

# LESSON 18

## Wildlife in Texas

- *Texas' Threatened and Endangered Species*
- *Texas Wildlife*
- *National Wildlife Refuges*
- *Texas Wildlife Management Areas*

### SOCIAL STUDIES TEKS

4 - 9, 21, 22, 23

7 - 8, 21, 22, 23

8 - 10, 11, 29, 30

### STAAR

4, 7 - Writing - 1, 2, 3

4, 7, 8 - Reading - 1, 2, 3

8 - Social Studies - 2

### INSTRUCTIONAL SUGGESTIONS

- After reading information in the "Texas' Threatened and Endangered Species" section, each student will select a species from either the threatened or the endangered category. Each student will utilize the Texas Parks and Wildlife Department website <http://www.tpwd.state.tx.us/huntwild/wild/species/endang/index.phtml> for more information about their chosen animal or plant. A class chart will be constructed, recording the threatened or endangered species information that each student has obtained. Students will present evidence to persuade the class that their species should be ranked number one on the state's threatened or endangered species list.
  - Students will create a mascot for their chosen threatened or endangered species. The mascot should be named and drawn.
- Students will create a commemorative postage stamp in recognition of a Texas threatened or endangered species using the "Texas' Threatened and Endangered Species" section.
- Using information from the "Texas Wildlife" section, students will work individually or in groups to create a presentation on Texas mammals. Students will include illustrations, map locations, and interesting facts about their chosen mammals. Students should include illustrations, map locations, and interesting facts about their chosen mammals. The teacher will determine the most appropriate type of activity for the class presentations (i.e., poster, PowerPoint, written report, etc.).
- Working individually or in pairs, students will create a travel brochure for one of the seventeen National Wildlife Refuges in Texas (using the "National Wildlife Refuges" section). Using a copy of the Texas County Map in the appendix, each student will locate the counties in which these wildlife refuges are located. Those counties should be shaded with map pencils, and a key for the wildlife refuge names should be created. Students should speculate as to why their particular refuge is located where it is. Students should research to find additional information in other reference books, the Internet, or by writing to the individual wildlife refuge. A class bulletin board can be created from the acquired materials, or some other method may be utilized to share this information.
- Students should read the section about "Texas Wildlife Management Areas," including the chart showing activities at each area and the map showing locations. Each student should choose one Wildlife Management Area of interest and write a paragraph to describe the location and the activities he/she can enjoy at the site.

