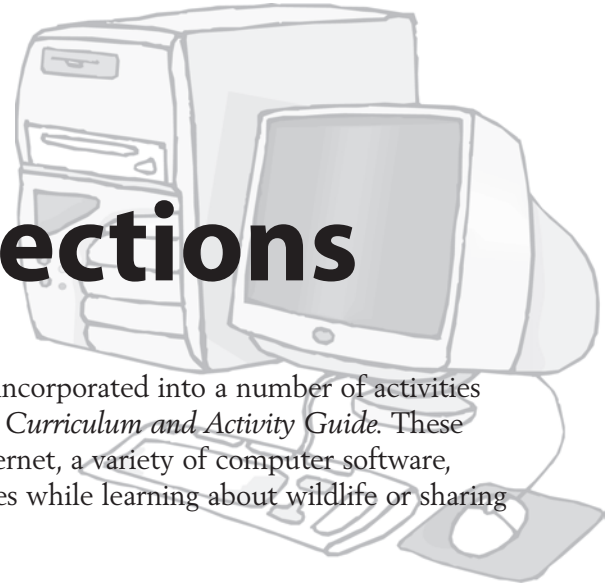


Project WILD Technology Connections



The following are new “Technology Connections” that were incorporated into a number of activities prior to printing the 2008 edition of the *Project WILD K–12 Curriculum and Activity Guide*. These “Technology Connections” encourage students to use the Internet, a variety of computer software, video recording equipment, probeware and other technologies while learning about wildlife or sharing what they’ve discovered.

Interview a Spider (page 12)

- Use the Internet to research animals, their behavior and habitats. Each student can become an expert on one animal before being interviewed. (See page 534 for a link to information on maximizing web searches.)
- Develop a digital slide show to illustrate myths associated with animals.
- Let students type and print interviews.
- Film commercials as students present them.
- Use the Internet to determine which plants and animals used in this activity are native to our region. Access range maps.
- Play a recording of animal sounds. Let the “animal” explain each of its calls.
- Use presentation software as a form of reporting.

Habitat Rummy (page 14)

- Create an electronic Habitat Information Chart.
- Use the Internet to research habitat needs. (See page 534 for a link to information on maximizing web searches.)
- Have students create a digital slide presentation explaining the components of habitat.

Bearly Growing (page 19)

- Create an online web log (“blog”) for students to discuss black bears.
- Create an electronic chart for Weight and Age Relationships.
- Use a spreadsheet program to enter and graph data to compare the growth of catfish from Lake Erie and those from the Ohio River.

Oh Deer! (page 36)

- Use a search engine or online dictionary to research the key terms used in the activity. (See page 534 for a link to information on maximizing web searches. OneLook Dictionary Search, www.onelook.com, directs you to several online dictionaries.)
- Use a computer graphing program to display the data in a variety of 2D and 3D graphs and charts. Animate the graphs using digital presentation software.
- Use a calculator to determine the area of the game field. Compare space available per deer for each round.
- Use GIS (Geographic Information System) data to compare healthy deer habitat to areas changed by development.
- Use the Internet to research specific deer habitat requirements.

continued

Which Niche (page 66)

- Create a web log (“blog”) for students to brainstorm animals that live in a particular community.
- Use the Internet to research ecological niches. (See page 534 for a link to information on maximizing web searches.)

What Did Your Lunch Cost Wildlife? (page 68)

- Use the Internet to research the route of a particular food back to its origins, including where and how it grew and how it was harvested, processed, transported, packaged, and made available to the consumer. (See page 534 for a link to information on maximizing web searches.)
- Use the Internet to research how food production and/or transport affects wildlife and the environment.

Fire Ecologies (page 140)

- Use the Internet to research the history of fire management in your state. (See page 534 for a link to information on maximizing web searches.)
- Create a web log (“blog”) to brainstorm possible positive and negative consequences of fires on wildlife.
- If a field trip is not possible, try an online virtual field trip.
- Create an electronic chart to record student data.

Here Today, Gone Tomorrow (page 154)

- Use the Internet to research state threatened and endangered animals and plants. (See page 534 for a link to information on maximizing web searches.)
- Create an electronic chart listing state and national threatened and endangered animals and plants.

First Impressions (page 178)

- Use digital presentation software to develop a slide show dispelling some of the myths associated with scary animals.

Pay to Play (page 216)

- Use the Internet to research consumptive and nonconsumptive uses of wildlife. (See page 534 for a link to information on maximizing web searches.)
- Use the Internet to locate maps of state recreational areas.

