the board and read it with students.

What do we want to learn about wildlife trade?

Ask students to think about this question as they work through the lesson.

Pre-viewing Activity: 6 Qs

1. Organize students into small groups. Provide each group with a marker and chart paper. Have students list the following words in a column on the left side of the chart paper: *who, what, when, where, why, how.*
2. Tell groups they will be watching a video about wildlife trade, but before they do, they will explore what they already know and want to know about wildlife trade. Have groups write a question about wildlife trade for each word on their chart. For example, for the word *what*, students might write, "What animals are part of wildlife trade?"
3. Have groups share their list of questions with the class. After every group has shared, have the class discuss the questions, crossing out questions they know the answers to and keeping ones they still need to learn about.

Pre-viewing Discussion

1. Tell students they will be watching a video about wildlife trade. Ask:
   - *What do you think you will see in this video?*
   - *What do you hope to learn from the video?*
2. Discuss with students how there are strengths in learning from a video, but also strengths in learning from a text. Ask students what they think the strengths are in learning from each medium. (Possible answer: Videos let you see things in action, hear sounds, and can take you places you couldn't travel to. Text might give more specific details; is easy to go back to when looking for information, allows you to stop and think while reading, etc.)

View the Video and Discuss

Start the video. Stop it as indicated and ask the provided questions:

- minute 9:59 (at the end of chapter 1): *What makes a wild animal wild?*
- minute 10:35 (after the scene where the wildlife trade products are shown): *Do people really need these things? Why or why not?*
- minute 10:45 (after the segment about the exotic pet trade): *What if a shop sold wild green iguanas or other "exotic" pets in your community? What might happen if people buy iguanas or other wild animals to have as pets? What do you think could happen if they refuse to buy them?*
- minute 19:48 (just before segment on drivers of wildlife trade): *Why do you think people participate in wildlife trade?*
- minute 25:28 (at the end of chapter 3): *How is wildlife trade relevant to you?*

Post-viewing Reflection

1. Ask students to reflect quietly for a minute about what they thought and felt while watching the video. Also have them think about what surprised them.
2. Have students share their thoughts and feelings with a partner for a few minutes. After the partner conversation, ask volunteers to share what they discussed.
3. Discuss the video's content by asking the following questions:
   - *Does the video seem to have a point of view? If so, what is it?*
   - *Why do you think the video includes "youth voices"?*
   - *Why is the video's use of animated sequences an effective technique?*
   - *How did you feel at the end of the video? Did it make you want to take action? Why? What would you do?*

Activity: Revisiting the 6 Qs

1. Return to the questions created during the 6 Qs activity. Have small groups read them again and discuss which questions have now been answered, and which ones have not.
2. Have groups think of other *who, what, when, where, why,* and *how* questions related to wildlife trade.

Lesson 2 Extension: Keystone Species

1. Discuss with the students the interdependence of animals and their ecosystems. Ask the following discussion questions:
   - *How did the animals in the video interact with each other and their habitats?* (Answers may vary; possible responses may include: they forage for the food they need; birds fly; other animals graze over large areas; some animals spread seeds.)
   - *How do wild animals, such as elephants, interact with the ecosystems in which they live?* (They spread seeds in their dung, which helps new plants grow; they dig for water with their tusks, allowing other animals access to water, too.)
   - *Do ecosystems benefit from some animals' behaviors? How?* (Elephants help maintain the structure and function of the ecosystems they live in for the other animals and plants that live there.)
2. Tell students there are some species in an ecosystem that many other animals depend on to keep the ecosystem healthy. These animals are called "keystone species." If something happens to these animals, there would be a severe disruption in the ecosystem. Remind students of the example of elephants from the video. Ask what they think might happen if elephants were no longer around to spread seeds and dig water holes.
3. Discuss with students that some keystone species are affected by wildlife trade (for example, elephants are being killed for their tusks, tigers are killed for their body parts).
4. Tell students they will research a keystone species and then create a presentation for the class detailing:
   - How the keystone species supports its ecosystem
   - What might happen if the keystone species were to be removed
5. Organize students into small groups. Assign each group one of the following keystone species: elephant, grizzly bear, jaguar, wolf, tiger shark.
6. Provide groups with text or online resources to answer the following questions:
   - What makes up your keystone species' habitat?
   - What other animals live in this habitat?
   - What would happen if the keystone species were to be removed from the habitat?
7. Have groups create either a poster or a digital presentation of their findings. Discuss with students the visuals and techniques in the *Keep Wild Animals Wild* video—for example, maps, animated characters, and young people expressing their views. Encourage students to include one or more of the techniques that they found particularly effective in their own presentations.

Lesson 3: What Is Wildlife Trade?

Ages 11–14

Overview

Students will read and discuss the article "Animals at Risk: The Commercial Wildlife Trade." They will learn new vocabulary words related to wildlife trade and create concept maps to record ideas and concepts they learn. To extend the lesson, students may research additional wildlife trade products not mentioned in the article.

Materials
Student Magazine, chart paper, marker, text or online resources for research

Time
60 minutes core lesson and activity; extension activity time may vary

Subject Areas
ELA, Science, Social Studies

Instructional Goal

This lesson will help students understand how pervasive wildlife trade is.

Lesson Objectives

Students will:

- Analyze informational text features.
- Understand wildlife trade, its causes, consequences, and what is being done to protect animals.
- Define new vocabulary words.
- Identify products as being part of the wildlife trade.

Introduce Lesson Target Question

Write the target question on the board or on chart paper and read it with students.

What should everyone know about wildlife trade?

Explain to students that as they work through this lesson, they will think about this question. At the end of the lesson, they will share their thoughts on the question.

