

ANIMAL COMMUNITY

Objectives

- Students will develop an in-depth understanding of both domestic animal shelters and animal sanctuaries.
- Students will explore the role these institutions serve and our obligation as a society to support them.
- Students will create educational and marketing materials for a local animal shelter.

Essential Questions for Students

- What role do animal shelters serve in the community?
- What role do animal shelters and/or sanctuaries serve in the international community?
- How can you educate others in order to make a positive difference for these animals?

Outcomes

- Students will realize their ability to educate others in their community.
- Students will develop their ability to work as part of a team.
- Students will develop written and oral communication skills, such as participating in collaborative discussions, evaluating a speaker's point of view, and writing informative texts.

Common Core State Standards

English Language Arts Standards, Speaking & Listening, Grades 9-10

- Comprehension and Collaboration: CCSS.ELA-Literacy.SL.9-10.1. – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues building on other's ideas and expressing their own clearly and persuasively.
- Presentation of Knowledge and Ideas: CCSS.ELA-Literacy.SL.9-10.4 – Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience and task.

English Language Arts Standards, Writing, Grades 9-10

- Text Types and Purposes: CCSS.ELA-Literacy.W.9-10.2 – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Literacy in History/Social Studies, Science, & Technical Subjects, Writing, Grades 9-10
- Production and Distribution of Writing: CCSS.ELA-Literacy.WHST.9-10.4 – Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.
- Production and Distribution of Writing: CCSS.ELA-Literacy.WHST.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- Research to Build and Present Knowledge: CCSS.ELA-Literacy.WHST.9-10.7 – Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Community Connections and Knowledge Building

- Order educational materials from a local wild animal rescue or domestic animal shelter
- Check with your local government Animal Protection Bureau for information on local animal control issues.
- Visit a wild animal rescue facility.
- Check with shelters and local libraries to determine whether student work can be displayed.



Materials

- Materials from local animal shelters or animal sanctuaries
- Play money

Vocabulary Terms

- **Sanctuary** – An area in which birds and other animals are protected from hunting and other harm.
- **Shelter** – Something that provides cover or protection; for example, from heat, cold, or other weather. In regard to animals: a place that provides temporary housing and food for animals that are lost or do not have a home.
- **Volunteer** – To perform or offer to perform a service of one's own free will. To do charitable or helpful work without pay.

Lessons

Students will take on the role of animal advocate. They will research the topic of unwanted animals and prepare materials for others to learn from regarding animal safety and animal shelters or sanctuaries.

Building Knowledge (approximately one to two class periods)

- Introduce students to the concept of local animal shelters as well as sanctuaries for wild animals. Use videos and print materials provided by local shelters/sanctuaries.
- Lead a whole-class discussion regarding why the need for shelters exists and what value they provide to both your local community and the global community.

Building Compassion (approximately two to three class periods)

- Each student will have the opportunity to take on the role of animal advocate. Have each student select a specific animal, a local shelter, or a wildlife sanctuary to research. NOTE: When students select a specific animal, they need to examine how this animal benefits from shelter/sanctuary programs.
- Each student is to prepare a three- to five-minute presentation regarding his or her topic. In their role as advocates, student presentations should be persuasive arguments on why others should support their cause.
- Add some fun to the activity by giving students play money and letting them act as donors, contributing money to their favorite cause(es).

Taking Action (approximately two to four class periods)

- Have students take what they have learned and create educational materials for a local animal shelter and/or the community. Suggestions Include:
 - Brochures and/or displays for use by local animal shelters.
 - Displays to showcase at a local library.
 - A class website.
 - Your Roots & Shoots project should end on a day when your students present their projects to a representative from the animal shelter and the community. Consider inviting local media to the presentation.

Extension Activities

- Conduct a fundraiser for an animal sanctuary.
- Create materials for use during a special event at a local animal shelter.
- Conduct a drive to donate materials from an animal shelter's wish list.

Journal Questions

- People, animals and the environment are closely linked. What evidence have you discovered that indicates animal advocates can benefit not only the animals they advocate for, but people and the environment as well?



- How have your attitudes and beliefs changed regarding how people and animals can coexist together in both urban and suburban areas? What new issues have you been made aware of? Do you believe there are reasonable solutions for these issues? How could they be implemented?
- What new ideas do you have to help support animals in your community? How could you implement these ideas?

Accommodations/Modifications

- As a class, focus on one type of animal and study how it lives and why it needs shelter.
- Work closely with a local shelter that students can visit.

Additional Taking Action Ideas

- Assist low-income or elderly pet owners by creating and donating animal toys and bedding.
- Build climbing posts for cats out of recycled materials.
- Have a fundraiser to collect items on the shelter's Wish List.
- Hold a bake sale and sell treats for people and pets to raise funds for your local shelter.
- Create a sanctuary outside your school for birds, bats, butterflies, etc.
- Participate in a letter-writing project on behalf of the animals in the shelter.
- Coordinate a school team to participate in your local shelter's fundraising walk or run.
- Arrange to volunteer at your local animal shelter for a day. See what special help your shelter needs in October for National Adopt-A-Dog month and June for Adopt-A-Cat month.
- Write your local representatives regarding issues that are affecting animals in your community.

Reflection, Evaluation, and Portfolio Development

- This is an excellent project to turn into a portfolio, especially if students choose to take their knowledge beyond the classroom. Encourage students to write about their findings and how what they've discovered has changed their perspective on our collective responsibility toward the animal community.

Family Connection

- Send an informative letter or email outlining your project to students' families.