Lobster in Your Lunch Box (page 245)

- Use the Internet to research the origins of foods, back to wild ancestors if possible. What were/are the costs and benefits of using a particular species as food—to wildlife, to the environment, and/or to the peoples in the region of origin. (See page 534 for a link to information on maximizing web searches.)

Changing Attitudes (page 255)

- Use video recording equipment to document student interviews. If possible, engage in an online conference or webcast to conduct interviews.
- Compile interview results using digital presentation software.
- Create a web log (“blog”) to discuss community attitudes.

History of Wildlife Management (page 267)

- Use the Internet to research local wildlife management policies. (See page 534 for a link to information on maximizing web searches.)
- Create an online survey about wildlife management. Contact the heads of state Departments of Natural Resources and ask that they send a link to the survey to their teams of wildlife biologists.
- Create an electronic summary of the survey results.

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- Use a database program to create an electronic matrix comparing the similarities and differences of wildlife management philosophies and practices.
- Create an electronic summary of state wildlife regulations and laws.

Animal Charades (page 280)

- Use the Internet to choose animals and learn about their behavior prior to this activity. (See page 534 for a link to information on maximizing web searches.)
- Record the activity using video equipment and show results to other classes.
- Use a stopwatch to time the charade.
- Play audio recordings of animal sounds.

Animal Poetry (page 282)

- Use the Internet to find inspirational photographs, paintings, or other images that feature wildlife. (See page 534 for a link to information on maximizing web searches.)
- Compile poems and arrange in a slide show using digital presentation software. Consider adding photographs or clipart of animals featured in the poems.

The Hunter (page 287)

- Use the Internet to research state hunting rules and regulations. (See page 534 for a link to information on maximizing web searches.)
- Create a web log (“blog”) for students to discuss their feelings about hunting.

Flip the Switch for Wildlife (page 319)

- Use a digital drawing program to illustrate the route of energy and the environmental effects.
- Use the Internet to research energy efficient appliances and/or energy alternatives. (See page 534 for a link to information on maximizing web searches.)

- Use digital presentation software to develop a photo essay of energy extraction and use.
- Use the Internet to research percentages of where energy is used and from what sources.
- Use a spreadsheet program to keep a log of normal household energy use for one month. Make an effort to reduce energy consumption (e.g., keep unnecessary lights turned off). Log and graph results. Compare graphs.

Hazardous Links, Possible Solutions (page 326)

- Use the Internet to research pesticides and their effect on wildlife. (See page 534 for a link to information on maximizing web searches.)
- Create a web log (“blog”) for students to discuss possible alternatives to chemicals.

Back from the Brink (page 355)

- Use the Internet to research the Endangered Species Act of 1973. (See page 534 for a link to information on maximizing web searches.)
- Use the Internet to research careers that specialize in endangered species.
- Create an electronic flowchart to outline the strategies endangered species experts recommend to resolve the issues that surround a species of concern.
- Create a web log (“blog”) to discuss the issues.
- Use an online survey service to create a student poll.

Checks and Balances (page 387)

- Create an electronic spreadsheet for students to record and calculate their data.
- Create a web log (“blog”) for students to discuss the benefits and/or liabilities of wildlife management decisions.

continued

From Bison to Bread (page 395)

- Use the Internet to locate existing prairies. Which states have them? Within which latitude ranges do prairies exist? How do prairie maps today compare to those from 200 years ago? (See page 534 for a link to information on maximizing web searches.)
- Use a computer graphing program to illustrate the steady decline in acreage over time.
- If a prairie exists in your area, take digital photographs of individual plants and use presentation software to make a slide show. Research the characteristics, wildlife uses and human uses of each plant discovered.
- Use the Internet to research characteristics of a prairie and its wildlife.
- Research the Oregon Trail. What animals and plants would the settlers have encountered on each leg of the trip?

- Research prairie restoration.
- Video record an interview with a grasslands expert. Produce a commercial incorporating the importance of prairie ecosystems for wildlife.
- Use GPS to map out where in the area prairie grasses and wildflowers exist

Can Do! (page 446)

- Create a web log (“blog”) for students to brainstorm ways to improve wildlife habitat at school.
- Create an electronic flowchart or outline of their proposal.
- Use a video camera to record group presentations. Perhaps post video clips on the school website and have students vote for the best presentation using an online survey service.