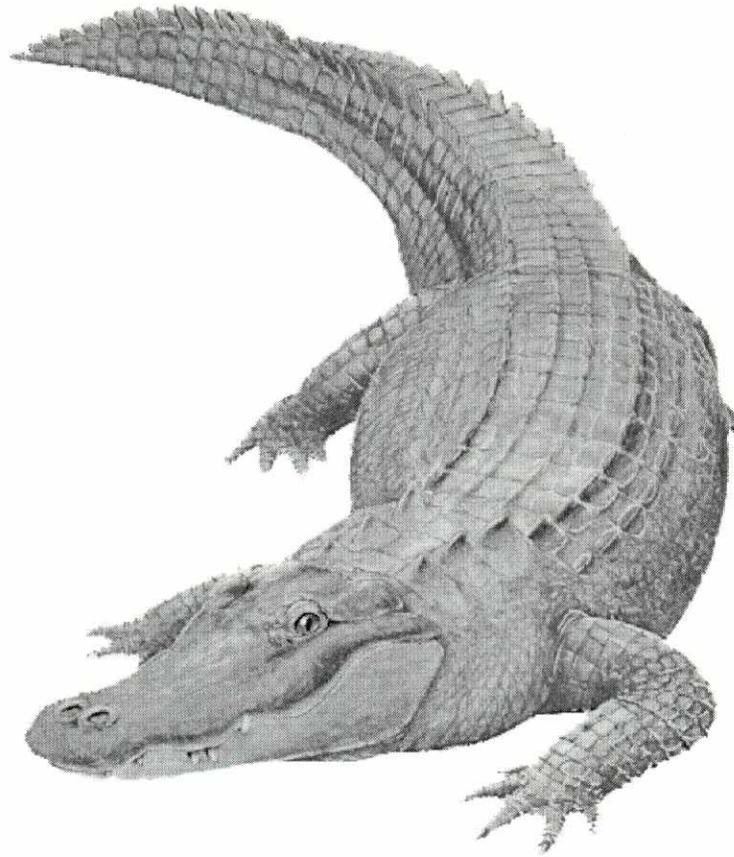


# EVERYBODY NEEDS A HOME

CURRICULUM-BASED EDUCATION PROGRAM

FOR GRADES 4-5



JEAN LAFITTE NATIONAL HISTORICAL PARK AND PRESERVE  
BARATARIA PRESERVE  
MARRERO, LOUISIANA

## **MISSION STATEMENT FOR EDUCATIONAL PROGRAMMING**

It is the mission of Jean Lafitte National Historical Park and Preserve's education program to satisfy curriculum needs as specified in the *State of Louisiana Curriculum Guides* utilizing the park as a classroom. The programs and activities included in the *Educational Guide to Jean Lafitte National Historical Park and Preserve* are designed to meet these requirements while introducing students to the key qualities of the park.

By engaging in pre-visit, on-site, and post-visit activities, students will focus on learning concepts appropriate to their grade level while developing an appreciation for the natural and cultural resources of Louisiana's Mississippi River Delta region and the diversity of its people.

The activities included in this guide enable students to investigate and to participate in "hands-on" learning experiences. They will build a strong foundation in the use of scientific method, critical thinking, problem solving, and communication skills. These activities also have cross-curriculum applications.

In Jean Lafitte National Historical Park and Preserve, students will learn about the cultural diversity and the environment, which make this region unique. As one of our national parks, Jean Lafitte National Historical Park and Preserve is both a protected treasure and an open-air classroom.

The contents page details, how the park serves as such a classroom. It describes unit activities and refers to the concepts, objectives, generalizations, and learner outcomes from the *State of Louisiana's Curriculum Guides*, which they satisfy.

# TABLE OF CONTENTS FOR “EVERYBODY NEEDS A HOME”

---

## Grade Level Expectations

Fourth Grade: SI-E-A1; SI-E-A2; LS-E-C1; LS-E-C2; SE-E-A1; SE-E-A2

Fifth Grade: LS-M-C2; LS-M-C3; LS-M-C4; LS-M-D1; SE-M-A2; SE-M-A4

## Learning Activities for Children Grades 4-5

“Everybody Needs a Home” was designed to educate fourth and fifth grades about the needs of native wildlife and the importance of habitat conservation.

