

FACTivity

Time needed:
Two class periods.

**The question
you will answer
in this FACTivity is:**

How might climate change
affect species in my state?

Materials

- *Investi-gator* Animals and Ecosystems of the Southwestern United States
- Computer with Internet access or hard copy field guides for birds, mammals, reptiles, and amphibians

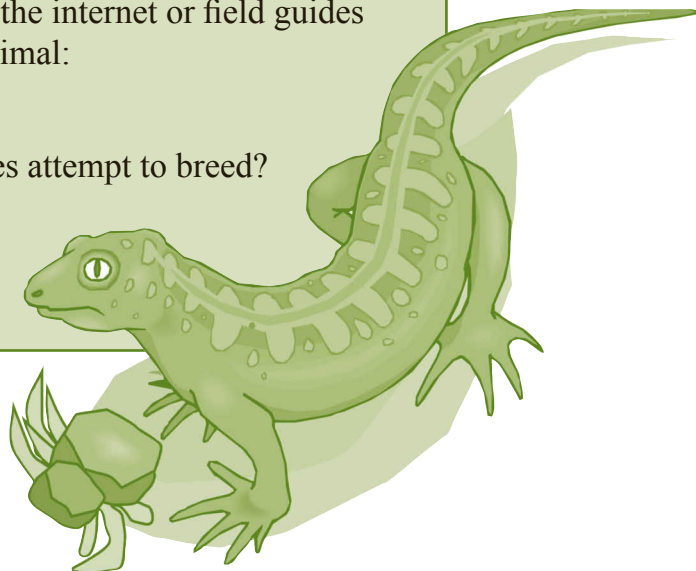


The method you will use to answer this question is:

1. Divide into small groups of three to four students. You and your group will choose four animals that are found in your state. These animals can be birds, mammals, amphibians, or reptiles. One of these animals should be at risk of extinction. This species should be listed as a Federal Endangered Species or a Federal Species of Concern. To find endangered animals in your state, visit the U.S. Fish and Wildlife Service's Endangered Species Program Web site at <http://www.fws.gov/endangered/>.

Once you have chosen four animals, you will answer a few questions to help determine the vulnerability of each animal. Use the internet or field guides to answer the following questions about each animal:

- a. Where is the species' breeding area?
- b. How many times a year does the species attempt to breed?
- c. What is the species' life span?
- d. Does the species have a specific diet?



FACTivity continued

2. After you and your group have answered the questions about each species, discuss the potential impacts climate change could have on these species. Some questions you may ask are:
 - a. How might climate change affect the species' breeding habits? Will it shorten or lengthen the breeding period? Will the species have to travel further to reach its breeding area?
 - b. Will climate change affect how many times a year the species breeds? For example, if it only breeds during the winter and winters become shorter, will the species be able to breed as often?
 - c. How might climate change affect the species' life span? Will the species live for a longer or shorter amount of time?
 - d. How will the species' diet change as a result of climate change? Will the food it eats still be available?
3. As a class, discuss the information you learned about climate change and animals in your state. Compare what you discover with the findings from this article. Now, answer the question posed at the beginning of the FACTivity.

Web Resources

Coronado National Forest

<http://www.fs.usda.gov/main/coronado/home>

Information about the Mexican Frog or Tarahumara Frog

http://www.azgfd.gov/w_c/edits/documents/Ranatara.fi.pdf

Teachers Guide for "Climate Change, Wildlife, and Wildlands Toolkit"

<http://www.globalchange.gov/resources/educators/toolkit>

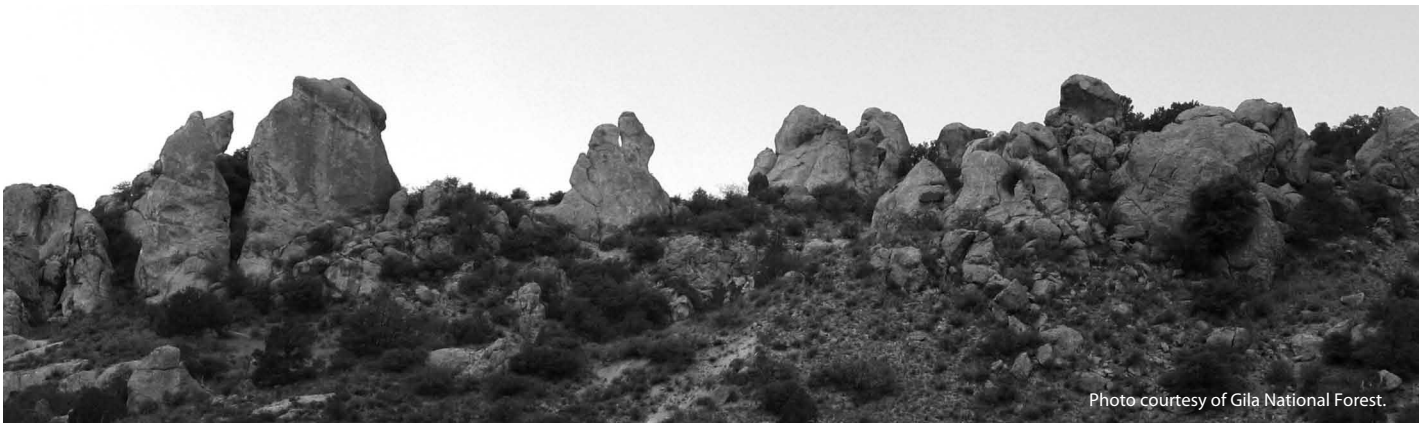


Photo courtesy of Gila National Forest.