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- Cartoons in the Curriculum!
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* If you wish to receive multiple subscriptions to Kind News at a reduced rate, please see Teachers: Tell Your School Administrators in the "Be Aware" department of this issue.

The Cover

Endangered animals are a sure attention-getter with students. Use our activities in this issue's Kind News Feature to teach math, science, language arts, and social studies—while presenting important information about endangered species. Our cover artist is Beverly Armstrong of Long Beach, California.

Inside...

Endangered Animals
Around the World

You'll discover plenty of activities for blending lessons on endangered species with math, social studies, science, and language arts skill builders. As an added plus, we've included three work sheets ready for you to photocopy and hand out to students.

Cartoons in the Classroom!

"Mark Trail" knows all about being kind to animals! Have your students try our activity on responsible pet ownership—especially created by cartoonist Jack Ellrod.

All these features...

NAAHE Editorial
Copy Masters
Sharing the Spotlight: Music and Humane Education
Sharing the Spotlight: Math and Humane Education
Teacher of the Year Nomination Form
It Works!
Research in Review
Be Aware
Without a Classroom
Children & Animals Calendar
What's a Picture Worth?

Back Cover

Volume 9, No. 4 / December 1985
Project WILD is an environmental curriculum focusing on wildlife. The membership of the primary sponsors (The Western Association of Fish and Game Agencies and the Western Regional Educational Communication Council, or WRECC) consists primarily of western state wildlife personnel. In each state nationwide, the state wildlife department is approached by WRECC to buy into Project WILD for $7,000 and to purchase Project WILD guides at $3 each for free distribution to teachers.

Project WILD, at first glance, may please you. Several of the lessons, such as “Ants on a Twig,” “Stormy Weather,” and “Environmental Barometer” are well worth using. Sometimes humane educators who have seen merits in Project WILD ask me why animal welfare organizations spend energy combating the program. And why just Project WILD? Why isn’t there a formal campaign against some of the much more blatantly biased materials that are out there?

The answer is manyfold. In each of the thirty-three participating states, Project WILD workshops are given under the direction of a state agency (the state wildlife agency, sometimes in conjunction with the state department of education); and these workshops are largely, if not entirely, financed by state funds. This lends Project WILD a credibility that many other such curricula lack. Because of this state involvement and the use of public funds, Project WILD is widely distributed and made available at no cost to teachers. Such state involvement might be appropriate and even commendable were Project WILD the objective environmental/wildlife program it is promoted to be. But in actuality, at least one-third of the materials contain inaccuracies and biases that lend support to pro-hunting/trapping arguments.

As Ted Levin (a New Hampshire naturalist) wrote, “Project WILD authors are trying to advance hunting and trapping; they should lay their cards on the table, instead of beating around the bush.”

Not everyone, however, immediately recognizes the widespread bias in Project WILD. (I certainly didn’t when I first examined the program.) Perhaps this is because many of the lessons are good, the Project WILD workshop is fun, and the workshop materials assure us that the activities are not biased. Moreover, some of us, almost without thinking, inject a humane emphasis into a lesson we like and are not fully aware that such an emphasis is missing from the particular lesson as written.

But partially it is our own lack of knowledge about wildlife issues (or lack of time to research these issues) that prevents us from spotting some of the biases. How many of us, for example, that the Kuhlman deer study referred to in “Carrying Capacity” has been thoroughly discredited by Graeme Caughley, a prominent biologist? How many of us have the expertise to know that deer have reproductive responses that can serve to help prevent the kind of continual, dramatic ups and downs represented in the “Oh Deer! Excitement” lesson? How many of us know that the oscillations in the lynx-bear populations described in that same lesson are not typical of most wildlife populations, but only of some species in extreme habitats? How many of us, when playing the fun game in “How Many Bears Can Live in this Forest?” stop to realize that adult bears rarely, if ever, starve to death, as is portrayed in the game?

And lastly, perhaps some of the biases do not become apparent until one has time to sit back and reflect on the cumulative effect of some of the most popular Project WILD lessons. For instance, after completing “Oh Deer!,” “How Many Bears Can Live in this Forest?,” “Habitat Lap SIt,” “Carrying Capacity,” “Classroom Carrying Capacity,” “Checks and Balances,” and “The Hunters,” one is left with the impression that all wild animals routinely experience sudden and complete food shortages and subsequent starvation, going immediately from famine with no chance to adapt to a decreasing food supply. And one is led to conclude from the Project WILD lessons that a main purpose of hunting and the activities of departments of wildlife is to save these animals from starvation. There is no indication in the activities that recreational hunting occurs simply because people want to do it and are willing to pay for their “sport.”

The Best-Kept Secret

Eight major animal welfare organizations, including The Humane Society of the United States, presented a lesson-by-lesson critique of Project WILD to the Project WILD steering committee responsible for revisions. And although some changes have been made in the latest edition of Project WILD, the majority of the suggestions from the animal-welfare organizations were not incorporated. Virtually all of the suggestions for correcting the inaccuracies or misleading omissions in the lessons dealing with animal populations, carrying capacity, and animal starvation were ignored. In fact, the new revision contains two new examples of dramatic fluctuations in animal populations, despite the expressed concerns about the misleading nature of such isolated examples. It is interesting to note that the Project WILD steering committee appears determined to hide what might be labeled the best-kept secret about wildlife; that most hunted species experience natural limiting factors, which serve to prevent dramatic overpopulation and subsequent starvation.

Implications for Teachers

We teachers know how to deal with bias. But we can’t

combat bias that is kept secret. Each state should send a clear message to the Project WILD steering committee that they will refuse to purchase guides that contain inaccuracies and hidden biases. Teachers need to make it clear that they are not interested in such materials. Let your state wildlife department know this. Voice your concerns to your local school board and to your state department of education.

And finally, if you are using Project WILD, please order A Humane Teaching Guide for Project WILD from NAHE. Teach your children about natural limiting factors. Let them know that hunting in the United States is primarily done for recreation, for sport. Let them know that wildlife belongs to all of us, not just to the 8 percent of the American public that hunts. And take a look at the new wildlife packets, available soon from NAHE. These are wildlife materials that teach about life for the wild...all the wild, including those captured as exotic pets, those trapped for fur, those hunted for sport, and others that have little or no voice in Project WILD.

Patty L. Finch

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New Teaching Materials Available Soon!

