

Endangered Species: A Tiger's Tail

An Interdisciplinary Unit for Grades 4 - 6

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ENDANGERED SPECIES: A TIGER'S TAIL

This unit will satisfy the following North American Division curriculum requirements:

Religion K-12 Curriculum Guide:

THE HOLY SCRIPTURES - *Identify the Bible as the standard by which to measure all things*
THE CHURCH AND ITS MISSION - *Practice stewardship*
FORMULA FOR ABUNDANT LIFE - *Examine the natural effects of wise and unwise choices*
Do what is right without regard to consequences

Fine Arts K-8 Curriculum Guide:

ART STANDARD #2 - *Using knowledge of structures and functions*
ART STANDARD #3 - *Choosing and evaluating a range of subject matter, symbols, and ideas*

Business and Computer Education K-12 Curriculum Guide:

APPLICATIONS - *Drawing/paint, graphics, computer care, clip art*
Reading programs, text-based games & videos, word processing & graphics, book reports, newsletters, stories, poems
COMMUNICATION - *Creation of greeting cards, videos, posters, banners*

Science Education K-12 Curriculum Guide:

ECOLOGY - *Environmental Issues: Understand the importance of each species to the balance of nature*
Explain why animals become endangered or extinct
Understand how human progress effects the balance of nature
SPIRITUAL VALUES/ATTITUDES - *Nature: Develop an appreciation of God's creation*
Value God's craftsmanship of beauty and harmony
Assume an active role in preserving and nurturing one's environment
THINKING SKILLS - *Analyzing: Develop skills for identifying key elements or relationships among elements*
Problem Solving: Develop skills for using critical thinking to solve problems

The Integrated Language Arts K-8 Curriculum Guide:

LISTENING SKILLS - *Listen to, and show respect for, the ideas of others*
Use listening skills in group settings to determine goals, tasks, responsibilities, and progress
READING SKILLS - *Use words accurately in oral and written language*
Determine purpose for reading and select material from a variety of appropriate sources
SPEAKING SKILLS - *Communicate ideas using oral and visual means appropriate to topic, context, and purpose*
Participate in group discussions, refine and use cooperative group processes
VISUALLY REPRESENTING SKILLS - *Produce visual media to support an opinion*
WRITING SKILLS - *Use different types of writing according to purpose: write for a specific audience*
Use organizational patterns to clarify content: problem and solution
Use an effective point of view and narrative voice

Social Studies K-8 Curriculum Guide:

MAPS, GLOBES, AND GRAPHICS - *Map symbols of natural and artificial features*
Land and water forms
NATURAL AND ARTIFICIAL FEATURES - *Natural regions*
Plants and animals in different regions
INTERDEPENDENCE BETWEEN PEOPLE & ENVIRONMENT -
Artificial features that modify environment
Challenges & solutions to protecting the environment
Positive/Negative effects of people on environment
Exploitation/Conservation of environment



Mathematics K-12 Curriculum Guide

MEASUREMENT - *Measure length to the nearest 1/4 inch*

UNIT GOALS:

