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Audubon Classroom Program – NY and PA

Before the Audubon presenter comes:

Please review the Curriculum Integration Guide information and materials with your class. We don't need you to teach the lesson, but it helps if students have some basic background in the concepts that we are teaching.

When the Audubon presenter is in your class:

Please remember that we are guests in your school. We appreciate you being present during the lesson, helping with discipline and making connections between our lesson and other things that your students are doing.

After the Audubon presenter leaves:

Please keep the learning going. There is a post-visit activity, along with other ways to continue to explore this topic.

There is a teacher survey at <http://auduboncnc.org/classroomevaluation> that you can complete to tell us how we are doing and what we can do to better suit your needs.

Beavers

Curriculum Integration Guide

Pre-visit Activities

- Have students pick an animal. Brainstorm what the animals might have on their body or do that helps them survive.
- Make a list of what the students know about beavers.

Extend the Learning

- Use the post-visit activity to reinforce the concepts taught by the Audubon naturalist.
- Have students refer back to their pre-visit lists. Did they have any misinformation on their lists? Did they learn something new? What surprised them?
- Watch this PBS video about how beavers build dams <http://www.pbs.org/wnet/nature/leave-it-to-beavers-video-how-beavers-build-dams/8847/>.

Books for Students

- *Beavers* by Deborah Hodge. A beautiful children's book with illustrations of beavers, dams, lodges, and habitat.
- *Jack: The Story of a Beaver* by Shirley Woods. This tale follow a young beaver, Jack, through his life.
- *Animal Tracking and Behavior* by Donald and Lillian Stokes. A great reference book with a chapter devoted to mammals that can be found in our area.

New York State Science Learning Standards

4-LS1-1 – Construct an argument that plants and animals have internal and external structures to support survival, growth, behavior, and reproduction.

PA Biology Standard

B3.3.4 A.3 – Describe the basic needs of plants and animals.

4.8.4 C Explain how human activities may change the environment.

Objective of the Program

Students will explore the different external structures that beavers have to help them survive. Students will also learn about a 300 year long fashion trend that lead to the near extinction of beavers.

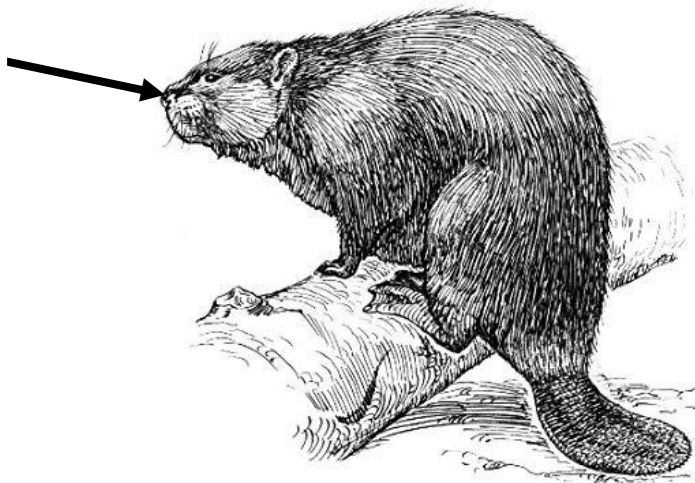
Beavers

Post-visit Activity

Today you learned about **beavers**. Complete the activities below to review what you learned.

Label four external structures on the picture of the beaver below and explain how those structures help the beaver survive. One is done for you.

Nose Valves: Helps
the beaver keep water
out of its nose when
it's under water.



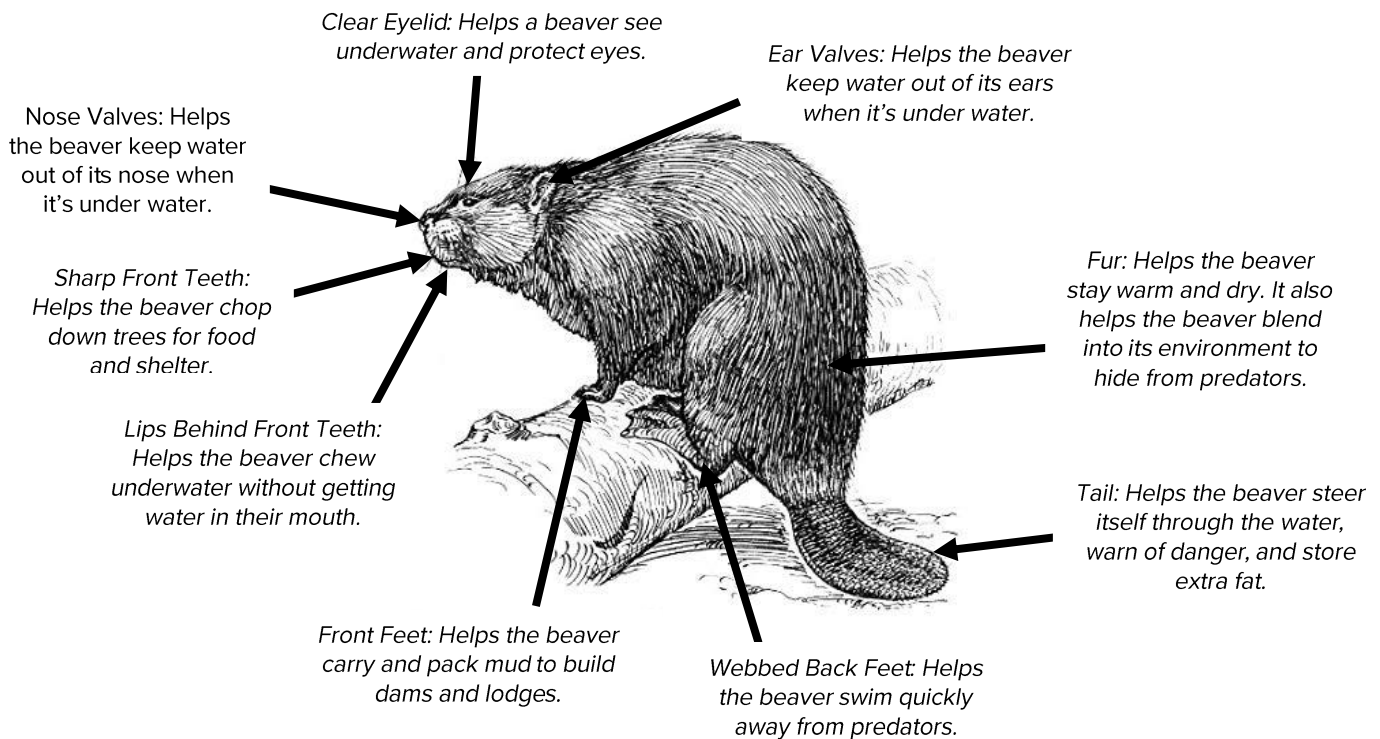
Why did people trap beavers and what effect did this have on the beaver population?

Beavers

Post-visit Activity Answer Key

Today you learned about **beavers**. Complete the activities below to review what you learned.

Label four external structures on the picture below and explain how those structures help the beaver survive. *Potential answers are listed below.*



Why did people trap beavers? What effect did this have on the beaver population?

People trapped beavers to use their fur for beaver felt hats. This caused the beaver population to decrease.