NAHE is pleased to announce the coming release of three new teaching aids sure to make your students wild about wildlife!

A Humane Teaching Guide for Project WILD

For teachers who have attended Project WILD workshops and are concerned about the biases and inaccuracies in the Project WILD curriculum guides, NAHE has developed A Humane Teaching Guide for Project WILD. This guide provides a lesson-by-lesson analysis of Project WILD with specific suggestions on which lessons to delete and how to improve particular activities. It is applicable to both the elementary and secondary Project WILD programs. Available in early 1986.

Order HE 1064 $3.50

Born Free, Stay Free

For the elementary level teacher, Born Free, Stay Free will add an exciting dimension to traditional subjects. This teaching packet on captive wildlife is the first in the Sharing Our Lives With Wildlife series. The Born Free, Stay Free packet is filled with work sheets, clip art, and lots of ideas for bulletin boards and teaching centers—and each unit is curriculum blended, designed for teaching with your regular classroom subjects! Available in early 1986.

Order HE 1042 $5

IMPORTANT: Specify level.

Level A: preschool and kindergarten

Level B: grades 1 and 2

Level C: grades 3 and 4

Level D: grades 5 and 6

Partners: The Secondary Teacher & Wildlife Partners: The Secondary Teacher & Wildlife is a series of secondary teaching aids currently being developed. Each Partners packet is designed for a specific secondary subject area and consists of student work sheets, suggested activities, and a teaching guide.

For information on the packet for your subject area, write to NAHE, Box 362, East Haddam, CT 06423.

To order the above materials, fill out this form. Enclose it with your check and mail to NAHE, Box 362, East Haddam, CT 06423. Be sure to make your check payable to NAHE (The National Association for the Advancement of Humane Education).

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Endangered Animals Around the World

by Willow Soltow

Kind News is a newspaper for first through sixth grade students who care about animals. The January 1986 issue of Kind News contains stories, puzzles, and pictures about endangered species. If you receive Kind News, we suggest you use it as hands-on material to support the activities covered here. If you do not receive Kind News and would like more information about it, write to Kind News, Box 362, East Haddam, CT 06423.

It's our choice. We can make our lessons on endangered species sound with the voice of doom or ring out with a cry for inspired action. It's up to us as educators. We can help students see the problems of endangerment—not as insubstantial dilemmas, but as challenges that demand our concerted effort if we are to preserve wild animals and their habitats. The following article offers teaching activities designed to help elementary students understand the meaning of endangered and recognize the major causes of species loss throughout the world.

Lesson 2: Endangered Friends

• Subject: Math
  • Concept: Zero is related to the concept of extinct.
  • Skills: Numerical Values
  Application
  Vocabulary Development

• Preparation: You will need one or two boxes of animal crackers and six paper plates. Have a picture or illustration of a dinosaur on hand for discussion purposes.
  • Activity: 1. Number paper plates and arrange animal crackers on the plates as shown. The numbers five and zero are illustrated here.
  • Preparation: None.

Lesson 3: No More Room

• Subject: Science
  • Concept: People need to protect animal habitats if wild animals are to be preserved from extinction.
  • Skills: Application
  Vocabulary Development
  Preparation: You will need animal crackers or fish crackers.
  • Activity: 1. Have students leave their desks and stand against one wall. Tell them that if they were in their home, they would not be able to stand against one wall. Explain that if they were in their home, they would not be able to stand against one wall.

Lesson 4: The World of Endangered Animals

• Subjects: Social Studies
  • Concept: The endangerment of animals is a worldwide problem.
  • Skills: Identification
  Map Reading

• Preparation: Duplicate the work sheet for this lesson titled “The World of Endangered Animals,” which appears at the end of this article.

• Activity: 1. Explain to students that animals are endangered not only in our country but also in virtually all countries.

Endangered Animals

Africa: gorilla, cheetah, white rhinoceros
Antarctic: southern right whale, blue whale
Asia: Indian tiger, giant panda, Asian elephant
Australia: koala, Australian parrot
Europe: elk
North America: bighorn sheep, California sea otter
South America: jaguar

Students enjoy learning the concept of zero, or none, in relation to the meaning of extinct in this lesson, taken from the NAAHE curriculum guide, People & Animals.
Lesson 1: Animal Homes

**Subjects:** Language Arts, Science

**Concepts:** Adaptation, Animal Homes, Habitat, Conservation

**Skills:** Identification, Reading Comprehension

**Preparation:** Read the article "Dealing With the Animal Crisis!" and the discussion that follows it. Make sure you understand the main points before continuing.

**Activity:** Create a list of endangered animals. Ask students to research these animals and their habitats. Use the information provided in the article to guide their research.

**Reading Comprehension**

1. What are the four main threats to animal habitats mentioned in the article?
   - Habitat loss, pollution, hunting, climate change

2. How can people help protect animal habitats?
   - Restore damaged habitats, create new habitats, support conservation efforts, reduce pollution

3. What is the importance of preserving animal habitats?
   - Maintaining biodiversity, ensuring genetic diversity, supporting ecosystem services

**Lesson 2: Finding a Partner

**Subjects:** Language Arts, Science

**Concepts:** Animals need other animals to live. Sometimes animals become endangered because the area where they normally build their homes is being used by humans. Discuss examples of endangered animals that used to live in your area before people built towns or cities. Depending on where you live, some examples may include coyotes, wolves, peregrine falcons, bald eagles, and/or other species.

**Skills:** Vocabulary Development

**Preparation:** Use the article "Dealing With the Animal Crisis!" as a reference. Highlight key terms and phrases related to animal habitats and conservation efforts.

**Activity:** Create a list of endangered animals and their habitats. Ask students to research these animals and their habitats. Use the information provided in the article to guide their research.

**Lesson 3: Cuddles

**Subjects:** Science

**Concepts:** Different animals become endangered for different reasons. The article mentions the following reasons:

- Habitat loss
- Pollution
- Hunting
- Climate change

**Skills:** Hypothesizing, Researching Synthesis

**Preparation:** Use the article "Dealing With the Animal Crisis!" as a reference. Highlight key terms and phrases related to endangered animals and their habitats.

**Activity:** Create a list of endangered animals and their habitats. Ask students to research these animals and their habitats. Use the information provided in the article to guide their research.