CONTENT -

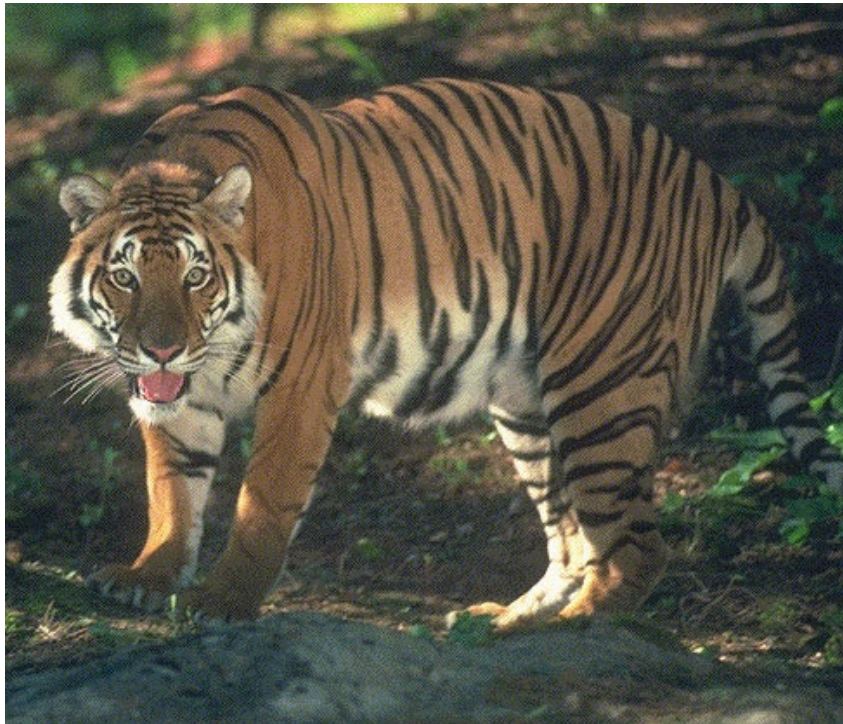
1. The students will be able to identify the basic information about tigers in general: types, habitats, eating habits, life cycles, physical features, etc.
2. The students will be able to identify the reasons why tigers have been declared an endangered species.
3. The students will be able to use critical thinking skills to identify ways to help save tigers.

ATTITUDINAL -

1. The students will develop concern for the plight of endangered species in general and of tigers in particular.
2. The students will understand that every human can, and should, play a part in environmental conservation and protection of all creatures created by God.

PROCESS -

1. The students will learn to use the Internet through Webquests to research information about problems facing all tiger species.
2. The students will learn to use computer, reading, writing, listening, and speaking skills to develop a presentation on what everyone can be doing to help save tigers.



INTRODUCTION

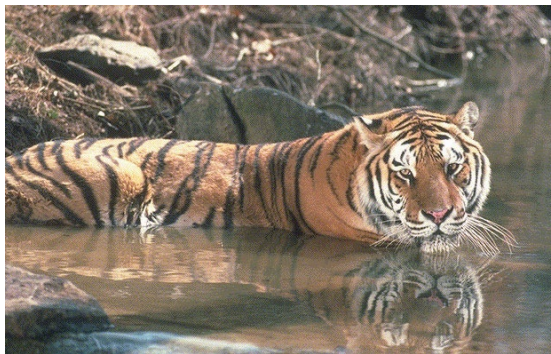
“Then God said, ‘Let us make man in our image, after our likeness; and let them have dominion over the fish of the sea, and over the birds of the air, and over the cattle, and over all the earth, and over every creeping thing that creeps upon the earth.’ So God created man in his own image, in the image of God he created him; male and female he created them. And God blessed them, and God said to them, ‘Be fruitful and multiply, and fill the earth and subdue it; and have dominion over the fish of the sea and over the birds of the air and over every living thing that moves upon the earth.’” Genesis 1: 26-28

From the sixth day of Creation on, God has given management of the earth, its resources, and its creatures into the hands of man. Along the way, we have lost a few of those creatures to extinction, but we still have the opportunity to save others which have been declared endangered. One of those species which humans are trying to save is the tiger (*panthera tigris*).

Sad to say, one hundred years ago there were over 100,000 wild tigers in the world, divided up among eight different subspecies. Today, there are fewer than 7,000 wild tigers and five subspecies left. This loss has been caused by poaching, loss of habitat, and population fragmentation. The purpose of this unit is to teach our students about what it takes to save just one species, what man has done to cause the problems tigers are having, and what each of them can do to help save these beautiful animals. The students will gain an understanding of the importance of the responsibility God gave us when he put man in charge of His Creation and what each one of us must do in our lives to fulfill that duty.

