



African Adventure Safari

Unit Summary

Each student becomes an expert on one of the animals native to Africa and contributes important information to a safari field guide. Each student investigates the natural history of the animal and learns about the animal's habitat, ecological niche, interdependence, relative position in a food web, adaptive features and behaviors, and conservation. With their research behind them, each student "becomes" an animal and creates a multimedia presentation written primarily from the animal's point of view.

Curriculum-Framing Questions

- **Essential Question**

What is the price of life?

- **Unit Questions**

If you were an African animal, which one would you most like to be and why?

If your animal could speak, how would it describe itself and its life in Africa?

Are all animals worth protecting?

- **Content Questions**

How are living things connected in their habitat and in what ways do they need each other to survive?

How do animals in Africa adapt to their environment?

What do African animals need to survive?

What are the characteristics of African animals?

At a Glance

Grade Level: 3-5

Subject: Life Science

Topics: Ecology, Animals

Higher-Order Thinking

Skills: Synthesis, Creativity

Key Learnings: Diversity, Habitat, Interdependence, Conservation

Time Needed: 4 weeks, 45-minute lessons, daily

Background: [From the Classroom](#) in Oregon, United States

Things You Need

[Assessment](#)

[Standards](#)

[Resources](#)

Assessment Processes

View how a variety of student-centered [assessments](#) are used in the African Adventure Safari Unit Plan. These assessments help students and teachers set goals; monitor student progress; provide feedback; assess thinking, processes, performances, and products; and reflect on learning throughout the learning cycle.

Instructional Procedures

Preparing for the Unit

Stock the classroom library with books about African animals and the African ecosystem. African animal picture cards and example field guide pages could be useful for students as they conduct research and create their projects.

Introducing the Unit

Introduce the unit through the following scenario:

Jungle Jeep Safari Company needs an animal field guide. They will distribute copies to their guests so the guests can identify and appreciate various African animals on the safari tour. The company also wants a multimedia presentation they can show to guests as they gather at headquarters before they set off on their safari. Your job is to become an expert on one animal and develop a page about the animal to add to the field guide. Jungle Jeep Safari Company is very excited to have your help!

Send a [letter](#) home that describes the activities of the unit and enlists parent help. Play a brainstorming game with the class to get students thinking about African animals and tapping into their prior knowledge. Working in small groups, have students think of and list as many African animals as they can in five minutes. After five minutes are up, bring the class back together and facilitate a round-robin, instructing each group to contribute only one animal at a time. Continue with the round-robin until lists are exhausted. Add each new animal to a class list and post it in the room for student

reference or publish it for students to add to their unit work collection. Challenge students to continue adding animals to the class chart as they discover them through the research process.

Posing Questions and Eliciting Prior Knowledge

Pose the Essential Question, *What is the price of life?* Have students give examples of things we put a price on, for example, food, clothing, toys, and so on. In small groups, have students begin to talk about the Essential Question and brainstorm their thoughts, examples, and ideas. Bring the discussion back to the whole group and chart the group's responses. Use student responses to facilitate a discussion about animal conservation, overpopulation, and other environmental concerns. Keep this chart to refer to as the unit unfolds.

Before students select their animals for research, engage in an activity that encourages and empowers the students to drive their own learning. A Know-Wonder-Learn (K-W-L) activity is a great way to elicit questions from students and make the learning their own. Ask students what they know about African animals already and what they wonder about them as well. Keep returning to the K-W-L questions to prompt thinking and investigation throughout the unit. As students generate questions, put the questions on big strips of paper, which can be organized according to the elements of the field guide activity (conservation, habitat, and so on).

Field Guide Learning Activity

To get students involved in the field guide activity, pose the Unit Question, *If you were an African animal, which one would you most like to be and why?* Using the African animal chart started at the beginning of the unit, have students select and list three choices. Choose student names from a hat or bucket. When students are called, have them choose an animal from their list. To avoid duplication, have students cross out animals that have already been chosen. Develop a class list on chart paper showing the animal each student will be researching. Enlist students to suggest ways they can begin researching their African animal. Each African animal investigation will result in a field guide page done in publishing software and will include the elements in the following Field Guide Requirements List:

Field Guide Requirements List

- Food web showing sun, producer, primary consumer, secondary consumer, and decomposer relationships
- Section telling how to spot the animal on safari (based on a synthesis of information about habitat, ecological niche, adaptation, and interdependence)
- Section about conservation (an analysis of the underpinnings of biological success as well as health of the species)
- Section about the animal's survival in the wild
- Section about the price of life
- Picture of the animal
- Facts-at-a-glance section (general characteristics of the animal)

The class should have studied the concepts of habitat and interdependence before independent study begins. Mini-lessons might be necessary along the way, or the research steps might need to be modeled to help students further develop concepts.

Teacher Modeling and Getting Started

After choosing their animals to study, students can narrow their focus onto their own animal by using an individual [K-W-L chart](#). Model research and citation skills. Use the [field guide example](#) to show students the format being used and an example of quality work. Make a research packet by attaching the K-W-L chart to the [guided note-taking sheet](#). Students can use the [research and citation note-taking sheet](#) to record information as well. Have students use peer conferencing to get feedback on their work throughout the project.

