



Time Needed

1.5 class periods

Materials needed per student group:

- Animal field guides that include range maps, such as bird, reptile, amphibian, or mammal guides and other resources with wildlife information.
- Two blank maps of the United States. (See page 27, “Moving on Up,” for a blank map.)
- Two pieces of blank white 8 ½ x 11 paper.
- Markers.

The question students will answer in this FACTivity is: What is the range of an animal?

Process:

In the first class period:

Choose an animal to study that lives in the United States. This animal may be selected from one of the field guides. Using the field guide and other sources, find the following information about the animal:

- What is the animal’s habitat? When you find out about the areas it lives, mark those areas on one of the blank maps. Label this map “Where [animal species name] Currently Lives.”
- What does the animal eat?
- Does the animal have predators? If so, what are they?
- What is the average size of the animal?
- What does the animal look like?
- What is the climate where the animal lives?
- What are three adaptations the animal has so that it can live successfully in its habitat?

Use this information and any other interesting facts to create an Animal Fact File. The Animal Fact File should be displayed on two pieces of 8.5- by 11-inch paper.

In a short paragraph, answer the question posed at the beginning of this FACTivity.

In the second class period:

One of your blank U.S. maps should already be filled out with the animal’s current range. You will use the other map to make a prediction about how you think the animal’s range will move as the climate changes. Think about what you read in the wolverine article to help you make this map. Label this map “Predicted Future Range of [animal species].” Once all of the groups have created an Animal Fact File and completed the two maps, the files and maps can be compiled into a class book.

Extension



If students have read and done the FACTivity from “Moving On Up” in this edition of the *Natural Inquirer*, they may compare their animal range maps with the tree range maps.



If you are a trained Project WILD educator, you may use the activity “Shrinking Habitat” on page 310.