Preview the Magazine

Give each student a copy of the magazine *Keep Wild Animals Wild: Break the Wildlife Trade Chain,* and ask the following questions:

- *Look at the photograph and read the words on the cover. What are some of the topics you will read about in this magazine?*
- *Look at the table of contents. What types of texts will you find in this magazine?*

Preview the Article

1. Tell students to turn to pages 2-3 and read the title of the article and look at the photographs. Remind students of the essential questions:
   - What factors drive wildlife trade?
   - How is stopping wildlife trade relevant to me?
2. Point out the bolded words in the text. Tell students that these are vocabulary words and their definitions are at the end of the article in a glossary titled, "Words to Know."

Read the Article

Have students read the article. Ask students to note any words they don't understand for later discussion. Remind them that if they do not understand a word, to use context clues within the sentence, paragraph, and article to determine its meaning.

Discuss the Article

1. When students have finished reading, ask volunteers to read aloud the definitions of the vocabulary words in the glossary. After each definition is read, ask another student to read the sentence from the article that includes the word. Then ask students if they noted any other unfamiliar words, and work with students to define them.
2. Gather students into groups of two or three. Tell groups that each will be given a question to discuss and answer. Encourage students to reread sections of the text to support their answers if necessary. Provide each group with a slip of paper on which you have written one of the following questions:
   - What is wildlife trade? (Answers may vary. Possible response includes: the treatment of wild animals as a commodity.)
   - What does it mean to "traffic" wildlife? (to buy or sell wildlife, especially illegally)

- Why are animals captured or killed as part of wildlife trade? (Answers may vary. Possible responses include: to be kept as pets; to gather and sell their body parts, such as elephant tusks, tiger skins, and turtle shells; to eat, such as zebra meat and shark fins; to be used as tourist attractions)
- Why do some people keep wild animals as pets? (Answers may vary.)
- Even though wildlife trade targets specific animals, how does it cause a ripple effect that affects other animals, habitats, and people? (Answers may vary. Possible responses include: traps set for certain animals can harm others; killing of a specific animal in a habitat will reduce biodiversity; a disrupted ecosystem caused by wildlife trade can impact the basic necessities people rely on; it can endanger the lives of the rangers whose job it is to protect the animals.)
- How are countries trying to control wildlife trade? (Answers may vary. Possible response includes: by making and strengthening laws.)
- How has the Internet increased wildlife trade? (Answers may vary. Possible response includes: it's anonymous, global, and mainly unregulated.)

3. After a few minutes, bring students together. Have each group share their answers with the class.

4. Read the unit's essential questions, and ask students to respond to them again. Add any new information or insights to the chart paper.

5. Revisit the target question.

- *Let's think about our target question: "What should everyone know about wildlife trade?" How would you answer this question after reading this article?*

Lesson 3 Extension: Wildlife Trade Products

1. Invite students to use text or online resources to research other wildlife trade products not mentioned in the article. They may choose to further research a product that was mentioned in the video.

2. Have students work in pairs to create a short presentation about the products they found, highlighting the animal affected, how it has been affected, and where the animal lives.

Activity: Concept Map Posters

1. Put students into small groups. Provide them with large pieces of chart paper and markers. Tell students that each group will create a concept map of the ideas presented in the text.

2. Tell students to write the words *Wildlife Trade* in the center of their maps. Have groups identify the main idea, write it on the map, and connect it to the phrase *Wildlife Trade* by drawing a line.

3. Encourage groups to add information, thoughts, and ideas to their maps, drawing lines to show connections between concepts. Tell students to use their background knowledge as well as information in the text to generate more concepts to add.

4. Remind students of details from the video that they can add to their posters. Ask:

- *What animals affected by wildlife trade are shown in the video?*
- *According to the video, who is involved in wildlife trade?*

5. When finished, have students silently walk around the classroom and read each other's concept maps.

6. Lead a discussion with the class, asking:

- *What main ideas did you identify from the text?*
- *What additional ideas did almost everyone add to their maps?*
- *What additional ideas were unique to your map? Describe your unique ideas and how you developed them.*

Lesson 4: Myths vs. Facts

Ages 11–14

Overview

Students will read and discuss the article "Myths vs. Facts." They will also create an infographic that illustrates the hazards of wildlife trade. To extend the lesson, students may play a game, Two Facts and a Myth.

Materials
Student Magazine, chart paper, marker, text or online resources for research

Time
20 minutes reading and discussion; core and extension activities times may vary

Subject Areas
ELA, Science

Instructional Goal

This lesson will help students understand common myths and facts associated with wildlife trade.

Lesson Objectives

Students will:

- Build knowledge of wildlife trade and its effects on animals, people, and the environment.
- Understand myths and facts associated with wildlife trade.

Introduce Lesson Target Question

Write the target question on the board or on chart paper and read it with students.

Why is it important to dispel myths about wildlife trade?

Explain that as students work through this lesson, they will think about this question. At the end of the lesson, they will share their thoughts on the question.

Preview the Article

1. Tell students to turn to page 8 and read the title of the article and look at the pictures. Discuss the pictures. Ask students how they communicate information about wildlife trade. (The pictures use humor to communicate serious information.) Discuss students' opinions of the effectiveness of this approach.
2. Discuss the layout of the article and students' background knowledge. Ask:
   - *How might the structure and layout of this article help you to learn more about this topic?*
   - *What do we already know about elephants and their connection to wildlife trade?*

Read the Article

Have students read the article "Myths vs. Facts." As they read, have students make note of any words they do not understand.