## Pre-Visit Activities

- Vocabulary: Designed to help students become familiar with the terms used in the activities
- “What is It”
- “Home Sweet Home:
- “Where would we be Without Water?”

## On-Site Activity

- “Hide and Seek: Animal Adaptations for Survival”

## Post-Visit Activities

- “Everybody Needs Home”

## Related Reading

## **PRE-VISIT VOCABULARY**

---

Camouflage: patterns, coloration or other disguise effective in hiding an organism.

Classify: to arrange in groups by features that are alike.

Ecosystem: the interaction of a community of organisms with their environment

Endangered species: species of plants or animals in danger of becoming extinct; these are protected by law

Environment: all of the living and non-living things surrounding and influencing and organism.

Extinct: plant or animal that is no longer found on earth

Habitat: an animal's home, the place where it finds what it needs to survive: food, water, shelter, and space

Hypothesis: an educated guess or theory

Invertebrate: an animal which does not have a backbone, such as an arthropod

Predator: an animal that hunts other animals for food

Prey: an animal that is hunted by a predator

Vertebrate: an animal having a backbone or spinal column, such as mammals, birds, reptiles, amphibians, and fish

## PRE-VISIT ACTIVITY

---

# WHAT IS IT?

Objective: The students will classify animals according to their characteristics.

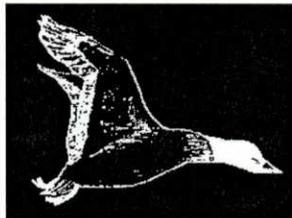
Subject: Science

Materials: blackboard, animal classification chart (reproduce from master)

---

### Procedure:

1. Write the following animal groups on the board - mammals, birds, reptiles, amphibians, fish, and arthropods.
2. Have students name examples of animals that they are familiar with in each group.
3. Discuss similarities and differences among examples given.
4. Help students to list the identifying characteristics of each animal group.
5. Call out the names of animals from each group and ask the students, "What is it?" Have students name the group of which the animal is an example.
6. As the students become familiar with the characteristics and examples of each animal group, have them complete the animal classification chart.



## ANIMAL CLASSIFICATION CHART

	CHARACTERISTICS	EXAMPLES		
<b>MAMMALS</b>	<ul style="list-style-type: none"> <li>- live birth, not hatched</li> <li>- young drink mother's milk</li> <li>- warm-blooded</li> <li>- most covered with fur or hair</li> <li>- live on land or in water</li> <li>- breathe air</li> <li>- vertebrate</li> </ul>	squirrel bear whale dog cow lion	nutria beaver mouse cat gerbil dolphin	monkey giraffe     (4000 species)
<b>BIRDS</b>	<ul style="list-style-type: none"> <li>- lay hard shelled eggs</li> <li>- warm-blooded</li> <li>- covered with feathers</li> <li>- front limbs are wings</li> <li>- have a bill or beak</li> <li>- vertebrate</li> </ul>	pelican heron woodpecker vulture ostrich	cardinal flamingo parrot blue jay toucan	
<b>REPTILES</b>	<ul style="list-style-type: none"> <li>- hard or leathery shelled eggs</li> <li>- born on land</li> <li>- dry skin covered with scales or bony plates</li> <li>- cold-blooded</li> <li>- breathe air</li> <li>- vertebrate</li> </ul>	alligator crocodile lizard snake turtle		
<b>AMPHIBIANS</b>	<ul style="list-style-type: none"> <li>- eggs laid in water or wet places</li> <li>- breathe with gills when young</li> <li>- adults breathe with lungs</li> <li>- first part of life in water</li> <li>- moist skin</li> <li>- four limbs, webbed feet</li> <li>- vertebrate</li> </ul>	frog toad salamander		
<b>BONY FISH</b>	<ul style="list-style-type: none"> <li>- most lay eggs in water</li> <li>- live in water</li> <li>- covered with scales or bony plates</li> <li>- most have fins</li> <li>- breathe with gills</li> <li>- vertebrate</li> </ul>	perch eel trout sardine flounder	flounder gar bass barracuda (30,000 species)	
<b>ARTHROPODS</b>	<ul style="list-style-type: none"> <li>- more than four jointed legs</li> <li>- hard cover (exoskeleton) over its whole body</li> <li>- live on land or in water</li> <li>- some have wings and feelers</li> <li>- invertebrate</li> </ul>	crayfish shrimp spider butterfly grasshopper	ant crab ladybug moth (800,000 species)	fly wasp

