

Keep Wild Animals Wild: Think Twice Before You Buy




Introduction

Unit Instructional Goal

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

- Why do people trade in wildlife?
- How do our choices as consumers affect animals?

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 the wildlife trade and how to protect wild animals from the trade. Results may be compared to a post-assessment given in Lesson 9 at the end of the unit. See page 16 in the Program Overview for an assessment.
-  For additional resources and online interactive activities for students go to www.ifaw.org/keep-wild-animals-wild.

Lesson 1: Introducing the Unit

Ages 8–10

Overview

Students will explore their background knowledge of wildlife trade concepts and vocabulary. They will discuss the unit's essential questions: "Why do people trade in wildlife?" and "How do our choices as consumers affect animals?" They will also decide whether statements about wildlife trade are true or false.

Materials

chart paper, marker,
true/false signs

Time

30 minutes

Subject Areas

Science, Social Studies

Instructional Goal

This lesson will introduce the topic of wildlife trade.

Lesson Objectives

Students will:

- Respond to essential questions about wildlife trade.
- Define vocabulary related to wildlife trade.
- Begin to analyze the interdependence of wild animals, humans, and the environment, including communities and society.

Introduce Lesson Target Question

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



**What do we know about
wildlife trade?**

students.

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

Introduce Essential Questions

1. Write the essential questions listed below on chart paper. Display and read the essential questions to the students:
 - *Why do people trade in wildlife?*
 - *How do our choices as consumers affect animals?*Underline the words *trade*, *wildlife*, and *consumers*.
2. Ask students to define these words based on their current understandings.

3. Ask students what responses they have to the essential questions at this point. Explain to students that the essential questions will be on display throughout the unit, and they will continue to think about their responses to the questions as they learn more about wildlife trade.

Build Knowledge of Wildlife Trade

1. Hang up a sign on one side of the room that says *True*. On the other side of the room, hang up a sign that says *False*.
2. Tell students you are going to say a series of statements. Students will need to show whether they think the statement is true or false by moving to the appropriate side of the room. If they are unsure, they may remain in the middle of the room.
3. Say the following statements:
 - *Wildlife trade only affects a few animals, like tigers and elephants.*
 - *Wildlife trade has driven some elephant populations to extinction.*
 - *What we buy in our community affects wildlife around the world.*
 - *The Internet has made it easier for illegal wildlife traders to offer their products to a huge audience around the world.*
 - *There is nothing you or I can do about wildlife trade.*
 - *Elephant tusks only come from dead elephants.*
 - *You can avoid purchasing wildlife trade products when you know what to look for.*
 - *Wild animals are good pets if people know how to care for them.*
 - *Setting a wild animal pet free is kind to the animal.*
4. Gather students together and discuss the following questions:
 - *Which statement were you most unsure about? Why?*
 - *Why do you think people disagree on these statements?*
 - *What about wildlife trade would you like to know more about?*

Lesson 2: Keep Wild Animals Wild Video

Overview

Students will watch chapters 1 and 2 of 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, and learn about the problems caused by illegal wildlife trade.

Materials

video, chart paper, markers

Time

50 minutes core lesson and activity; 20 minutes extension activity

Subject Areas

ELA, Science

Instructional Goal

This lesson will introduce students to wildlife trade and help them understand that they can help protect wild animals from wildlife trade.

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.
- Distinguish between harmful and helpful human behaviors toward wild animals.
- Begin to describe the physical, social, and behavioral requirements necessary for wild animals to thrive.

Introduce Lesson Target Question

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



What do you need to know 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.

Pre-viewing Activity: 6 Qs

1. Organize students into small groups. Provide each group with a marker and chart paper. Have students write 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 wild animals and 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 answer to and keeping ones they still need to know.

Pre-viewing Discussion

1. Tell students that they will be watching a video about wild animals and protecting them from wildlife trade. Ask:
 - *What do you think you will see in this video?*
 - *What do you hope to learn about in the video?*
2. Discuss with students that there are strengths in learning from a video but also strengths in learning from a written 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, easy to go back to when looking for information, can stop and think while reading, etc.)
3. Tell students to think about the following questions as they watch the video. Write these questions on the board:
 - Where do wild animals live?
 - What do all wild animals need to survive?
 - Why is it important to protect wild animals?

View the Video and Discuss



1. Have students view chapters 1 and 2 of the video. NOTE: Chapter 3 of the video covers illegal wildlife trade as an international problem and discusses topics not presented in the Ages 8–10 unit.
2. Pause the video at the following minutes and ask students to discuss these questions:
 - 7:00–7:12 (after the scene that asks about whether birds and tigers would make good pets): *Would these animals make good pets? Why or why not? Does an elephant make a good pet? Would any wild animal? What do you think?*
 - 7:55–8:22 (after the scene with the animation of the child behaving poorly towards the animals): *Does this look safe for the animal? Does it look safe for the child? What do you think?*
 - 10:00–10:35 (after the scene where the wildlife trade products are shown): *Do people really need these things?*

Why or why not?

- 11:47–12:29 (after the scene showing the markets with wildlife trade products): *What if a shop sold turtle shell combs in your community? What happens if customers buy the turtle shell combs? What happens if they don't buy them? How can our choices make a positive difference for wildlife?*

Post-viewing Reflection

1. Ask students to think quietly for a minute about what the video made them think and feel. 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.

Activity: Revisiting the 6 Qs

1. Review the questions students created during the 6 Qs pre-viewing 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 and record them on chart paper.

Lesson 2 Extension: I Am a Wild Animal!

1. Organize students into a circle. Tell students they will each choose a wild animal, say what they are, what type of environment they live in, and then act out something distinct the animal does. For example, a student might say, "I am a grizzly bear. I live in the forest. I catch salmon in a stream to eat." The student then acts out the bear catching salmon in a stream. The rest of the class will repeat what the student has said as well as the action.
2. Have a volunteer begin the activity. Go around the circle, giving each student a turn.
3. When everyone has taken a turn, ask the students the questions they were told to consider before watching the video:
 - *Where do wild animals live?*
 - *What do all animals need to survive?*
 - *Why is it important to protect wild animals?*
 Encourage students to use the wild animals they just acted out as examples in their responses.