Researching African Animals

As students dive deeper into their research, they will address and answer the following Essential, Unit, and Content Questions:

- *What is the price of life?*
- *If you were an African animal, which one would you most like to be and why?*
- *What do African animals need to survive?*
- *What are the characteristics of African animals?*
- *Are all animals worth protecting?*
- *How are living things connected in their habitat and in what ways do they need each other to survive?*

Allow several days for students to work on their investigations, and encourage them to use a variety of resources. Guide and assist students as needed during this process, taking anecdotal notes to keep track of individual needs. While the whole class is busy conducting research, meet individually with students to check their work, answer questions, and discuss their progress or any problems they may be having.

Creating Field Guide Pages

After students have gathered their information, they will create and publish a page for the field guide, using publishing software. Refer to the [field guide example](#) again and answer any questions. Have students use the [field guide template](#) as they input their own African animal information, pictures, and graphics. After all students have completed the field

guide pages, place them in a class book for the classroom library.

Multimedia Presentations

To get more involved into African animal research, have students create multimedia presentations from the perspective of the animal they are researching. This multimedia presentation should address and answer the following Essential, Unit, and Content Questions:

- *What is the price of life?*
- *If you could be any African animal, which one would you be and why?*
- *If your animal could speak, how would it describe itself and its life in Africa?*
- *How are living things connected in their habitat and in what ways do they need each other to survive?*
- *Are all animals worth protecting?*
- *How do animals in Africa adapt to their environment?*
- *What do African animals need to survive?*
- *What are the characteristics of African animals?*

To get started, show students a sample of slides in the [student example presentation](#) on the cheetah. Explain that they will be using much of the information they have gathered for their field guide to create their slideshow presentations, but additional research will be necessary. Each student will be writing the presentation from the animal's point of view and talking as the animal to answer the Unit Question, *If your animal could speak, how would it describe itself and its life in Africa?* Have students refer to a storyboard planner to gather the information needed for the slideshow. Pass out the [presentation scoring guide](#). Discuss project requirements and assessment criteria before the research begins. Check for understanding to ensure that students are aware of the assigned tasks.

To affirm student work, invite other faculty members, a buddy class, school personnel, and parents to attend a virtual safari showcase in the computer lab. Students will distribute copies of their field guide to the guests and will showcase their presentations to the audience.

Multimedia Presentation Requirements

The presentations should include at least one slide for each of the following topics:

- Title
- Physical features of the animal
- How the animal is built and special characteristics
- Comparison of the animal to humans (size, speed, longevity, sensory acuity, food consumption, care of young, and so on), with pictures and a graph
- Where the animal lives, with a map
- Animal's habitat, with a picture
- How the animal hunts and the types of food it eats, with a picture
- Food web and a description of how it all connects
- Animal's family life
- The future of the animal
- Response to the question, *What is the price of life?*
- Summary that tells why the animal was chosen

Distribute a [presentation checklist](#) to help students monitor their progress as they work on the presentation.

Note: The example presentation does not include all of the above requirements. It is only a sampling of what students will be required to do. Refer to the presentation scoring guide for presentation expectations.

Wrapping Up

Have students refer to the class K-W-L chart created at the beginning of the unit. Prompt students to discuss what they have learned during their research and throughout the unit. Record responses in the Learn section of the chart. Revisit the Essential Question, *What is the price of life?* Look back at the original responses from the beginning of the unit. Begin a discussion on the Essential Question and have students use examples from their own animal research to answer and discuss. A follow-up paragraph or reflection essay about the Essential Question, with examples from their research, could be used as a portfolio piece. Use this time to discuss what makes African animals unique and special to Africa, based on what students have researched and learned throughout the unit.

Optional Extension Activity

As an extension activity, if time allows, have student groups create a Web site that answers the Content Question, *How are living things connected in their habitat and in what ways do they need each other to survive?* Assemble habitat groups of three or four students based on the food web study during the field guide research. Tell students that their Web site should include one page for each of the following:

- Description of their shared habitat and biological niches
- Food web relationships in the shared habitat (this will require synthesis of individual food web efforts and expansion to include other animals and plants)
- Adaptive abilities and characteristics that relate to the habitat that promote survival (such as getting food,

- minimizing risk, and so forth)
- Comparisons of animals to each other or to humans (size, speed, longevity, sensory acuity, food consumption, care of young, and so forth)
- Survey form to collect data from Web site visitors about material relating to the site's content

A Web site [storyboard](#) may be used to help students plan and structure their work.

Prerequisite Skills

- Writing process
- Research skills
- Computer keyboarding

Differentiated Instruction

Resource Student

- Let pairs of students study one animal
- Have the student focus on a few pieces of the research rather than the entire assignment
- Modify the amount of work required but try to maintain depth
- Provide more support, using teaching assistants, parents, and student helpers
- Provide extra time to complete activities (possibly during resource classes)
- Modify note-taking methods to include the use of graphics or dictation

Gifted Student

- Encourage the student to investigate more complex questions
- Encourage the student to work with a group and create a multimedia slideshow presentation based on the similarities and differences among their animals
- Encourage the student to create a class Web site that highlights key learnings, student work, pictures, interviews, and additional information
- Encourage the student to include more advanced technical attributes in presentations

English Language Learner

- Provide some research resources in the student's native language
- Provide auditory resources, such as tapes, and provide print resources that are at an appropriate reading level
- Allow for a project with simpler sentences, but encourage more comparisons and numerical or graphical representations

Credits

Curt Tiffany participated in the Intel® Teach Program, which resulted in this idea for a classroom project. A team of teachers expanded the plan into the example you see here.

