

A-Z *OF* ENDANGERED ANIMALS



JENNIFER COSSINS

TEACHERS NOTES

A-Z *of* ENDANGERED ANIMALS BY JENNIFER COSSINS

TEACHERS NOTES BY ROBYN SHEAHAN-BRIGHT

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INTRODUCTION

'I believe it is our responsibility as humans to protect animals from extinction. In doing so, we also protect our planet's biodiversity, which is essential to our own survival, longevity and happiness as a species as well as that of the animals described in this book.' Jennifer Cossins

Many species are listed as being endangered or becoming extinct and the world has already lost many species. This text outlines the extent of the problem, and then examines 26 examples of animals, with one page of facts and a vibrant illustration opposite each animal. Each page also contains an 'interesting fact' as a special bonus.

Some are commonly known animals such as the Giant Panda; others are much less well-known but equally important in terms of the planet's biodiversity.

This text will encourage students to research these and many other endangered animals and to become active as a global citizen by protecting wildlife not only in their own communities but also by contributing to and supporting movements aimed at their protection elsewhere.

THEMES & CURRICULUM TOPICS

Several themes and curriculum topics (for primary school students) are covered in this book which might be related to:

'Australian Curriculum' <<http://www.australiancurriculum.edu.au/humanities-and-social-sciences/history/Curriculum/F-10?y=3&y=4&y=5&y=6&s=HKU&s=HS&layout=1>>

SCIENCE

• Endangered Animals

In her introduction Jennifer Cossins states that, 'the current extinction rate is more than 100 times higher than the historical rate and it is being driven by the success of one singular species: humans. During the last 500 years, over 800 species have become extinct and over 10,000 more are considered threatened. This is based on available data, true numbers may well be much higher.'

ACTIVITY: Investigate endangered or vulnerable species. Use the websites listed at the back of the book and refer to the Bibliography attached to these Teachers Notes to research this topic further.

ACTIVITY: Use the definitions listed at the back of the book in your further research.

ACTIVITY: Make an alphabetical list of any endangered mammals, birds, reptiles, amphibians, arthropods, fish, molluscs, or echinoderms not included in this text and research them further. For example, mountain pygmy possum (*Burramys parvus*); Orange-bellied parrot (*Neophema chrysogaster*); western swamp tortoise (*Pseudemydura umbrina*); spotted treefrog (*Litoria spenceri*); Margaret River burrowing crayfish (*Engaewa pseudoreducta*); Murray River cod (*Maccullochella peelii*); Magnificent heliocarionid snail (*Gudeoconcha sophiae magnifica*); Derwent River sea star (*Marginaster littoralis*). Create a list of 'Interesting Facts' for each of these animals. [See also Blackline Master 2 for this activity.]

ACTIVITY: Study other alphabets of animals and compare to this one. [See Bibliography.]

ACTIVITY: Research organisations committed to protecting wildlife.eg FAME <http://fame.org.au/news_resources/endangered_species> is an organisation dedicated to Australia's endangered species.

DISCUSSION POINT: What part do zoos play in the preservation of wildlife? For example Taronga Zoo in Sydney 'cares for 4,000 animals from over 350 species, many of which are threatened.' Taronga Zoo <<https://taronga.org.au/animals#conservation>> Conduct a debate on the fact that while zoos contribute to scientific research and preservation of species, they also remove animals from their natural habitats.

ACTIVITY: Create a slogan and a poster aimed at educating the public about the plight of a particular endangered animal.

• Habitat Loss

Human beings create an ever expanding 'footprint' on the planet. As populations grow and technology enables us to create more production and more associated devastation, the scale of loss has grown exponentially.

ACTIVITY: Choose a country and research the loss of habitats and the various species of fauna which have been affected and even devastated by this loss.

ACTIVITY: Read picture books which explore this issue such as Circle by Jeannie Baker (Walker Books, 2016). [See also Bibliography.]

ACTIVITY: Consider the statement that 'All growth inevitably enables decline; however the current rate of decline in the number of species is so extreme and unnatural that it demands global efforts to halt it'.

• Extinct Animals

ACTIVITY: This book refers in the introduction to the decline and extinction of dinosaurs. Research and document their history. What do scientists believe led to their disappearance?

ACTIVITY: What other animals have become extinct? The Tasmanian Tiger, the Dodo and the Woolly Mammoth are well-known examples. Locate others which are not so well-known. Choose one and research it; give a brief talk to the class about your findings.

