

Overture

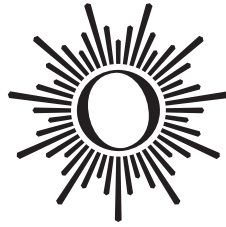
A Performing Arts Series
for Students

Onstage



Jungle Jack Hanna

Mon, Oct 19, 2009



Overture Center

FOR THE ARTS

ABOUT OVERTURE CENTER FOR THE ARTS

Overture Center for the Arts fills a city block in downtown Madison with world-class venues for the performing and visual arts. Made possible by an extraordinary gift from Madison businessman W. Jerome Frautschi, the center presents the highest-quality arts and entertainment programming in a wide variety of disciplines for diverse audiences. Offerings include performances by acclaimed classical, jazz, pop, and folk performers; touring Broadway musicals; quality children's entertainment; and world-class ballet, modern and jazz dance. Overture Center's extensive outreach and educational programs serve thousands of Madison-area residents annually, including youth, older adults, people with limited financial resources and people with disabilities. The center is also home to ten independent resident organizations.

Internationally renowned architect Cesar Pelli designed the center to provide the best possible environment for artists and audiences, as well as to complement Madison's urban environment. Performance spaces range from the spectacular 2,250-seat Overture Hall to the casual and intimate Rotunda Stage. The renovated Capitol Theater seats approximately 1,110, and The Playhouse seats 350. In addition, three multi-purpose spaces provide flexible performance, meeting and rehearsal facilities. Overture Center also features several art exhibit spaces. Overture Galleries I, II and III display works by Dane County artists. The Playhouse Gallery features regional artists with an emphasis on collaborations with local organizations. The Wisconsin Academy of Sciences, Arts and Letters' Watrous Gallery displays works by Wisconsin artists, and the Madison Museum of Contemporary Art offers works by national and international artists.

Resident organizations

Bach Dancing and Dynamite Society
Children's Theater of Madison
Kanopy Dance Company
Li Chiao-Ping Dance Company
Madison Ballet

Madison Museum of Contemporary Art
Madison Opera
Madison Symphony Orchestra
Wisconsin Academy of Sciences, Arts and Letters
Wisconsin Chamber Orchestra

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Other sections provided by Jack Hanna's Animal Adventures and the Wisconsin Department of Natural Resources

JUNGLE JACK HANNA



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Dear Teachers

This Spotlight on Learning: Educator's Resource Guide for Jungle Jack Hanna OnStage performance is designed to:

- Maximize students' enjoyment and appreciation of the performance;
- Extend the impact of the performance by providing discussion ideas, activities, and further reading that promote learning across the curriculum.

In this Resource Guide, you will find valuable information and suggestions for activities that can help prepare students to see this performance, ideas for follow-up activities and resources you can access on the web. We've also included Wisconsin Academic Standards for each activity in order to align the experience with your curriculum requirements.

We Want Your Feedback!

OnStage performances can be evaluated online! Evaluations are vital to the future and funding of this program. Your feedback educates us about the ways the program is utilized and we often implement your suggestions. [CLICK HERE](#) to fill out an online evaluation. We look forward to hearing from you.

Enjoy the show!
Overture Education Team

ABOUT THE ARTIST



Jack Hanna, popular host of the hit television series, [Jack Hanna's Animal Adventures](#), is one of America's most beloved naturalists and adventurers. Each week, Hanna takes millions of family viewers on exciting journeys to learn about animals and the places they live. No intellectual pomp or indifference here. Jack Hanna is "every person's" television zoologist.

Hanna began to receive national attention after he became Director of the rundown [Columbus Zoo](#) in Columbus, Ohio in 1978. He not only transformed the zoo into a model facility, but through his media savvy, made the Columbus Zoo a household name. Director Emeritus of the Columbus Zoo since 1993, he still remains active in the zoo and his community.

While he takes all of his civic responsibilities seriously, he maintains that wildlife conservation is his true calling. "*Jack Hanna's Animal Adventures* gives me the platform to excite people and get them to care about animals. For me, this is the fulfillment of a lifelong dream."

INTERVIEW WITH JACK HANNA

How many countries have you visited?

Answer: Too many to count. I do know that I have been to all 7 continents: North America, South America, Europe, Asia, Australia, Africa, and Antarctica.

What is your favorite animal?

Answer: I love all kinds of animals! But elephants are probably my favorite to watch in the wild.

Has an animal ever bitten you?

Answer: I have been bitten and nipped at more times than I can remember. The two worst bites I have ever had were from a HUGE anaconda and, believe it or not, a beaver!