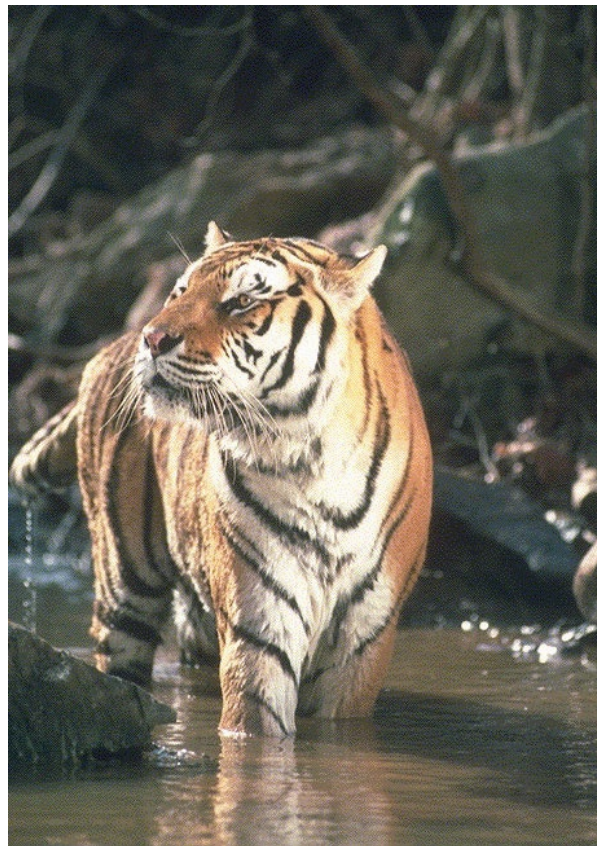
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DAY ONE: Introduction to Tigers

- a. Give the pretest to the class without previous discussion.
- b. When everyone has finished the pretest and the teacher has collected them, discuss what the students think the answers were without directly telling them the correct answers.
- c. Explain to the class that they are going to be doing a unit on tigers as endangered species. Ask them what an endangered species is and why we should be concerned about them as Christians. Use Genesis 1:26-28 as your explanation.
- d. Do a K-W-L chart on poster board. Make three equal columns. Column 1 is "What we know", Column 2 is "What we want to know", and Column 3 is "What we learned". Have the students tell you what they know about tigers already and write it in the column. Write only information which everyone agrees is correct. If there is a disagreement about a bit of information, that can go under column 2 as something to be checked on as they go through the unit. Column 2 can also include questions that the students think they want to know more about tigers or, questions they think will probably be included as part of the unit.
- e. Encourage the class to bring any tiger information or artifacts to class to make a tiger display - books, magazine articles, posters, stuffed animals, knick-knacks, or even T-shirts that have just tiger pictures (to be on display only, not worn). Push for real pictures of real tigers, but you may accept drawings or cartoons if you wish.



TIGERS!

A Pretest

Name: _____ **Date:** _____

Answer each question. If you don't know the answer, just guess! You will NOT get a grade for this test!

1. What are two ways to recognize individual tigers?
2. How long are adult tigers with the body and tail together?
3. How old are baby tigers when they can join their mother in her hunting?
4. What countries have tigers?
5. Name five types of tigers that exist today.



6. How many Bengal tigers are left in the world?

How many Siberian tigers are left in the world?

How many Sumatran tigers are left in the world?

7. Name three types of tigers that do not exist anymore.

8. What are two major reasons why tigers are dying off?

9. What are some ways people can help to save tigers?

10. Draw what a tiger would look like where it lives in the wild.



DAYS 2 - 5: Tiger Activities

A. Cover one bulletin board with white butcher paper. Have a discussion with the class about tigers' living habits. Do they move around in packs like wolves do? Do they live in prides (large family groups) like lions do? Explain that tigers are very solitary and territorial creatures. The only time they are around other tigers is when they mate (the father does NOT stick around for the birth of the cubs) and when a female is raising her young for two years. Point out to them that if the area represented by the butcher paper was real land, there would be only one adult tiger, and maybe a couple of cubs if the tiger is a female. Explain that the class is going to be working on a mural in cooperative groups. However, the class must first make some decisions:

1. What kind of tiger are they going to represent? Without going into any further information, have the class vote on Bengal, Siberian, Indochinese, South China, or Sumatran.
2. Is the tiger going to be male or female? If they choose female, is the tiger going to have cubs and how many?

