
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 hanghers 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 draw their pictures, hand-letter the necessary information, and assemble their mobiles. Then ask students to hang their mobiles at random around the classroom.

6. Have students read and analyze one another's mobiles. When all the mobiles have been observed by class members, ask students to rehearse 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 and 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
- 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 concerned about the extinction of animal species. These people disemiss 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 them to complete all sections individually, or you might decide to go through the work sheet as a class.

3. After answering the correct answers, discuss the lesson on Question 9. Explain that the rate of bird extinctions in the past 50 years is comparable to that of other animals during that 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-impacted 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. (A) 2; (B) 3; (C) 4; (D) 5; (E) 6; (F) 7; (G) 8; (H) 9; (I) 10; (J) 11
  2. (A) 25; (B) 25; (C) 30; (D) 30; (E) 30; (F) 30; (G) 30; (H) 30; (I) 30; (J) 30
  3. (A) 25; (B) 25; (C) 30; (D) 30; (E) 30; (F) 30; (G) 30; (H) 30; (I) 30; (J) 30

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

 Willow Sollas

We hope you enjoy applying the Kiwi News Feature teaching unit in your own classroom. Please share your experiences with us! To do so, we know how you may wish to share them with others. For more information or any questions or suggestions, please contact Willow Sollas, Editor, Kiwi Children & Animals, Box 156, East Haddam, CT 06423.

Directions: 1. Write in the name of each of the seven continents on one of the pictures of the animals. 2. Add a line from each animal name to the continent where the animal lives in the wild.