I want to work with animals. How should I prepare?

Answer: When I was growing up, I loved animals and took advantage of every animal-related opportunity that was available. I volunteered to help a veterinarian one summer and then got a paid job helping him the following few summers. I have also worked at a pet shop and petting zoo. I recommend reading everything you can about animals and volunteering at your local shelter, zoo, veterinarian's office, etc. There are a lot of wonderful academic programs available in high schools and colleges that can prepare you for a career with animals.

ANIMAL CLASSIFICATIONS

Beginning in ancient times, scientists tried to develop a system of classifying animals and plants. The system we use today was developed by the Swedish naturalist Carolus Linnaeus (1707-1778), who separated animals and plants according to certain physical similarities and gave identifying names to each species.

GETTING STARTED

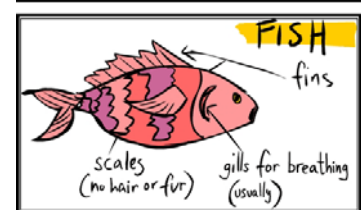
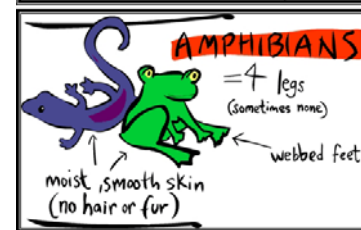
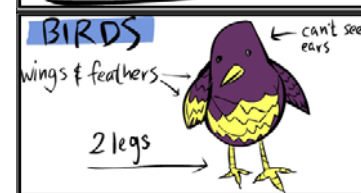
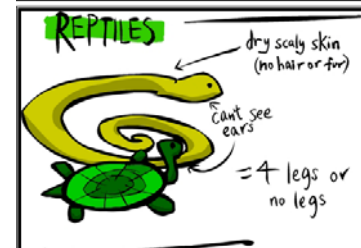
As a class, discuss some examples of everyday words that name groups or classes of things. How do we use classification to make our everyday lives easier?

- Linnaeus's system of animal classification is based on common physical characteristics. Can you devise a system of animal classification based on some other idea—behavior or habitat, for example? In your new system, what animals would be classed together that are not classed together in Linnaeus's system?
- We classify people in many ways, for example, by physical appearance, ethnic origin, profession, religion, life style, and so on. In which ways can classification of human beings be helpful? In which ways can it be harmful?

[Linnaeus's system classified plants and animals](#) on seven levels, using Latin and Greek words. Below is an example of how a brown squirrel is classified:



SOURCE: <http://hotcakencyclopedia.com/Animals/image.Squirrel.photo.jpeg>



SOURCE: <http://year5.skola.edu.mt/wp-content/uploads/2009/04/picture5.bmp>

Category	Scientific Name	Description
Kingdom	Animalia	Is an Animal
Phylum	Chordata	Has a backbone
Class	Mammalia	Nurses its young
Order	Rodentia	Has long, sharp front teeth
Family	Scuridae	Has a bushy tail
Genus	Tamiasciurus	Climbs trees
Species	Hudsonicus	Has brown fur on its back and white fur on its belly

Just two last categories—the genus and species names—make up the brown squirrel's scientific name, which is *Tamiasciurus hudsonicus*.

ANIMAL CLASSIFICATIONS (continued)

GENUS AND SPECIES RESEARCH

Have students research the genus and species names of some familiar plants and animals.

CLASSIFY THE CLASSROOM

Divide the class into groups and have them devise their own system of classifying everyday objects around the room.



SOURCE: <http://satorismiles.com/wp-content/uploads/2009/05/0905-animal-kingdom-003.jpg>

- Students should use at least four levels of classification, but they may use as many more levels as they find necessary. They should end up with a two-part name for each of several objects in the room.
- Have students to use Linnaeus's system as a model, starting out with one classification level that divides all the objects in the room into two major categories. For example, the two "phyla" could be "natural" (made of natural materials) and "artificial" (made of artificial materials); or "useful" and "decorative."
- The two major categories combined should include all objects in the room, and the final "genus" and "species" names should exclude all objects but the one being identified. (Students may use descriptive phrases rather than single words, and, of course, they should not be required to use Greek or Latin terms.)

Wisconsin Academic Standards: Science - Life and Environmental Science (F), Science in Social and Personal Perspectives (H); Environmental Education – Questioning and Analysis (A), Knowledge of Environmental Processes and Systems (B); Language Arts – Writing (B), Language (D), Research and Inquiry (F)

EXPLORING ANIMAL HABITATS

The Earth has many different environments, varying in temperature, moisture, light, and many other factors. Each of these habitats has distinct life forms living in it, forming complex communities of interdependent organisms. A complex community of plants and animals in a region and a climate is called a biome.

