



## Wildlife

*What does it Mean to be Endangered, Threatened, or Invasive?*

### ❖ Grade Level

4th Grade

### ❖ Subject Area

Life Science  
Human Impacts

### ❖ Key Topics

Soil Conservation

### ❖ Duration

Preparation: 15 min  
Lesson: 60 min

### ❖ Setting

Classroom

### ❖ Skills

Problem Solving  
Critical Thinking  
Using Resources

### Overview

Students will learn what wildlife conservation means through a slideshow. They will then be given a different Montana wildlife animal that is either endangered, threatened, or invasive. Each student will read about their wildlife animal and make an informational poster about the problems they face or the problems they cause.

### Objectives

Students will be able to:

- Provide examples of different conservation solutions to Problems that different wildlife face.
- define endangered, threatened, and invasive.

### Materials

- Computer
- Projector
- Student Worksheets

### Advanced Preparation

- Download slideshow
- Print off student worksheets.
- Read and/or print off the [article](#) about the Endangered Species Act.

## Wildlife

### Vocabulary

**Natural Resource** - A supply of something found in nature that can be used for survival, recreation, or economic gain.

**Conservation** - The act of preventing a resource from being wasted so it can continue to exist for future generations.

**Ecosystem** - All living and nonliving things that interact with each other in the same environment.

**Environment** - The area or space in which something lives or exists.

**Endangered** - In danger of becoming extinct or no longer having any living members of one species.

**Threatened** - At risk of becoming endangered in the near future.

**Invasive Species** - A non-native species that causes environmental or economic damage.

### Procedures

#### Warm Up (10 minutes)

Slide 1: Explain to students that today the class will be learning about wildlife conservation and get a chance to decide how to conserve different Montana wildlife.

Slide 2: Read the definition of wildlife conservation. Ask students to brainstorm for 30 seconds about ways we can protect animals and/or their habitats? **Take 5-6 answers.**

Slide 3: What makes up an animal's habitat? **Food, water, shelter, air, sun**

Why are animal habitats important? **Without a place to live they can't survive.**

#### Activities (30 minutes)

##### (10 minutes - slideshow Continued)

Explain that in a little bit, students are going to be given an animal that lives in Montana that is either in danger of becoming extinct or who is causing harm to other plants and animals who live here (invasive). Their job is to learn about the problems these animals face or cause, the effects these problems are having on the animal or environment, and possible solutions to these problems.

But first we are going to learn a little more about those problems and possible solutions so it will be easier for you to answer those questions.

Slide 5: What are the problems that different animal species face?

- **Habitat loss**
- **Invasive species**
- **Overuse**
- **Pollution**
- **Change in weather patterns**
- **Disease**

Slide 6: Some solutions



## Wildlife

### **(20 minutes - Informational Posters)**

Slide 8: Explain that each student is going to get a packet about one animal that lives in Montana who is either endangered, threatened, or extinct. Each packet has information about that animal and then a little informational poster they will fill out about them so they can educate others with it. They will have to:

- Write whether their animal is endangered, threatened, or invasive and what that means.
- Write out the problems they face or are causing
- Write out the effects of those problems on the animal or environment
- Offer a possible solution(s) to these problems based on the solutions they just learned about. (Get creative!)
- Draw the animal or the animal with one of the solutions. (There is a real-life picture for reference.)

### **Wrap Up (5 minutes)**

- Have students think about one new thing they learned about wildlife conservation and share it with a peer for 2 minutes.
  - Take 1-2 answers from the pair-shares and share with the main group.
- Takeaway: We can protect animals by making sure they have clean, available habitat to live in and we are not over using them.

## Teacher Resources

### **Extensions**

Play 'Oh Deer!' to simulate effects on a population of deer species and the amount of resources available to them. (['Oh Deer' Activity Link](#))

### **Resources**

National Geographic has a library full of pictures and lessons about wildlife and conservation.

[https://www.nationalgeographic.org/education/resource-library/?q=&page=2&per\\_page=25&grades=4](https://www.nationalgeographic.org/education/resource-library/?q=&page=2&per_page=25&grades=4)

### **Sources**

[Sources Document Link](#)



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