



NIABI ZOO

Scavenger Hunt

Endangered Animals

Break students up into 4 groups. Give each group a copy of the scavenger hunt (each copy is different). This scavenger hunt should take approximately 1 hour 45 minutes to 2 hours for students to complete. If time does allow for this, you can modify the hunt to fit your timeline. You can also give each group one page of the scavenger hunt to complete.

In order to make this a positive educational experience, we recommend doing a lesson prior to your visit, to give the students some background knowledge before they come to the zoo. Prior to your field trip, the students should be familiar with the animals at Niabi Zoo.

Enclosed in this packet you will find:

- 4 different copies of the scavenger hunt (1 for each group)
- Answer Key- Students
- Answer Key- Teachers
- Vocabulary List
- Pre Field Trip Activities
- Conservation Status Categories
- Animal Adaptations sheet
- Post Field Trip Activities
- Niabi Zoo Animal List
- * Evaluation Form

The purpose of this scavenger hunt is to send students throughout Niabi Zoo to learn about our animals, while learning about endangered animals and the importance of conservation efforts. Students will need to use observation, as well as information from the educational signage at each exhibit, to find the answers for each clue.

Please set up a meeting place where you can gather your students when finished with their scavenger hunts. A map of the zoo can be found at www.niabizoo.com

* After completing the scavenger hunt, please fill out the enclosed evaluation form. We strive to provide our community with quality educational programming. We appreciate your feedback in helping us provide the best possible programming! By returning your completed evaluation form, your name will be entered in a drawing for complimentary zoo passes!

Niabi Zoo Scavenger Hunt

Group # 1: Endangered Animals

Clue # 1: I am on the endangered list due to deforestation and illegal trapping for trade. I have red feathers, and the only family member that is not on the endangered list is the blue and gold macaw.

Clue # 2: Native peoples have relied upon me to help them hunt for generations. Even though my bright colors tell predators to stay away, they haven't protected me from the bulldozers that have destroyed much of my habitat.

Clue # 3: My favorite thing to do is swing in the trees, but due to deforestation, my habitat is being destroyed. I have adapted to life in trees with my long arms and using my hands as hooks to swing from branch to branch. I am the primate known for brachiation!

Clue # 4: My fur is very popular... it is often imitated for clothing fashions because humans like my spots! I am hunted for my fur, so my population has declined. Habitat destruction and poaching have caused some of my subspecies to become endangered.

Clue # 5: I am another bird that was once on the endangered species list, however through conservation efforts my species has made a comeback and is no longer threatened of becoming extinct. That is a relief since I am the national symbol of the United States of America.

Clue # 6: I am a carnivore and am popularly known as "king of the jungle". Males have a mane around their neck that serves as protection when fighting other members of this species. Although they are a ruler of their habitat, their tan color serves as a camouflage in desert and grassland habitats.

Clue # 7: My species is declining because my habitat is disappearing. I am a part of the canine family and once lived in packs throughout the southeastern United States. We were once declared extinct in the wild, though with the help of Zoos, we are slowly being reintroduced.

Clue # 8: I am a hooved animal that has been hunted for meat and my hide. My species is declining also because I am competing with other species for food! My hide is very unique because it is white and black striped, but each animal's stripes are different!

Clue # 9: I am the tallest land animal, reaching heights of 18-20 feet. I have an 18 inch prehensile tongue that allows me to reach leaves on the trees. I am not considered endangered yet, but losing habitat very quickly.

Clue # 10: My species is not concerned with becoming endangered. My quills are a very good protection, as they stick into my predators. However many people think that I shoot my quills out into my predators, which is a myth.

Clue # 11: I am only found in Africa. One of my main predators is the chimpanzee because some of them live in trees, like I do. I weigh up to 20 pounds, so it is easy for me to move from branch to branch in the trees. I am also hunted for my fur because it is black and white, and very unique for a *primate*!

Clue # 12: I can be found in the desert and am used by humans to carry heavy loads. My cousins have 2 humps, but I only have one! I am not concerned about becoming endangered because I am very useful to people living in desert habitats!