ANIMAL HABITAT RESEARCH ACTIVITY

On the board, write the names of the six different habitats students will investigate: temperate forest, grasslands (or savanna), tropical rain forest, desert, polar ice, and tide pools. Then, divide the class into six groups, assigning each group one of those habitats to research (see page 5-7 for activity details). Each group will produce a report on its habitat including the following information:

- A physical description of the habitat
- Examples of the habitat (geographical locations)
- Examples of animals and plants that live in the habitat
- Describe how the animals and plants are adapted for life there

Temperate Forest

In the winter, less water is available for trees to take in through their roots, because much of the water in the ground is frozen. Since trees lose water through their leaves, losing leaves is a way for a tree to conserve water. Coniferous trees do not lose nearly as much water through their needles as deciduous trees lose through their leaves. Put a twig from a coniferous tree (cone-bearing tree with needles instead of leaves) in a cup of water, and tightly fasten a clear plastic bag around its needles. Put a twig from a deciduous tree (leafy tree that loses its leaves in the fall) in a cup of water, and tightly fasten a clear plastic bag around the leaves. Observe what happens. Draw pictures and write an explanation for what you observed.



SOURCE: http://www.biologyreference.com/images/biol_02_img0138.jpg

EXTENDED ACTIVITY

Many trees grow in the temperate forest. Talk about several ways in which the animals that live in the temperate forest depend on trees.

EXPLORING ANIMAL HABITATS (continued)



SOURCE: <http://www.mbgnet.net/salt/sandy/3tidepool.jpg>

Tidepool

Explain how a tidepool is formed, and describe several animals that are found in tidepools. Make two models of a tidepool—one at high tide and one at low tide. Use sand, rocks, salt water, and other materials (e.g., modeling clay) for your models. Draw at least three tidepool animals and explain how they survive in a constantly changing habitat (sometimes wet, sometimes dry.)

EXTENDED ACTIVITY

Imagine that you are a tidepool animal, and describe a day in your life in the tidepool. What difficulties do you have to overcome? What are the positive aspects of life in a tidepool?

Grasslands (Savanna)

Research the speeds of animals that live in the African grasslands. Create a display that compares the different speeds of these animals. Write an explanation for why speed is important for survival in the grasslands. (There are few trees or places for animals to hide in grasslands habitats. Therefore, speed is important for both predators that are hunting and animals that are fleeing predators.)



SOURCE: <http://fig.cox.miami.edu/Faculty/Dana/50-16b-Savanna.jpg>

EXTENDED ACTIVITY

Compare a cheetah to a top athlete. In what types of sports would cheetahs excel?



SOURCE: http://weathersavvy.com/desert2_OPT.jpg

Desert

Choose a desert animal or plant. Make a model of it, draw it, or describe it. Explain how it is particularly well adapted to survive in a place where there is very little water.

EXTENDED ACTIVITY

Humans, as well as animals, live in the desert. Compare and contrast the ways in which humans and animals have adapted to life in this habitat.

EXPLORING ANIMAL HABITATS (continued)

Tropical Rain Forest

Describe the three main levels of the rain forest—canopy, understory, and forest floor. Make a diagram or model showing examples of animals and plants that live on each level. Choose an animal or plant from each level and explain how it is adapted to its particular place in the tropical rain forest.



SOURCE: <http://www.kbears.com/climates/rainforest.jpg>

EXTENDED ACTIVITY

The tropical rain forest is home to more species of animals than any other habitat, and yet the rain forest is in danger because so many rain-forest trees and other plants are needed for many products we use. Can you devise a plan to preserve the rain forest without depriving human beings of products on which they depend?



SOURCE: <http://www.surfbirds.com/mb/media/polar-ice-flows-cc-1006.jpg>

Polar Ice

Research both the polar bear (North Pole) and the penguin (South Pole).
Project: Draw or make a model of each animal. For each animal, explain at least three ways—physical or behavioral characteristics—in which it is well adapted for life in a very cold and snowy climate.

EXTENDED ACTIVITY

Many scientists believe that, as a result of global warming, the polar ice cap is beginning to melt. Discuss what the effects that the melting of the polar ice cap might have on the rest of the world. Can anything be done to stop or slow down the process of global warming?