Explain to the class that each group will be assigned a certain section of the board to draw and color (or even paint if you wish) the land and animals common to the area of the tiger they have chosen. However, only ONE person will get to draw the tiger(s). This will be a contest. Everyone will draw a tiger (or tigress and cubs) based on the description of the correct tiger. The teacher will choose the five best drawings, then someone from outside the classroom will choose the final picture to go on the board. In larger schools, the final judge can be the principal. In smaller schools, use another teacher, and in one-teacher schools, use the church pastor.



B. Put the class into cooperative groups of no more than three or four students. (If your class is too small, use groups of two or even make these individual assignments. In multigrade classes, make the groups multigrade also.) Each group will have three activities to complete as well as the individual activity of drawing and coloring the tiger(s) for the contest. How you set up the group rotation will depend on how many computers you have in your classroom. Each group should work at one computer.

Group Activities

1: Each group will complete and turn in a WebQuest worksheet (which looks suspiciously just like the pretest taken on the first day!). One group member will look up the Websites, one will look for the information asked for on the worksheet, and one will read the questions and write down the answers found. If there is a fourth member, they can double check the information after it is written. You can either have the groups keep the same job for the entire Quest, or take turns doing each job. For the quiz on the last question, the group members should take turns saying the answer, but everyone should agree on the answer. The whole group should copy the answers onto individual pages for later references, but one neatly written page should be turned in for the whole group.

2: Each group will complete a Tiger Information Crossword Puzzle using the Tiger Information reference materials. Print and copy one set of information for each group. Again, they may wish to copy a separate puzzle for reference, but one neat puzzle should be turned in for the group.

3: Depending on which tiger the class has chosen to represent on their mural, the group will look up what that tiger's territory has in terms of terrain, plant life, and animal life. They will then decide how to incorporate that information into their section of the mural, while connecting the picture to other groups' sections so that the separate parts become one picture.

Individual Activity

Each person will also have time alone at their desk to work on their tiger picture for the contest.



TIGERS! **An Internet Scavenger Hunt**

Group Names: _____

Look up each Website. The answers to the questions under the Web address can be found in that site. Answer each question based on the information you find on the Website.

1. www.tigertouch.org/det.html
What are two ways that researchers can identify individual tigers?

2. www.yahooligans.yahoo.com/content/animals/species/9798.html
What is the range of tiger sizes with both the body and the tail together?

3. www.everwonder.com/david/tigers/living/index.html
How old are baby tigers when they can join their mother in her hunting?

4. www.yahooligans.yahoo.com/content/animals/species/9798.html
What countries have tigers?



5. www.tiger.to/aft/index.html
What are the five surviving tiger subspecies?

6. www.tigersincrisis.com/tigertalk.htm

From this page, tell about how many tigers are left in the wild of each of the following sub-species:

Bengal -

Siberian -

Sumatran -

7. www.tiger.to/aft/index.html

What three subspecies of tigers are already extinct?

8. www.5tigers.org/trouble/why/index.htm

What are two major reasons why tigers are becoming extinct?

9. www.5tigers.org/trouble/help/index.htm

What are some ways we can each help to save tigers?

10. www.5tigers.org/Kids/Games/quiz.htm

Take one quiz at each level and write your score for each here:

Beginner -

Intermediate -

Expert -



TIGERS!

An Internet Scavenger Hunt

Group Names: _____ **KEY**

1. www.tigertouch.org/det.html
What are two ways that researchers can identify individual tigers?
Stripe patterns and pugmarks (paw prints)

2. www.yahooligans.yahoo.com/content/animals/species/9798.html
What is the range of tiger sizes with both the body and the tail together?
seven feet to thirteen feet

3. www.everwonder.com/david/tigers/living/index.html
How old are baby tigers when they can join their mother in her hunting?
eight weeks (two months)

4. www.yahooligans.yahoo.com/content/animals/species/9798.html
What countries have tigers?
India, China, Indonesia, Mongolia, Siberia
Even though it is not a country, Asia is also listed on the page