Lesson 3: What Is Wildlife Trade?

Overview

Students will review what makes an animal wild. They will read and discuss the article “What Is Wildlife Trade?” They will learn new vocabulary words related to wildlife trade and identify the source of products used in wildlife trade and alternatives to using the products.

Materials

Student Magazine, video (optional), chart paper, marker, **Worksheet 1: Wildlife Products**

Time

50 minutes core lesson and activity; 20 minutes extension activity

Subject Areas

ELA, Science, Social Studies

Instructional Goal

This lesson will help students understand how widespread the problem of wildlife trade is and what the consumer’s role in it is.

Lesson Objectives

Students will:

- Demonstrate understanding of informational text features.
- Define new vocabulary words.
- Build knowledge about wildlife trade and its negative effects.
- Analyze products used in wildlife trade and determine alternatives.

Introduce Lesson Target Questions

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




What is wildlife trade?

Why do people want wildlife products?

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: Wild or Not?

1. Organize students into small groups and provide them with large sheets of chart paper and markers.
2.  Ask students what they learned from the video about what makes an animal wild. If needed, have students view minutes 11:14-3:04 of the video again.

3. Have groups draw a straight line down the middle of their paper. Tell groups to draw a few examples of wild animals on the left side of the page and animals that are not wild on the right side.
4. Have groups share their drawings. Once every group has shared, ask the following questions:
 - *How did you decide if an animal is wild or not?*
 - *Were there any animals that your group was confused about or could not decide if they were wild or not? Why?*
 - *How would you define a wild animal?*
 - *How do the needs of wild animals compare to the needs of animals that are not wild?*
5. Be sure students understand this key point: while all animals have the same needs to survive and thrive, wild animals do not need people to meet them. Tell students they will learn more about how wild animals are affected by wildlife trade in this unit.

Preview the Magazine

Give each student a copy of the Student Magazine and ask the following questions:

- *Look at the cover photograph and the title. What do you think you will be reading about in this magazine?*
- *Look at the table of contents on page 2. What are the names of the articles in this magazine?*
- *Based on their titles, which articles do you think are fiction, and which do you think are nonfiction? Why?*

Preview the Article



1. Tell students to turn to page 3 and look at the title of the article and the photographs. Remind students of the target questions.
 - *How do you think the title of the article and the photographs connect to the target questions?*
2. Point out the bolded words in the text. Tell students that these important vocabulary words are defined at the end of the article.

Read the Article

Have students read the article. Ask students to highlight any words they don’t understand for later discussion. Have them note any key vocabulary they could add to a wildlife trade word wall.

Some students may not be able to read the articles and stories in the magazine without support. You can read the text aloud with them as they echo read, or you could have students read the text with a partner.

Discuss the Article

- When students have finished reading, ask them what important vocabulary words they can add to the word wall. Discuss any words that students had difficulty with.
- Engage students in a discussion of key ideas from the text. Encourage students to reread sections of the text to support their answers if necessary.
 - What is wildlife trade?*
 - Look at the diagram on page 4. What are some examples of wildlife products? What are some other ways wild animals are used in trade? (work, pets)*
 - What are some of the negative effects of wildlife trade? (Possible responses include: animal suffering; decline in population of endangered and other species; habitats harmed; introduction of alien species to new environments where they may become invasive; illnesses spread to people)*
 - How does wildlife trade harm animals that are not captured, killed, bought, or sold? (Possible answers include: social or family groups split up; habitats harmed)*
 - What does the diagram on page 7 show us? (wildlife trade from wild animals to consumers; how the money flows in wildlife trade) Why do you think the author chose to present this information in a diagram? (The diagram shows the flow of products and money with arrows and makes the information easier to understand.)*
 - What animals are involved in wildlife trade?*
 -  *What information was presented in the chapter of the video, "What Is Wildlife Trade?" that was not included in this article?*
-  Revisit the target questions.
 - Let's think about our target questions: "What is wildlife trade?" and "Why do people want wildlife products?" How would you answer these questions after reading this article?*

Activity: Identify Wildlife Products

- Give pairs of students **Worksheet 1: Wildlife Products**. Explain that for each of the wildlife trade products listed, students will write:
 - what animal they think is used to make the product
 - where the animal lives in the wild
 - what people could do instead of using the product (choose alternative product, choose not to ride an elephant, etc.)

Students can base their responses on what they have learned so far in the Student Magazine, the video, or, if time allows, they may research some products and animals.
- When students are finished, ask pairs to share their responses with the whole group. As students discuss alternatives to using the products, guide them to understand that people do not need any of the products.

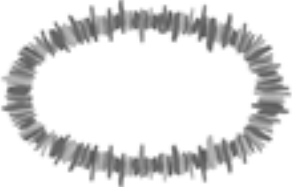




Lesson 3 Extension: Think Twice Before You Buy

As time allows, invite students to search for wildlife trade products in the puzzle on page 9 of the Student Magazine. Answers are on page 2 of the magazine.

Worksheet 1: Wildlife Products

Name: _____ Date: _____

Directions: For each wildlife trade product, write the wild animal used, where the animal lives in the wild, and what people can do instead of using the products.

Wildlife Trade Product	Wild Animal Used	Where Animal Lives	What Can People Do Instead?
<p>coral necklace</p> 			
<p>pet macaw</p> 			
<p>handbag made of snakeskin</p> 			
<p>sunglasses made of turtle shell</p> 			
<p>statue made of elephant ivory</p> 			

Lesson 4: Sniffing Out Wildlife Trade

Ages 8–10

Overview

Students will recall information they learned from the video about sniffer dogs and read and discuss the article “Sniffing Out Wildlife Trade.” They will explore one solution to combating the illegal trade in wildlife: using detector (sniffer) dogs. To extend the lesson, students may build on their knowledge of detector dogs by researching why dogs have a superior sense of smell.