**Lesson 4: Hanging In There

**Subjects:** Social Studies, Science

**Concepts:** Endangered animals come from different countries and are endangered for different reasons.

**Skills:** Fine-Motor Skills, Identification, Classification, Recollection

**Preparation:** Use the article "Dealing With the Animal Crisis!" as a reference. Highlight key terms and phrases related to endangered animals and their habitats.

**Activity:** Create a list of endangered animals and their habitats. Ask students to research these animals and their habitats. Use the information provided in the article to guide their research.

3. Have students research the following for each of their animals: Where does it live? How many animals remain? Why is the animal endangered (e.g., habitat loss, disease, hunting, etc.)?

4. When students have gathered their information, pass out the cost hangers and materials for creating the mobiles. Draw a diagram on the chalkboard similar to the one at right for students to follow as they prepare their mobiles. Explain that one side of the mobile will display words, and the other side will display the same information in the form of hand-drawn pictures and photographs cut from magazines or old calendars.

5. Allow time for students to cut out and group the necessary information, and assemble their mobiles at random around the classroom.

6. Have students read and analyze one another's mobiles. When the mobiles have been observed by class members, ask students to rehang the mobiles according to different information provided on the squares. For instance, the mobiles might be grouped according to where the different animals live, with all Asian animals in one part of the room, all North American animals in another part of the room. Or have the mobiles grouped by the reasons for endangerment or by the number of animals that remain, going around the classroom from the smallest to the largest number.

7. Summarize by stating that people worldwide can work together to help save these endangered animals. Why not send your mobile display to another classroom for other students to learn from and enjoy?

Grades 5 Through 6

Lesson 5: Rate of Extinction

• Subjects: Math
  Science

• Concepts: Some extinctions are natural. In recent years, however, most extinctions have been caused by human actions. The rate of extinction has greatly increased over the years.

• Skills: Drawing Conclusions
  Comparisons
  Calculations
  Reading Comprehension
  Preparation: Duplicate the work sheet for the lesson titled "Rate of Extinction," which appears at the end of this article. Allow one copy for each student.

• Activity: 1. Explain that some people are not concerned about the extinction of animal species. These people dismiss the process of extinction by saying that it is a natural process. After all, they argue, extinction is not just a result of human actions—the dinosaurs became extinct long before humans, as we know them, even existed. Point out that there is something wrong with this argument. Millions of years ago, dinosaurs became extinct at a much slower rate than the endangered species of modern times are becoming.

2. Pass out copies of the work sheet to students. Depending on the skill level of your students, you may want students to complete the work sheets individually, or you might decide to go through the work sheet as a class.

3. After sharing the correct answers, elicit discussion on Question 9. Explain that the rate of bird extinctions in the past 350 years is comparable to that of other animals during this same time period. When compared to the rate at which the dinosaurs became extinct, has the current rate of animal extinctions increased a little? a lot?

Ask students what they think might be the meaning of the term people-hastened extinction? What are some of the things people do that bring about the extinction of some animals?

4. Then discuss Question 10. What are some things students can think of to help save endangered birds and other species?

• Answers to Work Sheet:
  (1) 25; (2) 125; (3) birds; (4) 75; (5) 30; (6) birds; (7) 2, 4, 6, 8; (8) 10; (9) The rate of animal extinctions is accelerating.
  (10) (essay answer).

Editor's Note: Send for a free copy of our new simulation activity designed to teach fifth and sixth grade students about the relationship between world population, food production, natural resources, and endangered species. Send a SASE to "What is the World Is Going On?" c/o NAHAE, Box 362, East Haddam, CT 06423.
What Are the Causes?

Directions: For each example below, tell whether the main reason the animal is endangered is because of habitat loss, hunting, or pollution.

1. Kemp's ridley sea turtles come ashore each year at Rancho Nuevo in Mexico to lay their eggs. In recent years, more and more people have begun to steal the eggs. Today, the ridley sea turtles are endangered. _______ __

2. The giant panda eats mostly bamboo. Sometimes all the plants of one species of bamboo die at once. When this happens, the panda must search for another species of bamboo if it is to live. Today, people's homes and cities have grown up in the panda's natural habitat. So, the panda is forced to live in a smaller area. When the bamboo plants die, the panda cannot search for new foods. _______ __

3. At one time, large numbers of whales swam in our oceans. But people killed these animals for oil and other products. So many whales have been killed that most species of whales are now endangered. _______ __

4. It is now against the law to use DDT as a pesticide in this country. However, there is still plenty of it left in the environment. When bald eagles eat food that has DDT in it, the DDT stays in their bodies. If a female eagle has enough DDT in her body, she may lay eggs with thin shells. When this happens, the weight of her own body can break her eggs before they even have a chance to hatch. _______ __

5. At one time, grizzly bears roamed the western prairies of the United States. As more people settled in the West, the grizzlies survived only in forests and mountains. Today, these areas, too, are being used by people. The grizzly bear is running out of room in which to live. _______ __

6. The manatee, or sea cow, is a large, slow-moving, gentle animal. Today, man-made dams keep manatees from traveling from one area to another as they used to do. These slow animals are often injured or killed by the propellers of fast-moving motorboats. _______ __

7. Pesticides have destroyed the populations of the peregrine falcon, which once lived on the East Coast of the United States. _______ __

8. Years ago, the California sea otter was nearly wiped out for the fur trade before laws were passed to protect the animal. Today, California sea otters are threatened by oil spills along the Pacific Coast. _______ __

9. Indian and African elephants are being killed for their feet and ivory tusks. People in these countries know they can make money from tourists who buy carved ivory trinkets and household items (like wastebaskets) made from elephants' feet. _______ __

10. Tigers need large territories in order to live. Many Asian countries have cut down large areas of forest in recent years, leaving little room for tigers or the animals that tigers need to eat. _______ __

Clue Cards for “Cuddles”