Clue # 13: I am a domesticated animal and can be found on a farm. We provide food for humans with our meat and our eggs.

Clue # 14: No one is really sure how many of my kind remain because we are very secretive, nocturnal and live in the harshest parts of the Sahara Desert. However we are sometimes hunted for our fur and because some people think we might make good pets.

Clue # 15: I am a rather large sheep with long curved horns. The overall population of my species is considered stable, but in some areas my species is considered vulnerable.

Clue # 16:

Congratulations, you have completed the Scavenger Hunt for Endangered Animals!

Please meet your class at _____ when you are finished with your scavenger hunt.

Niabi Zoo Scavenger Hunt

Group # 2- Endangered Animals

Clue # 1: My species is declining because my habitat is disappearing. I am a part of the canine family and live in packs throughout the wild. My species are very good communicators, and use howling as a way of communicating.

Clue # 2: My species is experiencing some habitat destruction... tropical & sub-tropical forests. I am arboreal, meaning I live in trees and have a prehensile tail. I am a member of the mongoose family, although I look like a small bear.

Clue # 3: I am a domesticated animal and can be found on a farm. We provide food for humans with our meat and our eggs.

Clue # 4: My fur is very popular... often imitated for clothing fashions because humans like my spots. I am hunted for my fur, so my population has declined. Habitat destruction and poaching have caused some of my subspecies to become endangered. Of the whole cat family, I am the most widely dispersed!

Clue # 5: I am a bird that was once on the endangered species list, however through conservation efforts, my species has made a comeback and is no longer threatened of becoming extinct. That is a relief since I am the national symbol of the United States of America!

Clue # 6: I am a hoofed animal that has been hunted for my meat and hide. My species is declining also because I am competing with other species for food! My hide is very unique because it is white and black striped, but each animal's stripes are different.

Clue # 7: My species is not concerned with becoming endangered. My quills are a very good protection, as they stick into my predators. However many people think that I shoot my quills out into my predator, however that is only a myth.

Clue # 8: I am on the endangered list due to deforestation and illegal trapping for trade. I have red feathers, and the only family member that is not on the endangered list is the blue and gold macaw.

Clue # 9: I am a rather large sheep with long curved horns. The overall population of my species is considered stable, but in some areas my species is considered vulnerable.

Clue # 10: I can be found in the desert and am used by humans to carry heavy loads. My other family members have 2 humps, but I only have one! I am not concerned about becoming endangered because I am very useful to the people living in the desert!

Clue # 11: I am only found in Africa. One of my main predators is the chimpanzee because some of them live in trees, like I do. I weigh up to 20 pounds, so it is easy for me to move from branch to branch in the trees. I am also hunted for my fur because it is black and white, and very unique for a *primate*!

Clue # 12: My favorite thing to do is swing in the trees, but due to deforestation, my habitat is being destroyed. I have adapted to life in trees with my long arms and using my hands as hooks to swing from branch to branch. I am the primate known for brachiation.

Clue # 13: I am a carnivore and am popularly known as “king of the jungle”. Males have a mane around their neck that serves as protection when fighting other members of this species. Although they are a ruler of their habitat, their tan color serves as a camouflage in desert and grassland habitats.

Clue # 14: I am the tallest land animal, reaching heights of 18-20 feet. I have an 18 inch prehensile tongue that allows me to reach leaves on the trees. I am not considered endangered yet, but losing habitat very quickly.

Clue # 15: Native peoples have relied upon me to help them hunt for generations. Even though my bright colors tell predators to stay away, they haven't protected me from the bulldozers that have destroyed much of my habitat.

Congratulations, you have completed the Scavenger Hunt for Endangered Animals!

Please meet your class at _____ when you are finished with your scavenger hunt.

Niabi Zoo Scavenger Hunt

Group # 3- Endangered Animals

Clue # 1: My favorite thing to do is swing in the trees, but due to deforestation, my habitat is being destroyed. I have adapted to life in trees with my long arms and using my hands as hooks to swing from branch to branch. I am the primate known for brachiation

Clue # 2: My species is experiencing some habitat destruction... tropical & sub-tropical forests. I am arboreal, meaning I live in trees and have a prehensile tail. I am a member of the mongoose family, although I look like a small bear.