Designing Effective Projects: African Adventure Safari From the Classroom

Curt Tiffany is a third grade teacher at Manzanita Elementary School in Grants Pass, Oregon. He is an Intel® Teach Program master teacher and uses technology with his young students in a variety of innovative ways.

African Adventure Safari was developed from a curricular theme Curt has used many times in past years. It includes the study of animals, their habitats and culminates in field trips to several wildlife centers. Students also play a computer simulation where they become zookeepers. Students study the needs of animals and try to develop a zoo habitat that closely matches their natural habitat.

As he began teaching the unit, Curt saw the need to make several adjustments. When students saw the splashy cheetah PowerPoint* slideshow that introduced the lessons, they wanted to study endangered animals instead of African animals exclusively. He found that students liked making a brochure, and that PowerPoint was fun. But the Web site was awfully hard for little kids, so he removed this activity from the plan.

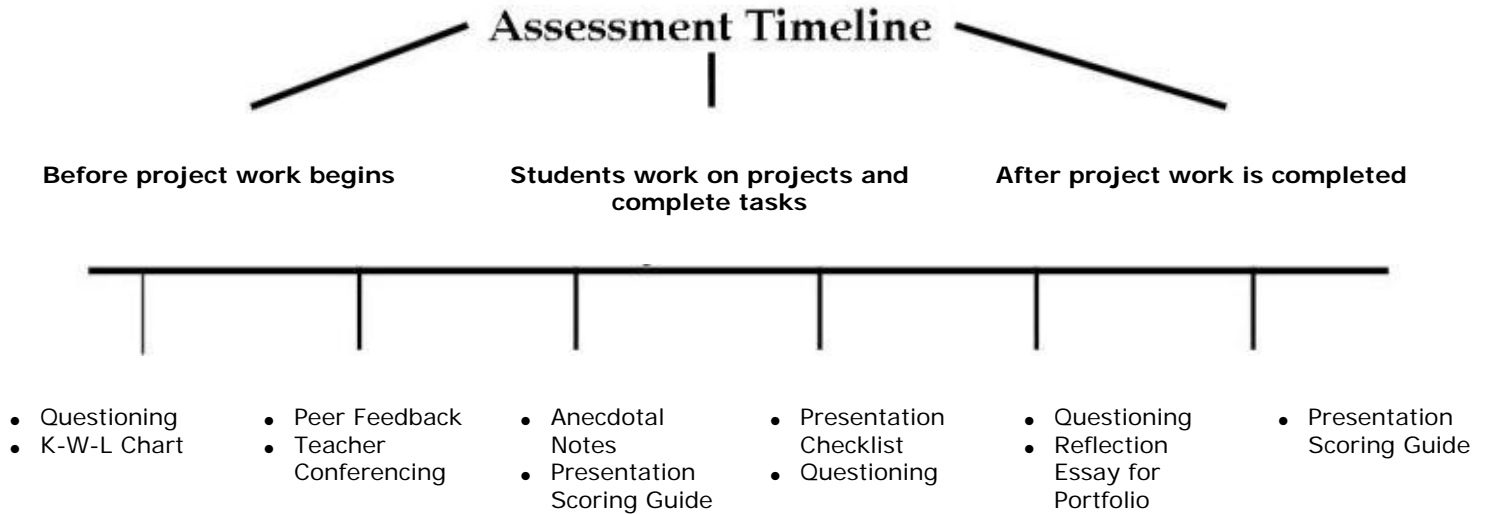
Technology and the Early Grades

Curt's experience with young learners and technology has helped him develop many appropriate strategies for using technology with this age group:

- Microsoft PowerPoint* presentations. Curt recognizes that this is a powerful communication tool, and has added some new touches that make it especially effective for small children. Kids narrate their slides and have the text spoken in their own voice as the slides roll along. This is perfect for open house, with looping presentations on individual computers. It also supports the student audience, which is made up of emerging readers.
- Speech-to-text software. Speech-to-text software allows Curt's students to turn spoken words into text. Because kids can speak more words than they can write, this encourages fluency and full expression of their ideas. Students take the resulting text files and can revise their "writing," gaining practice in the structure and punctuation of sentences.
- Text-to-speech: Curt uses software that makes computers "read aloud" what is on the screen. During online research, this gives information that might otherwise be out of reach for emerging readers or students with reading disabilities.
- Citations. Kids learn to give credit for other's work by embedding URLs, then copying links to a works cited page. At this age, Curt thinks "giving credit where credit is due" is the concept he wants to develop, and that real citation is too hard and can be developed in later grades.

Designing Effective Projects: African Adventure Safari Assessment Plan

Assessment Plan



Questioning occurs throughout the unit to probe student thinking and allow student reflection. Anecdotal notes assist in keeping track of individual student needs. Students use a K-W-L chart to tap their prior knowledge, ask important questions while they conduct research, and reflect on what they have learned. Peer conferences are held to receive feedback and make appropriate revisions to their work. Teacher conferences are held to provide feedback, guide and assist students throughout the project, and adjust instruction as necessary. Students use a [presentation checklist](#) to monitor their progress and a [scoring guide](#) to assess their multimedia slideshow. They also complete a reflection essay focusing on the Essential Question that is showcased in their portfolio.