<table>
<thead>
<tr>
<th>Cuddles has cheek pouches.</th>
<th>Only one Cuddles is born at a time.</th>
<th>Brush fires have killed thousands of this kind of animal called Cuddles.</th>
<th>When Cuddles was a baby, his father was hardly interested in him at all and hardly ever carried him.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cuddles is slow-moving and peaceful and sleeps about 20 hours a day.</td>
<td>When Cuddles was born, he was the size of a bumblebee.</td>
<td>When Cuddles was a baby, sometimes his mother spanked him, which made him cry.</td>
<td>Some people used to eat this kind of animal called Cuddles.</td>
</tr>
<tr>
<td>Baby animals like Cuddles are usually born two years apart.</td>
<td>Cuddles lives in a group with no more than 20 other animals just like him. They call to one another with loud wails.</td>
<td>Cuddles' very sharp claws help him climb trees 300 feet tall.</td>
<td>* Cuddles is a marsupial. That means his mother has a pouch. Her pouch opens backward.</td>
</tr>
<tr>
<td>* Cuddles needs his mother until he is one year old. He is an adult when he is three or four years old.</td>
<td>* Cuddles isn't very friendly or very curious.</td>
<td>* Cuddles eats leaves that are poisonous to many animals.</td>
<td>Cuddles likes to hang from trees with his back hanging down.</td>
</tr>
<tr>
<td>An adult Cuddles is twenty-four inches long. These animals have ash-gray fur with yellowish-white fur below. They just barely have a tail.</td>
<td>** Cuddles rode around on his mother's back until he was half as large as she was.</td>
<td>** Cuddles practiced climbing on his mother before he climbed trees.</td>
<td>When Cuddles was born and was so very tiny, he climbed up through his mother's fur and went into her pouch to nurse.</td>
</tr>
</tbody>
</table>
Name, _____________________________

Rate of Extinction

Direction: Fill in the blanks below to answer each question correctly.

Millions of years ago, the dinosaurs became extinct at the rate of 1 species of dinosaur every 1,000 years. Let's take a look at how the rate of dinosaur extinctions compares with the rate of bird extinctions during the past 350 years.

1. From the years 1600 to 1800, 25 species of birds became extinct. Their rate of extinction was ____ birds in 200 years.

2. If 25 birds became extinct in 200 years, it means 50 would have become extinct in 400 years; 100, in 800 years; and 125, in 1,000 years! Twenty-five extinctions in 200 years is the same as ____ extinctions in 1,000 years!

3. Compare the rate of dinosaur extinctions (1 in 1,000 years) with the rate of bird extinctions during the years 1600–1800 (the same as 125 in 1,000 years). Which rate of extinction is faster (dinosaurs’ or birds’)?

4. From the years 1800 to 1950, about 75 species of birds became extinct. Their rate of extinction was ____ extinctions in 150 years.

5. If 75 birds became extinct in 150 years, it means 150 birds would have become extinct in ____ years. In fact, 76 extinctions in 150 years is the same as 600 extinctions in 1,000 years!

6. Compare the rate of dinosaur extinctions (1 in 1,000 years) with the rate of bird extinctions during the years 1800 to 1950 (the same as 500 in 1,000 years). Which rate of extinction is faster (dinosaurs’ or birds’)?

7. Today, it is estimated that 2 species of birds become extinct every 3 years. If this is true, how many birds will become extinct in the next 3 years? ____ 6 years? ____ 9 years? ____ 12 years? ____

8. It is estimated that, by the year 2000, 1 species of bird will become extinct each year. If this is true, how many birds will become extinct in 10 years?

9. Ten extinctions in 10 years is the same as 1,000 extinctions in 1,000 years. Compare the rate of dinosaur extinctions (1 in 1,000 years) with the predicted rate of extinction for birds of 1,000 in 1,000 years. What does this suggest to you about the rate of animal extinctions since the age of the dinosaurs?

10. The predicted rate of 1,000 extinctions of bird species in 1,000 years does not have to come true. People can change this. How can we help to save birds and other endangered species?

Have your students ever wondered how newspaper cartoons are made? You can help them learn by doing this activity, prepared with the help of celebrated cartoonist Jack Erod. Together, Jack Erod and Ed Dodd produce the nationally syndicated cartoon strip “Mark Trail.” Have students use the “Mark Trail” cartoon layout on the following two pages to tell a message about responsible pet care. You may want to share copies of the example included on this page to help them get started.

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CARTOONS in the Classroom

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Mark Trail is produced by Jack Erod and Ed Dodd. The Mark Trail activity shown here is used with permission of News America Syndicate.

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Activity: 1. Explain to students that they are going to design their own cartoon strips with the theme Pets Need Our Care. Each cartoon strip should represent a complete episode. Have students begin by making rules for taking good care of a pet. List each rule on the chalkboard. Then have students vote on the three rules they feel are the most important. These will be the basis for students’ own original “Mark Trail” cartoon strips.

2. Duplicate the following two-page cartoon layout either by copying onto a full-size 11 × 17 inch sheet or by copying each half separately and taping the two copies together for each layout. Pass out the copies of the layout sheet.

3. Have each student choose one of the three rules they have voted on as most important, then illustrate it in a “Mark Trail” episode. You might want to have students work out their drawings on separate sheets of paper before doing their final drawings on the sheet. They can transfer their rough drawings onto the layout sheet by holding the two up to a window where light is coming through and tracing the image from one sheet onto the other. Jack Erod draws with a pencil and then outlines the drawing with black ink. Students may want to color in their finished drawings like the real Sunday comics. Jack doesn’t color his originals. A copy is made and the original is returned to the student. If students color in their drawings, remind them to be careful if they have used ink. This can run when water touches it. Have students complete their cartoon strips and share with the rest of the class.

4. As an extension of our cartoon strip activity, have students bring in to class examples of cartoon strips that feature animal characters. Discuss and categorize the portrayal of the cartoon strip animals. Which animals are really just “people in animal clothing” (e.g., which are animals with human-like qualities)? Which are animals that behave like real animals? Which are a little of both? (Remind students that animals share traits with people, including the experiencing of joy, fear, and other emotions.) Can students think of any ways in which the behavior of the cartoon strip animals might cause people to be misled about the real needs of animals?

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CHILDREN & ANIMALS / DECEMBER 1985

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MART Trail © 1985 by Jack Erod and Ed Dodd. Mark Trail is produced by Jack Erod and Ed Dodd. The Mark Trail activity shown here is used with permission of News America Syndicate.

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Mark Trail © 1985 by Jack Erod and Ed Dodd. Mark Trail is produced by Jack Erod and Ed Dodd. The Mark Trail activity shown here is used with permission of News America Syndicate.
LIKE ANDY AND I, PETS AND THEIR OWNERS HAVE A VERY SPECIAL RELATIONSHIP...
I'M SURE YOU GIVE YOUR OWN PET GOOD RESPONSIBLE CARE, AND WE'D LIKE TO HEAR IN YOUR OWN WORDS, AND ART, WHAT YOUR PET GIVES YOU IN RETURN!