Clue # 3: I am a rather large sheep with long curved horns. The overall population of my species is considered stable, but in some areas my species is considered vulnerable.

Clue # 4: I am only found in Africa. One of my main predators is the chimpanzee because some of them live in trees, like I do. I weigh up to 20 pounds, so it is easy for me to move from branch to branch in the trees. I am also hunted for my fur because it is black and white, and very unique for a *primate!*

Clue # 5: My fur is very popular... it is often imitated for clothing fashions because humans like my spots! I am hunted for my fur, so my population has declined. Habitat destruction and poaching have caused some of my subspecies to become endangered. Of the whole cat family, I am the most widely dispersed!

Clue # 6: My species is not concerned with becoming endangered. My quills are a very good protection, as they stick to my predators. However many people think that I shoot my quills out into my predators, which is a myth.

Clue # 7: I am on the endangered list due to deforestation and illegal trapping for trade. I have red feathers, and the only family member that is not on the endangered list is the blue and gold macaw.

Clue # 8: I am a domesticated animal and I can be found on a farm. We provide food for humans with our meat and eggs.

Clue # 9: I can be found in the desert and am used by humans to carry heavy loads. My other family members have 2 humps, but I only have one! I am not concerned about becoming endangered because I am very useful to the people living in the desert!

Clue # 10: I am a bird that was once on the endangered species list, however through conservation efforts, my species made a comeback and is no longer threatened of becoming extinct. That is a relief since I am the national symbol of the United States of America.

Clue # 11: I am a hoofed animal that has been hunted for my meat and hide. My species is also declining because I am competing with other species for food! My hide is very unique because it is white and black striped, but each animal's stripes are different.

Clue # 12: My species is declining because my habitat is disappearing. I am a part of the canine family and live in packs throughout the wild. My species are very good communicators, and use howling as a way of communicating.

Clue # 13: I am a carnivore and am popularly known as "king of the jungle". Males have a mane around their neck that serves as protection when fighting with others. Although they are a ruler of their habitat, their tan color serves as a camouflage in the desert and grassland habitats.

Clue # 14: Native peoples have relied upon me to help them hunt for generations. Even though my bright colors tell predators to stay away, they haven't protected me from the bulldozers that have destroyed much of my habitat.

Clue # 15: I am the tallest land animal, reaching heights of 18-20 feet. I have an 18 inch prehensile tongue that allows me to reach leaves on the trees. I am not considered endangered yet, but losing habitat very quickly.

Congratulations, you have completed the Scavenger Hunt for Endangered Animals!

Please meet your class at _____ when you are finished with your scavenger hunt.

Niabi Zoo Scavenger Hunt

Group # 4- Endangered Species

Clue # 1: I am a carnivore and am popularly known as “king of the jungle”. Males have a mane around their neck that serves as a protection when fighting other members of this species. Although they are a ruler of their habitat, their tan color serves as a camouflage in desert and grassland habitats.

Clue # 2: My species is declining because my habitat is disappearing. I am a part of the canine family and live in packs throughout the wild. My species are very good communicators, and use howling as a way of communicating.

Clue # 3: I am a hooved animal that has been hunted for my meat and hide. My species is also declining because I am competing with other species for food. My hide is very unique because it is white and black striped, but each animal’s stripes are different!

Clue # 4: I am a bird that was once on the endangered species list, however through conservation efforts, my species has made a comeback and is no longer threatened of becoming extinct. That is a relief since I am the national symbol of the United States of America.

Clue # 5: I can be found in the desert and am used by humans to carry heavy loads. My cousins have 2 humps, but I only have one! I am not concerned about becoming endangered because I am very useful to people living in desert habitats!

Clue # 6: I am a domesticated animal and I can be found on a farm. My species is a source of food for humans with our meat and our eggs.

Clue # 7: I am on the endangered list due to deforestation and illegal trapping for trade. I have red feathers, and the only family member that is not on the endangered list is the blue and gold macaw.