• The Life Cycles and Habitats of Animals

ACTIVITY: Study metamorphosis, and how some animals change during their maturation cycles. eg caterpillars/butterflies; tadpoles/frogs.

ACTIVITY: Animals employ a range of survival skills in order to avoid predators, or to become predators themselves, one of which is to camouflage themselves in their habitats, which enhances the prospects of an animal surviving. eg Owls, toads, stick insects, and snow leopards. There are four main types of camouflage [See 'Animal Camouflage: Pictures and Information for Kids' K5 Computer Lab
<<http://oakdome.com/k5/lesson-plans/powerpoint/animal-camouflage-pictures-and-information.php>] Research this topic further.

ACTIVITY: Research the special skills which animals also develop for finding food, protecting their territories, and surviving harsh conditions. Some birds (such as godwits) travel incredible distances in a year in order to feed and reproduce. Some birds (such as ospreys, eagles and hawks) develop extra senses such as speed, eyesight, and sharp talons to hunt. Some have defining features: the giraffe's height allows it to graze on leaves at the top of trees; polar bears have an excellent sense of smell and sight, can swim for days, and also have a layer of up to 10cm of adipose tissue to protect them from extreme conditions in the Arctic Circle.

ACTIVITY: Animals often make distinctive sounds; elephants trumpet; hyenas laugh; tigers growl or roar; seals bark; whales sing. Sometimes these sounds are mating calls, or warnings to other predators, or simply express fear. Encourage students to watch and listen to YouTube videos of animal sounds and discuss those made by various animals. [See Bibliography.]

STUDY OF HISTORY, SOCIETY AND ENVIRONMENT

• Conservation Activism

ACTIVITY: Investigate the various conservation issues which are prominent in the world environment today and how organisations and individuals are tackling them. eg Sea Shepherd's efforts in stopping Japanese whaling and other marine life in oceans. Their mission is 'to end the destruction of habitat and slaughter of wildlife in the world's oceans in order to conserve and protect ecosystems and species'.

ACTIVITY: Discuss the ethics of violent as opposed to non-violent activism.

• Cruelty to Animals and Fashion

ACTIVITY: Investigate the uses of animal products in fashion (eg clothing, make-up, accessories, perfume) and the effects of their manufacture on animal populations.

ACTIVITY: Choose a particular issue (eg Fur trade; crocodile skins in accessories; illegal ivory trade) and research it to deliver a speech to the class on what you uncover.

DISCUSSION POINT: What unexpected products did you discover are highly prized by fashion manufacturers?

• Climate Change Debate

ACTIVITY: Many people believe that human beings have created 'climate change' which has an enormously detrimental impact on biodiversity. There are also many climate change 'deniers'. Research this debate and write an essay outlining your findings.

ACTIVITY: The Climate Change Authority <<http://climatechangeauthority.gov.au/>> provides independent expert advice on Australian Government climate change mitigation initiatives. The Climate Coalition <<http://www.theclimatecoalition.org/>> is a UK group dedicated to action on climate change. Should all governments be allocating funds to combating climate change?

• Values

DISCUSSION POINT: What 'value' encourages human beings to fight for the protection of animals?

ACTIVITY: Discuss the key values conveyed in this text.

ENGLISH LANGUAGE AND LITERACY

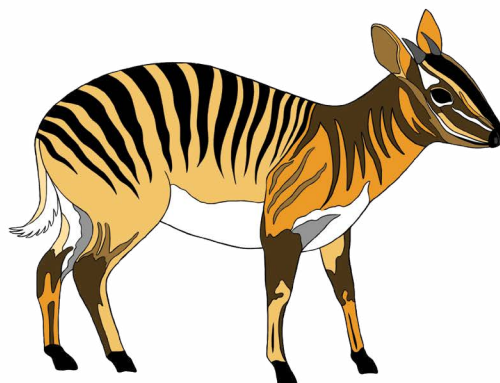
The text of this book might be studied in relation to the following aspects:

ACTIVITY: This story is told in third person, as an expository text. Invite students to write an expository text about any other animal which doesn't feature in this book; assign a different letter of the alphabet to each student. There are different types of expository writing eg descriptive, sequential, cause/effect etc. [See Bibliography for examples of such texts.] [See also Visual Literacy exercise below.] [See also Blackline Master 2 below.]

ACTIVITY: Test your students' comprehension by asking them questions about the written text. [See also Blackline Master 4.]

ACTIVITY: Encourage students to write an acrostic poem using the letters in 'Dugong'. [See Bibliography.]

ACTIVITY: Write a lyrical poem about an animal using models written by published poets to encourage students' expression. [See Bibliography.]