PETS ARE SPECIAL FRIENDS. THEY NEED GOOD, RESPONSIBLE CARE IN RETURN FOR THE FRIENDSHIP THEY OFFER US.
Preschool and Primary Grades

"Piggyback songs" are songs that take a free ride on the shoulders of well-known melodies. You've used them to teach everything from counting to the alphabet! Now you can use them to teach children about the animals all around them.

Our piggyback songs include fun creative-movement gestures for kids to do as they sing. You can also have students make up their own verses and gestures to go with them. We hope you enjoy our piggyback songs. Be sure to send us any new ones that you and your students come up with.

1. The Wild Animal Song
Sing to the tune of "The Wheels on the Bus Go 'Round and 'Round."

Verse 1.
The wild animals say,
(Hold up both hands to either side of your head for pretend animal ears.)
"Don't touch us, don't touch us, don't touch us!"
(Push away with both hands for each 'don't touch us.')

Verse 2.
The wild animals say,
(As before, hold up both hands to either side of your head for pretend animal ears.)
"Don't catch me, don't catch me, don't catch me!"
(Put both hands up to either side of your head for animal ears.)

The ethologist, of course! Ask your students how many of them have ever watched ants in an anthill outside or a spider spinning a web outdoors. Did they know that they were doing what an ethologist does—studying animals where those animals live?

Point out to students that some scientists don't capture wild animals in order to study them. Instead, these scientists go to where the wild animals normally live and study them in their natural habitats. Then try out "Ethologist Sing" with your class.

When the song is over, ask students what other animals an ethologist might watch and what he or she might see them doing. Care to try making up a new verse or two, anyone?

Sing to the tune of "Mary Had a Little Lamb."

Verse 1.
Come and watch wild animals, animals.
(Pantomime looking through binoculars.)
Learn from the wild and free.
(Put both hands up to either side of your head for animal ears.)

Verse 2.
Do you see an elephant? elephant? elephant?
(Stretch arms out and down with hands held together to make an elephant trunk.)
Do you see an elephant?
(Stretch arms out and down with hands held together to make an elephant trunk.)
Do you see an elephant?
(Stretch arms out and down with hands held together to make an elephant trunk.)

It loves to walk along.
(Move body from side to side the way a slow-moving elephant might walk.)

Verse 4.
Do you see a bald eagle, bald eagle, bald eagle?
(Use arms like wings.)
It loves to fly along.
(Move body from side to side as you flap your arms like an eagle soaring.)

Verse 5.
Do you see a chimpanzee? chimpanzee? chimpanzee?
Do you see a chimpanzee?
(Scratch hand with one hand, side with the other.)
It loves to climb along.
(Put one hand over the other in a climbing motion.)

3. Animals We Love
Here's a song that helps students learn animal names.

Accompany the different verses with a picture of each animal to reinforce learning.

Sing to the tune of "Old MacDonald Had a Farm."

Verse 1.
Here's an animal we love!
Ee-I-Ee-I-O
And don't you know it is a bear?
Ee-I-Ee-I-O
With a bear, bear here
And a bear, bear there.
Here a bear, there a bear.
Everywhere a bear.
We share the earth, we share the earth.

Verse 2.
Bald eagles, bald eagles.
Help them, help them.
Save land, save land.
We share the earth, we share the earth.

Verse 3.
Mountain lions, mountain lions.
Help them, help them.
Save land, save land.
We share the earth, we share the earth.

Verse 4.
Diving whales, diving whales.
Help them, help them.
Keep safe, keep safe.
We share the earth, we share the earth.

Verse 5.
Ridley turtles, ridley turtles.
Help them, help them.
Keep safe, keep safe.
We share the earth, we share the earth.

4. Ms. MacDonald Had a Dog
Here's another variation on "Old MacDonald Had a Farm."

Before students begin singing, have them name some of the things that a pet dog needs. Possible student answers may include love, brushing, food, water, walks, shots, and so on. Have students sing the sample first verse and then make up additional verses based on the pet needs that they have named. Or challenge students to think of the needs of some other domestic animals—a cat, a cow, or a pig, for instance.

Sing to the tune of "Old MacDonald Had a Farm."

Verse 1.
Ms. MacDonald had a dog.
Ee-I-Ee-I-O
And this dog he needed... LOVE!
Ee-I-Ee-I-O

With some love, love, here;
And some love, love there;
Here some love, there some love,
Everywhere some love, love.

Ms. McDonald had a dog.
Ee-I-Ee-I-O

5. Endangered Friends
This delightful round can be used to teach very young students about endangered animal friends and some of the things those animals need in their natural habitats to survive.

Sing to the tune of "Scotland's Burning."

Verse 1.
Giant pandas, giant pandas.
Help them, help them.
Save land, save land.
We share the earth, we share the earth.

Verse 2.
Giant pandas, giant pandas.
Help them, help them.
Save land, save land.
We share the earth, we share the earth.

Verse 3.
Mountain lions, mountain lions.
Help them, help them.
Save land, save land.
We share the earth, we share the earth.

Verse 4.
Diving whales, diving whales.
Help them, help them.
Keep safe, keep safe.
We share the earth, we share the earth.

Verse 5.
Ridley turtles, ridley turtles.
Help them, help them.
Keep safe, keep safe.
We share the earth, we share the earth.

Coming in our February issue of Children & Animals...
A Full-size Poster for your classroom
How to sponsor
A Humane Education Reading Week
in your school
Choral Reading for all ages
Math and Humane Education
by Paul Dewey

Preschool through High School Grades

John Venn (1834-1923) was an English mathematician who probably never imagined that his work would someday be used to teach students about animals and animal-welfare issues! Mr. Venn’s specialty was logic. The diagrams that bear his name can be used to graphically illustrate the relationships among ideas or objects in almost any subject area while also reinforcing the mathematical concept of sets.

Basically, Venn diagrams are used to show characteristics that are shared or not shared among two or more groups. Here are some examples of what unlabeled Venn diagrams look like:

Figure 1
Figure 2
Figure 3
Figure 4

The circles can be formed with yarn or string on a tabletop or drawn on a bulletin board, chalkboard, or student work sheet. Below you will find ideas for just a few of the things you can teach children about animals with each type of Venn diagram pictured in Figures 1-4.