Clue # 8: I am the tallest land animal, reaching heights of 18-20 feet. I have an 18 inch prehensile tongue that allows me to reach leaves on the trees. I am not considered endangered yet, but losing habitat very quickly.

Clue # 9: My species is not concerned with becoming endangered. My quills are a very good protection, as they stick into my predators. However many people think that I shoot out my quills into my predators but that is only a myth!

Clue # 10: My fur is very popular... it is often imitated for clothing fashions because humans like my spots! I am hunted for my fur, so my population has declined. Habitat destruction and poaching have caused some of my subspecies to become endangered. Of the whole cat family, I am the most widely dispersed!

Clue # 11: I am only found in Africa. One of my main predators is the chimpanzee because some of them live in trees, like I do. I weigh up to 20 pounds, so it is easy for me to move from branch to branch in the trees. I am also hunted for my fur because it is black and white, and very unique for a *primate*!

Clue # 12: I am a rather large sheep with long curved horns. The overall population of my species is considered stable, but in some areas by species is considered vulnerable.

Clue # 13: My species is experiencing some habitat destruction... tropical & sub-tropical forests. I am arboreal, meaning I live in trees and have a prehensile tail. I am a member of the mongoose family, although I look like a small bear.

Clue # 14: My favorite thing to do is swing in the trees, but due to deforestation, my habitat is being destroyed. I have adapted to life in trees with my long arms and using my hands as hooks to swing from branch to branch. I am the primate known for brachiation.

Clue # 15: Native peoples have relied upon me to help them hunt for generations. Even though my bright colors tell predators to stay away, they haven't protected me from the bulldozers that have destroyed much of my habitat.

Congratulations, you have completed the Scavenger Hunt for Endangered Animals!

Please meet your class at _____ when you are finished with your scavenger hunt.

Niabi Zoo Scavenger Hunt

Endangered Animals

Name: _____

Group #: _____

Instructions: Use the clues to find the endangered, threatened and low risk animals. You will need to identify the animal and list the conservation status of the animal.

Clue # 1: _____

Status: _____

Clue # 2: _____

Status: _____

Clue # 3: _____

Status: _____

Clue #4: _____

Status: _____

Clue #5: _____

Status: _____

Clue #6: _____

Status: _____

Clue #7: _____

Status: _____

Clue #8: _____

Status: _____

Clue #9: _____

Status: _____

Clue #10: _____

Status: _____

Clue #11: _____

Status: _____

Clue #12: _____

Status: _____

Clue #13: _____

Status: _____

Clue #14: _____

Status: _____

Clue #15: _____

Status: _____

Clue #16: _____

Status: _____

**Niabi Zoo Scavenger Hunt
Endangered Species
Answer Key- Group 1**

1. Scarlet Macaw, Endangered
2. Discovery Center Poison Arrow Frogs, Endangered
3. White Handed Gibbon, Endangered
4. Leopard, Near Threatened
5. Bald Eagle, Least Concern
6. African Lion, Vulnerable
7. Red Wolf, Critically Endangered
8. Zebra, Least Concern
9. Giraffe, Least Concern
10. Porcupine, Least Concern
11. Colobus, Threatened
12. Camel, Least Concern
13. Petting Zoo- Chicken, Least Concern
14. Binturong, Least Concern
15. Barbary Sheep, Least Concern

**Niabi Zoo Scavenger Hunt
Endangered Species
Answer Key- Group 2**

1. Red Wolves, Critically Endangered
2. Binturong, Least Concern
3. Petting Zoo- Chicken, Least Concern
4. Leopard, Near Threatened
5. Bald Eagle, Least Concern
6. Zebra, Least Concern
7. Porcupine, Least Concern
8. Scarlet Macaw, Endangered
9. Barbary Sheep, Least Concern
10. Camel, Least Concern
11. Colobus, Threatened
12. White Handed Gibbon, Endangered
13. African Lion, Vulnerable
14. Giraffe, Least Concern
15. Discovery Center Poison Arrow Frogs, Endangered

