



## Every Species for Itself!

Objectives: Students will be able to describe and classify animals that live in Mount Rainier National Park in terms of their habitat. Students will be able to hypothesize how seasonal and annual variation will affect a variety of animals. Students will describe how habitats can change and disappear.

Notes: Every living thing requires a habitat. All plants and animals, all things on this earth require food, water, shelter, and space in order to survive. This means there are a ton of different habitats across the world! These habitats can change through a change in climate (occurring naturally or by other means), human development, or other factors.

**Materials:** worksheet "Every Species for Itself", large colored sheets of paper (blue for water, green for food, black for shelter, white for space), computers for research

Procedure:

- **Begin by introducing habitats. Does the student's habitat compare to an animal? How might a habitat disappear (change in climate seasonal/annual/longer term, human development, etc)?**
- Discuss or brainstorm what animals might live in Mount Rainier National Park. Have the students pick an animal from <http://www.nps.gov/mora/learn/nature/animals.htm> . Make sure some are choosing carnivores, herbivores, and omnivores in all the animal categories like mammals and birds.
- **Have the students complete the "Every Species for Itself" worksheet.**
- Spread out large pieces of construction paper around a large area as well as the students. Explain to the **students that they can't move** their legs but can only reach for what they need for their habitat around them. They will only have 10 seconds to plan how they will gather their habitat needs. Each round will be only 15 seconds.
- **After the first round, have the students' record:**
  - How many habitat requirements did they gather? What lacks in their yearly habitat needs this round? What might happen to the animal if they only survive on the gathered materials?
- The next round, have the students gather into groups that they think will be more successful in gathering yearly habitat needs (all herbivores together, etc). Spread the construction paper out again and begin this round. After, be sure to have the students record the results (is crowding a good thing for habitat needs?)
- With other rounds, include other variations like
  - A dryer year means less blue paper, fewer spaces means crowding or human encroachment, major weather event means less shelter, not much precipitation means less food, etc.
- Be sure to discuss with the students their findings.

Extensions:

- 1) Have the children find out more about the animal that they chose for this game. Ask them to consult several books and prepare a report on their animal to the class.
- 2) Go deeper into where humans get their supplies for their life needs. Investigate a local water source, food supply, building material company, or any other local store.

# Mount Rainier

National Park Service  
U.S. Department of the Interior

Mount Rainier National Park  
Ashford, WA



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Every Species for Itself!

What is your animal: \_\_\_\_\_

Scientific Name: \_\_\_\_\_

Where does your animal live?

\_\_\_\_\_

What is the habitat of your animal?

\_\_\_\_\_

\_\_\_\_\_

What is the range of your animal?

\_\_\_\_\_

Are there any current actions taken to improve your animal's survival?

\_\_\_\_\_

\_\_\_\_\_

How does your animal look?

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