Wisconsin Academic Standards: Science - Life and Environmental Science (F), Science in Social and Personal Perspectives (H); Environmental Education – Questioning and Analysis (A), Knowledge of Environmental Processes and Systems (B), Decision and Action Skills (D); Language Arts – Writing (B), Research and Inquiry (F)

MYSTERY ANIMALS GROUP ACTIVITY

Divide the class into groups. Have each group choose an unusual or unfamiliar animal from one of the habitats listed (page 5-7), prepare a card with the name of the animal, a description of the animal's physical and behavioral characteristics, and a picture of the animal.

Mix up the cards and give one to each group, making sure that no group gets its own card. Then, challenge each group to figure out which habitat the animal belongs to—on the basis of the animal's physical and behavioral characteristics.



SOURCE: http://www.istockphoto.com/file_thumbview_approve/3712750/2/istockphoto_3712750-african-animals.jpg

CREATE A NEW ANIMAL SPECIES

Have students work in pairs or groups to create new animal species. Invite students to imagine that they have discovered a new species of animal, never before seen. They should draw a picture of their animal, describe its physical and behavioral characteristics, describe its habitat, and make up a name for it that would fit into the Linnaeus's system of animal classification. Encourage students to use their imaginations when creating their new species.



SOURCE:
<http://www.thingamababy.com/photos/uncategorized/2007/09/18/albert.jpg>

PHYSICAL DESCRIPTION

Is your animal a mammal, bird, fish, reptile, amphibian, arthropod, insect, or mollusk? Is he or she a wild or domesticated animal? Please explain.

HABITAT DESCRIPTION

Identify the environment in which your animal lives. (Tropical, Arctic, Forest, Desert, Savannah, Aquatic) Write a paragraph that describes your animal's environment. Be sure to include specific details in your description.

BEHAVIOR

- **Sounds:** What kinds of sounds does your animal make? Does he or she bark, growl, roar, yip, squeal, hiss, snort, purr, or screech?
- **Movements:** Does he or she run, leap, lunge, charge, lumber, saunter or slither?
- **Food:** Is he or she a herbivore (plant eater), carnivore (meat eater), omnivore (meat and plant eater)? Describe some of the foods your animal eats. Is your animal prey, a predator, or both?
- **Sleeping:** Is your animal awake at night (nocturnal) or during the day? Does he or she sleep out in the open, in a cave, in a hole, or build its home?
- **Social life.** Does he or she travel in a pack or alone? Does he or she depend on family members? For food? For love?
- **Migration:** Does your animal migrate during certain times of the year? When?
- **Hibernation:** Does your animal hibernate? If so, then for what length of time? Six weeks? Six months? During what season?

Wisconsin Academic Standards: Science - Life and Environmental Science (F), Science in Social and Personal Perspectives (H); Environmental Education – Questioning and Analysis (A), Knowledge of Environmental Processes and Systems (B), Decision and Action Skills (D); Language Arts – Language (D)

CREATE A NEW ANIMAL SPECIES (continued)

WRITE A STORY

Write a short story about a day in the life of your animal. How would you describe the setting or locale that your creature calls home? Remember, your creature's habitat can be realistic or extraordinary. For example, if he or she lives in a forest, the trees might be made of gold; it might rain oranges and bananas; the streams could be made of soda, etc.

- What adventures and activities does he or she enjoy?
- Does your creature prefer to play with friends or challenge a monster or enemy?
- Is your animal lazy, hungry, angry? If so, how does he or she express these feelings?
- Finally, describe your imaginary creature's extraordinary appearance. Be sure to include the oddest and most humorous details of his or her appearance.

WRITE A POEM

Write a funny list poem about your animal. Be sure to describe your creature's feeding habits, sleep habits, social life, peculiar sounds, etc. Your poem should be four to eight lines in length.

= ***CheeZe CheeZe eats green macaroni.*** =
= ***CheeZe eats leaves and bologna.*** =
= ***She purrs and gallops, growls and trots.*** =
= ***She's candy cane covered with bright red spots.*** =

WRITE A LETTER

Your animal is a member of a valued endangered species. Write a letter to the Head of State of the country from which your animal originated in order to foster a means of protecting your animal's life.

WRITE AN ESSAY

What if scientists decided to create your animal? What are the moral implications of this act? Write a persuasive essay that argues your opinion. Be sure to use the four to five paragraph essay form. Your essay should contain an introduction that states your opinion, two to three paragraphs that provide reasons for your viewpoint as well as specific examples and details to support each reason, and a conclusion.

Wisconsin Academic Standards: Science - Life and Environmental Science (F), Science in Social and Personal Perspectives (H); Environmental Education – Questioning and Analysis (A), Knowledge of Environmental Processes and Systems (B), Decision and Action Skills (D); Language Arts – Writing (B), Research and Inquiry (F)

ENDANGERED ANIMAL SPECIES

All around us, and all over the planet, wildlife habitat is being lost. Whenever an area of land is paved for a shopping center, divided and excavated for homes for people, and sometimes when it is plowed to grow a crop, animals lose their homes, frequently their sources of food and water, and, in some cases, the large expanse of habitat they need to survive.

