

Getting Out in Arizona



For use with: *Arizona Wildlife Views Television Show, 07-08 Season, Episode 8*

Outdoor Recreation

Time Frame: 3-4 hours

Grade: 4-8

Overview:

This video focuses on the Arizona Game and Fish Department’s efforts to promote outdoor recreation. Segments will provide tips for viewing wildlife and showcase an event where equipment can be tested out before being used in the field. In addition, it looks at a partnership with ranchers to keep valuable wildlife habitat open and free from development. Students will create an itinerary and budget for an outdoor recreation family vacation.

Essential Questions

- How can human activities benefit and harm wildlife?
- What is the value of wildlife?

Objectives

- Explain the economic benefits of outdoor recreation to the state.
- Develop an itinerary and budget for a 3-4 day vacation.

Arizona Department of Education Standards

Math

4 th grade	5 th grade	6 th grade	7 th grade	8 th grade
S4-C4-PO5	S4-C1-PO4	S4-C1-PO5		

Social Studies

4 th grade	5 th grade	6 th grade	7 th grade	8 th grade
			S5-C1-PO3	S5-C1-PO3 S5-C1-PO5

Workplace Skills

4 th – 8 th grade
3WP-E2

Materials and Resources

- Copy of Arizona Wildlife Views episode



Teacher Preparation

- Acquire a copy of the television show. You can check local listings to determine when it will air and record it directly. You may also check the Department’s web site to see if a copy can be downloaded or ordered.
- Write the vocabulary words and questions on the board.

Background Information:

This is not a lesson plan in the traditional sense. It does not provide step-by-step directions for completing an activity. Instead, it provides information to help you use an episode of the *Arizona Wildlife Views* television program in your classroom. It contains four suggested activities along with extensions and modifications. The first activity focuses on

vocabulary. We have provided and defined some of the words used in the video. You are encouraged to use any appropriate strategies to introduce these to your students. Then, there is a series of comprehension questions that students can answer while watching the video. Answers (directly from the video) are provided in italics. Next, the critical thinking questions build on the major concepts introduced in the

video. Students need to put a little bit more thought into these questions. Some reasonable answers are provided in italics. However, teachers should be cautious and realize that students may provide additional answers that can be supported with evidence. Finally, there is an in-depth activity. This activity allows students to evaluate and synthesize one or more of the concepts from the video, perhaps applying it to a new context or utilizing additional skills.

This episode originally aired on PBS (KAET Channel 8) in Phoenix on March 9, 2008. It may also be shown on regional PBS stations or other channels. For additional viewing information or download options, please visit <http://www.azgfd.gov/focuswild>.

Additional information about the animals featured in this episode can be found at:

- ✓ Watchable Wildlife Areas in Arizona: http://www.azgfd.gov/outdoor_recreation/watchable_wildlife.shtml
- ✓ Wildlife Viewing Guide article: http://www.azgfd.gov/artman/publish/article_630.shtml
- ✓ Black-footed Ferret: http://www.azgfd.gov/w_c/blackfooted_ferret.shtml
- ✓ Outdoor Expo: <http://www.azgfd.gov/expo>
- ✓ Ringtail: http://www.azgfd.gov/h_f/game_ringtail.shtml

Relevant Vocabulary:

- Banding – placing a numbered ring on the leg of a bird in order to identify it
- Easement – the right to use land owned by another person or group
- New World – a term used to describe the Americas (North, Central, and South America)
- Rattan – wood made from a specific palm plant

Comprehension Questions:

1. How many species of snakes are currently found in Arizona? How many of these are rattlesnakes? *Answer: There are 52 species of snakes, including 13 rattlesnake species.*

2. What percentage of the hummingbirds that visited the feeder were the scientists actually capturing? *Answer: About 10%.*
3. Between what two locations do the rufous hummingbirds migrate? *Answer: Alaska (or British Columbia) and South America.*
4. In 2001, how many acres of their own ranch land did the Babbitts set aside for open space? *Answer: 41,000.*
5. What endangered animal can be reintroduced if there is a suitable amount of prairie dog towns? *Answer: Black-footed ferret.*
6. When was the Outdoor Expo first started in Arizona? *Answer: 2004.*
7. What do visitors enjoy most about the Expo? *Answer: The hands-on activities.*
8. What does the ringtail do when it feels threatened? *Answer: It screams and releases a foul-smelling fluid intended to distract the enemy.*
9. Why were ringtails released in mines? *Answer: To control rodents.*
10. To what animal is the ringtail closely related? *Answer: Raccoon.*

Critical Thinking Questions:

1. The area of Arizona is approximately 73,000 acres. However, there are 7 million acres of grassland found in Arizona. Explain how this is possible. *Answer: The first area is a relatively simple measurement that assumes Arizona is flat. It is really no different than multiplying the length of the state by its width. However, the state is not flat. It has mountains, valleys, canyons, etc. When all this is taken into account, the actual surface area is over 72,000,000 acres.*
2. The state government spends time and money promoting watchable wildlife and other outdoor recreation opportunities in Arizona. Why? What benefit does the state get when people participate in these activities? *Answer: In general, outdoor recreation contributes significantly to the economy of the state. Those people who participate usually buy equipment, including*

binoculars, tents, backpacks, etc. Many will also travel to the rural areas, staying in hotels and eating in the local restaurants. This benefits the job options and economies of these small communities. In 2001, people participating in watchable wildlife activities in Arizona spent more than \$800 million on travel and equipment. When you include jobs and tax revenues, the total economic impact in this one year was about \$1.5 billion.

In-Depth Activity: Vacation Planning

Good news: Your family wants to take a vacation and they have decided to give you the responsibility of planning it! However, they have conditions and requirements.

First, it needs to involve outdoor recreation. This could be anything from hiking, kayaking, hunting, fishing, birdwatching, or any other

outdoor activity. Second, it needs to be someplace in Arizona. Third, it should last between three and four days from the time you leave your house to when you return. Finally, you can spend no more than \$1,000 on the vacation, including travel, hotel, food, and equipment.

You need to create a travel itinerary. It should include a breakdown of activities that you will be doing each day, a budget, and a list of equipment that should be packed.

Feel free to research your vacation by any means possible. Use the Internet. Read guidebooks. Call experts.

Be sure to be as specific as possible with your itinerary. The better prepared you are, the less likely an unexpected problem can affect your vacation.

Differentiated Instruction:

Extensions:

- **Mathematics:** In 1921, there were 5 million acres of prairie dog towns found in north-central Arizona. By 2001, this had been reduced to about 11,000 acres. What percent decrease does this represent? Currently, there are about 7 million acres of native grassland in Arizona. This is about one third of its original area. How much grassland was historically found in the state?
- **Social Studies:** Ringtails are just one example of many wild animals that have been used or domesticated by humans for a specific purpose. Can you name others? Use the Internet or other sources to research this idea. What are some of the more unusual ways that humans have used animals? Are there other animals that miners in the United States used? Why?

Modifications:

- Create a student handout with the vocabulary words and questions already provided.
- Provide students with the definitions and have them match them to the appropriate vocabulary words.
- Provide fill-in-the-blank responses for the Comprehension Questions, allowing students to listen for appropriate words to complete the sentences.



Reflection:

Use the space below to reflect on the success of the lesson. What worked? What didn't? These notes can be used to help the next time you teach the lesson. In addition, the Department would appreciate any feedback. Please visit <http://www.azgfd.gov/focuswild> and submit a lesson evaluation.