VISUAL LITERACY

The visual text in this book combines with the written text to illustrate features of the various animals described.

ACTIVITY: The cover of the book depicts a tiger. What does this cover suggest to you about the book's content and emotional impact?

ACTIVITY: The title page depicts a bird perched delicately on the title. Does this title page suggest any meaning to you?

DISCUSSION POINT: The format of the book is standardised with an image opposite an expository text. Create your expository text [See English Language and Literacy exercise above] as a text box inside a full illustrated double page spread which 'bleeds' to the edge of the pages rather than in the format used in this book. Depict the animal in its natural environment or landscape. Make a display of the texts and images created by each student. Copy them and make them into a class alphabet book.

ACTIVITY: The medium employed is digital art. Jennifer draws on a Wacom Cintiq, starting with a simple line sketch drawn from looking at photographs then slowly adding detail and colour, effectively foregrounded on stark white backgrounds. Invite students to create a portrait of one of the endangered animals they've researched in this medium and colour palette.

ACTIVITY: Create a collage of an Indian Elephant. [See Blackline Master 1 below.]

ACTIVITY: Students might be encouraged to use critical literacy skills to unearth further meaning in this text. Encourage them to look closely at the images, to explain what they see, and then what the text says, and how the two texts add meaning to each other.

CREATIVE ARTS

There are many creative activities suggested by this text:

- 1. Craft:** Make a model of any of the animals included in this text. eg A papier mâché leatherbackturtle. [See Bibliography.]
- 2. Craft:** Create an Endangered Animals Mobile. [See Blackline Master 5.] [See Bibliography.]
- 3. Craft:** Create an Endangered Creatures Mask. [See Bibliography.]
- 4. Music:** Discover simple songs about any of the animals in this book and share them with the class. To begin this activity, watch the video of 'The Endangered Animals Song' at: 'Endangered Animals/ Endangered Animals Video for Children' Kids Learning Tube YouTube June 6, 2015 <https://www.youtube.com/watch?v=_vn_BMapo7g> [The Lyrics for this song are available here: 'The Endangered Animals Song' <<http://lyricstranslate.com/en/kids-learning-tube-endangered-animals-song-lyrics.html>>] Then invite students to write and perform their own songs.

5. Craft: Create a Diorama depicting an animal in its habitat.
[See Bibliography for relevant resources.]

6. Script: Create a Book Trailer to promote this book.
[See Bibliography for relevant resources.]

LEARNING TECHNOLOGIES

ACTIVITY: Research topics suggested in these notes online.

MATHEMATICS

ACTIVITY: Have fun discovering mathematical facts about these animals.

FURTHER TOPICS FOR DISCUSSION AND RESEARCH

- Research the work of Jennifer Cossins.
- Students might research this book in comparison to picture books and non-fiction books such as those listed in the Bibliography.
- Investigate any other topic suggested by this text.

CONCLUSION

This beautifully designed and illustrated non-fiction text will find its place in any classroom. It will encourage creative research into the importance of biodiversity and the need to protect wildlife. It will encourage your students to become 'wildlife warriors' and to take a more sophisticated and nuanced approach to environmental studies.

