

FACTivity

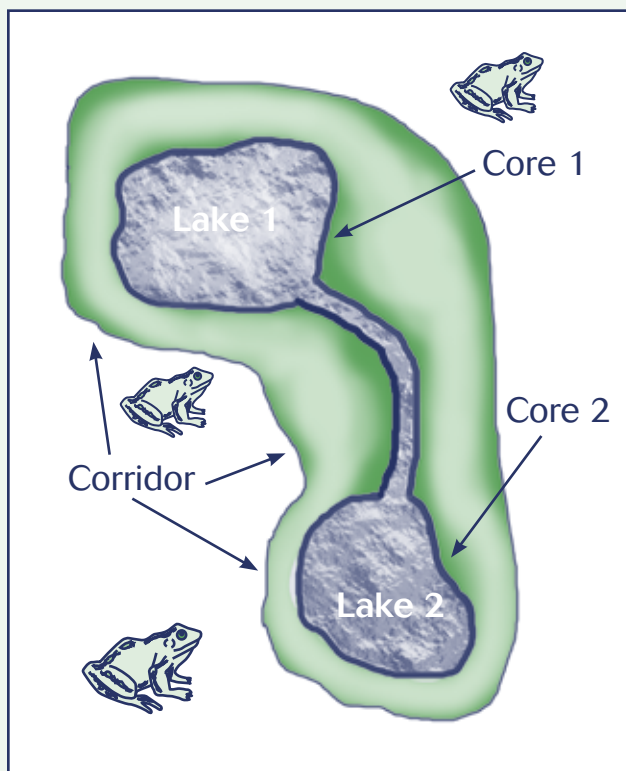
In this study, the scientists discovered that wildernesses provide good habitat for frogs because the land and water are protected from human activities. In a society, all of the land and water cannot be protected from human activities. There are many areas of land and water that are available to wildlife, such as frogs, but they are not protected from human activities as is wilderness. Many of the animals living in these areas need to migrate, like the frogs in this study.

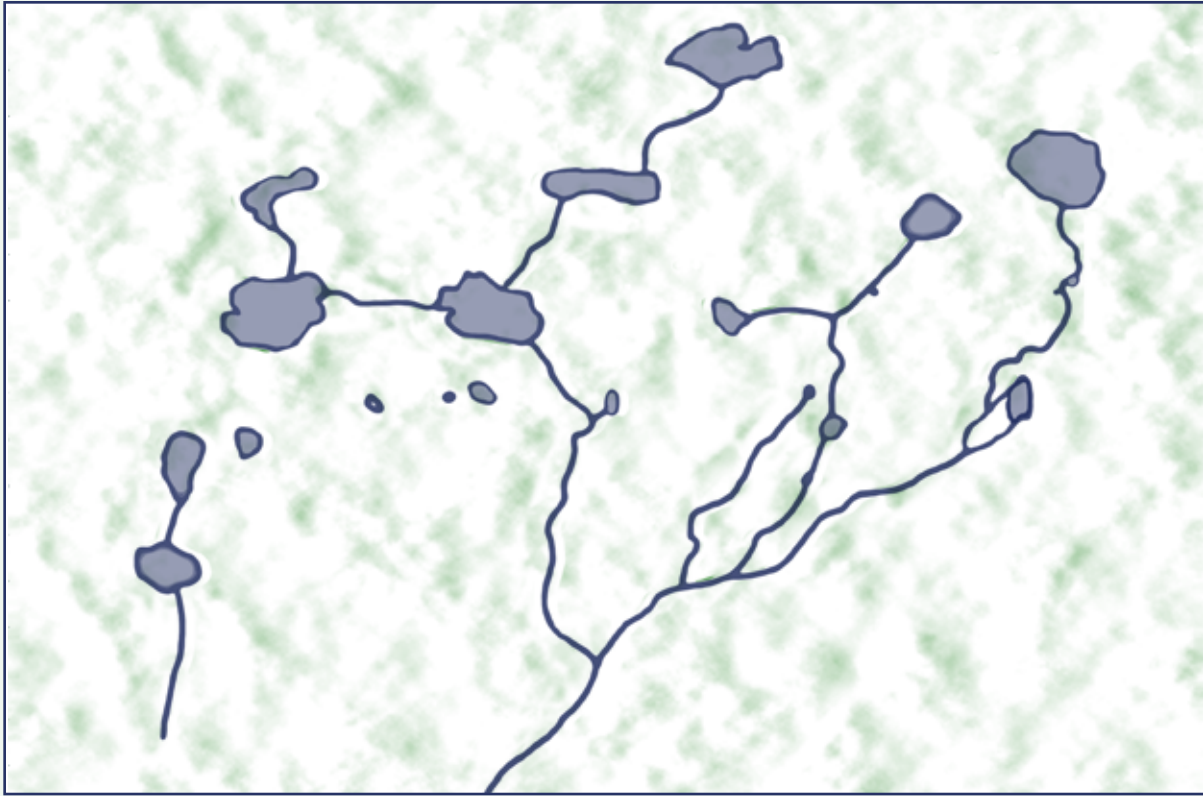
There is a way that we can help migrating wildlife to live in areas that are not protected in the same way that wildernesses are protected. This involves the protection of two types of land or water. One type of land or water is called the core. The core is where the animals breed, forage, and

spend the winter. As an example, the cores in this study are the bodies of water where the frogs breed, forage, and hibernate. The other type of land or water is called a corridor (*kôr uh dôr*). The corridors in this study would include the routes taken by the female frogs as they moved to and from bodies of water. Because the land and water in this study is wilderness, the core and corridors do not need additional protection. In nonwilderness, however, we might want to identify core land and water areas and corridors and give them special protection from certain kinds of human activities. That way, we could provide and protect the habitat needed by migrating wildlife in areas that cannot be set aside as wilderness.

In this FACTivity, you will use the same map as shown in figure 4, without the lakes being identified by number. Using the results from this study, you will modify the map by drawing in core areas and the corridors that might be used for frog migration. An example of a core area and corridor is given on the left. On the map on page 35, draw core areas and corridors for the Columbia spotted frog. Use different colored pencils to identify which areas are the cores and which are the corridors.

In small groups of 3-4 students, share your maps with each other. Are your maps similar or different? Hold a discussion about why you drew your map the way that you did. Each small group should appoint a reporter to share your discussion and maps with the class.





FACtivity Extension:



Visit these Web sites and conduct additional research on wildlife corridors and wildlife migration.

- ▣ http://www.wildlands.org/l_intro.html
- ▣ <http://www.conservationeconomy.net/content.cfm?PatternID=21>
- ▣ <http://www.learner.org/jnorth/>
- ▣ <http://www.safnet.org/archive/corridors501.cfm>

Identify the wildlife species that migrate in or through your area. The species will be different, depending on where you live. Discuss whether those migrating species could benefit from the creation of core areas and corridors. If so, try to identify some likely places in your community to place core areas and corridors.



If you are a Project Learning Tree-trained educator, you may use PLT Activity #88, "Life On the Edge" Part A and PLT Activity #45, "Web Of Life" as additional activity resources.