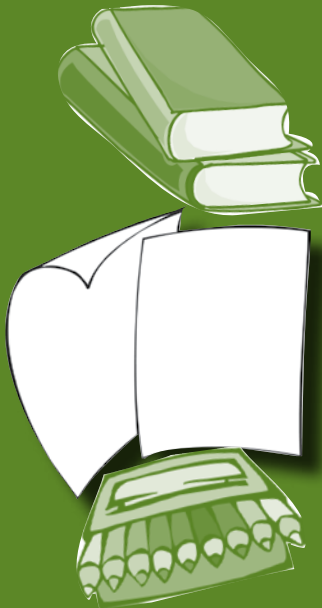


# FACTivity

**Time needed:** Two class periods

**Materials needed per student group:**



- Animal field guides that include range maps, such as bird, reptile, amphibian, or mammal guides
- Two blank maps of the United States (see page 61)
- Two pieces of blank white 8 ½ x 11 paper
- Markers

**The question students will answer in this FACTivity is:**

What is the geographic range of an animal?

**The process students will use to answer this question is:**

**In the first class period:**

1. Choose an animal to study that lives in the United States. This animal may be selected from one of the field guides.

2. Using the field guide and other sources, find out the following information about your animal:

- What is your animal's habitat? When you find out about the areas it lives in, mark those areas on one of the blank maps.

- What does your animal eat?
  - Does your animal have predators? If so, what are they?
  - What size is your animal?
  - What does your animal look like?
  - What is the climate where the animal lives?
  - What are three adaptations your animal has so that it can live successfully in its habitat?
3. Use this information and any other interesting facts to create an Animal Fact File. The Animal Fact File should be displayed on two 8 ½ by 11 pieces of paper.

**In the second class period:**

1. One of the blank U.S. maps should be filled out with the current range where your animal is found. Label this map "Where [animal species name] Currently Lives." The other map will be used to make a prediction about how you think your animal's

# FACTivity

continued

range will move as the climate becomes warmer. Think about what you read in the wolverine article to help you make this map. Label this map “Predicted Future Range of [animal species name].”

2. 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:** For students that need an extra challenge, they can include an Animal Fact File and map on one of the predators or prey for their animal.

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



## National Science Education Standards addressed in this article:

**Science as Inquiry:** Abilities to do scientific inquiry, Understandings about scientific inquiry

**Life Science:** Reproduction and heredity, Regulation and behavior, Populations and ecosystems, Diversity and adaptation of organisms

**Earth Science:** Structure of the Earth system

**Science in Personal and Social Perspectives:** Natural hazards, Risks and benefits, Science and technology in society

**Science and Technology:** Understandings about science and technology

**History and Nature of Science:** Science as a human endeavor, Nature of science

## Additional Web Resources:

**National Geographic wolverine information and pictures**

<http://animals.nationalgeographic.com/animals/mammals/wolverine.html>

**University of Michigan’s Animal Diversity Web—Wolverine information**

[http://animaldiversity.ummz.umich.edu/site/accounts/information/Gulo\\_gulo.html](http://animaldiversity.ummz.umich.edu/site/accounts/information/Gulo_gulo.html)