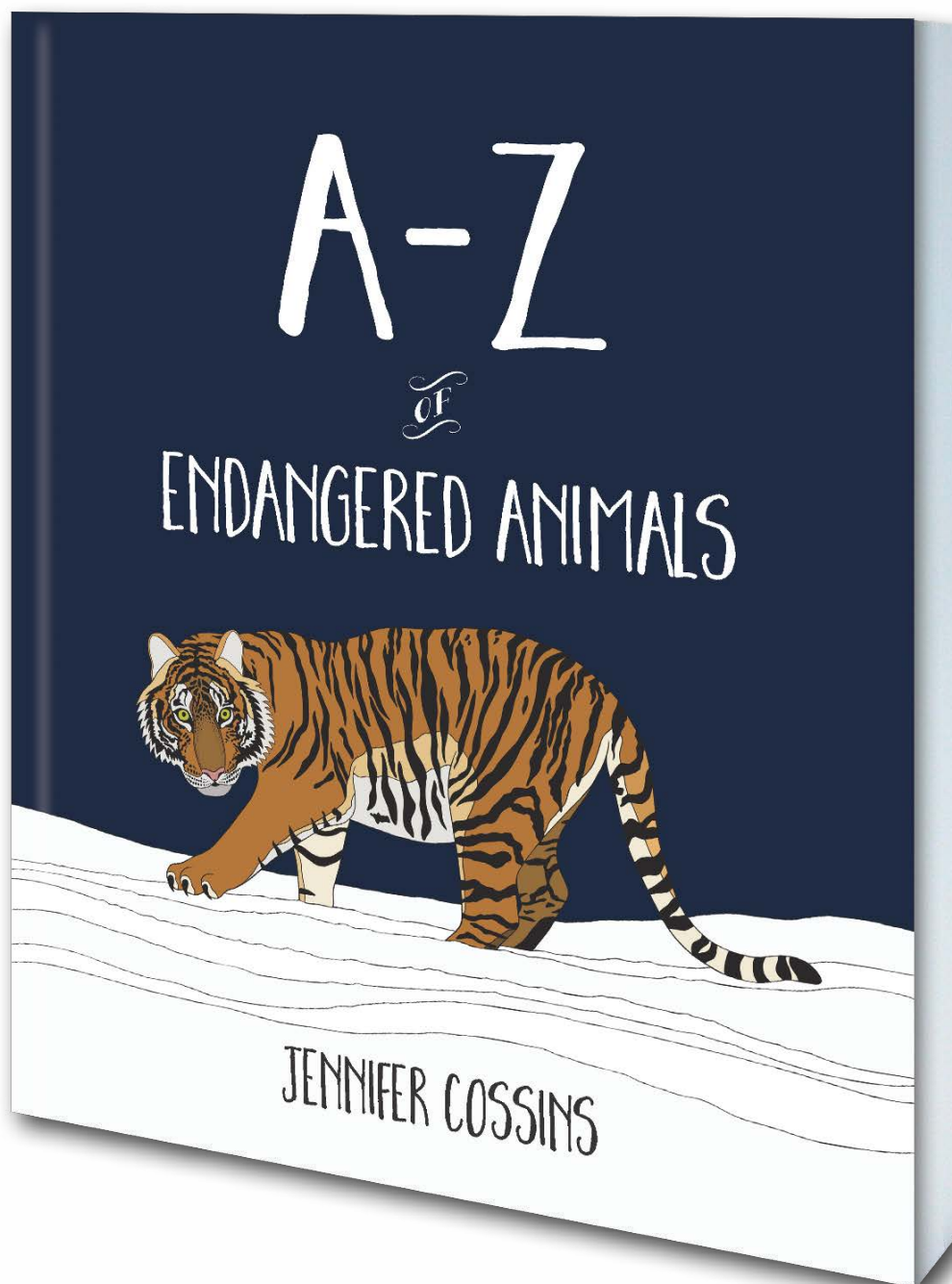
ABOUT THE AUTHOR/ILLUSTRATOR

JENNIFER COSSINS is a Tasmanian artist and writer with a passion for nature, the animal kingdom and all things bright and colourful. A born and bred Tasmanian, Jennifer also designs homewares, textiles and stationery, which she stocks in her store, Red Parka, in Hobart, Tasmania. <[http:// redparka.com.au](http://redparka.com.au)>

Jennifer's other books include *The Baby Animal Book* and *101 Collective Nouns*. *A-Z of Endangered Animals* has been included on the CBCA Notables List 2017.