Materials

Student Magazine, sock, onion, text and online resources for research

Time

30 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 sniffer dogs help combat the illegal wildlife trade.

Lesson Objectives

Students will:

- Learn about a solution to combat the illegal trade in wildlife.
- Describe adaptive functions of physical and behavioral characteristics of the domestic dog.
- Build on knowledge about wildlife trade products.

Introduce Lesson Target Question


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



What is something people use to detect wildlife products?

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

Pre-reading Activity: Think, Pair, Share

1.  Have students view minutes 15:60-17:03 (in Chapter 3) of the video, that presents information about dogs that are trained to detect wildlife products. Have students turn to a partner and say one fact they remember from the video and one question they have about sniffer dogs and how they help stop wildlife trade.
2. Invite several students to share the facts they remember and their questions.

Preview the Text


1. Have students turn to page 10. Ask them what they think the text on page 10 is about. Ask them what they think the text on page 11 is about.
2. Discuss how the section on page 11 is different from the section on page 10. (Page 10 presents general information about sniffer dogs; page 11 is a profile of a specific dog.)

Read the Text

Have students read the text. Tell them to watch for words to add to the wildlife trade word wall.

Discuss the Text

1. After students have finished reading, discuss any difficult words and ask students if they have any words to add to the word wall. Then discuss the text to check their understanding.
 - *What is a “rescue”?* (a dog that is rescued from a shelter or other place)
 - *What does a wildlife sniffer dog do?* (searches for wildlife products by smell; searches in luggage, shipping containers, and other places)
 - *Why are dogs good at detecting hidden wildlife products?* (Possible answer: they don’t need to see the wildlife products; they find them by smell.)
 - *What characteristics does a good sniffer dog have?* (lots of energy; likes to work hard for a reward)
 - *What makes Ruger so special?* (He is very focused on his work; he is nearly blind, which may help him focus.)

2.  Discuss how the information in the article compares to the information presented in the video.
- *What important information in the video is also included in the article?*
 - *What did you learn from reading the article that you did not learn from the video?*

Activity: How Good Is Your Nose?

Introduce the activity by telling students that the human nose is terrible at finding objects. People rely heavily on their eyesight to help them find things. Dogs' noses are 10,000 times better at smelling than people's noses.

1. Get a clean sock and place an onion in the toe.
2. Ask three students to leave the room. Hide the sock but not too well since humans have terrible sniffers!
3. Ask the students to come back to the room and use their sense of smell to find the onion. Students may or may not find the onion. If one of them does, talk with students about how long it took to find the onion.
4. Repeat with another group of students.
5. After the activity, discuss with students why people might need help from sniffer dogs to find illegal wildlife products.

Lesson 4 Extension: How a Dog's Nose Works

1. Invite students to use text or online resources to research how a dog's nose works and why dogs have a superior sense of smell.
2. Have students write a short report explaining their findings. They may include a diagram of a dog's nose.

Lesson 5: Animal Adaptations

Overview

Students will discuss how animals use physical features to survive in their environments, and they will be introduced to the term *adaptation*. Students will read the poem “Whose Fur? Whose Feathers?” and discuss its connection to the topic of wildlife trade. Students will then research an animal from the poem and create a labeled sketch, detailing information about the animal’s habitat and unique physical features that help it survive. To extend the lesson, students may write additional verses for the poem.

Materials

Student Magazine, text or online resources for research, drawing paper, markers/pencils/pens

Time

30 minutes reading and discussion; core activity time may vary; 40 minutes extension activity

Subject Areas

ELA, Science, Social Studies

Instructional Goal

This lesson will help students understand that animals are adapted to live in their natural environment. They will also learn that animals need their body parts to survive, but people don’t need the products made from those parts.

Lesson Objectives

Students will:

- Analyze the language, structure, and theme of a poem.
- Describe adaptive functions of the physical features of a wild animal.
- Build on knowledge about wildlife trade products.

Introduce Lesson Target Question

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



Why are animals’ adaptations important to their survival?

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

Pre-reading Activity: Explore Adaptations

1. Organize students into small groups. Tell the groups that they will each get a different question to discuss and answer as best they can. Give each group one of the following questions:
 - *What is an example of an animal using a distinguishing physical trait to avoid a predator?*
 - *How do some animals survive in the extreme cold?*
 - *How do some animals go for long periods without water?*
 - *How do some animals stalk their prey, even in the dark?*
 - *What is an example of an animal using a distinguishing physical trait to catch its prey?*
2. Encourage groups to think of as many answers as possible. Then have each group share their answers with the class. Ask students what would happen to the animals if they did not have these distinguishing physical traits.
3. Tell students that the distinguishing physical traits of animals are an example of adaptation. Write the word *adaptation* on the board. Tell students that an adaptation is a change, or the process of change over time, by which an organism or species becomes better able to survive in its environment and reproduce (have young).

Preview the Poem


Invite students to turn to page 12 and read the title of the poem. Have them look at the photographs on pages 12 and 13.

- *How do you think poems and fiction stories help us learn about real world issues such as wildlife trade?*
- *Based on the title of the poem, what do you think the poem is about?*

Read the Poem

Have students read the poem. Tell them to watch for words to add to the wildlife trade word wall.