5. www.tiger.to/aft/index.html
What are the five surviving tiger subspecies?
Siberian or Amur, Bengal, Indochinese, South China, Sumatran

6. www.tigersincrisis.com/tigertalk.htm
From this page, tell about how many tigers are left in the wild of each of the following subspecies:

Bengal	-	4,000
Siberian	-	450
Sumatran	-	400

7. www.tiger.to/aft/index.html
What three subspecies of tigers are already extinct?
Bali, Javan, Caspian

8. www.5tigers.org/trouble/why/index.htm
What are two major reasons why tigers are becoming extinct?
Loss of habitat and poaching/trade in tiger parts

9. www.5tigers.org/trouble/help/index.htm
What are some ways we can each help to save tigers?
Write a letter to the Prime Minister of India.
Write an op-ed piece for your local newspaper.
Send a gift subscription for *Sanctuary* magazine to India.
Sign a petition.
Buy shade-grown fair-trade coffee.
Make a donation to the "Save the Tiger" fund.

10. www.5tigers.org/Kids/Games/quiz.htm
Take one quiz at each level and write your score for each here:



TIGER INFORMATION FOR CROSSWORD PUZZLE

The following information is from www.5tigers.org:

Color Variations in Tigers

The following information is abstracted from a recent paper* by B.C. Prusty and L.A. Singh, on the varied colorations of the tiger. Most tigers are tawny brown in color with dark stripes and whitish stomachs. Reports and records indicate however, that a few wild tigers have been seen in unusual colors, including all white and all black.



White Tigers

A mutation of the Bengal subspecies, white tigers have dark brown or reddish brown stripes on a white ground color. A popular attraction in many of today's zoos, white tigers in the wild were recorded in India during the Mughal Period from 1556 to 1605 AD (Divyabhanusinh, 1986). At least 17 instances were recorded in India between 1907 and 1933 (Gee, 1954) in Orissa, Bilaspur, Sohagpur and Rewa (Pocock, 1939).

White Tigers Without Stripes

White tigers showing no stripes have been recorded. A "wholly white tiger," with the stripe-pattern visible only under reflected light, like the pattern of a white tabby cat, was exhibited in the Exeter Change Menagerie in the early part of the nineteenth century and described by Hamilton Smith" (Pocock, 1939: p 202). Another citing of a "tiger without stripes" was reported by Sagar and Singh (1989) from Similipal Reserve, Orissa.

Black Tigers

Melanistic or black tigers have tawny, yellow or white stripes on a black ground color. In October 1992, the skin of a melanistic tiger was recovered from smugglers at Tis Hazari. The skin measured eight and a half feet and was displayed at the National Museum of Natural History, New Delhi in February of 1993 (Kumar, 1993). The existence of black tigers without stripes has been reported, but has never been substantiated by specimens or photographs.

* Prusty, B.C. and Singh, L.A. [*Colour Variations in Tiger \(Panthera tigris tigris\)*](#). Zoo's Print, September 1996. (Zoo's Print is published by the Zoo Outreach Organisation of CBSG, India. Box 1683, Peelamedu, Coimbatore 641 004. Tel: 042 571 087. Fax: 0422 573 269)

Eating

Over much of the tiger's broad geographic range, wild pig, wild cattle and several species of deer are its major prey. All prey are forest or grassland ungulates that range in size from 65 to 2,000 pounds (30-900 kg). Typically, wild tigers gorge themselves on fresh kills, and can eat as much as 40 pounds (18 kg) of meat at one time. The tiger will not eat again for several days.

Hunting

Tigers are ambush hunters, stalking their prey, approaching as closely as possible, and then charging the animal from behind. They usually bite the neck or throat of their prey. The neck-bite, which severs the spinal cord, is typically used on small or medium sized prey, while the throat bite, which causes suffocation, is used on larger animals.

Cubs



Following mating, the gestation period for tigers is approximately 103 days. The male tiger does not stay with the female after mating, and does not participate in raising the cubs. The average litter size of tigers is two or three cubs (the largest is five). One usually dies at birth. Tiger cubs are born blind and weigh only about two to three pounds (1 kg), depending on the subspecies. They live on their mother's milk for six to eight weeks before the female begins taking them to kills to feed. They begin making their own kills at about 18 months of age. Young tigers leave their mother's range at anywhere from a year and a half to three years of age, depending on whether the mother has another litter. Females tend to stay closer to the mother's range than males.