# ANIMAL CLASSIFICATION CHART

	CHARACTERISTICS	EXAMPLES
MAMMALS		
BIRDS		
REPTILES		
AMPHIBIANS		
BONY FISH		
ARTHROPODS		

## PRE-VISIT ACTIVITY

---

# HOME, SWEET HOME

Objective: Students will research and share shelter requirements and facts of interest about Louisiana animals. They will work cooperatively to create an animal mural.

Subject: Science, Art, Communication

Materials: mural paper and paints  
library books

Time: 2 to 3 class periods

---

### Procedure:

1. Have students brainstorm elements they need to live. Distinguish between needs and wants, making two columns on the board as the discussion progresses. Students should identify food, water, and shelter. Explain that we also need space-a place to live where we can find the food, water and shelter we need to live.
2. Explain that animals have the same needs we do. The first need we are going to examine is shelter.
3. Let each child choose an animal native to Louisiana. In the library, students will research the shelter requirements of their animal. These may include nesting sites, ground to burrow into to hibernate (frogs, turtles, alligators), bark or plants to hide under, ect. Students will also find two cool things about their animal to share with the class.
4. Create a large mural with each student drawing their animals and the shelter they need.
5. Have each student introduce their animal, using the mural as a visual aid. Students will share their research with the class.

If you wish to donate your mural for temporary display at the Education Center, print your school name, grade, and teacher's name on one of the corners.

## PRE-VISIT ACTIVITY

---

# WHERE WOULD WE BE WITHOUT WATER?

Objective: Students will understand the importance of water to bayou animals. This activity also reinforces the animal classification activity.

Subject: Science, Math

Materials: board grid for Jeopardy game  
Water Jeopardy questions (see next sheet)  
paper and pencil for keeping track of scoring

Time: 1 class period

---

### Procedure:

1. Before class, create a Jeopardy grid on the chalkboard. There will be 10 point, 20-point and 30-point questions. You may wish to add other questions of your own depending on class size.
2. Have students brainstorm human uses of water and write them on the board. Explain that every living thing needs water-people, plants and animals. Bayou animals need water for drinking, for reproducing, for hunting places, and a place to live.
3. Divide the class in half. Let children take turns picking a question. The entire team should brainstorm the answer together, with the child that picked the question giving the answer. Students should give the animal name and for 5 extra points, its' classification category (mammal, amphibian, ect.). Each student should individually keep track of the scores of both teams as the game progresses on a sheet of paper.

# WATER JEOPARDY QUESTIONS

## 10 point questions

Deer (mammal.)

I drink water from the bayous and get some other water from the plants I eat.

I'm brown and have a white tail which I raise if I'm scared.

If I'm a male, I have antlers part of the year.

Turtle (reptile)

I catch fish, frogs, and insects in the water.

I swim and take sunbathes on logs in the bayou.

I burrow into the mud and sleep when it gets cold.

I pull my head and feet into my shell when I get scared.

Bullfrog ( amphibian)

I live on the banks of the bayou where I can stay damp. Without open water, I would die.

I have to have water to lay my eggs in, and lay 10,000 eggs at time.

My eggs hatch out into tadpoles and the tadpoles grow legs and loose their tails in about 6 months.

Grasshopper ( insect)

I get water from the plants I eat.

I have long back legs that I use to jump.

Rabbit (mammal).

I need water to drink. Some of my water I get from plants I eat.

I have fur, long ears and a small, fluffy tail.

I make great food for other animals like coyotes and foxes.

I usually hop around slowly when eating, but can run very fast in a zigzag pattern when trying to escape.

Squirrel. (mammal).