Discuss the Poem

1. Ask students to share any words they would like to add to the word wall. Discuss any words they do not understand.
2. Discuss key concepts in the poem.
 - *How does the tiger's coat help the tiger survive?* (helps him hide)
 - *Why does a rhino need her horns?* (protect herself and her babies)
 - *How is a tiger's fur an example of an adaptation?* (helps the tiger hide in the grass and catch prey; keeps him warm)
 - *How is a person wanting a turtle-shell hairclip different from a turtle needing the shell?* (Turtle needs shell to survive, but people can live with out hairclip.)
 - *How is a person wanting a tiger-skin rug different from a tiger needing his fur?* (Tiger needs fur to survive, but people can live without the rug.)
 - *What is the difference between something we need and something we want?* (A need is something we must have to survive; a want is something we would like to have.)
 - *Each verse describes an important physical feature of an animal. Why do you think the author chose those particular features to describe?* (The body part is one that people use in wildlife trade products.)
 - *How is the last line of the poem different from the last lines in each verse?* (The last line says what all wildlife needs, while the other lines say what people don't need.)
 - *How does this last line in the poem reflect the author's point of view?* (The line emphasizes the author's point of view that all wild animals have needs that people should respect.)
 - *Think about the essential question: "How do our choices as consumers affect animals?" After reading this poem, what thoughts can you share about the question?*
3.  Revisit the target question.
 - *Let's think about our target question: "Why are animals' adaptations important to their survival?" How would you answer that question after reading this poem?*

Activity: Animal Adaptations

1. Explain to students that they will investigate one of the wild animals in the poem further by researching the animal's habitat and how the animal's physical features help the animal survive in the habitat.
2. Discuss with students that all animals have the same basic needs: food, water, shelter, and space. To begin the discussion, you may ask students what they need to survive. Then, explain that wild animals have the same basic needs as humans. You may remind students that they learned about what an animal needs in the video.
3. Have each student choose an animal from the poem and use text or online resources to answer the following questions:
 - *What habitat does the animal live in? Describe the features of the habitat, including climate/temperature, plant life, and food and water sources.*
 - *What are the unique physical features of the animal?*
 - *How do these physical features help the animal meet her basic needs?*
4. Have students use the information they learned to draw the animal as realistically as possible. Remind students to clearly feature the animal's unique physical features in their drawings.
5. Have students label at least one of the physical features and write a brief description of how the feature helps the animal meet his needs.
6. Have students display their drawings at their seat locations. Invite the whole group to silently walk around and view each other's drawings.
7. Gather students together and discuss the following questions.
 - *What does it mean for an animal to be adapted to her environment?*
 - *What is an example of an adaptation that helps an animal avoid predators?*
 - *What is an example of an adaptation that helps an animal catch prey?*
 - *Can animals survive without their distinguishing physical traits?*
 - *Is there any reason people need these parts from the animal?*

Lesson 5 Extension: Write a Poem

1. Explain to students that they will write a new verse for the poem.
2. Discuss with students the pattern that each verse follows. Read lines from two or more verses as you ask the following questions to illustrate each part of the pattern.
 - *What do the first two lines of each verse describe?* (the environment and location where the animal lives)
 - *What do the third lines of each verse describe?* (how the animal moves or behaves)
 - *What do the fourth and fifth lines describe?* (a physical feature and how the animal uses it)
 - *What is the pattern of the last two lines for all but the concluding verse?* (state that animal needs physical feature but people don't)
3. Point out examples of descriptive language, such as “stealthy hunter”; “green, gold, or brown”; “zips side to side”; “curved and sharp.” Draw students’ attention to alliteration such as “aquatic acrobat.”
4. Ask students to choose a wild animal they are familiar with and write at least one verse about the animal following the style and pattern of the poem. If needed, students may do some quick research on the animal’s habitat and physical features.
 - *Think about the habitat the animal lives in. Think about the features of the habitat, including climate/temperature, plant life, and food and water sources.*
 - *Think about the unique physical features of the animal.*
 - *Think about how these physical features help the animal meet her basic needs.*
5. When students are finished, combine the verses into one long poem and display in the classroom.

Lesson 6: A Close Look at Wildlife Trade

Ages 8–10

Overview

Students will engage in a demonstration of how species are interrelated and will be introduced to the term *keystone species*. They will read the article “A Close Look at Wildlife Trade” and discuss in more detail two aspects of wildlife trade: the effect on the ecosystem from the destruction of a species and the effect of the exotic pet trade on wild animals.

Instructional Goal

Students will look more closely at wildlife trade. They will examine the effects of wildlife trade not only on individuals, groups of animals and species, but also on the ecosystems in which these animals live.

Lesson Objectives

Students will:

- Make predictions using text features.
- Build understanding of the negative effects of wildlife trade on individual animals, entire species, and the ecosystems in which they live.
- Understand the concept of a keystone species.
- Compare a wild animal’s natural habitat with their environment in captivity.

Materials

Student Magazine, 6 paper cups labeled with animal names, large sheet of paper with the word *elephant*, text and online resources for research, **Worksheet 2: Research Guide**, **Worksheet 3: World Map**, video (optional)

Time

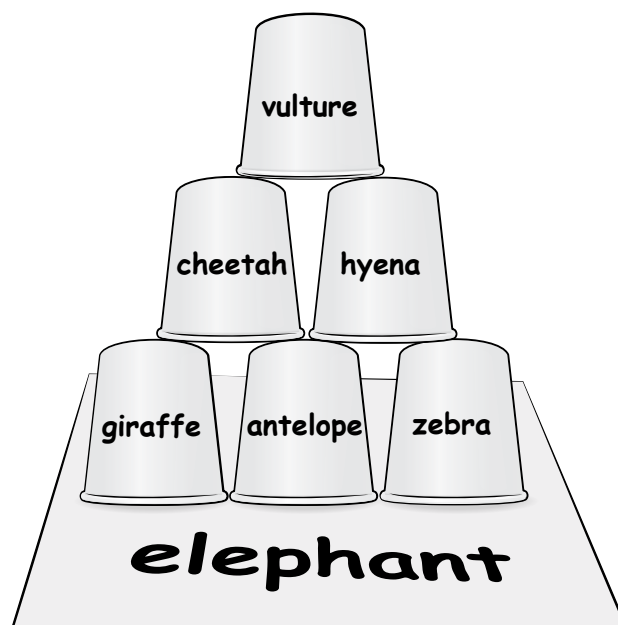
40 minutes reading and discussion; core activity time may vary; 20 minutes extension activity

Subject Areas

ELA, Science

Pre-reading Activity: Keystone Species

1. Using six cups, label each cup with one of the following animal names: vulture, cheetah, hyena, giraffe, antelope, and zebra. Stack the cups on top of a piece of paper that has the word *elephant* written on it.



