



# WILDLIFE HABITAT ASSESSMENT FOR A DECLINING WILDLIFE POPULATION

*Caution - Be careful not to harm any wildlife or their habitats.*

Use field guides and resources such as the *National Audubon Society Regional Guide to the Southeastern States*, the Alabama Department of Conservation and Natural Resources website at <http://www.outdooralabama.com/watchable-wildlife/what/> and other websites on the internet to learn more about a wildlife species that is native to Alabama that is experiencing a slight to moderate population decline.

Student(s) Name(s): \_\_\_\_\_ Date: \_\_\_\_\_

## **Part 1: Wildlife Information**

Common Name: \_\_\_\_\_ Latin Name: \_\_\_\_\_

What type of animal is it?

☐ bird   ☐ reptile   ☐ amphibian   ☐ mammal   ☐ insect   ☐ other: \_\_\_\_\_

Basic Description: \_\_\_\_\_

\_\_\_\_\_

Where is it found in Alabama? \_\_\_\_\_

What is the current status of this species? Is it listed as a conservation concern, threatened or endangered? Why is its population declining? Explain.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What role does this animal play in its ecosystem? How does it fit into local food chains and food webs?

\_\_\_\_\_

\_\_\_\_\_

What is special or different about this wildlife species? \_\_\_\_\_

\_\_\_\_\_



## Part 2: Habitat Evaluation

What **food** does this wildlife species need to survive? \_\_\_\_\_

Does the habitat lab site provide food for this wildlife species? ☐ Yes ☐ No

If yes, list food sources found on site: \_\_\_\_\_

If no, list food sources that you could add to site: \_\_\_\_\_

What did this wildlife species use as its **source of water**? \_\_\_\_\_

Does this habitat lab site provide an adequate water source? ☐ Yes ☐ No

If yes, list sources: \_\_\_\_\_

If no, list water sources that you could add to site: \_\_\_\_\_

Wildlife requires different types of **shelter** for different activities. List where this wildlife species typically seeks shelter for the activities listed below, and decide if and where your site has the necessary shelter.

Activity	Shelter Needs of Species	Found in Habitat lab?	If yes, where? If no, what can be added to provide shelter? (be specific)
Protection (from predators & wind)			
Roosting/Resting			
Wintering			

Where does this wildlife species **raise its young**? \_\_\_\_\_

Does this site provide a place for this species to raise its young? ☐ Yes ☐ No

If yes, list sources: \_\_\_\_\_

If no, list sources that you could add to site: \_\_\_\_\_

Which of these habitat components (if any) does your schoolyard provide the wildlife species you are researching? Put a check next to those that can be found in your schoolyard.

- |                                          |                                           |                                                       |                                 |
|------------------------------------------|-------------------------------------------|-------------------------------------------------------|---------------------------------|
| <input type="checkbox"/> Evergreen Trees | <input type="checkbox"/> Flowering Plants | <input type="checkbox"/> Wetland/Bog                  | <input type="checkbox"/> Pond   |
| <input type="checkbox"/> Deciduous Trees | <input type="checkbox"/> Shrubs           | <input type="checkbox"/> Grassland/Agricultural Field | <input type="checkbox"/> Stream |



### Part 3: Why should we try to help provide habitat for this species?

Write a persuasive essay about the specific wildlife species listed above including a description of the animal, an explanation as to why its population is in decline, reasons that we should try to help provide habitat for it, what its habitat needs are, and whether or not your school's habitat lab site could provide the necessary habitat. Include the information you gathered during your research. Present the information in an organized manner, including an introductory paragraph, three supporting paragraphs, and a conclusion paragraph.



#### Alabama Course of Study Objective Correlations for 5th Grade

**Language Arts:** 4.) Use a wide range of strategies and skills, including using reference materials and text features to gain meaning, summarizing passages, and drawing conclusions, to comprehend fifth-grade informational and functional reading materials.

6.) Use text features, including indexes, tables, and appendixes, to guide interpretation of expository texts.

7.) Compose expository texts using an introductory paragraph that includes a main idea; supporting paragraphs with a minimum of three reasons, explanations, or steps in a process; and a conclusion.

11.) Use search strategies in the research process to identify reliable current resources and computer technology to locate information.

12.) Demonstrate eye contact, articulation, and appropriate voice intonation with expository presentations.

**Science:** 9.) Describe the relationship of populations within a habitat to various communities and ecosystems, including the relationship between food chains and food webs.