Designing Effective Projects: African Adventure Safari

Content Standards and Objectives

Targeted Content Standards and Benchmarks

Oregon Science Standards

Diversity/Interdependence

- Understand the relationships among living things and between living things and their environments.
- Describe how adaptations help an organism survive in its environment.
- Describe the principles of natural selection and adaptation.
- Identify how some animals gather and store food, defend themselves, and find shelter.
- Describe the relationship between characteristics of specific habitats and the organisms that live there.
- Describe the basic needs of living things.

National Educational Technology Standards (NETS)

Technology Performance Indicators

Prior to completion of Grade 5 students will:

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)
5. Use technology tools (such as multimedia authoring, presentation, Web tools, digital cameras, and scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)
6. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)

Student Objectives

Science Learning

Students will be able to:

- Understand the relationships among living things and between living things and their environments
- Describe how adaptations help an organism survive in its environment
- Understand the relationship between predators and their prey
- Identify how some animals gather and store food, defend themselves, and find shelter
- Describe changes to the environment that have caused some species to become endangered
- Understand the importance of animal conservation in today's world

Process and Technology Skills

Students will be able to:

- Work cooperatively in small groups
- Take notes from research information and synthesize information into clear writing
- Create presentations using multimedia software
- Create one-page publications using desktop publishing software
- Observe copyright laws

Designing Effective Projects: African Adventure Safari Resources

Materials and Resources

Printed Materials

- Reference books in the school library and classroom
- Teacher-made planning sheets

Supplies

- Paper for drawing, writing, and printer
- Colored pencils and markers
- Glue sticks
- Scissors
- Rulers
- Poster board
- Blank disks for students to save their work

Internet Resources

Cheetahs

- Natural History Museum of Los Angeles County
www.lam.mus.ca.us/cats/encyclo/jubatus/index.htm*
Cheetah facts and pictures
- The Cheetah Spot
www.cheetahspot.com*
Facts about the cheetah
- PBS Cheetahs in a Hot Spot
www.pbs.org/wnet/nature/cheetahs*
Facts, pictures, and video of cheetahs and other African animals
- The Trade Environment Database (TED)
www.american.edu/ted/cheetah.htm*
Information about cheetah conservation in Southern Africa, based on a case study outlining the decline of cheetahs and what's being done to protect and save them

African Animals

- Kids' Planet Fact Sheets
www.kidsplanet.org/factsheets/map.html*
Information about African animals
- Yahoooligans
www.yahoooligans.com*
Search for African animals to find facts about them
- Discovery Kids
<http://kids.discovery.com>*
Search for information about African animals
- African Virtual Game Reserve
www.africam.com*
Web-cam that shows different parts of the African landscape and animals in action
- African Wildlife Foundation
www.awf.org/wildlives*
Information about African animals, and a place to adopt African animals
- Zoobooks Magazine
www.zoobooks.com/*
A kid-friendly Web site about animals with educational games, and information about animals
- National Geographic Kids
www.nationalgeographic.com/kids/index.html*
Information on animals of the world with games, stories, and pictures

Technology—Hardware

- Computer for research and creating brochures and slideshow presentations
- Internet connection to research African animals and visit Internet sites

- Projection system to show examples to students

Technology—Software

- Desktop publishing to publish brochures and slideshow presentations
- Encyclopedia on CD-ROM for researching African animals
- Internet Web browser to visit sites for research
- Web page development for optional Web site

Presentation Checklist

My presentation includes at least one slide for each of the following:

- Title
- Physical features of the animal
- How the animal is built and special characteristics
- Comparison of the animal to humans:
 - Size
 - Speed
 - Longevity
 - Sensory acuity
 - Food consumption
 - Care of young
 - Other(s) _____

and includes:

- Pictures
- Graph
- Where the animal lives, with a map
- Animal's habitat, with a picture
- How the animal hunts and the types of food it eats, with a picture
- Food web and a description of how it all connects
- Animal's family life
- The future of the animal
- Summary that tells why the animal was chosen

I have answered each of the following questions in my presentation:

- What is the price of life?
- If you could be any African animal, which one would you be and why?
- If your animal could speak, how would it describe itself and its life in Africa?
- How are living things connected in their habitat and in what ways do they need each other to survive?
- Are all animals worth protecting?
- How do animals in Africa adapt to their environment?
- What do African animals need to survive?
- What are the characteristics of African animals?

African Adventure Presentation Scoring Guide

Content	3 Excellent	2 Good	1 Needs Improvement	Notes
I complete all parts of the project.				
I describe the general characteristics of an African animal (physical characteristics, habitat, hunting, food, and family life).				
I make important connections between the animal and conservation.				
I write from the animal's point of view.				
I describe the animal's food web and all of its parts.				
I have addressed the Curriculum-Framing Questions.				
Images				
I include images and diagrams to explain my learning.				
I include a graph to compare the animal to other animals.				
Speaking				
I practice before I present.				
I speak clearly and slowly.				
I present with confidence.				
I use correct vocabulary.				
I explain the significance of my drawing.				
I answer questions.				