2. Remind students of what they have already learned about what wild animals need. Explain that to meet their needs, species also rely on other species.
3. Invite a student to take away the cup labeled *hyena*. When they do, the cup labeled *vulture* falls. Point out that the vulture species is affected by the loss of the hyena. Ask: *What basic needs of the vulture do you think are affected by the loss of the hyena? How?*
4. Set the pyramid back up. Invite a student to take away the cup labeled *giraffe*. The cheetah and vulture cups fall. Ask: *What basic needs of the cheetah and vulture do you think are affected by the loss of the giraffe? How?*
5. Set the pyramid back up. Invite a student to pull the paper labeled *elephant* away. When they do, all the cups will fall. Ask: *What basic needs of all of the other animals do you think are affected by the loss of the elephant? How?*
6. Tell students that elephants are called a keystone species. Ask students to tell a partner why they think elephants are considered a keystone species. Tell students they will learn more about how elephants are the keystone to their ecosystems in the article.

Introduce Lesson Target Question

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



How does wildlife trade affect people, individual animals, groups of animals, and whole ecosystems?

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

Preview the Article



1. Have students turn to pages 14 and 15 and read the title of the article, the subheadings, and preview the photographs.
2. Explain that this article looks at two aspects of wildlife trade.
 - *We have read about what wildlife trade is. Now we will read in more depth about two problems concerning wildlife trade. Look at the subheads on page 14. What aspect of wildlife trade will this part of the article be about?* (elephants, ecosystems, keystone species)
 - *Now look at the headings on page 15. What aspect of wildlife trade will this section be about?* (wild animals as pets)
 - *What do you already know about elephants and wildlife trade? What do you know about wild animals as pets?*
3. Review the vocabulary at the bottom of page 15.

Read the Article


Have students read the article. As they read, have students make note of any words they do not understand or words they might add to the wildlife trade word wall.

Discuss the Article

1. After students have finished reading, ask them what unfamiliar words they found. Discuss the words and their meanings. Ask them what words they would add to the word wall.
2. Engage students in a discussion about the key ideas in the article.
 - *Think about what you know about elephants. Why do you think it would be impossible to just take the tusks without harming elephants?* (Tusks are rooted deep into the skull. Students may use their prior knowledge to conclude that elephants would not stand quietly and let their tusks be cut off. Elephant must be completely incapacitated when their tusks are cut off, which can often lead to life-threatening injuries.)
 - *Why are elephants considered a keystone species?* (Elephants change the habitat significantly by making grasslands and watering holes and dispersing seeds; other animals benefit from these changes.) Remind students of the scene in the video where the elephants disperse seeds with their dung.


- *Think back to what happened when we pulled the paper labeled elephants out from under the cups with animal names. What specific effects will there be to animals and the environment if there are no more elephants?* (less food, less access to water; other animals may die out, which in turn will also affect the ecosystem)
 - *What is an exotic pet?* (a wild animal kept as a pet in a place outside the area where the animal naturally lives)
 - *In what ways is it harmful to wild animals for people to keep them as pets?* (separated from families, shipped in poor, cramped conditions over long distances; captive environment not suitable to meet animal's needs; bred in captivity—they are still wild and all wild animals suffer when not in the wild; often discarded by owners; students may also use their prior knowledge to conclude that capturing animals from the wild depletes populations of wild animals and impacts the ecosystem)
 -  *Considering the information you learned in both the article and the video, how do you think we can help end the trade in wild animals as pets?*
3.  Revisit the target question.
 - *Let's think about our target question: "How does wildlife trade affect people, individual animals, groups of animals, and whole ecosystems?" How would you answer these questions after reading this article?*

Activity: What Does the Iguana Want?

1. Tell students they will be researching the environment of a green iguana in the wild and comparing it with the environment people provide when iguanas are kept as pets. Remind students that iguanas are just one kind of wild animal that people in their region may keep as a pet.
2.  Ask students: *What are an animal's basic needs?* Guide students to recall that all wild animals need, at the very least, food, water, shelter, and space. If needed, show students minutes 1:45–3:03 of the video, which discusses the needs of wild animals.
3. Give students **Worksheet 2: Research Guide** and have students work in small groups to research the answers to the questions on the guide. Students may use text or online resources.

4. Once the groups have completed their research, ask them to think about the natural environment and a person's home from the iguana's perspective. Ask the groups to consider these questions:
 - *What do green iguanas need to survive? What do they need to have a good life?* (along with food, water, etc., wild animals need to be able to express natural behaviors such as freedom to roam)
 - *Can people meet the needs of green iguanas in their homes? Explain.*
 - *Where would the green iguana prefer to live in order to meet all their needs? Why?*
5. Have groups create a short presentation of their conclusions and the evidence that supports them.

Lesson 6 Extension: An Exotic Pet's Journey

1.  Explain to students that a great many animals in the exotic pet trade die on the journey from their natural home to market. Ask: *Based on what you have learned from the article and the video, why do you think so many wild animals do not survive the journey to a country where they are bought and sold as pets?* If needed, remind students of the scenes in the video that show the iguana captured, transported long distances, and held in a cage.
2. Have students brainstorm some wild animals that people keep as pets and where these animals naturally live (for example: boa constrictors/South America; parrots/Brazil; degu/Chile; hedgehogs/Europe; capuchin monkeys/Central and South America). Make a list of these animals and the places they come from.
3. Organize students into small groups. Provide each group with **Worksheet 3: World Map**.
4. Assign a different animal to each group, and have students mark the country of origin of their animal on the map.
5. Tell students that wild animal pets are shipped to a variety of places around the world. However, students will draw a line from the home of the animal to the students' home country.
6. After students have drawn lines from the animal's home to their own, have each group use the map's scale to determine how many miles that animal must travel. Ask students to write this information on their map.
7. Have each group share their maps with the classroom, telling where their animal is from and how far the animal would likely travel to the new home.
8. Discuss with students the important differences between the wild animals' homes and the environment that people can provide in the new country.