ABOUT THE AUTHOR OF THE NOTES

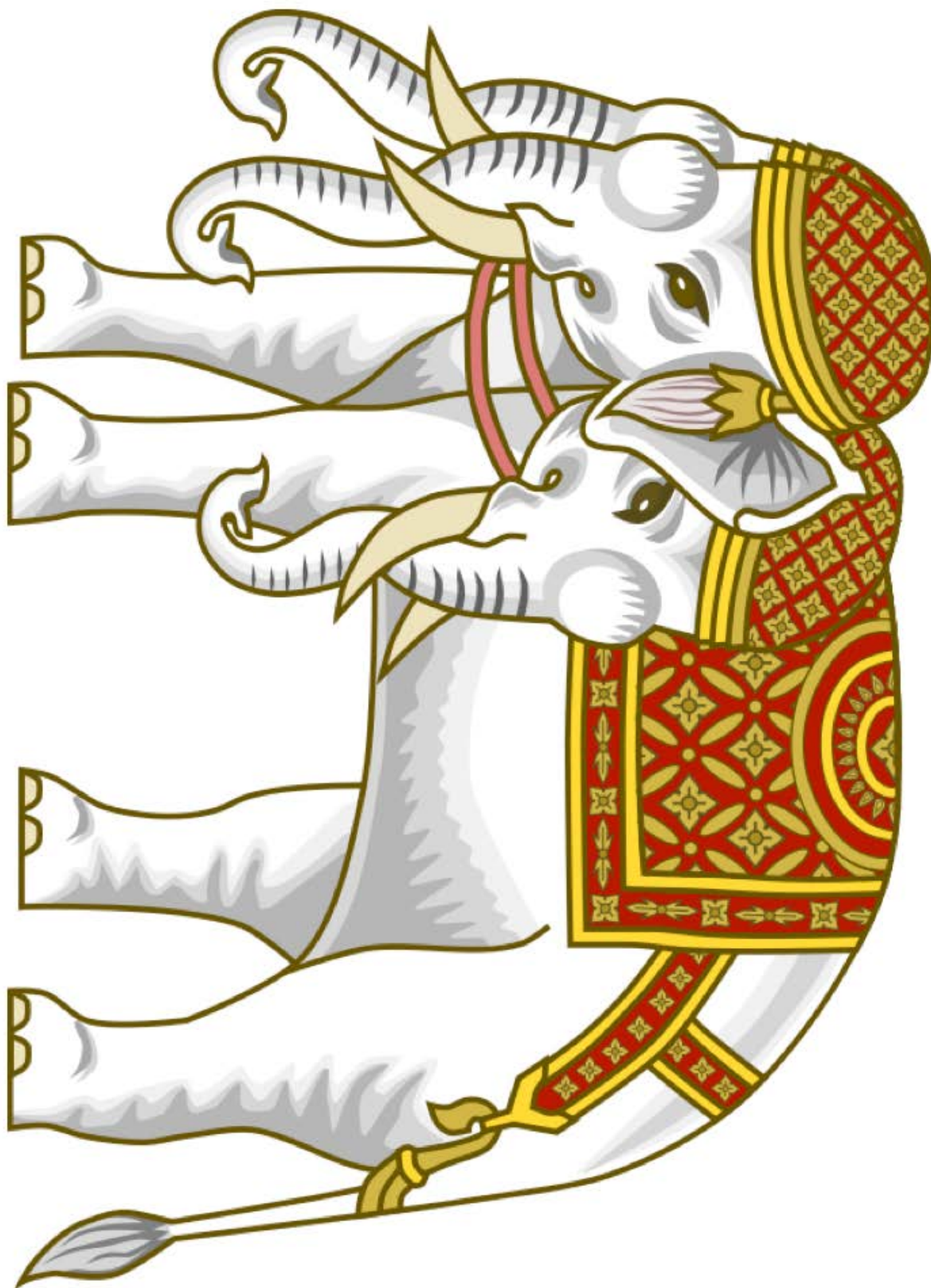
DR ROBYN SHEAHAN-BRIGHT operates justified text writing and publishing consultancy services, and is widely published on children's literature, publishing history and Australian fiction. In 2011 she was the recipient of the CBCA (Qld Branch) Dame Annabelle Rankin Award for Distinguished Services to Children's Literature in Queensland, and in 2012 the CBCA (National) Nan Chauncy Award for Distinguished Services to Children's Literature in Australia, and in 2014, the QWC's Johnno Award.



BLACKLINE MASTERS

BM 1 CREATE A COLLAGE OF AN INDIAN ELEPHANT

Enlarge this image to A3 on a photocopier and then encourage students to use a range of materials to make this collage. Use colour and texture, and add sparkle with sequins and foil to achieve a stunning effect.



BLACKLINE MASTERS










BM 2 MAKE YOUR OWN ALPHABET OF ENDANGERED ANIMALS

Fill in the names and then write one 'interesting fact' beside it. (Enlarge this sheet to A3 on a copier to give you more space.)

	Endangered Animal	Interesting Fact
A		
B		
C		
D		
E		
F		
G		
H		
I		
J		
K		
L		
M		
N		
O		
P		
Q		
R		
S		
T		
U		
V		
W		
X		
Y		
Z		

BLACKLINE MASTERS

BM 3 NAME THIS ENDANGERED ANIMAL

		
1.	2.	3.
		
4.	5.	6.
		
7.	8.	9.

Answers: 1. Giant Panda. 2. Quokka. 3. Numbat. 4. Snow Leopard. 5. Tasmanian Devil. 6. Dugong. 7. Orangutan. 8. Indian Elephant. 9. Amur Tiger.