**Niabi Zoo Scavenger Hunt
Endangered Species
Answer Key- Group 3**

1. White Handed Gibbon, Endangered
2. Binturong, Least Concern
3. Barbary Sheep, Least Concern
4. Colobus, Threatened
5. Leopard, Near Threatened
6. Porcupine, Least Concern
7. Scarlet Macaw, Endangered
8. Petting Zoo- Chickens, Least Concern
9. Camels, Least Concern
10. Bald Eagle, Least Concern
11. Zebra, Least Concern
12. Red Wolf, Critically Endangered
13. African Lion, Vulnerable
14. Discovery Center Poison Arrow Frogs, Endangered
15. Giraffe, Least Concern

**Niabi Zoo Scavenger Hunt
Endangered Species
Answer Key- Group 4**

1. African Lion, Vulnerable
2. Red Wolf, Critically Endangered
3. Zebra, Least Concern
4. Bald Eagle, Least Concern
5. Camel, Least Concern
6. Petting Zoo- Chicken,
7. Scarlet Macaw, Endangered
8. Giraffe, Least Concern
9. Porcupine, Least Concern
10. Leopard, Near Threatened
11. Colobus, Threatened
12. Barbary Sheep, Least Concern
13. Binturong, Least Concern
14. White Handed Gibbon, Endangered
15. Discovery Center Poison Arrow Frogs, Endangered

Vocabulary List

Carnivore: A mammal with specially shaped teeth that feeds on meat.

Conservation Status: An indicator of the likelihood of that species continuing to survive.

Deforestation: The removal of trees.

Domesticated: An animal's life that has been altered to survive under human control.

Endangered: At risk of becoming extinct.

Extinct: The permanent disappearance of a species.

Habitat: The natural home of a species.

Habitat Destruction: The altering of a habitat that destroys part of the natural home of a species, making their habitat smaller.

Herbivore: An animal that eats only plant matter.

Omnivore: An animal that eats both plants and animals.

Poaching: Illegal hunting or fishing of an animal.

Predator: An animal that kills and eats other animals.

Prey: An animal that is killed and eaten by another animal.

Species: A related group of organisms that share a more or less distinctive form and are capable of interbreeding.

Threatened: A species under a serious threat of extinction.

IL State Learning Standards that could be applied to this material:

English Language Arts:

1A, 1B, 1C; 3A, 3B, 3C; 4A, 4B; 5A, 5B, 5C

Goal 1 (Reading) 1A, 1B, 1C

Vocabulary skills, animal stories

Goal 3 (Writing) 3A, 3B, 3C

Creative writing, research reporting

Goal 4 (Listening & Speaking) 4A, 4B

Class discussion, class project, student reports

Goal 5 (Research) 5A, 5B, 5C

Research, organize and report information

Science:

11A; 12A, 12B

Goal 11 (Inquiry and Design): 11A

Investigating conservation efforts, collecting data on species

Goal 12 (Concepts & Principles): 12A, 12B

Conservation efforts, conservation status of animals, ecosystems and habitats.

Social Science:

16E; 17A, 17B, 17C

Goal 16 (History): 16E

Changes in ecosystems over periods of time

Goal 17 (Geography) 17A, 17B, 17C

Culture and demographics of where various animals are found in the world, relationship between humans and animals

Physical Development & Health

21A, 21B; 24A

Goal 21 (Team Building): 21A, 21B

Working together to determine answers to clues to complete scavenger hunt

Goal 24 (Decision Making): 24A

Behaving appropriately around animals and to accomplish group task.

Fine Arts:

25A; 26B

Goal 25 (Language of the Arts): 25A

Creation of model habitat for endangered animals

Goal 26 (Creating and Performing): 26B

Creation of model habitat for endangered animals

Pre Field Trip Activities:

Behind each activity you will find state goals that can be applied to each activity.