Worksheet 2: Research Guide

Name: _____ Date: _____

Directions: Research a wild animal kept as a pet. Write answers to the questions on the chart.

Wild Habitat of _____

Where are the animals found in the wild?	
What features does their habitat have?	
How do they behave in the wild? What do they do?	
What other animals do they have a relationship with?	

Environment When Kept as Pets

What kind of home do people provide for them?	
What do people usually feed them?	
Where do they sleep?	

Worksheet 3: World Map

Name: _____

Date: _____



Lesson 7: Remembering the Turtles

Ages 8–10

Overview

Students will discuss the difference between needs and wants. Students will read and discuss the comic “Remembering the Turtles.” Students will then create their own comic book that illustrates their understanding of wildlife trade. To extend the lesson, students will research wildlife trade products and write a warning label for one of them.

Materials

Student Magazine, drawing paper, pencils and markers, text and online resources for research

Time

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

Subject Areas

ELA, Science, Social Studies

Instructional Goal

Students will distinguish between needs and wants and learn how their decisions as consumers can contribute to reducing wildlife trade.

Lesson Objectives

Students will:

- Analyze the elements of a comic book story.
- Analyze and evaluate characters’ points of view.
- Write and illustrate a narrative to convey information.
- Discuss the difference between a need and a want.
- Understand that our choices as consumers affect the lives of animals.

Introduce Lesson Target Question

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



How can making wise purchases save wild animals’ lives?

students.

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

Pre-reading Activity: Needs and Wants

1. Have students stand beside their chairs. Explain you are going to read a list of words. Students will remain standing if they think the item is a need; they will sit if the item is a want. Explain that they are not to discuss or defend their choices.
2. Read the following words, allowing time for students to decide whether to stand or sit: *water, candy, musical instrument, TV, phone, shelter, books, food, your pets, and your family*. You may want to add other items that are relevant to your class, such as bikes, video games, etc.
3. Ask students to share their feelings about the activity. Discuss differences in opinion about needs and wants.

Preview the Text

Tell students to turn to page 16 and look at the title of the text. Have them briefly look over the pictures. Ask students:



- *What kind of text is this?* (comic book story)
- *How do you think turtles are connected to wildlife trade?* (Students may respond with products made from turtle shell, such as sunglasses and jewelry; some may know that turtle eggs are consumed as food and turtles are involved in the pet trade.)
- *Why do you think the comic is called “Remembering the Turtles”?* (Answers will vary.)

Read the Text

Have students read the comic. Remind them to make note of any words they do not understand and think about words that could be added to the word wall.

Discuss the Text

1. After students have finished reading, discuss any difficult vocabulary and ask students if they can add any words to the word wall.
2. Involve students in a discussion about important concepts.
 - *What does the guide tell Olivia and her brother about hawksbill turtles?* (They are being wiped out by loss of habitat and poachers who kill them and steal their eggs.)
 - *What do Olivia and her brother find for sale at the market?* (tortoise shell hair clips)
 - *What does Olivia’s brother say about the turtles and the hair clips?* (A real turtle shell souvenir will help them remember the turtles.)
 - *What does Olivia say about them?* (If people keep killing them, there won’t be any left for us to see.)

- *What is your point of view about buying souvenirs made from wildlife products?*
 - *Think about what you have learned about wildlife trade. What other wildlife trade products do you think Olivia and her brother may find at this market? (Answers will vary.)*
 - *Why do you think people trade in wildlife products like things made from turtle shells? (Answers will vary.)*
 -  *Based on what you have learned in this story, the other articles in this magazine, and the video, how do you think our choices as consumers affect wild animals? (Students may respond that we protect animals from wildlife trade when we don't buy wildlife products.)*
3.  Revisit the target question.
- *Let's think about our target question: "How can making wise purchases save wild animals' lives?" How would you answer this question after reading this article?*

Activity: "Keep Wild Animals Wild" Comic Book

1. Explain to students that they will be creating their own comic book stories on a topic of their choice about wildlife trade.
2. To help students plan their comic book story, have them look at how "Remembering the Turtles" is set up. Discuss with the students the use of different panels, close up and faraway views of characters, speech bubbles, and other key elements they see in the comic. Point out that the title is placed at the top of the page. Point out that "Remembering the Turtles" uses dialogue in the form of speech bubbles to tell the story.
3. Have students brainstorm topics for comic book stories. If necessary, you may suggest the following topics:
 - a customer makes a choice about whether to buy a wildlife trade product (for example, an ivory statue or a coral necklace)
 - your best friend wants to buy a wild animal for a pet, and you get into an argument over it
 - a customer finds that he or she doesn't need a particular wildlife trade product
 - why an animal needs his parts but people don't need an animal's parts
 - what a turtle's life is like in the wild
4. Have students work individually or in pairs to make a draft of their comic book story in pencil. When they are satisfied with their drafts, they can create a final version. Tell students to make sure their comics have about three or four panels per page.
5. Have students share their comic book story with the class. If possible, place the comic book stories in the school library or other common area for other students to read.

Lesson 7 Extension: Warning Labels

1. Provide students with text or online resources to research wildlife trade products. Suggest that students search for a product that they feel would surprise people to learn that it is part of the wildlife trade.
2. Ask students to choose one product and create a warning label for it. Tell students the warning label should include:
 - Information about the wild animals used to make the product.
 - A graphic that includes a drawing of the animal.
 - An eye-catching overall design.
3. You may wish to show students some examples of existing warning labels, noting their design and wording.
4. When students have finished, display the warning labels together as one large mural.