Discuss the Article

1. Discuss the text to further explore the myths and the arguments made against them. Encourage students to reread sections of the text to support their answers if necessary.
   - *What evidence is given to support the claim that the laws to regulate wildlife trade are not working?* (Wildlife trade is growing; even if people want to enforce the laws they lack resources.)
   - *How did the video support this claim?* (Scenes show people buying wildlife trade products; also, the video states that the Internet has made the problem of wildlife trade worse.)
   - *What would you say to a friend who wanted to buy an "exotic pet"?* (Answers will vary.)
   - *How are we all part of the wildlife trade cycle?* (We all live in a source, transit, or consumer country. The Internet has made wildlife trade even more pervasive.)
2. Reread the unit's essential questions. Ask students to respond to them again based on what they learned from the article. Add any new information or insights the students have to the chart paper.
3. Revisit the target question.
   - *Let's think about our target question: "Why is it important to dispel myths about wildlife trade?" How would you answer this question after reading this article?*

Activity: Hazards of Wildlife Trade Infographic

1. Organize students into small groups. Tell them they will work together to create infographics about the hazards of wildlife trade.
2. Tell students that infographics are a great way to present data and information in an engaging way to inform people about a topic. Show students several examples of infographics.
3. Tell students their infographics should contain the following:
   - Accurate, timely information and data about the hazards of wildlife trade
   - A concise message
   - An engaging visualization of the information and data that emphasizes ease of understanding (Hint: Encourage students not to use too many colors or fonts that are difficult to read.)
4. Invite student groups to use text or online resources to research specific information and data about the hazards of wildlife trade. Have students create infographics from the information and data they have gathered. Remind students that their infographics should communicate this information in an interesting and creative way.
5. Have students present their infographics to the class.

Lesson 4 Extension: Two Facts and a Myth

1. Organize students into small groups. Tell them they each will need to think of two truths, or facts, about themselves, and one lie, or myth. You may suggest that the more outlandish their truths are, the more difficult it will be for others to figure out which statements are true and which are false.
2. Give students time to think of their ideas. Then tell them to take turns sharing their truths and lies—all presented as statements of fact. The other members of the group should guess which statement is not true.
3. Tell students they will now come up with two facts and a myth about wildlife trade.
4. Provide each group with chart paper and markers. Have them use text or online resources to find two surprising facts about wildlife trade. Have students also think of one myth. Have groups write their two facts and a myth on their pieces of chart paper. If they wish, students may add illustrations.
5. As groups share their posters with the class, have the class vote on which statements they think are the myths.

Lesson 5: An Iguana Doesn't Want to Live in My Home

Ages 11–14

Overview

Students will read and discuss the blog/article "An Iguana Doesn't Want to Live in My Home." They will also write a "blog post" from a specific point of view. To extend the lesson, students will research and present information about what a wild animal actually needs and why these needs cannot be met in a home.

Materials
Student Magazine, video, text or online resources for research, presentation materials (chart paper for posters or access to computers to create digital displays)

Time
30 minutes reading and discussion; core and extension activities times may vary

Subject Areas
ELA, Science, Social Studies

Instructional Goal

This lesson will help students understand that wildlife trade is relevant to everyone.

Lesson Objectives

Students will:

- Identify central claims and supporting evidence in a text.
- Analyze the effectiveness of arguments used in a text.
- Identify products as being part of wildlife trade.
- Write an informal opinion with at least two central claims and supporting evidence.

Introduce Lesson Target Question

Write the target question on the board and read it with students.

How is wildlife trade relevant to everyone?

Explain that as students work through this lesson, they will think about this question. At the end of the lesson, they will share their thoughts on the question.

Preview the Article

1. Tell students to turn to page 10 and read the title and look at the photograph. Tell students to read the first paragraph. Ask: *What type of text is this? How do you know?* (Blog post; it looks like something posted online; the name of the blog is NatureStream; the author has an online avatar)
2. Ask students to name some typical qualities they associate with blogs. (The language tends to be informal. They can be written like a diary. They often offer an author's opinion. They can be personal.) Ask: *What is the author's opinion in this blog?* (It's cruel and unsafe for people to have wild animals as pets.)

Read the Article

As students read the article, have them note the language the author uses to communicate her opinion. Also, have them list the author's claims and the reasons and evidence she uses to support these claims. Finally, have students record any words they do not understand.

Discuss the Article

1. When students have finished reading, ask if they noted any unfamiliar words, and work with students to define them.
2. Discuss the author's use of language. Ask students to identify the author's tone and specific words she used to engage the reader. Ask volunteers to state the author's claims and the reasons and evidence she used to support her claims.
3. Discuss the text further to explore the author's argument. Encourage students to reread sections of the text to support their answers if necessary.
   - *Look at the photo and read the caption. How does this information support the author's argument?* (It shows iguanas in the wild, where they should be.)
   - *Why do you think the author initially wanted an iguana over a companion animal, like a cat or dog?* (Answers may vary.)
   - *What claim does the author make that may be designed to touch a reader's emotions?* (Possible responses include: smugglers don't care about the animals' health or welfare; rangers have been forced to shoot snakes in the Everglades.)
   - *What claim does the author make about wildlife trade that is supported by information about how wildlife trade affects more than just the animals traded?* (Burmese pythons have become invaders.)
   - *How might the author have strengthened the evidence she gives?* (Answers may vary.)
   - *How does the author use a "call to action" to empower others to tackle this issue?* (She suggests talking to friends, writing to lawmakers)

- *What scenes from the video could the author use to support her argument?* (Answers may vary. Possible responses include: scenes showing animals in their habitats; scenes showing animals being transported; scenes showing animals left behind.)

4. Revisit the target question.
   - *Let's think about our target question: "How is wildlife trade relevant to everyone?" How would you answer this question after reading this article?*

Activity: Blog Response

1. Invite students to use text or online resources to respond to a specific point of interest from the blog post. Encourage students to use at least three different resources.
2. Remind students that though they may use informal language, they will need to back up their claims with strong evidence and credible sources. Discuss what "credible sources" are. For their research, encourage students to collect specific data and information that they can use to back up their claims. Have students write their own "online comments" to the blog post using the evidence they've collected. Be sure to discuss any rules or codes of conduct you have for appropriate online behavior.
3. Tell students their "online comments" need to contain the following:
   - A clearly stated opinion in response to the blog post.
   - At least two central claims with supporting evidence, including references to sources.
   - At least two substantive paragraphs.

