

Fauna



<u>Item</u>	<u>Number of</u>
<u>Peterson Field Guides: Insects</u>	2
<u>Peterson Field Guides: Mammals</u>	2
<u>Golden Guide Spiders and Their Kin</u>	2
<u>Naco Nature Study Guide: Field Guide to Tracks</u>	2
<u>Peterson Field Guides: Animal Tracks</u>	2
<u>Peterson Field Guides: Birds</u>	2
<u>Pocket Guide to Indian Sport Fish Identification</u>	1
<u>DePauw University Guide to Fishes</u>	1
<u>Peterson Field Guides: Reptiles and Amphibians</u>	2
<u>Peterson Field Guides: Freshwater Fishes</u>	2
Webster Group Plaster of Paris	1
<u>Golden Guide: Butterflies and Moths</u>	2
<u>Golden Guide: Snakes</u>	2
<u>Golden Guide: Insects</u>	2



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Station 9- Fauna

Introduction

The study of animals is one of the easiest ways to add excitement, relevancy and direct experience to the school curriculum. Animals such as squirrels, chipmunks, spiders, frogs, and rabbits can be found on most school sites (or nearby in local communities). A study of these animals can get students directly involved in observing, researching, sketching, photographing, recording, managing data, protecting, and writing.

Important concepts such as adaptation, food chains, habitats, producers, consumers, and decomposers can be introduced to students. They will learn to use observation skills to learn how animals are able to survive in a natural environment, depend on plants and other animals for food, shelter, and oxygen. Ultimately, they will discover that all life is delicately connected and balanced through an interdependent chain of life supporting resources- air, water, sunlight, minerals, plants, energy, soils, and animals.

The fauna of Indiana includes thousands of species, from the smallest insects to the white tailed deer. Aquatic insects, freshwater mussels, butterflies, ticks, crawfish, salamanders, cardinals, sparrows, robins, coyotes, wild turkeys, pheasants, bass, catfish, and bluegill- all of these and more inhabit our state in both urban and untamed areas.

Unfortunately, over the years, we have lost several species such as elk, bison, wolves, mountain lions and black bears due to overhunting and/or habitat disruption.

In Sugar Creek Nature Park, visitors will more than likely find land evidence of, rabbit, deer, beaver, opossum, raccoon, muskrat, coyote, dog, cottontail, muskrat, several types of squirrel, many waterfowl and marsh birds. In or near the water, visitors will more than likely find crawfish, panfish, insects, and, of course, frogs and toads. Although the presence of wolves and coyotes has been reported occasionally, the red fox is Indiana's only common carnivorous mammal.

Activity suggestions before visiting the Nature Park

- Have students study a particular stretch of ground near the school and write down all the animals they see in a 10 minute period of time
- Classify these animals into one of the following categories
 - Insect
 - Mollusk
 - Echinoderm
 - Arthropod
 - Fish
 - Amphibian
 - Reptile
 - Bird
 - Mammal
- Which group of animals has the highest representation? Why?
- Discuss what “signs” of animals they students found- what were they types of “sign” and what does it mean about that animal?
- How do animals help the environment?
- What happens when animals disappear from an area? (extinct, endangered, extirpated...)
- Have students brainstorm what kinds of flora students think they will find.
- Practice with taxonomic keys

Activity suggestions during your visit to the Nature Park

- Observe, investigate and record (notebook, chart, photography)
 - Animals
 - Animal signs
 - Resources that animals can use
 - Food animals eat
 - Benefit/concern about that animal in the area
- Create an inventory of the fauna within the boundaries of Sugar Creek Nature Park. Share the information on the Nature Park website. Use the field guides to assist you in your inventories.
- Take photographs of species that are located.
- Find animal footprints, take pictures of them, and make plaster casts of them.

Activity suggestions after visiting the Nature Park

- Chose one of the animals and list the following components. Create a poster on the findings
Must include:
 - ✓ Scientific and common name
 - ✓ Classification
 - ✓ Description
 - ✓ Habitat
 - ✓ Picture
 - ✓ Two interesting facts
 - ✓ Sources where the public can find more information
- Compare and contrast the fauna that was located. Are some related? What living conditions do these species thrive in?
- Create a movie, poster, PowerPoint, or booklet of the information that was collected.

Resources in the travelling trunk

- Peterson's Guide to Insects
- Peterson's Guide to Birds
- Peterson's Guide to Mammals
- Peterson's Guide to Fish
- Peterson's Guide to Animal Tracks
- Peterson's Guide to Reptiles and Amphibians
- Dry Plaster of Paris

On Line Resources

Friends of Sugar Creek, <http://www.friendsofsugarcreek.org/>

Indiana Wildlife Federation, <http://www.indianawildlife.org/>

DePauw Nature Park, <http://www.depauw.edu/univ/naturepark>

Checklist of birds, <http://www.depauw.edu/univ/naturepark/bird%20checklist.pdf>

<http://www.indianaforestalliance.org/docs/IFAguide>

Indiana Division of Fish and Wildlife (DNR), <http://www.in.gov/dnr/fishwild/>

Wildlife Animals in Indiana, <http://www.locl.net/homes/tkmurphy/>

Snakes of Indiana, <http://herpcenter.ipfw.edu/outreach/INherps/INsnakes.htm>

Indiana Audubon Society's Flora and Fauna Gallery, <http://www.flickr.com/groups/indianaflorafauna/>

Insects and other arthropods of economic importance in Indiana in 2004,
<http://www.thefreelibrary.com/Insects+and+other+arthropods+of+economic+importance+in+Indiana+in+2004-a0144664653>

Principal Stores Grain Insects of Indiana, <http://extension.entm.purdue.edu/publications/E-80.pdf>

Field Checklist of the Reptiles and Amphibians and the Mammals of Indiana,
<http://www.wbu.com/chipperwoods/repcheck.htm>

The Center for Reptile and Amphibian Conservation and Management, <http://herpcenter.ipfw.edu/>

Animal Footprints, <http://pelotes.jea.com/footprn.htm> (some footprints included on this page are not found in Indiana)

Mammal Tracks, <http://www.bear-tracker.com/mammals.html>

How to make plaster casts, <http://www.bear-tracker.com/plastertracks.html>

Footprint ID and Map Project

Decide what footprint you will be creating and make a realistic portrayal of your footprint.

- Components of Footprint:
 - ✓ Must be identifiable
 - Size
 - Shape
 - Depression relation
 - ✓ Easy to stamp into the ground
 - ✓ Can be made out of any material that will imprint the ground