BLACKLINE MASTERS

BM 4 ENDANGERED ANIMALS QUIZ

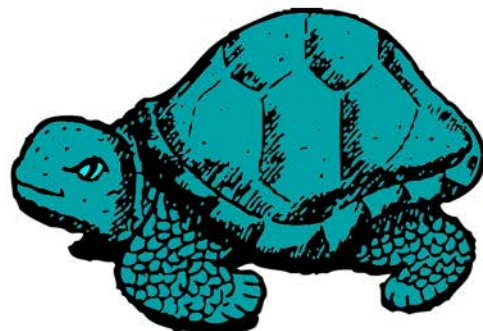
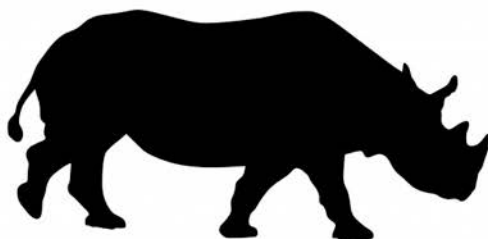
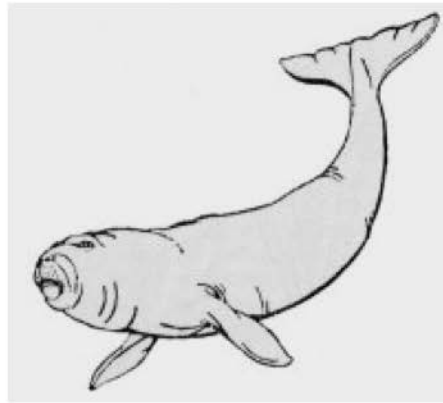
1. What other name is the Amur Tiger known by ?
2. Blue Whales are found in all oceans except ?
3. Crested Penguins are carnivorous, surviving on ?
4. Dugongs live for up to how many years?
5. Eastern Gorillas are one of how many species of gorilla?
6. What interesting thing does the Fijian Iguana do when threatened?
7. The Giant Panda is large and looks clumsy and yet has skills in what active areas?
8. What are Helmeted Hornbills prized and often hunted for?
9. Where is the Indian Elephant native to?
10. The Jocotoco Antpitta is a bird which was only discovered recently in what year?
11. The Kakapo is one of the largest parrots and is found only in New Zealand; it has an unusual capacity for a bird?
12. How many in a thousand Leatherback Sea Turtles born survive to adulthood?
13. The Mandrill is the world's largest ... ?
14. Numbats eat only one thing. What is it?
15. What does the word Orangutan mean in Malay language?
16. Pygmy Three-Toed Sloths spend how much time each day sleeping?
17. The Quokka is one of the smallest species of what creature?
18. Red Pandas have busy tails which add almost what length to their small size?
19. How far can a Snow Leopard leap?
20. Tasmanian Devils have been threatened by which fatal disease since the 1990s?
21. How many species of Umbrellabirds are there?
22. The Vaquita's name translates from Spanish to what in English?
23. What feature of the Whale Shark is similar to human fingerprints?
24. The Xinjiang Ground Jay is endemic to what country?
25. The Yellow Cardinal's endangered status derives largely from what influence?
26. Baby Zebra Duikers are what colour?

Answers: 1. Siberian Tiger. 2. The Arctic. 3. Squid, krill and small Crustaceans. 4. 70 years. 5. Four. 6. Changes colour rapidly from green to blue to black. 7. Giant Pandas are excellent tree climbers and good swimmers. 8. The solid horn on their heads. 9. They are native to mainland Asia, from India and Nepal across to Thailand and Vietnam. 10. 1997. 11. Kakapos are good climbers and although they can't fly, their wings are used like a parachute when jumping out of trees. 12. One. 13. Monkey. 14. Termites. 15. Person of the Forest. 16. 15 to 20 hours. 17. The Wallaby. 18. Almost half a metre. 19. Six times the length of their own body. 20. Devil Facial Tumour Disease. 21. Three. 22. Little Cow. 23. Each shark has a unique pattern of spots. 24. China. 25. Exploitation for the pet bird trade. 26. Bluish.

BLACKLINE MASTERS

BM 5 ENDANGERED ANIMALS MOBILE

Enlarge this sheet to A3 and stick to craft paper. Invite students to cut out the animals, and then attach to fishing line and hang from a straw, a metal hanger, or an embroidery hoop to create an endangered animals mobile. [See 'How to make a Mobile' Wikihow <<http://www.wikihow.com/Make-a-Mobile>>]



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<<http://www.onegreenplanet.org/animalsandnature/childrens-books-that-will-inspire-your-little-one-to-stand-up-for-animals/>>
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