GETTING STARTED

Hold a class discussion to explore students' background knowledge about endangered animal species.

- What does it mean for a species to be endangered?
- What animal or plant species do you know of that are endangered or extinct?
- Why do you think species are endangered? Discuss the factors that the students feel have contributed to causing species to be designated as "endangered."
- What, if anything, happens when an animal or plant species becomes extinct?
- Why should we protect endangered species? How can you as an individual help this cause?

WISCONSIN TOP 10 Endangered or Threatened Animals	
Animal Name	Scientific Classification
Karner Blue Butterfly	<i>Lycaeides melissa samuelis</i>
Hine's emerald Dragonfly	<i>Somatochlora hineana</i>
Higgins Eye	<i>Lampsilis higginsii</i>
Winged Mapleleaf	<i>Quadrula fragosa</i>
Piping Plover	<i>Charadrius melodus</i>
Kirtland's Warbler	<i>Dendroica kirtlandii</i>
Gray Wolf	<i>Canis lupus</i>
Bald Eagle (<i>threatened only</i>)	<i>Haliaeetus leucocephalus</i>
Lynx (<i>threatened only</i>)	<i>Lynx canadensis</i>

Source: Wisconsin DNR (www.dnr.state.wi.us)

RESEARCH WISCONSIN'S ENDANGERED SPECIES

Individually or in groups, research one of the animals on Wisconsin's Top 10 Endangered or Threatened animal species. Identify the animal's characteristics and discuss what factors have caused it to become endangered or threatened. Create a multimedia presentation for the class. Divide the research into the following categories:

- Physical Features
- Behaviors
- Habitat
- Reproduction
- Diet
- Factors causing endangerment

Wisconsin Academic Standards: Science - Life and Environmental Science (F), Science in Social and Personal Perspectives (H); Environmental Education – Questioning and Analysis (A), Knowledge of Environmental Processes and Systems (B), Decision and Action Skills (D); Language Arts – Writing (B), Research and Inquiry (F)

WISCONSIN GRAY WOLF



SOURCE: <http://advocacy.britannica.com/blog/advocacy/wp-content/uploads/gray-wolf.jpg>

GETTING STARTED

Introduce background from the Wisconsin DNR on the [Wisconsin Gray Wolf](#) and discuss its habitat. A wolf pack's territory may cover 20-120 square miles. This need for a large range often results in conflict as human and wolf territories overlap. Today, wolf populations are improving in our state with the help of research, protection, and public education programs. But there is concern over how the growing human territories will impact wolf populations.

INCREDIBLE SHRINKING WOLF HABITAT: GROUP ACTIVITY

Divide students into four groups: deer and beaver (herbivores), wolves (carnivores), vegetation (trees, shrubs, grasses) that deer and beaver may eat, and people who will be land developers.

Plan for three times as many deer and beaver as wolves with a small number of developers in proportion to the other two groups. The number of students acting as vegetation may vary. For example, two developers, three wolves, nine deer and beaver, and six trees or bushes.

Establish a large, open area to simulate a large tract of forest before development. Developers should stay on the sidelines and keep an eye on the undeveloped land while they meet nearby to discuss the possibilities of developing this land into a community with a major highway.

WISCONSIN GRAY WOLF (continued)

HERBIVORES

Provide each deer/beaver with two desks or chairs to use as a shelter, three pieces of green construction paper to represent food, one piece of blue construction paper to represent water, and some vegetation (as portrayed by other students). Ask the herbivores to arrange their food, water and shelter, including the students who are "vegetation," in order to represent their habitat.

CARNIVORES

Provide each wolf with one desk or chair to use as a "lair", space equivalent to that used by three herbivores, three herbivores as a potential food source, one piece of blue construction paper to represent water, and some vegetation portrayed by students. Ask the wolves to move into the area to establish their habitat and look for possible food sources (herbivores). Have each animal role play its characteristics.

This phase takes about 10 minutes, with the developers planning while the deer/beaver and wolves arrange their habitat.

DEVELOPERS

Once all the animals are established in their habitats, it is time for the developers to enter the picture. These developers have been given the opportunity to create a housing area with shopping and a highway system leading out of the community. Restrict them to an area equivalent to the space of three herbivores. Have developers use sheets and blankets to build their development. They may remove trees (represented by the students) gently so no student gets hurt, shelter (represented by desks), food, and water.