I need water to drink. Some of my water I get from plants.

I make my nests in trees, and run up them to get away from predators.

I love to eat acorns from oak trees.

I have a long, bushy tail I use to keep warm in the winter.

Spider (arthropod).

I need water because the insects I catch need it to live.

I get my water from sucking juices out of insects.

I have eight legs and spin webs to catch my prey.

Alligators (reptile)

I have to stay close to the water. It helps warm me up or cool me down.

I am black, but many people think I'm green.

One of my kind was killed in the 1950's. He was 19 feet, two inches long!

You might see me floating in the water with just my nostrils and eyes above the water.

Beaver (mammal)

I need water to swim in and to build my lodge next to.

I build dams across streams to make my own pond to live in.

I hair is brown and I have a flat, broad tail that I slap the water with to warn others of danger.

I have large teeth that I use to cut down trees.

People (mammal)

I need water to drink.

I use water to take a bath in, brush my teeth, wash dishes and water the lawn.

I've built levees along the Mississippi, dug canals, and cut off some bayous from their water sources.

I now decide how water runs through Louisiana.

Owl (bird)

I need water because the mice and other small animals I eat need it to live.

I am nocturnal, which means I am awake at night.

I have large eyes and excellent hearing which help me find my prey at night.

I sometimes frighten people when I hoot.

## **20 Point Questions**

Nutria (mammal)

I live near water and do a lot of swimming.

I have brown fur and webbed back feet.

I look like a small beaver with a rat's tail

Crawfish (arthropod)

I am related to insects with my hard outer covering

I live in the water or dig holes down to the water level to survive.

I build up a column of mud around the hole which people call chimneys.

I have two big pinchers and many smaller legs.

You've probably eaten me with corn and potatoes.

Bat (mammal)

I need water because the insects I eat need it to live.

I am awake at night, or nocturnal.

I have hair on my body and skin on my wings.

I use echolocation, or a kind of sound radar to find flying insects.

Raccoon (mammal)

I catch a lot of my food in the water of the bayou.

I eat crawfish, frogs and little fish, and like to wash my food before I eat it.

I have a black mask and a striped tail.

Catfish (bony fish)

I live in the water. If you take me out, I will die.

I have whiskers like a cat and scales on my body.

I breathe through gills.

Vulture (bird)

I need water because the animals I eat needed water when they were alive.

I am big and black, and have no feathers on my head.

I circle in the air looking for dead animals to eat.

### **30 Point Questions**

Opossums (mammal)

I need water to drink. Some of my water I get through eating plants.

I have a pointy nose, white fur with gray on it, and a long tail with no hair on it.

I raise my babies in a pouch like a kangaroo does.

Cottonmouth (reptile)

I need water to swim in. Water is where I catch my favorite food, fish.

I am dark colored and have white inside my mouth. When I'm threatened, I curl up and open my mouth really wide. That white is how I got my name.

You can tell I am poisonous because I've got a flat head and pupils that are slits.

I've got big fangs, which squirt poison into my victim, when I catch an animal.

Dragonflies (arthropod)

I need water to lay my eggs in.

I get my water from the other insects I catch in the air.

I have a long body with lacy wings that stick out to the sides.

I am named after a dragon because I'm such a fierce hunter.

Armadillo

I am a mammal, but I'm covered with a hard, scaly shell.

I need water to drink. The earthworms I eat need water to keep them damp.

I have a pointy nose and a tail like a rat.

Great Blue Heron (bird)

I need water to hunt in. I eat fish, frogs, water insects and other small animals.

I am 4 feet tall, with gray-blue feathers.

I walk quietly through the water on my long legs when I hunt.

## ON-SITE ACTIVITY

---

# HIDE AND SEEK-ANIMAL ADAPTATIONS FOR SURVIVAL

Objective: Students will be exposed to the rich diversity of animal life at the Barataria Preserve. They will be able to define predator and prey and list adaptations which help each group survive. Through use of the observation sheet, students will begin to see the world through the eyes of a predator or prey.

