

Mark It on the Map

Here are the places named in this issue. Help students locate them on a world map: London, England; Kenya; Gombe National Park, Tanzania; Greece; Patagonia, Argentina; Amazon River; Peru; Brazil; Chicago, Illinois; Ascension Island; Antarctica; Hawaii; Glacier Bay, Alaska. Point out that some are countries, some are states, some are cities, some are bodies of water, and one is an island.

Vocabulary

behavior	social organization
inherited	specimen
sensitive	scavenger
entomologist	survival
laboratory	complex
species	instrument

Introduction

Have student volunteers read aloud “Welcome!” (pages 2–3). Talk with students about their experiences with animals. Invite them to explain their ideas of ways humans can learn from animals. Ask students to explain what they think Consulting Editor Dr. Elizabeth Marshall Thomas means by “Each animal has its own set of problems to solve.” Ask the students what sorts of problems they think she is talking about? Invite students to imagine what conversations with their pets might like be if they could speak “dog” or “cat.”

Questions for Discussion

- Why do you think Jane Goodall is so fascinated with animals?
- How do you think Jane Goodall’s discovery that wild chimps make and use tools changed the way people thought about animal intelligence?
- Is the dog Casper (pages 8–9) like other dogs you know? How is he similar? How is he different?
- Why do you think some cultures worship animals?
- How can Dr. Edward O. Wilson learn about animal species by studying ants?
- How do scientists resolve their disagreements (such as the one on page 24)?
- What skills would it take to become a science writer? What skills would it take to become a paleontologist?
- Why are there still mysteries in science, such as the navigational abilities of green turtles (page 26)? Do you think that someday we will know all the answers?

Writing Workout

Students may complete one or more of the following activities:

- Keep a journal (see page 15) of observations of an animal over the course of several days. Then write a story or article about that animal.
- Develop and write an experiment that helps us learn something about an animal (see pages 14 and 20 for examples).
- Write a story about animals in the style of a myth or folk tale.
- Write a poem that describes an intriguing animal.
- Write an imaginary dialogue between an animal and a human.

Viewpoints

Ask students these questions:

- What are our responsibilities toward animals?
- Should scientists study animals in a different way than the way they study humans?
- Are humans more important than other animals? Why or why not?

Then and Now

Invite students to look at the cave paintings reproduced on pages 10 and 11. Encourage them to describe what they can find out about the cave artists' feelings about animals by examining the paintings. Ask them to consider the ways in which humans' relationships with animals have changed since then.

Get into Art

Students may complete one or more of the following activities:

- Draw a portrait of a favorite animal.
- Create a "cave mural." Hang up a large piece of brown kraft paper and give students chalks and charcoals. Invite them to create a mural of animals in the style of a cave painting.
- Choose an object from the classroom (such as a pencil) and draw it as if seen from the perspective of a very small animal. Draw it again from the perspective of a very large animal. Draw it a third time from your own perspective.

Global Studies Research Project

Have students research indigenous animal populations in different parts of the world. Invite them to make a chart showing which species appear on which continents. Challenge them to find out why the animals of Australia and Madagascar are unique to that part of the world.

Environmental Science Enrichment

Some animals are becoming endangered because their habitat is disappearing. Invite groups of students to choose an endangered animal and find out what the animal's habitat is like. Have each group create a poster about its animal. Encourage students to present their information and display their posters.

Literature Enrichment

- Collect a tableful of both nonfiction and story books about animals.
- Students will enjoy reading books by and about Jane Goodall. Sy Montgomery has written several books for children.
- For a class read-aloud, choose a story by James Herriot.

Just for Fun

- Does your classroom or school have a pet? Invite students to observe this animal and keep a journal about a classroom pet (see page 15 for ideas).
- Write away for more information about the Jane Goodall Institute program "Roots and Shoots" (page 31).

Follow These Footsteps

Jane Goodall
Aristotle
Elizabeth Marshall Thomas
Edward O. Wilson

"Learning with Animals" replaces "Horses," which has gone out of print.