Give the developers 3 to 7 minutes to construct their development, have them explain their actions as they take them.

Questions

Once the developers have finished building their development, as a class, discuss what happened. What took place? What were the consequences? Would or did animals die? From what causes? Could developers have done anything differently to change the consequences? Could they have developed in a different pattern, with what effects? Would it have reduced negative consequences for wolves and other wildlife if they put the development in a different area of the habitat? Were there any positive consequences? How were they achieved? Ask the students to discuss what was realistic about the activity and what was not.

Reflection

Ask the students to summarize some of the possible impacts on wolves and other wildlife from land development. Are there places in your community where wildlife habitat has been lost by human development? Are there places where wildlife habitat has been enhanced by human activity? What choices, if any, are there to development of previously undeveloped areas? What trade-offs are involved: for example, in developing vacant areas within communities rather than undeveloped areas outside of communities? What kinds of actions, can people take to minimize the negative consequences for wildlife, vegetation, and other elements of the environment?

Wisconsin Academic Standards: Science - Life and Environmental Science (F), Science in Social and Personal Perspectives (H); Environmental Education – Questioning and Analysis (A), Knowledge of Environmental Processes and Systems (B), Decision and Action Skills (D); Theater – Performance (B)

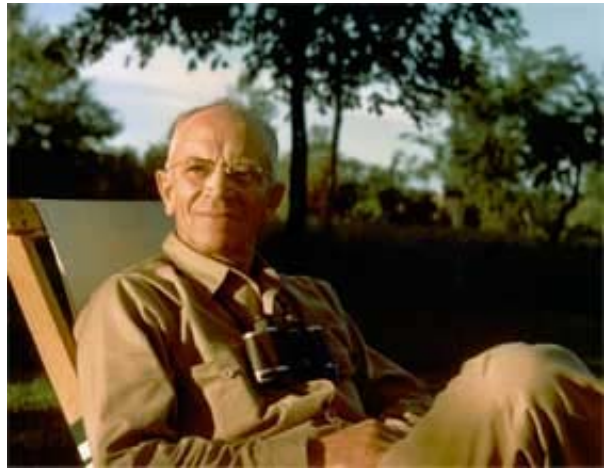
ALDO LEOPOLD (1887-1948)

Considered by many as the father of wildlife management and of the United States' wilderness system, Aldo Leopold was a conservationist, forester, writer, philosopher, educator, and outdoor enthusiast.

Born in 1887 and raised in Burlington, Iowa, Aldo Leopold developed an interest in the natural world at an early age, spending hours observing, journaling, and sketching his surroundings. Graduating from the Yale Forest School in 1909, he eagerly pursued a career with the newly established U.S. Forest Service in Arizona and New Mexico. By the age of 24, he had been promoted to the post of Supervisor for the Carson National Forest in New Mexico. In 1922, he was instrumental in developing the proposal to manage the Gila National Forest as a wilderness area, which became the first such official designation in 1924.

Following a transfer to Madison, Wisconsin in 1924, Leopold continued his investigations into ecology and the philosophy of conservation, and in 1933 published the first textbook in the field of wildlife management. Later that year he accepted a new chair in game management – a first for the University of Wisconsin and the nation.

In 1935, he and his family initiated their own ecological restoration experiment on a worn-out farm along the Wisconsin River outside of Baraboo, Wisconsin. Planting thousands of pine trees, restoring prairies, and documenting the ensuing changes in the flora and fauna further informed and inspired Leopold.



A prolific writer, authoring articles for professional journals and popular magazines, Leopold conceived of a book geared for general audiences examining humanity's relationship to the natural world.

Unfortunately, just one week after receiving word that his manuscript would be published, Leopold experienced a heart attack and died on April 21, 1948 while fighting a neighbor's grass fire that escaped and threatened the Leopold farm and surrounding properties. A little more than a year after his death Leopold's collection of essays, *A Sand County Almanac* was published. With over two million copies sold, it is one of the most respected books about the environment ever published, and Leopold has come to be regarded by many as the most influential conservation thinker of the twentieth century.

Leopold's legacy continues to inform and inspire us to see the natural world "as a community to which we belong."

SOURCE: www.aldoleopold.org

WILDLIFE CONSERVATION

WRITE AN ESSAY

Write a reflective essay that discusses this quote from Aldo Leopold.