Lesson 5 Extension: What Does a Wild Animal Need?

1. Tell students that people who own exotic pets do not realize it is almost impossible to meet a wild animal's needs in a home. To understand these needs, explain to students that they will work in small groups to create a short presentation about the needs of an animal used in the exotic pet trade.
2. Show students minutes 1:45–3:03 in the video that discuss a wild animal's needs and how animals are adapted to specific environments. Ask:
   - *Based on what you saw in the video, why is it impossible to meet these needs in a home?*
3. Organize students into small groups. Invite groups to use text or online resources to research what wild animals are commonly used as exotic pets in their country.
4. Tell students to choose an animal and research it further, answering the following questions:
   - What does the animal eat?
   - What does the animal use for shelter?
   - How much space does the animal need to live? How big is its range?
   - How big will the animal grow?
   - Is this a social animal? How many other animals of its own species are typically nearby?
   - What is this animal's typical behavior? Each day, what sorts of choices are available to this animal? Does the animal migrate? Does the animal have a need to burrow, climb, hide, bask, fly, dig, search, and so on? Is it active during the day or at night?
5. Have students create a short presentation based on their answers to these questions.

   After each group presents, ask: *Why can't the animal's needs be met in a home?*

Lesson 6: The Wildlife Trade Chain and Who Benefits?

Ages 11–14

Overview

Students will read and discuss the selections, "The Wildlife Trade Chain" and "Who Benefits?" They will also create a graphic feature that illustrates the trade chain for an animal of their choosing. To extend the lesson, students may research ethical and cultural issues related to wildlife trade and then write an essay.

Materials
Student Magazine, text or online resources for research, large piece of white paper and markers

Time
30 minutes reading and discussion; core and extension activities times may vary

Subject Areas
ELA, Social Studies, Science

Instructional Goal

This lesson will help students understand the stages in the wildlife trade supply chain and who benefits from it.

Lesson Objectives

Students will:

- Identify and analyze informational text features.
- Identify the three main components of wildlife trade.
- Understand the various groups that make up the wildlife trade supply chain and what their roles are.

Introduce Lesson Target Question

Write the target question on the board and read it with students.

What is the wildlife trade chain and who is involved?

Explain that as students work through this lesson, they will think about this question. At the end of the lesson, they will share their thoughts on the question.

Pre-reading Activity

1. To help students understand the concept of a supply chain, have them pretend they are going to the store to buy milk.
2. Ask them to think about:
   - Where the milk came from.
   - How it got to the store.
   - Who was involved in getting the milk from where it came from to the store.
   - Where money is exchanged along the chain.
3. Have one student stand at the front of the class on one side, portraying the person buying the milk (the consumer). Have another student stand at the front of the class on the other side, portraying the cows or farm (source).
4. Lead a discussion helping students to identify the steps that are taken to get the milk from the cows to the store. For example, the farm may send the milk to a factory where it is collected and packaged before it is transferred to the store. If you wish, as students identify links in the supply chain, you may have student representatives stand in place along the chain (you may want to tell students that this is the transit portion of the supply chain). Ask students to think about how people are paid along this supply chain.
5. Explain to students that today they will be learning more about another supply chain—the wildlife trade supply chain.

Read "The Wildlife Trade Chain"

1. Tell students to turn to page 11 and read the title. Have them look at the map on pages 12–13. Ask students to think about informational texts they are familiar with.
2. Ask students: *What informational text features does this selection contain?* (headings, callouts, and maps)
3. As students read the introduction and analyze the map, have them take notes about new information they learn about wildlife trade. Have students also record any unfamiliar words.

Discuss "The Wildlife Trade Chain"

1. When students have finished reading, ask them to note any unfamiliar words, and work with the students to define them.
2. Discuss the selection to further explore the information. Encourage students to reference specific parts of the maps to support their answers.
   - *What are the three main components of wildlife trade?* (source, transit, and consumers)
   - *It is against the law to trade in ivory in most countries. How do smugglers still transport it?* (People can smuggle ivory through existing smuggling routes that are often used for other illegal goods.)
   - *Which countries are part of the rhino horn supply chain?*

(South Africa, Kenya, Sudan, Egypt, and Vietnam)

- *What is one reason rhino horn is so in demand?* (Some people believe ground rhino horn can cure diseases.)
- *The video said shark fins are also popular. Why do some people serve or eat shark fin soup?* (Answers may vary. Possible response includes: serving it is a sign of social status and wealth for some people.)
- *What are the conditions for wild animals who are transported for sale as "pets"?* (Conditions are very unsafe and often harmful. Iguanas can have their mouths sewn up and their feet tied together.)
- *What information on this map surprised you the most?* (Answers may vary.)

3. Put students in small groups. Have them work together to develop a response to the following statement:
   - To stop wildlife trade, the three main components of it must be addressed. Explain what you think can be done to address each part.

Read "Who Benefits?"

1. Tell students to turn to page 14 and read the title and look at the photographs. Ask students what type of graphic organizer they see on this page. Tell them that this flowchart describes how the wildlife trade supply chain works and what the various groups involved do.
2. Ask: *Why is a flowchart a good graphic organizer to display this information?*
3. As students analyze the flowchart, have them write any additional questions they have about the various groups and people who benefit from wildlife trade.

Discuss "Who Benefits?"