Social Behavior

Adult tigers are solitary animals that establish their territories in areas with enough prey, cover and water to support them. The difficulty of locating prey in tiger habitat makes it more efficient for tigers to hunt alone. As a result, they do not tend to form social groups like lions. The territory of a tiger usually ranges in size from about 10 to 30 square miles (26-78 sq. km), although the territory of a Siberian tiger may be as large as 120 square miles (310 sq. km). The size of a tiger's territory depends on the amount of prey available. Tiger territories are not exclusive. Several tigers may follow the same trails at different times, and a male's territory usually overlaps those of several females.

Did You Know? (The truth about tigers)

White tigers are not albino tigers!

White tigers are not a separate subspecies of tiger, and they are not albinos, they are just white-colored Bengal tigers. White tigers have blue eyes, pink noses, and creamy white fur with chocolate colored stripes.

White tigers are not from Siberia!

Although some people think that white tigers come from Siberia where their white color helps camouflage them in the snow, this is not true - they come from India! The only wild white tigers ever reported are white-colored Bengal tigers found in India. In captivity, however, there are some white tigers that are hybrids - a mix of different subspecies. White Bengal tigers are sometimes mated with tigers from other subspecies, producing white hybrid tigers.

Tigers don't live in Africa!

Tigers are not found in Africa because they never evolved there. Modern day tigers are all descended from tigers that originally lived in south central China. As tigers moved outward from southern China, they reached Turkey and Iran, but there is no evidence they got any closer to the African continent.

Tigers do like water!

Unlike most cat species, tigers like water and are good swimmers. In tropical climates, tigers frequently spend time lying in water to cool off.



Tiger Information Crossword Puzzle



1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

A crossword puzzle grid with 18 numbered starting points for clues. The grid consists of white squares for letters and black squares for empty space. The numbers are: 1 (top left, 10 squares), 2 (top left, 1 square), 3 (top right, 10 squares), 4 (middle left, 8 squares), 5 (middle right, 5 squares), 6 (left side, 6 squares), 7 (middle left, 5 squares), 8 (middle right, 6 squares), 9 (middle right, 3 squares), 10 (middle right, 5 squares), 11 (middle left, 6 squares), 12 (middle right, 6 squares), 13 (right side, 6 squares), 14 (bottom left, 3 squares), 15 (bottom left, 3 squares), 16 (bottom left, 5 squares), 17 (bottom left, 6 squares), 18 (bottom left, 8 squares).

TIGER INFORMATION CROSSWORD PUZZLE CLUES

Across

1. study of the earth
3. act of being changed
4. kill by keeping from breathing
5. a light brown to brownish orange
7. keeping out
10. eat a great deal
11. separates
12. a group of babies
15. between the tropical latitudes
17. mix of two types of beings
18. an area of land

Down

2. appear to be part of surroundings
3. abnormally dark pigmentation
6. lying in wait to attack by surprise
8. animals with hooves
9. pregnancy
13. alone
14. lacking normal pigmentation
16. animal hunted for food
17. where an animal normally lives

20 of 20 words were placed into the puzzle.

Created by [Puzzlemaker](#) at [DiscoverySchool.com](#)



TIGER INFORMATION CROSSWORD PUZZLE
TEACHER'S KEY

ACROSS

1. geographic
3. mutation
4. suffocation
5. tawny
7. exclusive
10. gorge
11. severs
12. litter
15. tropical
17. hybrids
18. territory

DOWN

2. camouflage
3. melanistic
6. ambush
8. ungulates
9. gestation
13. solitary
14. albino
16. prey
17. habitat



TIGER SUBSPECIES **(FOR THE MURAL AND INDIVIDUAL PICTURES)**

All information comes from www.5tigers.org

Amur or Siberian Tiger ***Panthera tigris altaica***

It is estimated that 360–406 still exist in the wild.