Writing				
I follow the correct format.				
I present information in a clear order.				
My ideas flow smoothly from topic to topic.				
I proofread.				



Date:

Dear Families,

During the next four weeks, your child will be working on a special project called *African Adventure Safari*. Each student will investigate an African animal of choice. Each student will complete an individual report in the form of a page for a pretend field guide. This will be completed by the date _____.

This project is different from a typical fact-based report. Each student will be challenged to investigate the connections between the selected animal and other life sharing its habitat. Students will study adaptations, food webs, conservation, and more!

Students will also develop a multimedia presentation to show to our class, other classes, and parents. We hope you will be able to visit us on _____ at _____ a.m./p.m to see what we've learned.

Finally, we will take the results of our study and post a special page on our classroom Web site, so others can enjoy and be informed about our project.

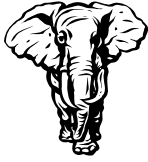
If you help your student gain access to electronic information or images, please keep track of source (copyright) information, so we can use the material in our publications. If you have any questions, you can contact me at _____.

Thank you,



Name _____

K-W-L Chart for



(your animal)

Write about what you **know** about your African animal. Then write questions about what you **want** to know. Lastly, when you have finished the unit, write about what you've **learned**.

What I Know:

What I Want to Know:

What I Learned:

<p>Example <i>A cheetah eats antelope.</i></p>	<p>Example <i>How does a cheetah kill the antelope? Where do antelope live? How many antelope will a cheetah eat in one week? Do antelope ever escape from the cheetah?</i></p>	<p>Example <i>Cheetahs can run up to 70 mph to catch an antelope. They find the antelope grazing on the African savannah. The cheetahs have to suffocate the antelope because they have small jaws and can't kill in one bite.</i></p>

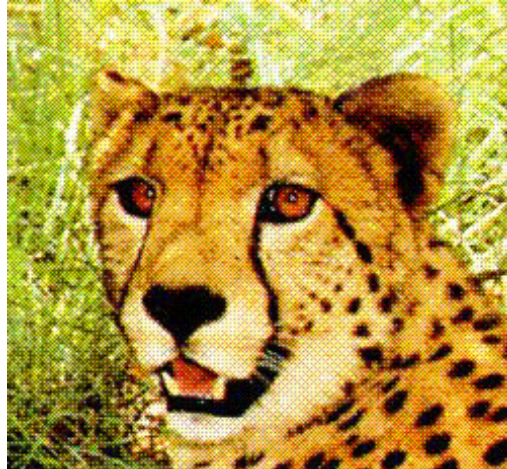
Cheetah

By Heather

Threatening or Threatened?

Cheetah Facts in Brief:

- ◆ Length: 80 inches (30 inches of this is tail!)
- ◆ Weight: 110-130 pounds
- ◆ Speed: 60 miles per hour
- ◆ Family: Usually 2-4 cubs
- ◆ Mortality: 50% of cubs die before they become adults
- ◆ Life Span: 10-12 years
- ◆ Food: Gazelle, impala, other antelope, hares, and young wildebeest
- ◆ Range (previous): Throughout Africa, Middle East, to central India
- ◆ Range (current): grasslands south of the Sahara Desert
- ◆ Population: 10,000 cheetahs remain in the wild, and another 2,000 in captivity



Spotting a Cheetah on Safari

Knowing cheetah habits and being familiar with their habitat can help you spot one hiding in plain sight. While here on Safari in Africa, you would refer to the cheetah as *Duma*. The cheetah is the only big cat that hunts by day. You are most likely to catch them hunting early in the morning and late in the afternoon.

Antelope are the most common prey of the cheetah, so where you see an antelope herd, the stealthy cheetah is likely to be stalking nearby. When it's not hunting, the cheetah is hard to see. Its spotted fur blends in with the dappled shade of the acacia tree, where it likes to rest. During midday, look for cheetahs resting under these trees.

Cheetah Survival

Cheetahs are unique to Africa! You will see how they race at incredible speeds of up to 70 mph on the African savannas to catch their prey. You will be amazed at how they use the acacia trees for their survival so they can blend in and rest or hide from their prey before they go in for the kill. Unfortunately, a cheetah's speed and its high place in the food chain can't keep it from being killed or forced from its homes by humans with guns.

Are cheetahs more threatening or more threatened?

You be the judge! As you read the facts below, the answer should be clear: Cheetahs as a species, are **NOT** a threat, only **THREATENED!**

A Threat to Livestock?

Cheetahs that wander into livestock grazing areas are at great risk of being killed by ranchers. Some ranchers and farmers believe all cheetahs kill livestock. However, such damage is usually caused by only a few problem animals, not the entire species. Relocating livestock-preying cheetahs usually solves the problem.

Threatened by Habitat Destruction?

The cheetah's habitat is quickly disappearing as more and more land is turned over to farming, housing, and industrial use. This form of habitat destruction threatens the cheetah's life. Cheetahs, like all other wild animals need land. Less land area means fewer animals can live and survive there.

Threatened by Poachers?

The cheetah has beautiful fur which puts it in great danger of being killed by poachers. Poachers are illegal hunters that sell animal pelts for a good deal of money. As long as there is a demand for animal fur, the cheetah's very life will be threatened.