1. When students have finished reading, have them share their questions with a partner. Then have partners share their questions with the class, encouraging other students to discuss the questions further.
2. Explore the flowchart by asking the following questions:
   - *What is the difference between middlemen/consolidators and traffickers/smugglers?* (A middleman buys smaller amounts of wildlife goods from poachers; a smuggler transports these goods from the source country to the trade country.)
   - *Who do you think profits most from illegal wildlife trade?* (The traffickers and importers make the most money.)
   - *Where are wildlife trade products sold?* (Possible selling sites include: pharmacies, doctors, healers, street markets, stores, pet stores, online sales.)
   - *How does this flowchart support the video's claim that, ultimately, wildlife trade is all about making money?* (Answers may vary. It shows who benefits from the wildlife trade and how.)
3. Reread the unit's essential questions. Ask students to respond to them based on what they learned from reading these selections. Add any new information or insights the students have.
4. Revisit the target question.
   - *Let's think about our target question: "What is the wildlife trade chain and who is involved?" How would you answer this question after reading these articles?*

Activity: Create a Wildlife Trade Graphic Feature

1. Tell students that explaining the wildlife trade chain can be difficult as it is very complex. One way to communicate complex information more clearly to readers is to use graphics, illustrations, or maps. Tell students that they will be working in small groups to create their own maps illustrating the journey of one wild animal used in the trade.
2. Organize students into small groups. Invite groups to use text or online resources to find wild animals that are either poached, smuggled, or bought by consumers in their country. Have groups choose one of these wild animals to focus on.
3. Have groups research their chosen animal to answer the following questions:
   - What country does your animal come from?
   - How is your animal captured?
   - How is it transported?
   - Where are the consumers found?
   - What other countries, if any, does it pass through along its journey?
   - How is the animal sold? (i.e., as a pet, parts made into traditional medicine, as food, etc.)

4. After groups have gathered this information, provide each group with a large piece of white paper. Tell groups to draw a world map on it, and then draw the path their animal follows from country to country. Have groups also include text boxes on their maps, providing details about their animal and its journey through the wildlife trade chain. Encourage students to include any other graphic features (photographs, illustrations, graphs, charts, etc.) that will help tell the story of the animal they are focusing on.
5. Have students share their maps with the class.

Lesson 6 Extension: Wildlife Trade and Ethical and Cultural Issues Research Project

1. Tell students they will be writing an informational essay exploring ethical and cultural issues related to wildlife trade. It may be helpful to review the ground rules you established as a class for discussing sensitive issues.
2. Remind students of the key elements of an essay that they will need to include:
   - An introduction that states the topic and previews the central idea presented in the essay
   - Information presented in multiple paragraphs that follow a logical sequence; ideas that are developed using concrete details and examples
   - A concluding statement that follows from the information presented
3. Work with students to define the word *ethical*. (Responses may include: following the rules of acceptable behavior; having to do with right and wrong.) Ask students to think about things their culture values.
4. Ask: *How would you describe the relationship between animals and humans in your country?*
5. Explain how, in different parts of the world, patterns of behavior reflect cultural values and beliefs. For example, hunting for meat—and killing elephants for ivory—is a traditional source of protein and income for many rural communities in Africa. In China, society has attached many values to ivory—cultural, religious, aesthetic, and medical—and some of these values go back hundreds of years. In some countries, the relationship between animals and humans may be different from what the students experience.
6. Invite students to use text or online resources to gather evidence to support their answers to one or more of the following questions:
   - What role does culture play in spreading wildlife trade?
   - What role does history play?
   - What role does economics play?
7. Have students use the evidence they find to develop their ideas about the topic and write their essays.

Lesson 7: To the Rescue!

Ages 11–14

Overview

Students will read and discuss the article "To the Rescue!" They will also use engineering and design processes to invent a new system for reducing wildlife trade. To extend the lesson, students may analyze and interpret data about ivory seizures around the world and create a graph or map illustrating this information.

Materials
Student Magazine, video, materials for design project (will vary, but may include various craft items, such as paper, tape, glue, scissors, cardboard, paper towel tubes, toothpicks, etc.), **Worksheet: Ivory Seizure Data**

Time
30 minutes reading and discussion; core activity time may vary; 30 minutes extension activity

Subject Areas
ELA, Science, Math

Instructional Goal

This lesson will help students understand the people involved in protecting animals from wildlife trade and what they are doing.

Lesson Objectives

Students will:

- Identify informational text features.
- Understand that we need to use a variety of methods to protect animals from wildlife trade.
- Understand that many different groups from a variety of professions and backgrounds are working to protect animals from wildlife trade.

Introduce Lesson Target Question

Write the target question on the board and read it aloud with students.

How can we protect animals from wildlife trade?

Explain that as students work through this lesson, they will think about this question. At the end of the lesson, they will share their thoughts on the question.

Preview the Article

Tell students to turn to page 15 and read the title of the article, the headings, and look at the photographs. Ask students:

- *Why are headings frequently used in informational texts?*
- *How are the headings used to organize the information in this article?*

Read the Article

As students read the article, have them take notes about the specific methods and devices used by people combating illegal wildlife trade. Also have students note any unfamiliar words.