"Conservation is a state of harmony between men and land. By land is meant all of the things on, over, or in the earth. Harmony with land is like harmony with a friend; you cannot cherish his right hand and chop off his left. That is to say, you cannot love game and hate predators; you cannot conserve the waters and waste the ranges; you cannot build the forest and mine the farm. The land is one organism. Its parts, like our own parts, compete with each other and cooperate with each other. The competitions are as much a part of the inner workings as the co-operations. You can regulate them, cautiously, but not abolish them."



SOURCE: <http://digicoll.library.wisc.edu/AldoLeopold/graphics/AldoLeopoldHome.jpg>

Wisconsin Academic Standards: Science - Life and Environmental Science (F), Science in Social and Personal Perspectives (H); Environmental Education – Questioning and Analysis (A), Knowledge of Environmental Processes and Systems (B), Decision and Action Skills (D); Language Arts – Writing (B)



SOURCE: www.boingboing.net/images/_images_articles_2006_mar_phenom_353-1.jpg

HOLD A DEBATE

In the spring of 2009, a number of coyote attacks on the west side of Madison prompted residents to consider hiring a sharpshooter. At a meeting to discuss options for resolving this conflict, UW-Madison urban wildlife expert Scott Craven told the residents, "I really don't think it's possible to eliminate the possibility of any and all coyote attacks. It just isn't going to happen."

URBAN COYOTES: A possible danger to children and pets or a vital part of nature?

Divide the class into two groups. Have one group represent the neighborhood residents and the other group represent government officials responsible for addressing the problem. Allow students time to research the coyote problem in Madison, identify the conditions that are contributing to the situation, and develop a list of possible resolutions that reflect input from both sides of this conflict. Then, as a class, hold a mock neighborhood association meeting to discuss solutions that might be implemented.

Wisconsin Academic Standards: Science - Life and Environmental Science (F), Science in Social and Personal Perspectives (H); Environmental Education – Questioning and Analysis (A), Knowledge of Environmental Processes and Systems (B), Decision and Action Skills (D)

ADDITIONAL RESOURCES

ANIMAL RESOURCES

Kids Port: The Animal Kingdom

www.kidport.com/RefLIB/Science/Animals/Animals.htm

Investigate animal classifications in this site's Science Reference Library.

University of Michigan Museum of Zoology: Animal Diversity Web

<http://animaldiversity.ummz.umich.edu/site/index.html>

Browse a complete listing of animal classifications.

Kids AOL Animal Habitats (K-2)

<http://kids.aol.com/homework-help/junior/living-things/animal-habitats>

Explore interactive animal habitats.

National Geographic Kids: Animals

<http://kids.nationalgeographic.com/Animals/>

A complete guide to animals and their habitats. Site includes photos, video, games and other activities.

JACK HANNA LINKS

www.jackhanna.com/kidssafari.html

www.animaladventures.com/

WISCONSIN WILDLIFE AND CONSERVATION LINKS

Vilas Zoo www.vilaszoo.org/index.php

Milwaukee County Zoo www.milwaukeezoo.org/

Aldo Leopold Foundation www.aldoleopold.org/

Wisconsin Wildlife Federation www.wiwf.org/

Wisconsin DNR Wildlife Action Plan www.dnr.state.wi.us/org/LAND/er/wwap/

WISCONSIN ACADEMIC STANDARDS

SCIENCE

Life and Environmental Science

- F.1 Discover how each organism meets its basic needs for water, nutrients, protection, and energy in order to survive.
- F.2 Show how organisms have adapted structures to match their functions, providing means of encouraging individual and group survival within specific environments
- F.7 Understand that an organism's behavior evolves through adaptation to its environment
- F.8 Show through investigations how organisms both depend on and contribute to the balance or imbalance of populations and/or ecosystems, which in turn contribute to the total system of life on the planet
- F.9 Explain how some of the changes on the earth are contributing to changes in the balance of life and affecting the survival or population growth of certain species
- F.5 Understand the theory of evolution, natural selection, and biological classification

Science in Social and Personal Perspectives

- H.2 Present a scientific solution to a problem involving life and environmental sciences, and participate in a consensus-building discussion to arrive at a group decision

ENVIRONMENTAL EDUCATION

Questioning and Analysis

- A.1 Make observations, ask questions and plan environmental investigations
- A.2 Collect information, make predictions, and offer explanations about questions asked
- A.3 Develop answers, draw conclusions, and revise their personal understanding as needed based on their investigations
- A.5 Use the results of their investigations to develop answers, draw conclusions, and revise their personal understanding

Knowledge of Environmental Processes and Systems

- B.4 List the components of an ecosystem, including the qualities of a healthy habitat
- B.5 Give examples of human impact on various ecosystems
- B.6 Cite examples of how different organisms adapt to their habitat
- B.8 Explain interactions among organisms or populations of organisms
- B.10 Explain and cite examples of how humans shape the environment
- B.21 Identify and analyze individual, local, regional, national, and global effects of pollution on plant, animal, and human health