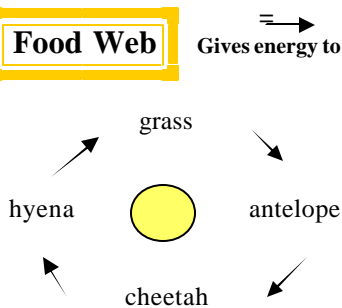
There Is No Price for Life

As you've read, cheetahs are being threatened and soon this wonderful species may be extinct. Cheetahs are worth protecting. They are an important part in the food web. They help keep the antelope population under control. Cheetahs are living things and they deserve to live a long healthy life in the wild. People who disturb their habitat and poachers who kill cheetahs for money are taking a life away and disturbing the important part of the circle of life. In my opinion, cheetahs deserve to live just as much as a human being. For more information on protecting cheetahs, go to: The Cheetah Conservation Fund at www.cheetah.org/cheetah/index.htm.

In the parks of Namibia, there are over 2,000 cheetahs, about one-sixth of the world's cheetahs.



Food Web



The food web starts with the sun. The sun gives energy to the grass to grow. The antelope is the primary consumer of the grass. It eats the grass to get its energy. The cheetah is the secondary consumer and eats the antelope to get its energy. When the cheetah is sick or dies, the hyena will eat it. It decomposes back into the earth. Then the cycle starts all over again.

Animal Notes

Name _____

These questions will get you started

Habitat (Where it lives)

What makes this habitat special? What creatures share this habitat? What makes your animal successful here? What hazards does this habitat present for my animal? What is the range of your animal?

Physical description and behavior

What does this animal look like? How is it physically adapted to its environment? What special abilities make this animal successful? How long does this animal live? What survival strategies are used?

Food Web

What does this animal eat? How does it get its food? How much time does it spend getting food? Is this animal food for others?

Social Structure

Does this animal live alone or in groups? How does this affect survival? What are family groups like? What are the mating habits of adults? How many young are born? How are young protected and fed? How do the young learn to take care of themselves?

Name: _____



Research and Citation Notes

about: _____
(topic)

Notes:

Citation:

Notes:

Citation:

Notes:

Citation:

Notes:

Citation:

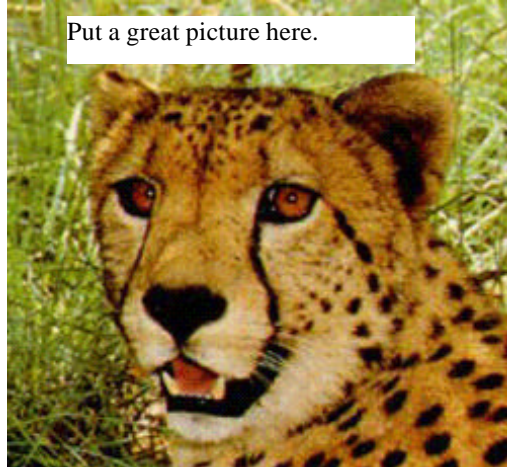
My Animal

Your name _____

Threatening or Threatened?

(My animal) Facts in Brief:

- ◆ Length:
- ◆ Weight:
- ◆ Speed:
- ◆ Family:
- ◆ Mortality:
- ◆ Life Span:
- ◆ Food:
- ◆ Range (previous):
- ◆ Range (current):
- ◆ Population:
- ◆ Interesting fact
- ◆ Interesting fact
- ◆ Interesting fact



Spotting a _____ on Safari

Want to spot a (your animal)? Tell where your animal can be found and what it might be doing during different times of the day. Tell what plants and animals share the habitat, and tell what your animal eats (and what eats it!) so the safari visitor knows what to look for when trying to spot this critter. Tell about your animal's adaptive strategies (how it looks and how it behaves). Tell how males and females look or act differently. Help the visitor know what they're seeing if the animal is hunting, resting, playing, hiding, fighting, or hanging out.

This section is about animal conservation.

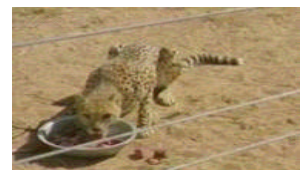
How is (your animal) doing? What is the health of this species? Is its habitat OK? Is its food web balanced? Are there more, less, or the same number of animals compared to long ago? Is your animal hunted? Is there anything that makes it unnaturally sick? Are there other animals crowding its niche? Are humans endangering the animal? Is your animal threatening humans?

What are the best ways to help this species last for a long, long time? What can a person do to help?

What Is the Price of Life?

Answer the question, What is the price of life? Make sure to support your opinion and ideas with facts from your research. Talk about whether your animal is worth protecting. Talk about what might happen to your animal if something isn't done to protect it. Give some ideas about what others might do to help protect the animal.

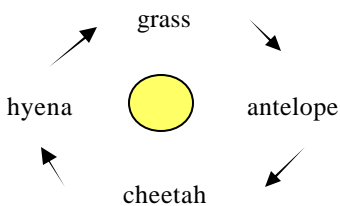
Title Tell about your great picture in a caption here.



Put a great picture here.

