

"Wildlife Funnies"

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Overview: Using cartoons with wildlife and environmental themes, students will apply their knowledge of wildlife characteristics and behaviors by interpreting the cartoons for their classmates.

Connection to the Curriculum:

- 3-2.2 Explain how physical and behavioral adaptations allow organisms to survive (including hibernation, defense, locomotion, movement, food obtainment, and camouflage for animals and seed dispersal, color, and response to light for plants).
- 4-2.3 Explain how humans and other animals use their senses and sensory organs to detect signals from the environment and how their behaviors are influenced by these signals.
- 5-2.4 Identify the roles of organisms as they interact and depend on one another through food chains and food webs in an ecosystem, considering producers and consumers (herbivores, carnivores, and omnivores), decomposers (microorganisms, termites, worms, and fungi), predators and prey, and parasites and hosts.
- 6-3 The student will demonstrate an understanding of structures, processes, and responses of animals that allow them to survive and reproduce.
- 7-4 The student will demonstrate an understanding of how organisms interact with and respond to the biotic and abiotic components of their environment.
- B-6 The student will demonstrate an understanding of the interrelationships among organisms and the biotic and abiotic components of their environments.

Suggested Grade Range: 3-12

Time: 30 minutes

Materials Needed:

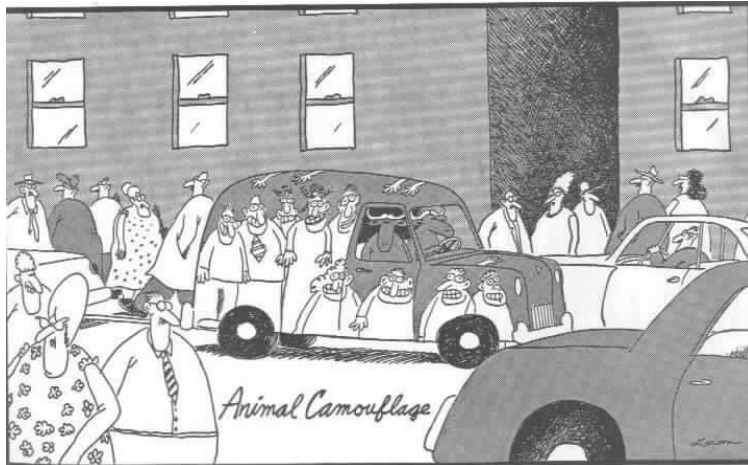
1. Copies of various cartoons involving nature (samples can be received by email at mmusselman@audubon.org).

Objectives:

1. Students will be able to interpret cartoons with wildlife and environmental themes and explain the cartoons to their classmates.

Procedures:

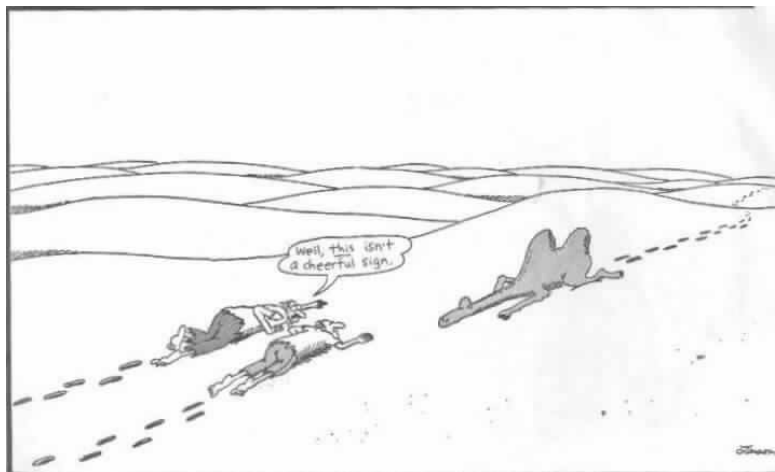
1. Divide students into groups of two.
2. Provide each group with a cartoon that relates to topics previously studied or currently being studied by the class.
3. Have students write down their interpretation of the cartoon. They should identify any animal characteristics or behaviors that they have previously studied. For example, the image below demonstrates *camouflage*. The water buffaloes have painted human beings on the side of their vehicle just as humans paint their vehicles to look like zebras on the plains of Africa. The buffaloes are attempting to blend in and not panic the "herd" of humans within their city habitat.



4. Have students explain their cartoon to the class or another group.

Suggested Evaluation:

1. Have students interpret the following cartoon. Students receive full credit if they mention all of the following: a) the environment is a desert, b) deserts are arid [lack water], c) animals, especially humans, require water to survive, d) camels are able to go long periods without water, e) the camel is obviously in need of water, and f) water must not be near if the camel has been without water long enough to be in distress. Students receive partial credit based on the number of the six items they list.



Extending the Lesson:

1. Have students create their own nature cartoon.

Resources:

1. Larson, Gary. *The Far Side*.