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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 <https://auduboncnc.org/classroomevaluation/> that you can complete to tell us how we are doing and what we can do to better suit your needs.

Deadly Links

Curriculum Integration Guide

Pre-visit Activities

- Review food chains/webs in the classroom.
- Have each student draw a local animal or plant. Try to connect the whole class through a food chain/web.
- Review vocabulary words related to food chains/web including producer, consumer, and decomposer.

Extend the Learning

- Use the post-visit activity to reinforce the concepts.
- Have students research one of the animals affected by DDT and make a poster to display that animal's story.
- Write a short story showing how matter moves through the food chain/web. (For example, we eat carrots and that energy turns into body parts, such as fingernails!)
- Draw a picture of a pest-control method that doesn't include chemicals.

Books for Students

- *Everybody's Somebody's Lunch*, by Cheri Mason. This is a touching story of a girl who lost her cat to a wild food chain. A great book for understanding one of the more shocking relationships between animals.
- *Who Was Rachel Carson?* By Sarah Fabiny. This easy to read book is one in a series of books about famous historical figures.
- *Girls Who Look Under Rocks* by Jeannine Atkins. Stories of six remarkable women (including Rachel Carson) whose curiosity about nature leads them to science careers.

New York State Science Learning Standards

5-LS2-1 – Develop a model to describe the movement of matter among plants (producers), animals (consumers), decomposers, and the environment.

PA Biology Standard

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

Objective of the Program

Students will be able to define a food chain and moves through it. They will be able to explain how pesticides can enter a food chains and some effects it has on animals.

Deadly Links

Post-visit Activity

Today you learned about **food chains**. Complete the activity below.

1. Draw a model of the food chain you acted out today. Label the producers and consumers.

2. The name of the pesticide we talked about today was _____. This pesticide was banned in the United States in the 1970s because it was harmful to many animals.

3. How did this pesticide get into the bodies of hawks, eagles, pelicans, and ospreys?

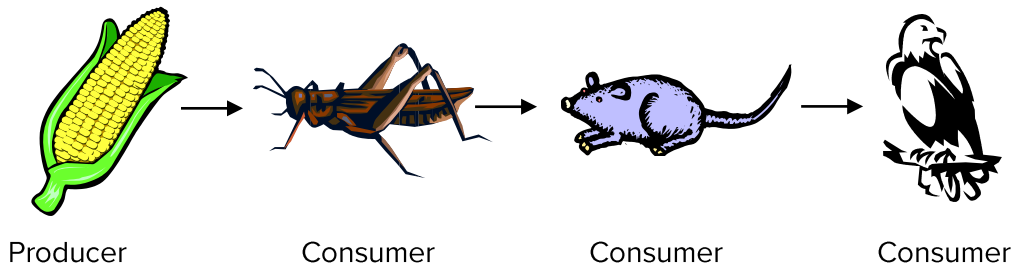
4. In our game, the grasshopper was a pest to the farmer. Over the years, we have learned to control pests by understanding food chains. How could a farmer use his understanding of a food chain to get rid of grasshoppers without using pesticides?

Deadly Links Answer Key

Post-visit Activity

Today you learned about **food chains**. Complete the activity below.

1. Draw a model of the food chain you acted out today. Label the parts as producers and consumers.



2. The name of the pesticide we talked about today was **DDT**. This pesticide was banned in the United States in the 1970s because it was harmful to many animals.

3. How did this pesticide get into the bodies of hawks, eagles, pelicans, and ospreys?

These high level predators got DDT into their bodies by eating animals that had DDT in their bodies. DDT was sprayed on plants and traveled up the food chain as consumers ate the plants.

4. In our game, the grasshopper was a pest to the farmer. Over the years, we have learned to control pests by understanding food chains. How could a farmer use his understanding of a food chain to get rid of grasshoppers without using pesticides?

A farmer could introduce something that will eat grasshoppers, such as praying mantises.