Food Web

⇒ Gives energy to



Think about producers, primary consumers, secondary consumers, and decomposers. Show what gets energy from what. Fill in the animal and plants from your food web in the boxes above.

_____ Survival

Describe how your animal survives in the wild. How does it catch its prey? How does it escape from predators? Does it have any special characteristics that help it survive in the wild? Are humans threatening the survival of your animal?

It's Great to Be a Cheetah

**by
Curt Tiffany**



I Am a Sleek and Beautiful Animal

- ✱ **My fur is yellowish, with dark spots, which allows me to hide in grasses or dappled shade.**
- ✱ **I am almost six feet in length. About one-third of my length is because of my long rudder-like tail.**
- ✱ **I weigh nearly 125 pounds.**
- ✱ **I chirp and purr, instead of roaring.**



Hear me chirp



Hear me purr



- ✱ **I was one of the lucky ones. Only half of the cheetahs that are born live to independent adulthood.**
- ✱ **My average expected lifespan is 12 to 14 years.**

I Am Built for Speed

✦ **I have a small head, which helps me to have low wind resistance and run faster.**

✦ **I have long, muscular legs that help me take long strides, up to 25 feet.**

✦ **I have a large heart and large lungs, which allow me to hold lots of oxygen.**

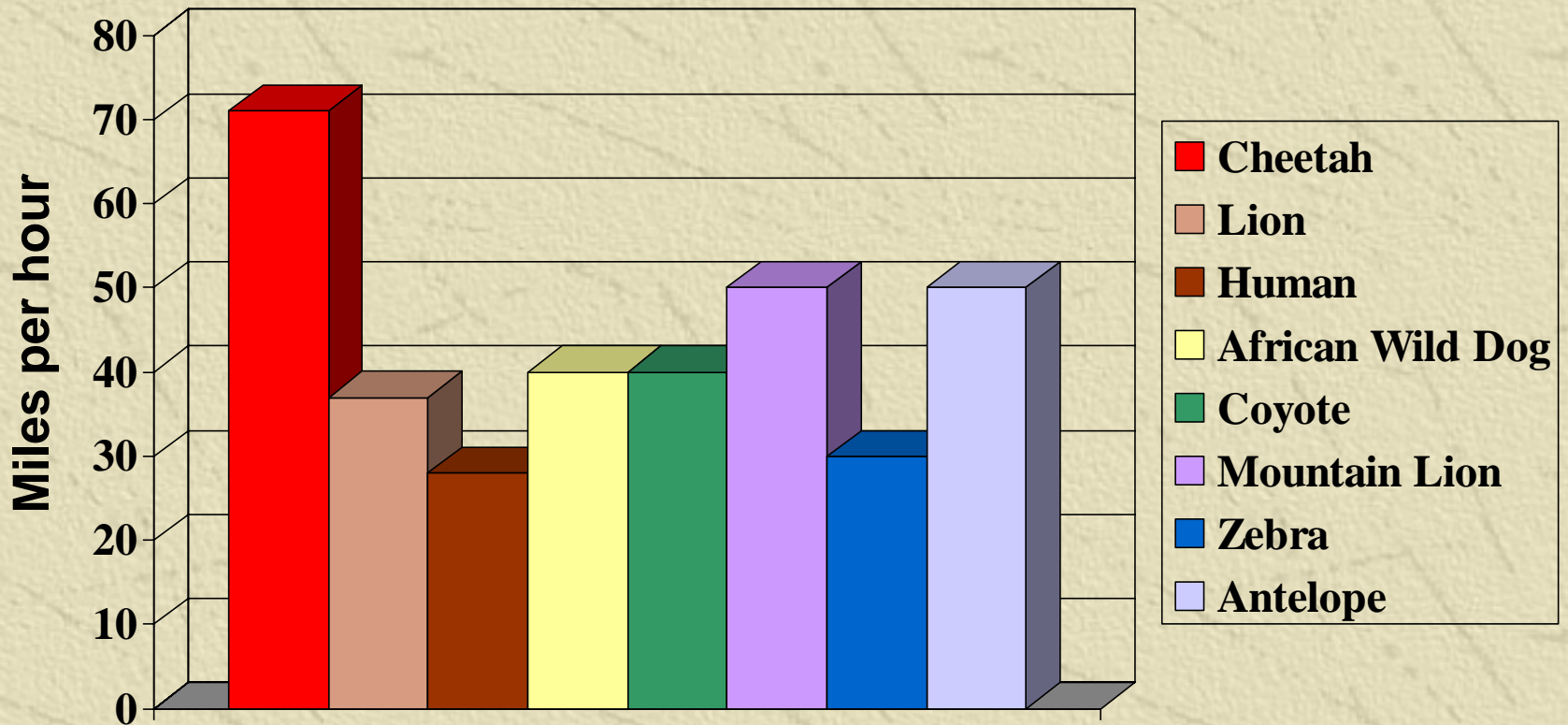
✦ **I have non-retracting claws that help me to have lots of traction and stability when I run at great speeds.**

✦ **I have a long tail that helps me to have great balance and agility at high speeds.**



✦ **I can run at speeds up to 70 mph for distances up to 1,000 yards.**

Top Speed Comparison



I Live Among Friends

Like most cheetahs, I live in Namibia, Africa.