Venn diagrams like those in Figure 1 are good for emphasizing that two groups are separate, that is, mutually exclusive. An individual member must be in one group or the other and will not fit in both groups at the same time. Try setting up two circles (see Example A), one labeled Wild Animals and the other labeled Domestic Animals. Students can place pictures of animals in the appropriate circles. The lesson can be used to emphasize that wild animals are better left wild, that they do not make good pets, and that we already have plenty of domestic animals. You can also discuss where domestic animals come from, that is, were dogs always domestic animals? Remind students that domestication is a process that takes hundreds of years.

Figure 2 Venn Diagrams

Venn diagrams like those in Figure 2 are good for emphasizing that two groups have some shared members or characteristics as well as some members or characteristics that are unique to each of the groups. One possible activity is shown in Example B. First, label the two overlapping circles, one Endangered Animals and the other Animals Native to the United States. Within the intersection of the two circles are animals that are both endangered and native to the United States. Outside the circles are listed animals that are not endangered and not native to the United States.

Figure 3 Venn Diagrams

Venn diagrams like those in Figure 3 show the shared and unshared traits of three groups. (If you’re really feeling brave, you could try using four or more groups, but it is not recommended.) Since the Venn diagram itself is more complex here, it is probably best to keep the concepts and group labels simple, as in Example C. The three circles can simply be labeled I like dogs, I like cats, and I like people. Students can sign their names in the appropriate intersections; most will probably sign in the center. (If a student signs outside all three circles, send him to the school psychologist.)

Figure 4 Venn Diagrams

Venn diagrams like those in Figure 4 are good for emphasizing that one or more groups are part of another larger group as well as having unique members and characteristics. In Example D, the larger circle could be labeled Cats and one or more smaller circles within the larger one are labeled with different types of cats, such as Lions, Tigers, House Cats, and so on. You can even make another set of smaller circles, within the Lion, Tiger, and House Cat circles that contains different species or breeds of lions, tigers, and house cats. (See Example E.) Students can write sentences to describe what is shown by the circles, such as:

- Some cats are lions.
- Some cats are lions. All lions are cats. No lions are tigers.

Finally, for older or more advanced students, simply challenge them to create their own Venn diagrams from scratch. Some kids will really get into it and amaze you with their creativity and unique ways of looking at the animal world.

Here’s one last example for you always to keep in mind.

Overall, Venn diagrams are a great way to teach students about animals and animal-welfare issues! They can be used in almost any subject area and help reinforce the mathematical concept of sets.

About the author: Paul Dewey is a part-time computer consultant for NAAHE and a former middle school teacher.

18 CHILDREN & ANIMALS / DECEMBER 1985
1986 HUMANE EDUCATION TEACHER OF THE YEAR
Nomination Form

NAAHE is now accepting nominations for the 1986 National Humane Education Teacher of the Year Award. Introduced in 1981, this annual award is designed to recognize a classroom teacher who consistently incorporates humane education into his or her teaching activities. A winner and finalists are selected each year from among the nominees, and specific recognition is awarded to additional candidates at the discretion of the selection committee.

To be eligible for consideration, the nominee must be a practicing classroom teacher in kindergarten through grade twelve who regularly employs humane education techniques and philosophy as part of class lessons. Each nominee will be judged on such factors as degree of involvement in humane education, balance of activities between those designed to create an awareness and understanding of animals and those focused on the development of positive attitudes and responsible behavior; efforts to provide a humane role model for students; creativity and enthusiasm; and impact of activities on other teachers, school administrators, and/or the community.

Nominations may be made by local or regional animal welfare/rights organizations, animal control agencies, principals or school administrators, parent groups, individual NAAHE members, or classes of students (nominating their teachers). To nominate your candidate, complete this form, attach a sheet providing answers to the questions specified, and send to NAAHE Teacher of the Year, Box 362, East Haddam, CT 06423. Nominations must be received no later than January 17, 1986. Upon receipt of all nominations, the candidates will be sent a brief questionnaire to complete in order to provide the selection committee with additional information.

<table>
<thead>
<tr>
<th>Nominee’s Name</th>
<th>School Address</th>
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<tr>
<td>School Phone</td>
<td>Grant(s) or Subject Taught:</td>
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<td>Number of Years in Teaching</td>
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<tr>
<td>Your Name</td>
<td>Title</td>
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<td>School or Organization</td>
<td>Address</td>
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<td>Phone (daytime)</td>
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<td>Use an additional sheet of paper to answer the following:</td>
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<td>Briefly describe three specific humane education lessons, projects, or activities that serve as examples of how the candidate incorporates humane education into his/her teaching. Be specific.</td>
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<tr>
<td>In what ways does the candidate provide for students an adult role model for compassionate, responsible behavior toward animals or people?</td>
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<tr>
<td>In what ways has the candidate influenced other teachers, parents, and/or the school administration to become involved in or supportive of humane education?</td>
<td></td>
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<tr>
<td>If the candidate is involved in animal-related work or organizations outside the classroom, please describe.</td>
<td></td>
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<tr>
<td>Why do you believe that this person should be selected as National Humane Education Teacher of the Year?</td>
<td></td>
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</tbody>
</table>

4. Feel free to attach letters of support from others such as local animal-related agencies, school administrators, the candidate’s co-workers, parents, etc.

5. Use an additional sheet of paper to answer the following:

a. Briefly describe three specific humane education lessons, projects, or activities that serve as examples of how the candidate incorporates humane education into his/her teaching. Be specific.

b. In what ways does the candidate provide for students an adult role model for compassionate, responsible behavior toward animals or people?

c. In what ways has the candidate influenced other teachers, parents, and/or the school administration to become involved in or supportive of humane education?

d. If the candidate is involved in animal-related work or organizations outside the classroom, please describe.

e. Why do you believe that this person should be selected as National Humane Education Teacher of the Year?

6. Be sure to specify which level you want and make your check payable to NAAHE (The National Association for the Advancement of Humane Education).
Assessing the Educational Impact of Zoos

by Bill DeRosa

Can going to the zoo be a valuable educational experience? Many of us would automatically answer this question affirmatively. Indeed, it has long been thought that zoos can provide children with high levels of exposure to animals and thereby help to increase their knowledge of wild animals and animal habitats. Along with increasing children's knowledge, many people feel that zoos are valuable resources for helping to create and reinforce children's positive attitudes toward animals as well. While most of us have some reservations about zoos—including reservations about the methods used to obtain animals (were they captured from the wild?); the suitability of the exhibits for the animals' needs; and, perhaps, whether it is justifiable to keep wild animals captive at all—we often assume that zoos can at least contribute positively to children's knowledge and conception of nature and animals.

