

Hike Through The Guide

1. List three divisions of the Project Wild activity Guide?

Ecological knowledge, social and political knowledge, and sustaining fish and wildlife resources

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1. Where can you find how to use Project WILD Field Investigations? How many FI are there?

On page xvii in the main guide, 16 On page xiv in the aquatic guide, 8

1. How might you create a unit plan on the topic of changing land; changing climate for middle schoolers? What might be some activities and resources?

Unit Planning Index on page 520; activities listed

1. What is hibernacula? What page was this information on?

In the Glossary, page 562; places where an animal hibernates or over winters

1. Find an activity that is appropriate for lower elementary (LE) that uses description and evaluation. What is the name of the activity and what section of guide did you use to find it?

Skills index, pages 516-517 - Learning to Look, Learning to See, What bear Goes Where?

1. Find an activity that is appropriate for grades 9-12 that addresses resource management. What is the name of the activity and what section of the guide did you use to find it?

Topic Index, pages 518-519 terrestrial; A Pictures Worth 1,000 Words, Back from the Brink, Bird Song Survey, Deer Dilemma, Dropping in on a Deer, Ecosystem Architects, Fire Ecology, Habitat Heros, Here today, Gone Tomorrow, Migration Barriers, Monarch Marathon, Pay to Play, Rain Drops and Ranges, The Power of Planning, Water Mileage, Wildlife and the Environment Community Survey

1. What are the objectives to Lights Out?

On page 366 terrestrial - Students will (1) define light pollution. (2) Describe the adverse effects of light pollution on wildlife. (3) Develop plans to reduce the adverse effects of artificial light.

1. What is one Extension or variation in To Zone or Not to Zone? Pg 388

On page 388 – (1) Have students identify a wildlife issue in their local area, gather data and conflicting opinions, and develop their own simulation. (2) Adapt this activity to a debate format. (3) Observe or participate in a local zoning board meeting. (4) Visit an outdoor site and observe various land use zones…

1. What content areas are covered in the activity “Alice in Waterland”?

On page 223 Aquatic WILD- Science Environmental Education, Mathematics, Social Studies, Expressive Arts

1. What career(s) are addressed in the activity “Puddle Wonders?”

Page 171 WILD Work in the aquatic WILD guide- Field Biologists and Civil Engineers

1. What are the STEM connections in the activity “Water Safari?”

Page 40 aquatic WILD-

* Make simple graphs or pie charts that describe quantities of wildlife species identified.
* Draw a map of the field site that includes the locations of water sources and where students observed animals or signs of wildlife
* Discuss if human activities on the study site have affected water availability for wildlife.