Namibia, a small country in Africa, is the cheetah capital of the world. With over 2,000 cheetahs, Namibia is home to about one-sixth of the world's 12,000 cheetahs.

About 2,000 other cheetahs are captive in zoos and reserves in other parts of the world.

I Am Perfectly Suited for My Habitat

I live in a wooded grassland savannah which is perfect for finding my prey. I eat hoofed animals that feed on grass.

The grasslands are good grazing grounds for cattle and sheep, which are especially tasty.

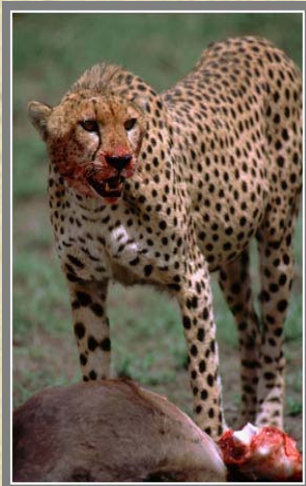
I hunt during the day. My low stature allows me to sneak through the tall grass of the savannah without being seen. The ability to perform a surprise attack on my target is important if I want to have something to eat.



Encarta Encyclopedia, M.P. Kahl/Photo Researchers, Inc.

I Am a Great Hunter

I sneak within 100 feet of my prey. Then, I race in at close to 70 miles an hour, and pounce on my target, quickly pulling down my prey.



© 1999 Hugh Thomas.

My small jaw doesn't allow me to kill in one deadly bite, so I press on the throat of my victim until it suffocates.

I am not dependent on water holes like my prey; I get most of the water I need from the animals I eat.

My main sources of food are antelope, gazelle, hares and impala.



© Gerald and Buff Corsi, California Academy of Sciences

I Am a Consumer in the Food Web

The sun gives life and energy to all the plants and animals.



The grass gives energy to the antelope.



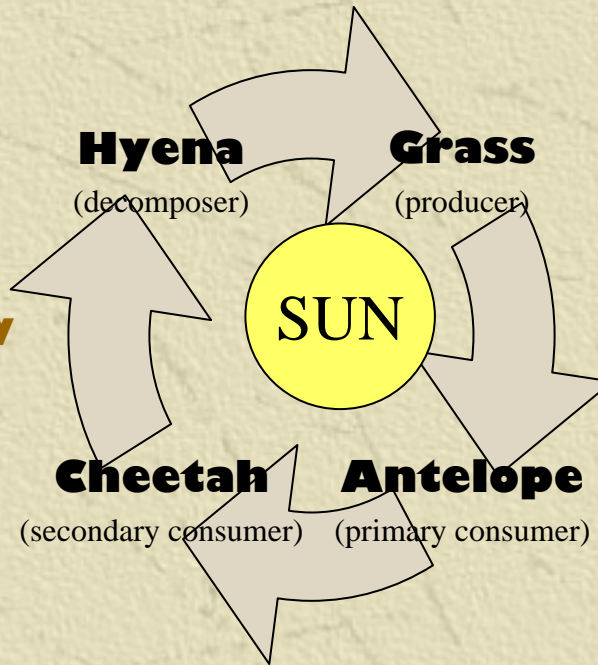
The antelope gives energy to me when I eat it.



I eventually give energy to the hyena which feeds on me once I have died or am sick.



When the hyena dies or is killed it gives energy to the soil so the grass grows.



All animals give back to the soil when they die or through their waste.

Key

 = Gives energy to

What Is the Price of Life?

-
- ✘ **Cheetahs are an endangered species.**
 - ✘ **Without protection from humans, my population will soon be extinct.**
 - ✘ **We are living things and need humans to protect us since humans are the ones taking away our homes and killing us for money.**
 - ✘ **You can't put a price on a living thing's life. Every life is important and animals like me have just as much a right to live a long healthy life as humans do.**
 - ✘ **Once we are gone, you can never bring us back! Cheetahs are beautiful, graceful creatures that need protection!**
 - ✘ **Without us, an important piece in the circle of life would be missing. Other animals, like antelope, would suffer if we were not part of their food web.**
 - ✘ **Life has no price!**

It's Great to Be a Cheetah

Even though cheetahs are an endangered species, if you are an African animal, a cheetah is great animal to be!

- ◆ **Cheetahs are sleek and beautiful animals.**
- ◆ **We are built for speed.**
- ◆ **We live among friends.**
- ◆ **We are perfectly suited for our habitat.**
- ◆ **We are great hunters.**
- ◆ **We are consumers in the food web.**
- ◆ **We are protected animals.**

It's great to be a cheetah. Don't you agree?

Work with your group to decide what will go on each page.

Web Site Storyboard

Names _____

Introduction

Tell about your animals.

Habitat

Describe the habitat, where your animals live in the habitat, and what other plants and animals will be found there.

Food Web

Combine information from your individual food webs and show the producer, consumer, decomposer, and sun relationships in the food web.

Survival Strategies

Describe how your animals get along in their habitat. What adaptations do they have to make them perfect for their niche? What would happen if there were too many or too few of any one animal?

Compare

Compare your animal to other animals or to humans (size, speed, longevity, sensory acuity, food consumption, care of young, and so forth).

Conservation

Find out about the health of your animals in their habitat. Compare populations over time. Compare risks over time. Give suggestions for how people can help.