Discuss

1. When students have finished reading, ask if they noted any unfamiliar words, and work with students to define them.
2. Discuss the article to further explore the information presented. Encourage students to reference the article to support their answers.
   - *Who works to stop illegal wildlife trade?* (Possible responses include: wildlife rangers, scientists, detector dogs, the public)
   - *What methods do wildlife rangers use to spot poachers and/or detect traps?* (Possible responses include: by patrolling on foot, all-terrain vehicle, or glider; use GPS technology to follow animals; set up camera traps to catch poachers)
   - *How can trained dogs be helpful in stopping illegal wildlife trade?* (Their excellent sense of smell allows them to detect hidden, smuggled wildlife trade items.)
   - *How are poaching "hot spots" detected?* (By taking DNA samples extracted from smuggled wildlife trade products, like ivory, scientists can determine the location they came from and determine possible "hot spots.")
   - Show students minutes 16:10–17:40 in the video, which includes ways consumers can help stop wildlife trade. *What are ways the public can help stop illegal wildlife trade?* (Possible responses include: through education; by not buying wildlife trade products or pets.)
3. Reread the essential questions. Ask students to respond to them again based on what they learned from the article. Add any new information or insights the students have.
4. Revisit the target question.
   - *Let's think about our target question: "How can we protect animals from wildlife trade?" How would you answer this question after reading this article?*

Activity: Reducing Wildlife Trade Through Problem-Solving and Design

1. Ask volunteers to share the wildlife trade prevention methods and devices they noted from the article and video.
2. Tell students they will use the design process to invent a new device, system, or vehicle to address a specific problem within wildlife trade. Display for them the following steps in the design process:
   - State the problem.
   - Generate ideas.
   - Select a solution.
   - Make a sketch or drawing of the prototype.
   - Build a prototype.
   - Evaluate.
   - Present results.
3. Have students form small groups and work together to navigate the design process and create a prototype of their invention. Ask students the following questions to support and guide them as they go through the process:
   - *There are many specific problems connected to wildlife trade. One is the problem of finding and disabling traps before animals trigger them. What problem is your group interested in designing a solution for?*
   - *How many different ways can you think of to address this problem?*
   - *What is your best idea?*
   - *What will your invention look like? What will you use to create a three dimensional representation of it?*
   - *What part of your design could be improved?*
4. Once students have completed their drawings, provide them with craft materials such as paper, tape, glue, scissors, cardboard, paper towel tubes, toothpicks, etc., for building their prototypes.
5. After the groups have evaluated and made changes to their inventions, have them present their final inventions to the class.

Lesson 7 Extension: Ivory Seizures

1. Tell students that one way people are working to stop illegal wildlife trade is by analyzing and interpreting data. Everything from the money made to animal population numbers to amount of products sold are important pieces of data that need to be tracked.
2. Tell students they will be analyzing and interpreting data about ivory seizures around the world between 2005 and 2014. Provide students with the **Ivory Seizure Data worksheet.**
3. Have students work in pairs to analyze the data and answer the following questions:
   - What does the amount, or weight, of ivory in these seizures suggest? What does the location of the ivory seizures tell about the wildlife trade?
   - What does the change in the number of ivory seizures suggest?
   - What does the data suggest about the people who are fighting wildlife trade?
4. Have students use the worksheet to create a graph (bar graph or line graph) to illustrate the number of seizures and the weight of the seizures. Additionally, you may have students create a graph or map showing where in the world these large seizures are happening.

Worksheet: Ivory Seizure Data

Name: _____ Date: _____

Directions: Read and analyze the data given. Then create a graph and/or map based on the data.

Note: Seizures are an important indicator of illegal trade activity, but represent only a small fraction of actual illegal trade.

Estimated Weight and Number of Ivory Seizure Cases

Year	Estimated Weight (kilograms) of Ivory Seizures	Estimated Number of Seizure Cases
2005	9,000 kg	600
2006	12,000 kg	700
2007	23,000 kg	680
2008	10,000 kg	590
2009	8,000 kg	575
2010	31,000 kg	1300
2011	23,000 kg	1250
2012	50,000 kg	1700
2013	40,000 kg	1190

[Data is estimated with permission, based on "Estimated weight of ivory and number of seizure cases by year, 1989 -2013 (ETIS, 09 January 2014)",
Source: TRAFFIC ETIS in CITES Interpretation and implementation of the Convention Species trade and conservation;
Elephant Conservation, Illegal Killing and Ivory Trade; SC65 Doc. 42.1http://www.cites.org/sites/default/files/eng/com/sc/65/E-SC65-42-01.pdf]

Top Five Ports by Ivory Seizure (kg), 2009–2014

City (Country)	Weight of Seizure
Mombasa (Kenya)	18,817 kg
Hong Kong (China)	17,712 kg
Hai Phong (Vietnam)	16,009 kg
Xiamen (China)	12,078 kg
Port Klang (Malaysia)	8,045 kg

[Source: C4ADS Ivory Seizure Database: http://media.wix.com/ugd/e16b55_9d27f7c90250420c87c3b7d2703c3114.pdf]

Lesson 8: WLT Editorials

Ages 11–14

Overview

Students will read and discuss two editorials, "Stop Demand" and "Stop Poaching." They will analyze these editorials and an editorial graphic to help them determine an effective means of addressing wildlife trade. To extend the lesson, students may write their own opinion articles about how to stop wildlife trade.

Materials
Student Magazine, text or online resources for research

Time
30 minutes discussion; 30 minutes activity; extension activity writing times may vary

Subject Areas
ELA, Science, Social Studies

Instructional Goal

This lesson will help students analyze different viewpoints on how to address wildlife trade.

Lesson Objectives

Students will:

- Identify and analyze arguments.
- Compare and contrast arguments.
- Explain multiple perspectives on effective means of addressing wildlife trade.
- Understand that wildlife trade will thrive until all aspects of it are addressed.
- Propose an additional reason and evidence to support the editorials' claims.

Introduce Lesson Target Questions

Write the target questions on the board and read them with students.

To stop wildlife trade, should people focus on poaching, smuggling, or buying?

Should we consider a different approach?

Explain that as students work through this lesson, they will think about these questions. At the end of the lesson, they will share their thoughts on the questions.