1. Conservation status ...see attached sheet for categories.

Students will learn about the different categories of endangerment of animal species. Conduct research to determine various species which are endangered. (1A, 1B, 1C; 4A; 5A, 5B, 5C; 12A, 12B)

2. Adaptations

Explain to students about different reasons why animal survival is becoming threatened for certain species. Choose several animals and discuss how animals have adapted to their environments to aid in their survival. Characteristics of adaptation include body coverings (camouflage from predators), adaptations to climate changes, diet and feeding habits, behaviors. This will help students to better understand the importance of appearance and behavior in survival! (1A, 1B, 1C; 4A; 5A, 5B, 5C; 11A; 12A, 12B)

3. Habitats of the World

See attached sheet for habitat information.

After discussing the different habitats, have the students find 3 animals that live in each habitat. Have students read their list to the class. (1A, 1B, 1C; 3A; 4A, 4B; 5A, 5B, 5C; 11A; 12A, 12B)

Conservation Status Categories

Taken from the IUCN Red List of Threatened Species

The IUCN Red List of Threatened Species provides taxonomic, conservation status and distribution information on taxa that have been globally evaluated using the IUCN Red List Categories and Criteria. This system is designed to determine the relative risk of extinction, and the main purpose of the IUCN Red List is to catalogue and highlight those taxa that are facing a higher risk of global extinction (i.e. those listed as Critically Endangered, Endangered and Vulnerable).

EXTINCT (EX)

A taxon is Extinct when there is no reasonable doubt that the last individual has died. A taxon is presumed Extinct when exhaustive surveys in known and/or expected habitat, at appropriate times (diurnal, seasonal, annual), throughout its historic range have failed to record an individual. Surveys should be over a time frame appropriate to the taxon's life cycle and life form.

EXTINCT IN THE WILD (EW)

A taxon is Extinct in the Wild when it is known only to survive in cultivation, in captivity or as a naturalized population (or populations) well outside the past range. A taxon is presumed Extinct in the Wild when exhaustive surveys in known and/or expected habitat, at appropriate times (diurnal, seasonal, annual), throughout its historic range have failed to record an individual. Surveys should be over a time frame appropriate to the taxon's life cycle and life form.

CRITICALLY ENDANGERED (CR)

A taxon is Critically Endangered when the best available evidence indicates that it meets any of the criteria A to E for Critically Endangered (see Section V), and it is therefore considered to be facing an extremely high risk of extinction in the wild.

ENDANGERED (EN)

A taxon is Endangered when the best available evidence indicates that it meets any of the criteria A to E for Endangered (see Section V), and it is therefore considered to be facing a very high risk of extinction in the wild.

VULNERABLE (VU)

A taxon is Vulnerable when the best available evidence indicates that it meets any of the criteria A to E for Vulnerable (see Section V), and it is therefore considered to be facing a high risk of extinction in the wild.

NEAR THREATENED (NT)

A taxon is Near Threatened when it has been evaluated against the criteria but does not qualify for Critically Endangered, Endangered or Vulnerable now, but is close to qualifying for or is likely to qualify for a threatened category in the near future.

LEAST CONCERN (LC)

A taxon is Least Concern when it has been evaluated against the criteria and does not qualify for Critically Endangered, Endangered, Vulnerable or Near Threatened. Widespread and abundant taxa are included in this category.

DATA DEFICIENT (DD)

A taxon is Data Deficient when there is inadequate information to make a direct, or indirect,

assessment of its risk of extinction based on its distribution and/or population status. A taxon in this category may be well studied, and its biology well known, but appropriate data on abundance and/or distribution are lacking. Data Deficient is therefore not a category of threat. Listing of taxa in this category indicates that more information is required and acknowledges the possibility that future research will show that threatened classification is appropriate. It is important to make positive use of whatever data are available. In many cases great care should be exercised in choosing between DD and a threatened status. If the range of a taxon is suspected to be relatively circumscribed, and a considerable period of time has elapsed since the last record of the taxon, threatened status may well be justified.

NOT EVALUATED (NE)

A taxon is Not Evaluated when it has not yet been evaluated against the criteria.

Animal Adaptations

Deserts- Different animals live in the different types of deserts. Animals that live in the desert have adaptations to cope with the lack of water, the extreme temperatures, and the shortage of food. To avoid daytime heat, many desert animals are nocturnal; they burrow beneath the surface or hide in the shade during the day, emerging at night to eat. Many desert animals do not have to drink at all; they get all the water they need from their food. Most desert animals are small.