Decision and Action Skills

- D.3 Identify two or more ways to take positive environmental action; e.g., posters, letters, and speeches
- D.4 Communicate with local, state, or national officials regarding an environmental topic
- D.5 Explain how they can influence an environmental issue
- D.6 Develop a plan, either individually or in a group, to preserve the local environment

LANGUAGE ARTS

Writing

- B.1 Create or produce writing to communicate with different audiences for a variety of purposes--
 - Write nonfiction and technical pieces (summaries, informational essays, simple reports) that convey essential details and facts and provide accurate representations of events and sequences
 - Write expressive pieces in response to reading, viewing, and life experiences (narratives, reflections, and letters) employing descriptive detail and a personal voice
 - Write a persuasive piece (such as a letter to a specific person) that includes a clear position, a discernible tone, and a coherent argument with reliable evidence

WISCONSIN ACADEMIC STANDARDS

LANGUAGE ARTS (continued)

Language

D.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication--

- Consult dictionaries, thesauruses, and other resources to find and compare definitions, choose among synonyms, and spell words correctly
- Use their knowledge of roots, prefixes, and suffixes to interpret and convey the meaning of words

Research and Inquiry

F.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings--

- Propose research by formulating initial questions, narrowing the focus of a topic, identifying prior knowledge, and developing a basic plan for gathering information
- Conduct research by identifying, locating, exploring, and effectively using multiple sources of information appropriate to the inquiry, including print, nonprint, and electronic sources
- Conduct interviews, field studies, and experiments and use specialized resources (such as almanacs, fact books, pamphlets, and technical manuals) when appropriate to an investigation
- Recognize, record, organize, and acknowledge information pertinent to a project, accurately blending discoveries into answers
- Present the results of inquiry, reporting and commenting on the substance and process of learning, orally and in writing, using appropriate visual aids

THEATER

Play Reading and Analysis

A.1 Attend a live theatre performance and discuss the experience

- explain what happened in the play
- identify and describe the characters
- say what they liked and didn't like
- describe the scenery, lighting and/or costumes

Performance

B.1 Pretend to be someone else, creating a character based on scripted material or through improvisation, using props, costume pieces, and ideas

B.2 Create a human or animal character through physical movement with sounds and/or speech, using facial expressions

THEATER ETIQUETTE AND EXPERIENCES

We have a wonderful opportunity at this performance to help youth learn about attending live performances.

Please discuss the following with your students:

1. Sometimes young people do not realize how a live performance differs from watching a movie or television show. A live presentation has not been pre-recorded with the mistakes edited out. This makes it riskier for the performer and more exciting for the audience. It also means the audience has a real contribution to make to the overall event. Each audience member affects those around him/her as well as the performer. Concentrate to help the performers. The audience gives energy to the performer who uses that energy to give life to the performance.
2. An usher will show you where to sit. Walk slowly and talk quietly as you enter the theater.
3. For safety's sake, do not lean over or sit on the balcony railings or box ledges. Please be careful on the stairs. Avoid horseplay and running throughout the building.
4. If necessary, use the restroom before the performance begins. Adults need to accompany young students.
5. You may talk quietly to the people next to you until the performance begins.
6. When the lights in the theater begin to dim, it is the signal that the performance is about to begin. Stop talking and turn your attention to the stage.
7. Stay in your seat throughout the entire performance.
8. During the performance, listen quietly and watch closely. Talking during the performance will distract other audience members and performers. Try not to wiggle too much and don't kick the seat in front of you. These disruptions make it hard for others around you to concentrate on the show.
9. Sometimes during a performance you may respond by laughing, crying, or sighing. By all means feel free to do so! LAUGHING IS APPROPRIATE. (Teachers, please do not hush the students while they are laughing.) If something is funny, it's good to laugh. If you like something a lot, applaud. This will let the performers know that you are enjoying the show.
10. At the end of the show, applaud to say thank you to the performers. The performers will bow to acknowledge your appreciation and thank you for coming.
11. When the lights get brighter in the theater, the show is over. Stay in your seats until the OnStage Coordinator dismisses your school.
12. Please remember:
 - Taking photographs or using recording devices is strictly prohibited.
 - Beverages and food, including gum and candy, are not allowed in the theater.
 - You are only one person among several hundred in the audience.
 - Please respect the performers and your fellow audience members.

Please inform your adult chaperones that ushers will be available throughout the performance if there are any difficulties.

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