- The Amur or Siberian tiger lives primarily in the coniferous, scrub oak, and birch woodlands of eastern Russia, with a few tigers found in northeastern China and northern North Korea.

- Amur tigers are the largest of the tiger subspecies. Males can grow up to 3.3 meters (10' 9") long and weigh up to 300 kilograms (660 pounds). Females are smaller, measuring about 2.6 meters (8 1/2 feet) from head to tail, and weighing about 100 to 167 kilograms (200 to 370 pounds).

- The Amur tiger's orange coloring is paler than the coloring of other tigers. Its stripes are brown rather than black, and are widely spaced. It has a white chest and belly, and a thick white ruff of fur around its neck.

- The primary prey of the Amur tiger is elk and wild boar (*Ecology and Conservation of the Siberian Tiger*, 1998).

In the Russian far east, these prey species are unevenly distributed and move seasonally. As a result, the territory size of Amur tigers is quite large, ranging from 100-400 km² (39 154 mile²) for females to 800 1,000 km² (309 390 mile²) for males (Nowell and Jackson, 1996).

Bengal Tiger ***Panthera tigris tigris***

- The estimated wild population of Bengal tigers is approximately 3,159–4,715 tigers.
- Most Bengal tigers live in India, although some range through Nepal, Bangladesh, Bhutan, and Myanmar.
- The Bengal tiger lives in a wide range of habitats, including the high-altitude, cold, coniferous Himalayan forests, the steaming mangroves of the Sunderbans, the swampy reedlands, the scorched hills of the Indian peninsula, the lush wet forests of northern India, and the arid forests of Rajasthan.
- Male Bengal tigers average 2.9 meters (9 1/2 feet) from head to tail and weigh about 220 kilograms (480 pounds). Females are smaller, measuring about 2.5 meters (8 feet) in length and weighing approximately 140 kilograms (300 pounds).
- Bengal tigers prey primarily on wild deer and wild cattle.
- Their range size is estimated at 10-39 km² (3.9–15 mile²) for females and 30-105 km² (11.7–40.5 mile²) for males (Sunquist 1981).



Indochinese Tiger ***Panthera tigris corbetti***

- An estimated 1,227–1,785 Indochinese tigers are left in the wild.
- The distribution of the Indochinese tiger is centered in Thailand. Indochinese tigers are also found in Myanmar, southern China, Cambodia, Laos, Vietnam, and peninsular Malaysia. Within this range, tigers live in remote forests in hilly to mountainous terrain, much of which lies along the borders between countries.
- Indochinese tigers are a bit smaller and darker than Bengal tigers, with shorter, narrower stripes. Males average 2.7 meters (9 feet) from head to tail and weigh about 180 kilograms (400 pounds). Females are smaller, measuring about 2.4 meters (8 feet) in length and weighing approximately 115 kilograms (250 pounds).
- The Indochinese tiger eats wild pig, wild deer and wild cattle.
- The specific range size of this tiger is not known, however the population density is thought to be approximately four to five adult tigers/100 km² (39 mile²) in optimal habitat.





South China Tiger

Panthera tigris amoyensis

- It is estimated that, at most, only 20-30 South China tigers still exist in the wild. The South China tiger is the most critically endangered of all tiger subspecies.
- The South China tiger is found in central and eastern China.
- The South China tiger is one of the smallest tiger subspecies. Male tigers measure about 2.5 meters (8 feet) from head to tail and weigh approximately 150 kilograms (330 pounds). Female tigers are smaller, measuring about 2.3 meters (7 1/2 feet) long. They weigh approximately 110 kilograms (240 pounds). The short, broad stripes of the South China tiger are spaced far apart compared to those of Bengal and Siberian tigers.