What Research Tells Us

One recent study, however, calls into question some of our assumptions about the educational impact of zoos. In 1983, Susan Diez Swensen, a graduate student at Yale University, conducted a research project entitled "Comparative Study of Zoo Visitors at Different Types of Facilities." In her study, Swensen looked at four zoos, which she placed on a continuum from least naturalistic to most naturalistic. The first zoo on the scale, a small, poorly kept menagerie in New Jersey, was followed by a somewhat larger, though primarily unnaturalistic city zoo in Bridgeport, Connecticut. The third zoo, the National Zoological Park in Washington, D.C., contained mostly naturalistic exhibits and was followed on the scale by the San Diego Wild Animal Park, which contained all large, naturalistic exhibits.

To conduct the knowledge portion of her study, Swensen developed two tests designed to examine zoo visitors' understanding of wildlife before and after their zoo visits. Both the pretest and posttest contained twenty true-false questions, worth two points each, on topics such as endangered species, taxonomy, habitat preferences, and social characteristics. The tests were administered to twenty-five visitors from each of the four zoos. At each zoo the study sample consisted of white, adult members of family groups and contained twelve men and thirteen women.

What did the tests show? Overall, the average knowledge score for the visitors at each of the four zoos on the pretest and posttest combined was low—53.36—relative to the highest possible score of 80. Analysis of the total knowledge scores from both the pretest and the posttest revealed significant variations in test scores among the four zoos. (The average, visitors at the small city zoo in Connecticut were significantly less knowledgeable than respondents at the other zoos.) However, further data analysis pointed out that this variation was a result of demographic factors—particularly the education and sex of the visitors—and not to the type of zoo. Analysis of the change in test scores from pretest scores revealed that posttest scores were actually lower than pretest scores (perhaps because of more difficult questions on the posttest) and that relative change in knowledge was not significantly different among the four types of zoos.

Further investigation by Swensen revealed that these results may be attributed in part to the fact that the visitors at the four zoos generally made little use of educational aids provided by the facility such as signs; maps; guided tours; audio tapes; and education rooms, which often contain hands-on exhibits and activities. If visitors notice an animal displaying strange or "amazing" behavior (such as pacing, begging, licking its cage, pulling at its hair or skin, or being excessively aggressive), explain that this is often abnormal behavior brought on by the stress of confinement or by improper care and nutrition. Ask visitors whether they think the exhibit they are viewing is a habitat suited to the animal's needs. Does the exhibit give a realistic picture of how the animal behaves in its natural habitat? Although Swensen's study suggests that there is little difference in the impact on knowledge among the four types of zoos, it may well be that there are differences in the ways certain types of zoos influence children's attitudes toward animals. Prior to the field trip, you may want to visit the zoo yourself to decide whether it is a facility designed to foster a sense of respect and admiration for animals or merely to provide a source of amusement.

by Geri Chappell

Humane education for secondary school students needn't be difficult or expensive. I recently developed an animal trivia game with the help of my high school students; and because it was enthusiastically received by them and my supervisor, I would like to share the basic format with you. Editor's Note: Although the activity described below was developed for secondary students, consider adapting it for middle and upper elementary grades as well.

Animal Trivia Game

1. Explain to the class that they are to research the animal kingdom and obtain meaningful questions and accurate answers to develop a trivia game based on this subject. (Use this form in lieu of a term paper for average-level students.)

2. Have the students decide upon the various topics to be investigated. Some that we used were:

- Endangered Species
- Reproduction
- Behavior
- Veterinary Work
- Pet Care
- Diseases
- Feathered Friends
- Hibernation

3. Ask each student to choose one topic.

4. Have students obtain books, magazines, encyclopedias, brochures, and other sources that have appropriate information.

5. The daily assignment is to complete five 3 x 5 inch cards. On each is the following:

   - Title of Reference Book
   - Publisher
   - Page Number
   - Author
   - Publishing Date
   - Student's Initials

6. As each group of five cards is submitted, a daily grade is given based on the caliber of the material.

7. When enough research has been completed (allow two weeks), the last day is set aside for playing the game. Have the students divide into two teams. Each team takes a turn reading a card for the other team whose members must answer. Allow one point for each correct answer.

I found that using an animal trivia game was a great way to teach humane education and, at the same time, stimulate students' interest in typical research. While the class was locating appropriate data on their particular topics, there was a continued exchange of information, as they gained knowledge about animals. The students thoroughly enjoyed researching and organizing the game. It was probably the first time they actually found research work pleasurable.
**Vivisection**

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**Be Aware**

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**Teachers: Tell Your School Administrators!**

Did you know that if your school district joins NAAHE for just $25 per year, teachers in the district can then get individual subscriptions to *Children & Animals* for just $6 each per year? And, nearly 35 copies of *Kind News* are sent to each classroom. Thus, if your school district joins NAAHE for just $25 per year, teachers in the district can then get individual subscriptions to *Children & Animals* for just $6 each per year.

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**Childrod Animals**

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The Baltimore Vegetarians have published a children's activity book titled *I Love Animals and Broccoli,* which explores ecology, and feeding a hungry world. Forty pages of fun and varied exercises include *Hard-Hitting, Fourteen-Minute Video Experimentation.* We want to encourage educators to help animals. To order *I Love Animals and Broccoli,* send $5 to Baltimore Vegetarians, Box 1463, Baltimore, MD 21203.

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**Story Time**

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**Divide the class into two groups.** (Students remain seated at their desks, however.) Tell students that both groups will be clapping a rhythm and when you say “stop” they are to stop. (Be careful that the students may be reluctant to stop clapping.) Tell one half of the class to clap 15 times with you leading the pace as you count from 1 to 15. Tell the other half of the class that they are only to clap once every time the other group claps for number 15. Hence, the rhythm is 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 (clap on 15), repeat.

---

**Tell Your Favorite Teacher**

The New England Anti-Vivisection Society announces its fifth Annual Scholarship Essay Contest for high school seniors. Participating students are asked to write an essay titled “A Brighter Day for Animals: Putting a Stop to Animal Experimentation.” We want to encourage young people who may or may not have had any contact with vivisection or the anti-vivisection movement, to research the topic and relate their feelings.