Lesson 8: Students Say Wild Animals Aren't Pets

Ages 8–10

Overview

Students will determine whether they agree or disagree with statements about pets. Then they will read the fictional news article “Students Say Wild Animals Aren’t Pets” and discuss the arguments presented. Students will create a pamphlet communicating the consequences of buying and selling wild animals as pets. To extend the lesson, students will role-play the various points of view represented in the article.

Materials

Student Magazine, chart paper for signs, poster paper and paint for placards, drawing paper and colored pencils/pens/markers for pamphlets

Time

60 minutes core lesson and activity; 50 minutes extension activity

Subject Areas

ELA, Science, Social Studies

Instructional Goal

This lesson will help students understand the consequences of buying and selling wild animals as pets.

Lesson Objectives

Students will:

- Use text features to make predictions about a text.
- Compare and contrast multiple points of view on a topic.
- Write persuasive text, citing evidence to support arguments.
- Build understanding of how consumer choices affect the lives of animals.

Introduce Lesson Target Question

Write the target question on the board and read it aloud



Is it okay to own a wild animal as a pet?

to students.

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

Pre-reading Activity: Four Corners

1. Place one of four signs in four corners of the room: AGREE, STRONGLY AGREE, DISAGREE, STRONGLY DISAGREE.
2. Remind students of the ground rules for respectful discussion that they developed at the beginning of the unit.
3. Have students stand in the middle of the room. Tell them you will read a statement, and they should decide whether they agree or disagree with the statement.
4. Read aloud the first statement: *Owning a pet dog or cat is important to me.* Give students a few seconds to think about their answer. They should not discuss the question with other students. Tell them to move to one of the four corners of the room.
5. Have students in each corner discuss the reasons why they agree or disagree with the statement.
6. After one minute, ask one member from each group to say their group’s reasons for their choice.
7. When every group has explained their reasoning, have students move back to the center of the room. Repeat the activity with the statement: *People can meet the needs of wild animal pets if they know how to care for them.*
8. If you want to keep a record of students’ thoughts, have a student in each group jot down the group’s reasoning (optional).



Preview the Article

1. Ask students to turn to page 19 in the Student Magazine. Have them read the title of the article and preview the photograph.
2. Ask students:
 - *What type of article is this? How do you know? How are news articles different from other types of nonfiction texts?*
 - *Based on the title and the photograph, what do you think this article will be about?*

Read the Article

1. Discuss with students that the first paragraph of a news article usually gives the most important information. It often answers the questions: *who, what, when, where, why, and how.* Read aloud the first paragraph with students and discuss the answers to the six questions.
2. Have students finish reading the article. Remind students to make note of any words they do not understand and to look for words to add to the wildlife word wall.

Discuss the Article

- After students finish reading, ask them to name any unfamiliar words they found. Discuss the words and their meanings. Ask students if they found any words to add to the wildlife word wall.
- Discuss the news article with students:
 - Where are the students protesting?* (a pet store that sells wild animals as pets)
 - What are the students' arguments about why people should not keep or sell wild animals as pets?* (wild animals need to live in their natural habitat; shipping them is cruel; they sometimes hurt people or spread disease; people release them when they don't want them anymore and they can die or become invasive)
 - What does the pet store owner say in response?* (She tries to find people who will take care of the animals; her animals are captive-bred; she educates people about care.)
 - Based on what you have learned so far in this unit, what other arguments could the students have made against keeping or selling wild animals as pets?* (Possible answer: family/social groups are broken up when animals are captured; some species are in danger of becoming extinct because of the trade.)
 - What effect did the students' actions have on the pet store owner or customers?* (Marissa had second thoughts about buying a hedgehog.)
 - Marissa went home to do further research before making a decision. When she does her research, she may learn that in nature a hedgehog likes to wander around at night and eat snails, beetles, grubs, and caterpillars. How might this information affect Marissa's decision?* (Answers will vary, but students may say that Marissa will realize that she cannot provide a suitable environment for a hedgehog.)
 -  Remind the students that the video discussed the dangers of owning wild animals as pets—for animals, people, and the environment. Ask: *Based on what you learned in the video, what are other dangers to people, animals, and the environment when someone owns a wild animal as a pet?*
-  Revisit the target question.
 - Let's think about our target question: "Is it okay to own a wild animal as a pet?" How would you answer this question after reading this article?*

Activity: Pet Store Skits

- Explain to students that they will create a skit in small groups about a scene at a pet store that sells wild animals. Students will take on one of these characters: store owner, customer who wants to buy a wild animal for a pet, a member of the student Animal Welfare Club, a wild animal that the store sells, and a reporter. The skits will tell the story of what happens when the customer comes into the store to buy the animal but runs into a protest being covered by the local news. Tell the students that part of their skit will be the reporter asking questions of people "on the scene."
- As students prepare their role-play, have them consider the following questions:
 - Why does the store owner buy and sell wild animals as pets?* (Students may have the character say that he or she cares for the animals, etc., but be sure students understand that making money is often the primary reason.)
 - Why does the customer want to keep a wild animal as a pet?* (Guide students to recall that some people want wild animals as pets for status or because they think they are "cool." People may also admire the animal but not realize that they cannot meet the animal's needs.)
 - Can people provide a suitable habitat for the wild animal? Can people really provide for the wild animal's needs?*
 - How can the Animal Welfare Club student present his or her point of view in a way that persuades the others?*
 - How does the wild animal feel in the cage or aquarium where the animal lives? How does the store environment compare to the animal's natural habitat? Has he been fed properly? Was he with others of his kind?*
 - Was the animal taken from the wild? If so, how did that feel to the animal?*
- Students can also brainstorm placards they can use for the skit. Tell students that a placard is a sign that someone may carry when they are protesting or supporting a cause. Placards have a message that the protester wants people to see.