Grasslands- The animals that live in grasslands have adapted to dry, windy conditions. There are grazing animals (that eat the grass), burrowing animals, and their predators; insects are abundant. A moderate of level species diversity exists on a grassland.

Antarctica- All of the Antarctic animals have adapted to life in extremely cold conditions. Some, like the whales, seals, and birds, have an insulating layer of fat to protect them from the cold. Others, like many fish and insects, have special chemicals in their blood (natural antifreeze proteins) that keep them from freezing. Many animals (like penguins and seals) have a compact body form and thick skin to help retain body heat. Birds also have waterproof plumage (feathers) and downy insulating feathers.

Arctic- Animals that live in the Arctic (either full time or seasonally) are adapted to extreme conditions. Many animals who overwinter in the Arctic (like the Arctic fox and the ermine) have a coat that thickens and changes color to white during the winter as camouflage in the snow (blending into the background is called cryptic coloration). Some animals hibernate during the cold season; they go into a very deep, sleep-like state in which their heartbeat slows down. These animals often hibernate in an underground burrow or pit. Some hibernators include skunks, chipmunks, and some bears (but these bears are not true hibernators, they go into a state that is closer to a normal deep sleep). Many animals (like the Arctic tern) spend the summer months in the Arctic, but leave as the weather turns frigid and food becomes scarce (these animals return again the next summer, repeating this pattern year after year). This behavior is called migrating.

Some Land (Terrestrial) Biomes:

Biome	Water	Temperature	Soil	Plants	Animals
Desert	Almost none	hot or cold	poor	sparse - succulents (like cactus), sage brush	sparse - insects, arachnids, reptiles and birds (often nocturnal)
Chapparal (scrub)	dry summer, rainy winter	hot summer, cool winter	poor	shrubs, some woodland (like scrub oak)	drought and fire-adapted animals
Tundra	dry	cold	permafrost (frozen soil)	lichens and mosses	migrating animals
Taiga (coniferous forest)	adequate	cool year-round	poor, rocky soil	conifers	many mammals, birds, insects, arachnids, etc.
Temperate Deciduous Forest	adequate	cool season and warm season	fertile soil	deciduous trees	many mammals, birds, reptiles, insects, arachnids, etc.
Grassland	wet season, dry season	warm to hot (often with a cold season)	fertile soil	grasses (few or no trees)	many mammals, birds, insects, arachnids, etc.
Tropical rain forest	very wet	always warm	poor, thin soil	many plants	many animals
Swamp	very wet	warm	nutrient-rich soil	many plants	many animals
Cave (terrestrial)	variable	cool (and dark)	rocks	almost no plants	few ani

Post Field Trip Activities:

Behind each activity you will find state goals that can be applied to each activity.

1. Habitat Destruction

Discuss ways in which each habitat is being destroyed. What can be done to stop this destruction and restore habitats vital for animal survival. Have students choose one animal and research this topic. Have them give an oral report on their findings. (1A, 1B, 1C; 3A, 3B, 3C; 4A, 4B; 5A, 5B, 5C; 12A, 12B)

2. How can you help?

Have students do research to find out ways that they can help with conservation efforts. Have students vote for their favorite idea and carry out the project. (1A, 1B, 1C; 4A, 4B; 5A, 5B, 5C; 12A, 12B; 17A, 17B, 17C)

3. Have students choose a habitat to research further than class discussion.

Have them make a recreation of the habitat. Include in the habitat 3 endangered animals and a fact sheet for each animal. (1A, 1B, 1C; 3A, 3B, 3C; 5A, 5B, 5C; 12A, 12B; 16E; 17A, 17B, 17C; 25A; 26B)