Subject: Science

Materials: Predator/Prey Observation sheet  
Looking for Habitat sheet  
pencils (all materials provided by ranger)

---

Procedure:

1. At the Education Center, students will participate in a discussion of predator/prey adaptations.
2. Students will break into groups of three and complete the Predator/Prey Observation sheet and the top half of the Looking for Habitat sheet.
3. Ranger and students will discuss the answers on the observation sheet and brainstorm alternative answers.

\*Note: Programs may vary depending on individual ranger presenting.

## PREDATOR/PREY OBSERVATION SHEET



### Stop 1

Pretend you're a coyote hunting for a rabbit and this is what a rabbit smells like. Smell each "prey" jar as you walk the trail to find the rabbit scent. Fill in the number of the jar with the rabbit smell.

Jar # \_\_\_\_\_ is the rabbit scent.

### Stop 2

Look carefully in this ditch for holes and look for little mud towers as you walk along. Crawfish live down these holes. Why is living underground part of the time a good idea if you are prey?

You are a predator. How could you catch a crawfish?

### Stop 3

This dead tree is a great place to hunt. You're a predator. What type of prey do you think you could find under, in, and around this tree?

### Stop 4

This vine looks like a snake. Some snakes can climb trees by pinching with the scales on their stomachs. Why is being able to climb a tree a good thing if you're a predator?

### Stop 5

You're a hawk. Sit down quietly and close your eyes and listen. How many different birds did you hear that you might try to catch for dinner?

**Stop 6**

You're an alligator and spend most of your time with only your eyes and nose sticking out of the water. Why is this a good thing if you're a predator?

**Stop 7**

You're a tiny fish looking for a meal. Take the dip net and drag it lightly across the bottom in the water. Put it in the container and look for tiny animals. Draw one that you find. When you're done, rinse the container and net for the next group.

**Stop 8**

Raccoons feel around in the water when they hunt. Reach into the box without looking and try to pull out the crawfish using your sense of touch only. Could you do it?

Yes \_\_\_\_\_ No \_\_\_\_\_



**Stop 9**

You're an armadillo. A coyote is chasing you. Look around carefully and find a place you could run to escape. Where would you go?

## POST-VISIT ACTIVITY

---

# EVERYBODY NEEDS A HOME

Objective: Through comparison of environmental elements at the Barataria Preserve and the school grounds, students will connect habitat alterations with loss of species. They will recognize the importance of suitable habitat for animals, and the need for conservation of wild places.

Subject: Science

Materials: Looking for Habitat sheet  
pencils

Time: 1 class period

---

### Procedure:

1. Move students to the playground. Explain that this playground and even their yards at home used to look like the land at the Barataria Preserve. Explain that as we get more and more people, we need more space for homes and businesses. When a bulldozer moves in, it destroys most of the natural habitat. **Habitat** is the natural place an animal or plant lives. Ask students to name habitat for fish, alligators, earthworms, ect.
2. Have students complete the second part of the habitat diversity sheet, checking off elements as they find them, and identifying the number of different plant types.
3. Compare the results of the habitat elements and have students theorize what animals might be able to live in each environment and why it is important to save wild places.
4. Animals find the food, water, shelter and space they need to live in their habitat. If they can't, they have to move or die. Around the world, many species are disappearing because people are changing their habitat. Animals or plants whose numbers are reduced to the point where they might disappear (become **extinct**) are called **endangered species**.
5. Ask students if they have ever seen black bear, cougar, red wolves, bison, or turkey in Louisiana. Explain that they all used to live here. Ask them where they went.

Habitat destruction is the major threat to animals all over the world, but there are other causes as well. In the case of Louisiana black bear, cougar, red wolves, bison and turkey, they were over-hunted.

Of the 30 million species of plants and animals on the planet, scientists estimate we may lose 40,000 a year by the year 2,000. Why should we care?

This activity is a wonderful introduction into a unit on endangered species. An excellent guide for this unit is Ranger Rick's Nature Scope-Endangered Species: Wild and Rare available through McGraw Hill Publishing Company 1-800-2-McGraw. ISBN # 0070465088 The cost is 12.95 plus shipping and handling. Through activities and discussion, students learn about endangered species worldwide, the causes of species loss, and possible solutions to save our disappearing animals and plants.