Pre-Reading Activity: Supply Reasons and Evidence for an Argument

1. Make a blatant statement or claim without backing it up with any reasons or evidence. For example, you might say: *We will no longer have a lunch hour at school.*
2. Ask students to move to one side of the room if they agree that this is a good idea and to the other side if they disagree.
3. Next, add some reasons for your opinion. For example, say: *It will make your school day shorter.*
4. Allow students to change sides if they decide they agree with you now.
5. Add another reason. You might say: *We'll have more breaks throughout the day for eating and relaxing.* You may add "evidence," too. For example, say: *Studies show that students get higher grades when they have more breaks during the day.*
6. If students have changed their minds, allow them to change sides.
7. Tell students to go back to their seats. Ask them how your reasons and evidence affected their opinions.

Read "Stop Demand"

1. Tell students to turn to page 18 in their Student Magazines. Direct students' attention to the heading at the top. Ask: *What does the heading, "The Opinion Pages," indicate you will find on these pages? What should readers be aware of when reading editorials and other opinion pieces?* Have students read the title of the editorial.
2. Tell students that a strong argument will identify the author's position right away.
3. Have students read the first paragraph and discuss with a partner whether the author has clearly stated her position.
4. Have students read the rest of the editorial, noting any unfamiliar words.

Discuss "Stop Demand"

1. When students have finished reading, ask if they noted any unfamiliar words and work with students to define them.
2. Discuss and further explore the author's argument. Encourage students to reference the editorial to support their answers.
   - *What is the author's central claim?* (The most effective use of resources is to focus on stopping demand for wildlife and wildlife products.)
   - *What does the author think should be done?* (raise people's awareness)
   - *Why does the author say that consumer demand "fuels" wildlife trade?* (Responses may include: because of demand, people are able to sell wildlife products and so the trade grows.)
   - *What scene from the video could the author use to support her argument?* (Answers may vary. Possible responses include: scenes of consumers buying products; scenes of captive animals.)

Read "Stop Poaching"

1. Tell students to turn to page 19 and read the title of the editorial. Have students read the first paragraph and discuss with a partner whether the author has clearly stated his position.
2. Have students read the rest of the article, noting any unfamiliar words.

Discuss "Stop Poaching"

1. When students have finished reading, ask if they noted any unfamiliar words and work with students to define them.
2. Discuss and explore the author's argument. Encourage students to refer to the editorial to support their answers.
   - *What is the author's claim?* (Stopping poachers is the best way to stop wildlife trade.)
   - *What are the author's reasons?* (Poachers now include huge criminal networks, poachers are taking more animals at a time and are using sophisticated technology to do so.)
   - *Why does the author think we should prioritize stopping poachers?* (The level of poaching undermines the rule of law; it's dangerous for communities who live near wildlife; wildlife populations are declining at an alarming rate.)
   - *What scene from the video could the author use to support his argument?* (Answers may vary. Possible responses include: scenes of animals in their habitats or of source countries; scenes of rangers protecting wildlife.)
3. Reread the essential questions. Ask students to respond to them again based on what they learned from the two editorials and the editorial graphic. Add any new information or insights the students have.
4. Revisit the target questions.
   - *Let's think about our target questions: "To stop wildlife trade, should people focus on poaching, smuggling, or buying? Should we consider a different approach?" How would you answer these questions after reading these editorials?*

Activity: Analyzing Arguments to Find a Solution

1. Tell students that one way to fully understand an argument is to analyze it.
2. Have students work in pairs to reread each editorial. Tell students to note the author's claims and reasons and any evidence they find.
3. Have student pairs discuss their findings.
4. Have students use everything they now know about wildlife trade to add an additional reason to each editorial, along with evidence to support their reasons.
5. Lead a class discussion, asking the following questions:
   - *What reasons did you add to the editorials?*
   - *Does one editorial or the other make a stronger argument? If yes, which one and why? If no, why not?*
   - *What point does the editorial graphic make? Do you think this is an effective argument? Why or why not?*
   - *If we focus on stopping just one part of the illegal wildlife trade, will we likely be successful? Why or why not?*
   - *If you could write your own opinion piece, what would the central claim be? What would your reasons be? What evidence might you give to support your reasons?*

Lesson 8 Extension: Opinion Articles

1. Have students write their own opinion articles. Their articles should contain:
   - An introduction with a clearly stated position or claim.
   - Body paragraphs that give specific reasons that support the claim.
   - Evidence that supports each reason.
   - A concluding statement that follows the argument presented.
2. If needed, invite students to use text or online resources to gather more evidence to support their claims.
3. Tell students they may also use the information from the video to support their arguments. Show parts of the video to the students as requested.
4. Have students create outlines of their opinion articles and then draft them.
5. You may wish to have some students communicate their opinions through an editorial cartoon or graphic. Just as in a written editorial, the cartoon or graphic should clearly state a position and be supported by evidence.

Lesson 9: Culminating Project

Ages 11–14

Overview

Students will participate in the post-assessment activity, revisit their answers to the essential questions, and take part in an open discussion about wildlife trade. Students will also create a culminating project to demonstrate their learning and spread awareness of wildlife trade.

Materials
Student Magazine, text or online resources for research, materials for culminating projects may vary

Time
30 minutes discussion; duration of project times may vary

Instructional Goal

To demonstrate understanding of the factors that drive wildlife trade and how protecting animals from wildlife trade is relevant to their lives.

Lesson Objectives

Students will:

- Respond in writing to the essential questions about wildlife trade.
- Demonstrate understanding of wildlife trade in an open discussion.
- Design a project that spreads awareness about wildlife trade and protecting wild animals and their habitats.

Introduce Lesson Target Question

Write the target question on the board and read it with students.

How can you spread awareness about wildlife trade?

Explain that as students work through this lesson, they will think about this question.

Activity: Write Answers to Essential Questions

1. Read the essential questions to the students:
   - *What factors drive wildlife trade?*
   - *How is stopping wildlife trade relevant to me?*
2. Ask students to write a short response to each question based on what they now know about wildlife trade.
3. Return each student's envelope from Lesson 1. Instruct them to open and silently read their written responses. Ask students to reflect on how their written responses to these two questions have changed.