Niabi Zoo Animals

Mammals

Asian Elephant
Aoudad or Barbary Sheep
Zebu
Dromedary Camel
American Elk
Bison
Vietnamese Pot Belly Pig
Pygmy Goat
Nubian Goat
Domestic Sheep
Common Zebra
Grey or Timber Wolf
African Lion
Bengal Tiger
Bobcat
Cougar
Leopard
North American River
Otter
Fisher
American Black Bear
North American Porcupine
Hedgehog
Two-toed Sloth
Bennett's Wallaby
 Binturong
Collard Peccary
Black Handed Spider
Monkey
Black & White Colobus
Cotton-Top Tamarin
Grivet
Pygmy Marmoset
White Handed Gibbon
Black & White Ruffed
Lemur

Birds

Australian Black Swan
Canada Goose
Cinnamon Teal Duck
Domestic Duck
Mandarin Duck
Domestic Goose
Egyptian Goose
Green Winged Teal Duck
Mute Swan
Ringed Teal Duck
Sacred Ibis
Whooper Swan
Bald Eagle
Red-Tailed Hawk
Rough Legged Hawk
Barred Owl
Great Horned Owl
Turkey Vulture

King Vulture
Jackson's Hornbill
Wrinkled Hornbill
Lilac-Breasted Roller
Common Mynah
Australian Crested Dove
Fan-Tailed Pigeon
Green-Winged Dove
Chukar
Helmeted Guineafowl
Lady Amherst Pheasant
Silver Pheasant
African Grey Parrot
Blue & Gold Macaw
Blue-Crowned Hanging
Parrot
Blue-Fronted Amazon
Green-winged Macaw
Military Macaw
Scarlet Macaw
Severe Macaw
Moluccan Cockatoo
Peach-Faced Lovebird
Red Lory
Black Capped Lory
Sulphur Crested Cockatoo
Sun Conure
Emu
Rhea
Ostrich
Black Swan
Edward's Pheasant
White-Crested Kalij
Common Peafowl
Southern Green Pheasant
Masked lapwing
Crested Pigeon
Goffin's Cockatoo
Salmon-Crested Cockatoo
Dusky-Headed Conure
Red-Fronted Parakeet
Eclectus Parrot
Budgerigar
Nanday Conure
Rosella
Red-Rumped Parrot
Plum-Headed Parakeet
Alexandrine Parakeet
Rose-Ringed Parakeet
Grey Parrot
Green-Cheeked Conure
Turacos
Common Waxbill
Nutmeg Mannikin
White-Rumped Munia
Zebra Finch
Orange Bishop
Wattled Starling

Reptiles

Boa Constrictor
Amethystine Python
Burmese Python
Ball or Royal Python
California King Snake
Texas Longnose Snake
Egyptian Spiny-Tailed
Lizard
Leopard Gecko
Madagascar Day Gecko
Prehensile-Tailed Skink
American Alligator
Inland Bearded Dragon
Blue-Tongued Skink
Curly-Tailed Lizard
African Fat-Tailed Gecko
Timor Monitor
Green Iguana
Water Monitor
Leopard Tortoise
Central Asian Tortoise
Keeled Box Turtle
Three Toed Box Turtle
Ornate Box Turtle
Veiled Chameleon
Poison Dart Frog
Tree Frog

** With any living thing,
animals are subject to
change.*

Niabi Zoo Scavenger Hunt Evaluation Form

Return to:

Niabi Zoo, 12908 Niabi Zoo Road, Coal Valley, IL 61240

Please take a few minutes to complete this form and return to the Education Department. We appreciate your input to help us provide quality educational programs and materials! Please return evaluation form to Niabi Zoo, Kohler Education Center. All returned evaluation forms will be entered for a drawing!

Name: _____

School: _____

Grade Level & # of students: _____
Please use reverse side for additional comments or suggestions.

Which scavenger hunt did you use?

Do you feel the information provided in the clues were appropriate for the age level? If not, what suggestion do you have for improvement?

Do you feel the scavenger hunt corresponded well with the field trip? If not, how would you change the focus of the scavenger hunt?

What other material would you like to see included in the scavenger hunt? Did you create any activities that correlate with your particular scavenger hunt?

Did your students enjoy the scavenger hunt? Would you recommend or use the scavenger hunt in the future?