4. Have students brainstorm some words or slogans for their placards. Record a list and then have students vote on the best ones. Discuss the message students want to convey.
 - *What is the message you want to get across to people entering the store? You will want to print your message in big letters so it can't be too long.*
 - *What are some strong but respectful words you might choose?*
5. Invite students to make their placard with poster paper and paint or markers.
6. Allow time for students to plan and practice their skits. If necessary, allow them time to research the natural habitat of the wild animal.
7. Have students present their skits to the class. After each skit, discuss briefly the points of view presented by the characters.

Lesson 8 Extension: Create a Persuasive Pamphlet

1. Tell students that there are many ways to inform and persuade others about important issues, and one way is to provide accurate and persuasive information to people, like the students did in the article.
2. Explain to students that they will be working in pairs to make their own pamphlets to persuade others that keeping or trading in wild animals as pets has negative effects for the animals, people, and the environment. Tell students that a successful persuasive pamphlet will need to include the following elements:
 - Accurate information about the effects on wild animals sold as pets.
 - Accurate information about how the buying and selling of wild animals as pets affects people and the environment.
 - Engaging pictures or drawings that support the text and a clear, colorful layout.
3. Show students how to fold their paper into thirds to make their pamphlet. Point out the front and back covers of the pamphlet.
4. Have pairs plan their pamphlets. Explain that they should decide on the arguments and information to feature in each panel. Tell them they will need a title and visual on the front cover that will catch the reader's attention. They can also plan the visual features for each panel.
5. As students plan and create their pamphlets, explain that they will need to decide on the most persuasive arguments since their space is limited. They will also need to support their arguments with facts and reasons. For example, the statement "people cannot create a suitable environment for wild animal pets" can be supported with facts about an animal's habitat in the wild. As students work, they may refer to information in the Student Magazine or other sources.
6. Have students share their completed pamphlets with the class or place them in an area where students from other classes can view them.

Lesson 9: Culminating Project

Ages 8–10

Overview

Students will join in an open discussion about wildlife trade and participate in a post-assessment of their learning. Students will also create a culminating project to demonstrate their learning and spread awareness of wildlife trade.

Materials

Student Magazine, post-assessment, project materials will vary

Time

30 minutes discussion; 20 minutes post-assessment; project time will vary

Instructional Goal

Students will demonstrate their understanding of key ideas about wildlife trade and consumers' role in it.

Lesson Objectives

Students will:

- Synthesize understanding of wildlife trade.
- Convey information and raise awareness of wildlife trade.

Introduce Lesson Target Question

Write the target question on the board and read it aloud



How can you teach others about wildlife trade?

to students.

Explain that students will answer this question through the creation of their own projects.

Discussion

1. For the final discussion, have students sit in a circle. Students should have their Student Magazines with them for reference.
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 ground rules activity for respectful discussions. As much as possible, encourage students to engage in the discussion and to add to each other's ideas.
3. Use the following questions during this discussion:
 - *How would you explain what wildlife trade is to someone who has never heard of it?*
 - *Why do people trade in wildlife?*
 - *Why should we care about wildlife trade?*

- *How do our choices as consumers affect wild animals?*
- *What are the effects of wildlife trade on the animals, people, and the environment?*
- *What are people doing to stop illegal wildlife trade?*
- *What are things that you as students can do to stop illegal wildlife trade?*
- *How has learning about wildlife trade made you think about anything else in your life differently?*

Post-Assessment

See page 16 in the Program Overview for a post-assessment to help you evaluate what your students have learned about wildlife trade and how to protect wild animals from the trade.

Culminating Project

For the culminating project, the students will design a presentation to teach others about what they learned about wildlife trade in this unit. The project ideas below provide opportunities for students to share information in the classroom, with a larger audience at the school, and 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.

Preparing for the Projects

1. Decide how the students will be sharing 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 to the classroom, the greater school community, or 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 the new information they learn using tri-fold displays. Students will exhibit the displays in the classroom for other students to browse and learn from.
- **Group Presentations:** Students will work in pairs to research an aspect of wildlife trade that interests them. They will present the information in 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 through writing. They may choose to write an informative or opinion essay, a story, or a poem. Encourage students to illustrate their writing with drawings or cut-out pictures. Collect the students' writings, and bind them together to make a class book.
- **Class Display:** Provide wall space and/or a table for students to display the work they have completed during the unit. Invite other classes to come in and view their work, while students talk about what they did.

Audience: Greater School Community

- **Student-led Assembly:** Have the class create a short assembly for the school. Assist the class in creating a presentation for the school that contains pictures, accurate information, and any performance ideas the students create (such as skits, songs, etc.) Students should make sure to answer the following questions at the assembly:
 - 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?
 - Why should we think before we buy?
 - What else can students do to stop illegal wildlife trade?
- **Community Exhibition:** Students will work in pairs to further research an aspect of wildlife trade that interests them. Have pairs think of an engaging way to display this information by creating posters, tri-fold displays, models, or other visual displays. Have the class exhibit their creations together.

Invite other classes from the school to come to the exhibition and learn about wildlife trade. Consider providing fliers for visitors to take with them to spread the word about wildlife trade.
- **Mural:** Choose a spot in the school to 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:
 - An illustration of three distinct habitats: marine, forest, and desert.
 - Animals affected by wildlife trade that live in these habitats.
 - A paragraph for each animal, explaining how they are affected by wildlife trade.

Have a small group of students create the three habitats for the mural. Each habitat should include appropriate visual details to make the habitat easily identifiable. Have individuals or pairs of students choose an animal affected by wildlife trade and write a paragraph about it. Explain that the students should draw, color, and cut out their picture of the animal to place on the mural.

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

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. Videos could address questions such as:
 - What is wildlife trade?
 - How are animals affected by wildlife trade?
 - How are people affected by wildlife trade?
 - Why should we think before we buy?
 - What else can students do to stop illegal wildlife trade?
- **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.
- **Presentations:** Have students create digital presentations with audio, pictures, and information about wildlife trade.