



ACTIVITY 9

Kill or Keep?



RANCH LIFE SERIES / BOOK 3 / RANCH WILDLIFE

Chapters 6 & 7

Content Area

Social Studies

Topic

Animal Impact on Environment

Objective

Students will analyze animal impact on a ranch environment to determine need for human intervention.

Texas Essential Knowledge and Skills (TEKS)*

K.4B, K.15, 1.5B, 1.15, 2.15B, 2.18, 3.14B, 3.17, 4.14B, 4.16, 5.8A, 5.23B, 5.26





Kill or Keep?

CONTENT AREA: Social Studies

TOPIC: Animal Impact on Environment

GAME MATERIALS:

- SECURITY BRIEFING (page A9-2): 1 per student or student group
- KILL OR KEEP - NOTES (page A9-3): 1 per student or student group
- THE BOTTOM LINE (page A9-4): 1 per student or student group

READING STRATEGY:

- Students will read Chapters 6 & 7. (Recommended reading can be done individually by students, student groups or be read aloud by a teacher.)
- Students will fill out the KILL OR KEEP - NOTES during and after the reading.

ACTIVITY INSTRUCTIONS:

1. Student groups will take turns acting out scenarios from their KILL OR KEEP - NOTES to the rest of the class.
2. One member of each student group will be selected to be the one who acts out the scenario. This student will want to communicate with his/her actions any emotions that might be associated with stumbling upon that animal, including how the emotions might evolve as the encounter progresses (*fear, frustration, anger, relief, anxiety, etc...*).
3. The class will take turns guessing the animal and scenario until they guess correctly or the teacher determines time is up. The next group to perform can be determined by who guessed correctly or by going in a circle.
4. Teachers will determine how many rounds of scenarios different student groups will perform. If a student group performs more than once, a different performer must be chosen.

STUDENT SKILLS ASSESSMENT:

Have students (or student groups) complete THE BOTTOM LINE worksheet at the end of the activity.

Kill or Keep?



SECURITY BRIEFING –

WORDS OF WISDOM FROM HANK THE COWDOG:

You partners ever heard of the saying “the only good snake is a dead snake,”? Well, I am the Cowdog responsible for that little gem. Unfortunately, Slim disagrees with me and so every time we see a snake, we have to check out what kind of snake it is before we decide if we are going to kill it or let it slither away. There are numerous types of snakes and some are **good**, and some are **bad**. The same goes for some of the rodents who crawl around our ranch. I am going to need your help in researching some of these **animals** to see if they are good or bad for a ranch and if we should keep them running around or get rid of them for good.

ACTIVITY MATERIALS:

- KILL OR KEEP CARD SORT
- KILL OR KEEP SCENARIO
- Insert page numbers of each activity page onto the “Game Materials” section of the Educator’s Guide Page

ACTIVITY INSTRUCTIONS:

1. After the reading, students complete the card sort activity as a review of the animals on the ranch
2. Student groups will then be assigned to be a “Rodent” or a “Snake” group
3. Student groups will then write out two scenarios- a “kill” scenario and a “keep” scenario
4. Student groups will then take turns acting out their scenarios in front of their classmates
5. Teachers may have students act out both scenarios, or choose a card (kill or keep) and act out the scenario card they chose
6. Teachers may have the class guess on the animal they feel the group was using as an example in their scenario

WRAP UP:

Fill out THE BOTTOM LINE worksheet after you have completed the activity.



Kill or Keep?



NAME: _____ DATE: _____

READING NOTES

Record scenarios in which Loper, Slim or Sally May will have to make a decision about an animal.

ANIMAL	KILL <i>Provide a scenario as to why this decision is best for the ranch.</i>	KEEP <i>Provide a scenario as to why this decision is best for the ranch.</i>
mouse/ mice		
Norway Rat/ pack rat		
prairie dog		
jackrabbit		
cottontail rabbit		
burrowing owl		
hog nosed snake		
bullsnake		
rattlesnake		

Kill or Keep?



NAME: _____ DATE: _____

THE BOTTOM LINE

Answer the questions below.

1. Sort the following animals into the "KILL" or "KEEP" category

MOUSE/MICE

NORWAY RAT/PACK RAT

PRAIRIE DOG

JACKRABBIT

COTTONTAIL RABBIT

BURROWING OWL

HOG NOSED SNAKE

BULLSNAKE

RATTLESNAKE

KILL	KEEP

2. Did any animal have both KILL and KEEP scenarios? List them, if any.

3. Which animal would you be most likely to KILL? Why?

4. Which animal would you be most likely to KEEP? Why?