Sumatran Tiger

Panthera tigris sumatrae



- About 400 wild Sumatran tigers are believed to exist, primarily in the island's five national parks.
- The Sumatran tiger is found only on the Indonesian island of Sumatra, in habitat that ranges from lowland forest to submountain and mountain forest with some peatmoss forest.
- The Sumatran tiger has the darkest coat of all tigers. Its broad, black stripes are closely spaced and often doubled. Unlike the Siberian tiger, it has striped forelegs.
- Sumatran tigers are the smallest tiger subspecies. Males average 2.4 meters (8 feet) in length from head to tail and weigh about 120 kilograms (264 pounds). Females measure approximately 2.2 meters (7 feet) in length and weigh about 90 kilograms (198 pounds).
- The Sumatran tiger eats wild pig, big deer (called rusa), and small deer (called muntjak or barking deer).
- The specific range size of this tiger is not know, however the population density is approximately four to five adult tigers/100 km² (39 mile²) in optimal lowland rainforest.

DAY 6: Class Discussion

- a. Complete the tiger-drawing contest by having the guest judge choose the tiger to be put on the mural. Allow the winning student to place the tiger in an appropriate place on the board.
- b. Conduct a class discussion, starting with the completed Webquests. Go over each question and discuss what the students learned about tigers in general, about the specific sub-species, and about why tigers are dying off. Talk about the various methods suggested in 5tigers.org for how individuals can help save tigers. Have the class make more suggestions of ways they could help to protect tigers.
- c. Explain to the class they will be working in the next several days in their cooperative groups on a special assignment. Each group will put together a MULTI-MEDIA presentation with three parts:
 1. Telling about tigers in general.
 2. Explaining the problems tigers are facing for survival.
 3. Promoting one or two specific creative methods for the class to use to help the tiger population.

Each group will have three days to work on their presentations, and the whole class will watch each presentation on the fourth day. They will then vote as a class as to what action they are going to take to help protect tigers. If the class is too small, these can be, as before, two-person or individual presentations.

DAYS 7 - 9: Work on putting together presentation

DAY 10: Watch presentations. Decide on further action class is going to take in effort to help tigers.

DAY 11: Final Examination (this will look familiar!)



TIGERS!



Final Examination

Name _____ Date _____

Answer each question based on the information you learned in the tiger unit.

1. What are two ways that researchers can identify individual tigers?
2. What is the range of tiger sizes with both the body and the tail together?
3. How old are baby tigers when they can join their mother in her hunting?
4. What countries have tigers?
5. What are the five surviving tiger subspecies?

6. Tell about how many tigers are left in the wild of each of the following subspecies:
Bengal -
Siberian -
Sumatran -
7. What three subspecies of tigers are already extinct?
8. What are two major reasons why tigers are becoming extinct?
9. What are some ways we can each help to save tigers? What are you doing personally to help tigers?
10. Choose one of the surviving tiger subspecies which you did NOT put on your mural. Identify which tiger you are doing, draw a picture of it, then write what makes this tiger different from the other tiger subspecies.

RESOURCES

WEBSITES FOR LITERATURE:

www.5tigers.org/trouble/ConservationsOrganizations/PERC/percbook.htm

www.tigersin crisis.com/books.htm

WEBSITES FOR GAMES WITH TEACHER'S GUIDES:

www.5tigers.org/Resources/teachers.htm

www.tigertouch.org/cubshome.html

WEBSITE WITH PICTURES FOR ARTWORK:

www.tigertouch.org/tiger.gif

WEBSITE WITH ZOO REFERENCES FOR POSSIBLE FIELDTRIPS:

www.5tigers.org/AllAboutTigers/Zoos/Where/nazoos.htm

WEBSITES USED IN THIS UNIT:

www.5tigers.org

www.everwonder.com

www.indianwildlifeportal.com

www.tiger.to/aft/index.html

www.tigersin crisis.com

www.tigertouch.org

www.yahooligans.yahoo.com/content/animals/species/9798.html

WEBSITE FOR EDUCATIONAL WEB LINKS:

www.5tigers.org/Resources/links.htm



TO THE TEACHER: I hope you and your class enjoy this unit and it will become a catalyst for conservation action on the part of your students. I would like to know how you used this unit and what your students' reactions were to it. If you teach this unit, please let me hear from you at ciara2354@yahoo.com.

Sincerely,
Carolyn S. Kearbey, Ed.D.

