



ARIZONA-SONORA
**DESERT
MUSEUM**

Hunters and Hunted

A forty five minute Discovery Class program

TO THE TEACHER:

Thank you for making the *Hunters and Hunted* Desert Discovery Class a part of your curriculum. During this exciting educational program, students will see live desert animals, handle artifacts, and perhaps serve as a volunteer for a program demonstration.

This packet contains pre- and post- program information and activities along with a vocabulary list and suggested resources. These materials were developed to help you extend this class topic with both introductory and follow-up lessons. The pre-visit information will introduce students to some of the basic concepts presented in *Hunters and Hunted* and help prepare them for the class. We hope you'll find this information useful and easy to incorporate into your science curriculum. For more information about the Desert Museum and the Sonoran Desert, visit our website at www.desertmuseum.org.

We look forward to working with you and your students at the Desert Museum.

Sincerely,
ASDM Center for Sonoran Desert Studies
Education Department

CLASS OBJECTIVES

Through the examination of live animals, artifacts and interactive demonstrations students will:

- Develop an understanding of predator/prey relationships .
- Identify adaptations of predators for hunting and catching prey.
- Describe adaptations of prey animals for avoiding and escaping predators.
- Develop an appreciation for a diverse group of Sonoran Desert predators and prey.
- Explain interactions and interdependence among predator/prey populations.

ARIZONA ACADEMIC STANDARDS IN SCIENCE CORRELATION

The Hunters and Hunted program and supplemental activities correlate to these Arizona Academic Science Standards. See each activity for specific standards and performance objectives.

SC03-S3C1-01&02, SC04-S4C1-01, SC03-S4C4-01&03, SC04-S4C1-02, SC03-S3C1-01&02

Science Standards:

Strand 1: Inquiry Process

Concept 1: Observations, Questions, and Hypotheses

Concept 2: Scientific Testing

Concept 3: Analysis and Conclusions

Concept 4: Communication

Strand 2: History and Nature of Science

Concept 1: History of Science as a Human Endeavor

Concept 2: Nature of Scientific Knowledge

Strand 3: Science in Personal and Social Perspectives

Concept 1: Changes in Environment

Concept 2: Science and technology in Society

Concept 3: Human Population Characteristics

Strand 4: Life Science

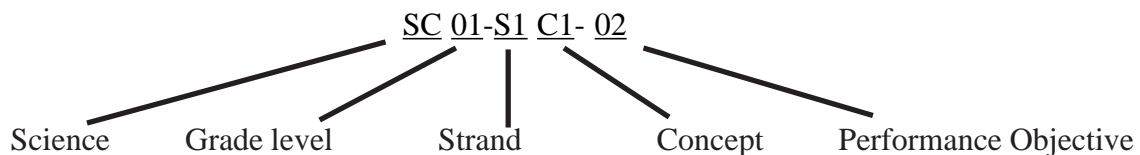
Concept 1: Characteristics of Organisms

Concept 2: Life Cycles

Concept 3: Organisms and Environments

Concept 4: Diversity, Adaptation and Behavior

The shorthand for each standard is read this way:



RESOURCES

Literature:

- Albert, Richard E.: *Alejandro's Gift*. San Francisco, Chronicle Books, 1994.
- Arizona-Sonora Desert Museum: *A Natural History of the Sonoran Desert*. Tucson: ASDM Press, 1999.
- Braus, J., ed. *Ranger Rick's NatureScope: Discovering Deserts*. Washington D.C.: National Wildlife Federation, 1985. (For ordering information call: 1-800-722-4726)
- Cleave, Andrew. *Hunters*. Publisher Madison, NJ : Steck-Vaughn Co., 1995.
- Council for Environmental Education. *Project WILD Elementary Activity Guide*. U.S.A., 1983, 1985, pp. 105-108, 131-135.
- Hanson, Jonathan and Roseann Beggy Hanson. *Desert Dogs: Coyotes, Foxes, and Wolves*. Tucson: ASDM Press, 1995.
- Stidworthy, John. *Land Predators*. New York: Thomson Learning, 1996.
- Swan, Erin Pembrey. *Land Predators of North America*. New York: Franklin Watts, 1999.

VOCABULARY

Adaptation - Body features or behaviors that help a creature survive in its environment (i.e. an eagle has sharp talons that help it grab and hold its prey.)

Canine teeth - Sharp, strong teeth at the front of the mouth used for killing prey and tearing meat.

Carnivore - An animal that eats meat.

Conservation - Setting aside and caring for land and natural resources to protect them now and into the future.

Habitat - The place in which an animal or plant lives that provides the food, water, shelter, and space needed for its survival.

Herbivore- An animal that eats plants.

Incisors- Teeth at the front of the mouth used for grooming as well as snipping off and collecting pieces of food.

Molars - Teeth positioned at the sides and back of the mouth used for grinding or chopping food.

Nocturnal - Active at night.

Omnivore - An animal that eats both meat and plants.

Population - A number of a group of animals or plants of the same kind.

Predator - An animal that hunts and kills other animals for food.

Prey - An animal that is hunted by other animals for food.

PRE-PROGRAM INFORMATION AND ACTIVITIES

BEAKS FOR WHAT WE EAT

Students gather a variety of “foods” with different tools that represent bird beaks, then compare drawings of birds beaks with the birds’ foods and tools that most represent the function of the beak.

POST-PROGRAM INFORMATION AND ACTIVITIES

HUNTERS AND HUNTED PROGRAM REVIEW

After your class has visited the Desert Museum for the *Hunters and Hunted Discovery Class*, review some of the details of the program. As a class, brainstorm the animals that were featured in the program, and list their adaptations for finding, catching, and eating prey and avoiding predators. Have the students write and illustrate a paragraph highlighting these adaptations.

SKULLS TELL IT ALL

Compare characteristics of skulls of carnivores, herbivores, and omnivores. Describe different adaptations of predators and prey evident in their teeth and skull shapes

SONORAN DESERT PREDATORS AND PREY

Students classify different Sonoran Desert animals as predators or prey (or both) and describe their adaptations for finding food and avoiding predators.