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**Without A Classroom**

For humane educators at shelters and other special places...

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January 21

Birthday of Jean Toomer

Have students try the following Good Bug Quiz in commemoration of the birthday of this famous entomologist.

1. Name three insects that eat harmful insects (dragonfly, praying mantis, ladybug).
2. Are spiders insects? (no, arachnids)
3. Name three insects that help to pollinate people’s fruit and vegetable plants (butterflies, bees, beetles)

December 4

Birthday of Frances Cobbe

You might choose to focus on Frances Cobbe as part of a unit on women who have “made a difference” in history. Frances Cobbe was an Englishwoman who worked hard to expose and protest cruel scientific experiments on animals during the nineteenth century. Along with others, she tried to get the British Parliament to pass a bill to protect animals from suffering in experiments. Although the bill failed, Cobbe succeeded in making the public aware of the issue of animals in scientific experimentation. Today dozens of animal rights organizations still carry on Frances Cobbe’s work. Have students write a brief paragraph explaining how they would like to “make a difference” for animals someday. Follow with a discussion of how they can make a difference right now. As an extension, you may choose to discuss the sensitive issue of laboratory animals with students. For discussion purposes it may be useful to relate the issue of laboratory animals to students’ own experiences performing directions or invasive experiments on animals as part of their school work.

How do students feel about dissecting an animal? What have they learned from doing this in the past? Do they feel that killing the animal was justified? Why or why not? As a resource, you may want to obtain a copy of NAHEE’s two biology brochures, one for teachers and one for students. Request a free sample of each by writing to Biology Brochures, NAHEE, Box 362, East Haddam, CT 06423.

January 15

Birthday of Emily Dickinson

Students will readily recognize the name of this famous American poet by sharing with students such poems as “The robin is the one,” “A bird came down the walk,” “A narrow fellow in the grass,” “The rat is the concisest tenant,” and “The bee is not afraid of me.” Discuss the poet’s attitude toward animals that are traditionally maligned. For instance, does Dickinson seem to dislike rats and snakes? How do students feel about these animals? Can they name something positive about each one?

Next, help students each write their own poem about animals...a cinquain poem. Although Emily Dickinson did not write in this form, cinquains are a fun, creative approach to poetry that your students will enjoy. Point out that the cinquain is a five line verse with one word in the first line, two in the second line, three in the third, four in the fourth, and one word in the fifth and final line. Share the following example of a cinquain with your students.

Spider
Delicate, gray
Sits silently, patiently
Waiting for an insect
Web

Have each student choose an animal that is often disliked by people. Then have students write the following. Line 1: the animal’s name, Line 2: two words that describe how the animal looks, or how it feels to be that animal, Line 3: three words that tell what the animal does or how it moves, Line 4: four words that tell something good about the animal, Line 5: repeat the animal’s name or write a noun that has something to do with the animal. You may want to use students’ completed animal cinquains as the basis for a bulletin board display to remind everyone of the positive things about the “animals nobody loves.”
### Children & Animals Calendar

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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<td><strong>January 1986</strong></td>
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**January 1986**

**Happy Bird day!**
The National Association of Audubon Societies was incorporated today in 1965. How about taking the class on a bird walk during recess tomorrow?

1. **First seeing eye dog**
   - **Happy Birthday to A.A. Milne**
   - **Martin Luther King**
   - **It's Trivia Day!**

2. **Happy Birthday to Albert Schweitzer**
3. **First seeing eye dog completed training in 1929. To pay tribute to an important human-animal partnership, have students lead blindfolded classmates around the school yard and discuss.**
4. **Oil was discovered in Texas in 1901. Name some animals that are most likely to be harmed by oil spills.**
5. **Charles Perrault was born today in 1628. Read an animal fairy tale and discuss any negative stereotypes of animals that appear in it.**
6. **Happy Birthday to Lewis Carroll**
7. **Who described the dog as "... in life the firmest friend, the first to welcome, foremost to defend?"**
8. **It's National Handwriting Day. Write a story about the most responsible pet owner you know.**
9. **It's India Republic Day. During class tomorrow, ask students to name three endangered animals found in India.**
10. **Any stamp collectors in your class? If so, ask them to share their favorite animal stamps with students in honor of philatelist Philipp la Révoltaire von Ferary, born today.**
11. **Happy birthday to A.A. Milne born in 1882. With younger students, read one of Milne's Pooh stories then share information about real bears. How are they different from or like Pooh?**
12. **During class tomorrow why not share the poem "The Raven" with your students in honor of Edgar Allen Poe born today in 1809.**
13. **It's National Handwriting Day. Write a story about the most responsible pet owner you know.**
14. **Who described the dog as "... in life the firmest friend, the first to welcome, foremost to defend?"**
15. **It's National Handwriting Day. Write a story about the most responsible pet owner you know.**
16. **It's National Handwriting Day. Write a story about the most responsible pet owner you know.**
17. **It's National Handwriting Day. Write a story about the most responsible pet owner you know.**
18. **It's National Handwriting Day. Write a story about the most responsible pet owner you know.**
19. **It's India Republic Day. During class tomorrow, ask students to name three endangered animals found in India.**
20. **Sing happy birthday to Lewis Carroll, born Charles Dodgson in 1832. How many animals can students name from Carroll's Alice in Wonderland?**
21. **It's Trivia Day! Please see our article "Teaching with Trivia," also in this issue.**
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WHAT'S A PICTURE WORTH?

Use this mini teaching poster to help students get started thinking about responsible pet ownership. Ask students: Does this girl look as if she loves her pet? How can you tell? What are some ways for a pet owner to show that he or she loves a pet? (Answers might include: giving a pet plenty of love and attention, making sure it has fresh water and food, exercising it—for large pets, on a lead when not inside a fenced yard, grooming it, taking it to the veterinarian for shots and/or spaying or neutering.)

Next tell students that they are to interview three people as part of their homework tonight. The people being interviewed should be able to tell about a favorite pet that they currently have or that they have owned in the past. Have students ask each person the following questions:

1. What kind of animal is your favorite pet?
2. Why is this pet your favorite?
3. What things have you done to show your pet that you loved it?

The following day in class, have students share their interview responses. Then have them write one or two paragraphs about their own pet or the pet they would like to have and what they do (or would do) to show their love for their animal. You may want to follow this lesson with additional activities from our article "Cartoons in the Classroom," also in this issue.

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