Discussion

1. For the final discussion, have students sit in a circle. Have the Student Magazine available to reference during the discussion. Display the chart paper with the essential questions and responses.
2. Tell students that they have learned a lot about wildlife trade and will now explore the topic further through an open class discussion. Remind students of the discussion ground rules they set before they started this unit.
3. Invite students to talk about their responses to the essential questions before the unit started and after they finished this unit of study. Ask: *How did your responses change? What surprised you the most about your responses before and after the unit? How do you feel about what you learned?*
4. Use the following questions to stimulate discussion:
   - *How would you explain what wildlife trade is to someone who has never heard of it?*
   - *What are the effects of wildlife trade—on animals, people, and the environment?*
   - *What are people doing to stop illegal wildlife trade?*
   - *What are things that you can do to stop wildlife trade?*
   - *What ideas do you have to address specific problems connected to wildlife trade?*
   - *Is there anything you would do differently now that you know more about wildlife trade?*
   - *How has learning about wildlife trade made you think about anything else in your life differently?*

Moderate the discussion as necessary, encouraging students to build on each other's ideas.

Post-Assessment

See page 17 in the Program Overview for a post-assessment to help you evaluate what your students have learned about wildlife trade and how to protect animals from the trade.

Culminating Project

For the culminating project, present to students a variety of suggestions for how to teach others about what they learned about wildlife trade. The project ideas below provide opportunities for students to share information within the classroom, with a larger audience at the school, and/or with an online community for educators.

Reminder: Please follow your school's privacy policies regarding student work when sharing projects or pictures/video of students beyond the school setting.

Prepare for the Project

1. Decide how the students will share their projects. This will determine the specific audience students should target as well as the types of projects they can do. You may choose for students to present their projects within the classroom, to the greater school community, or to an online community for educators.
2. Determine the resources that are available for students and how much time they will spend on the projects. This will help determine the scope of the students' projects.

Audience: Classroom

- **Showcase:** The class will work in small groups to research more information about wildlife trade. They will showcase what they learn using tri-fold displays, and they will exhibit the displays in the classroom for other students to browse through and learn from.
- **Group Presentations:** Students will work in pairs or small groups to research an aspect of wildlife trade that interests them. They will present the information in a visual form using presentation software or by creating a poster.
- **Class Book:** Students will research an aspect of wildlife trade that interests them. They will then share this information in writing. They may choose to write an informative or opinion essay, a story, or a poem. Collect the students' writings, and bind them together to make a class book. Students may also submit their writing to the Animal Action Art and Writing Contest. See page 10 in the Program Overview for details.

Audience: Greater School Community

- **Student-Led Assembly:** Have the class create a short assembly for the school. Assist the students in creating a presentation that includes pictures and/or photographs, accurate information, data, and any performances the students create (such as skits, songs, etc.). Students should answer the following questions in their presentations:
  - What is wildlife trade?
  - What animals are affected by wildlife trade?
  - How are animals affected by wildlife trade?
  - How are people affected by wildlife trade?
  - What is being done to stop illegal wildlife trade?
  - What can students do to stop illegal wildlife trade?
- **Community Design Exhibition:** Students will work in pairs to further research a specific problem connected to wildlife trade and to propose an invention to address this problem. Students may use their previous design projects (from Lesson 7) or create a new one. Have pairs think of an engaging way to provide the public with information about the problem their invention addresses by creating posters, tri-folds, models, infographics, or other visual displays. Have the class display their creations together.

  Invite other classes from the school to come to the exhibition to learn about wildlife trade. Consider providing fliers or other pieces of information for students and visitors to take with them to spread the word about wildlife trade and how it can be addressed.
- **Mural:** Choose a spot in the school where students can create a mural. Tell students they will be working together to create a mural that provides information and spreads awareness of wildlife trade. Explain that the mural will contain the following elements:
  - A map showing three distinct areas in the world where wildlife trade is a problem.
  - Illustrations of the habitats in these areas.
  - Illustrations of animals affected by wildlife trade that live in these areas.

- A written paragraph about each animal, explaining how they and their local ecosystems are affected by wildlife trade.

Have a small group of students create the map for the mural. Have another small group create the pictures of the habitats. Each habitat should include appropriate visual details to make it easily identifiable. Have individuals or pairs of students choose an animal affected by wildlife trade and draw a picture and write a paragraph about it. Explain that the students should place the pictures of the animal and the paragraphs on the mural. Make sure they include information about how the local ecosystems are affected.

When the mural is complete, have students brainstorm a slogan about ending wildlife trade and write it in large letters at the top of the mural.

- **Wildlife Club:** Students may explore the possibility of starting a school club to continue to celebrate, study, and advocate for wildlife in their area and around the world.

Audience: Online Community for Educators

See page 10 in the Program Overview for information about an online community for educators.

- **Videos:** Have students create short videos about wildlife trade. This can be done as a class or in groups. Students should answer the following questions in their videos:
  - What is wildlife trade?
  - What animals are affected by wildlife trade?
  - How are animals affected by wildlife trade?
  - How are people affected by wildlife trade?
  - What is being done to stop illegal wildlife trade?
  - What can students do to stop illegal wildlife trade?

  NOTE: Students may use the video to share projects created earlier in the unit, such as their design projects and essays.

- **Music:** Have students create songs that spread awareness of wildlife trade.
- **Visual Art/Writing:** Have students create pieces of visual art (drawings, paintings, etc.) or original writings that spread awareness of wildlife trade. Encourage students to submit their work to the Animal Action Art and Writing Contest. See page 10 in the Program Overview for details.
- **Digital Presentations:** Have students create digital presentations with audio, pictures, and information about wildlife trade.