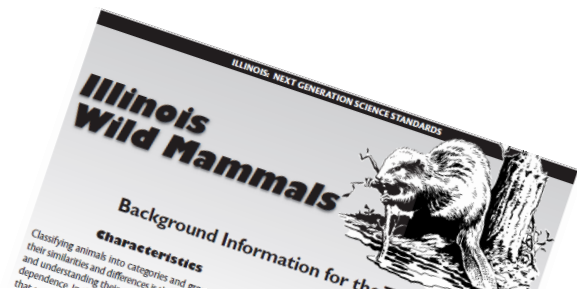


# Illinois Mammals Resources Trunk Lessons



The activities in these lessons incorporate educational resources of the Illinois Department of Natural Resources (IDNR) Division of Education. Use the information below to find out more about these and other supportive items, including how to obtain them. The activities can be performed by using resources from other sources, but they may not be Illinois-specific.

**Biodiversity of Illinois CD-ROM Series**  
The Biodiversity of Illinois CD-ROM series provides information about more than 1,000 species that live in or pass through Illinois. The three CD-ROMs contain more than 3,000 images and are searchable, networkable and PC- and Mac-compatible. Each CD has life history and factual information, range maps, sounds and other features. These CD-ROMs are included in most of the resources trunks for loan from the IDNR. Teachers in Illinois may request a copy of each CD-ROM, however supplies are very limited. Send your request on school letterhead to IDNR, Educator One Natural Resources Way, Springfield, IL 62702.

**Illinois Wild Mammals**

**ILLINOIS: NEXT GENERATION SCIENCE STANDARDS**

**MS-LS1-1.** Use observations to describe patterns of what plants and animals (including humans) need to survive.

**BACKGROUND:** See the Background Information, especially the Characteristics, Activity Patterns, Feeding, Mobility and Hibernation sections.

**OBJECTIVE:** Students will use Illinois-specific mammal resources to observe and draw conclusions.

**MATERIALS:** Illinois Wild Mammals resources trunk, Illinois Wild Mammals video, Illinois Wild Mammals video podcasts, Illinois Mammals activity book, A Year with Wildlife activity book and SMARTBoard™ activities, Illinois Wild Mammals poster, Illinois Furbearers poster, Illinois' Natural Resources Trading Cards and associated posters

### Suggested Activities



**Activity 1**

● Using the Illinois' Natural Resources Trading Cards, have the students separate the cards into groups of their choosing. When they are done, ask them why they grouped the cards in the manner that they did? Answers will vary. You want them to start thinking about related traits in organisms.



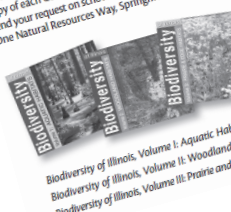
**Activity 2**

● The Biodiversity of Illinois CD-ROM series can be used to show students some of the mammals in Illinois.

● You can also search the CD-ROMs to show students mammals that live in their county. Should you need assistance in operating the CD-ROMs, video podcasts from the IDNR provide guidance for CD-ROM operation, uses and available information. Additional video podcasts and a video provide more information and images of these animals.

● Students should observe the mammals to look for clues as to where they live, what they do, what they look like, when they are active and any other obvious features.

● Field guides included in the resources trunk have pictures of mammals, skulls, tracks, scats and other features for familiarization and reference.



Biodiversity of Illinois, Volume I: Aquatic  
Biodiversity of Illinois, Volume II: Woodland  
Biodiversity of Illinois, Volume III: Prairie and

- When everyone has contributed to the discussion, mix up the cards and ask the students to separate them this time into three categories: animals, plants and everything else. Now have the students discuss what they looked for when they made the decision to put a card into one of the three piles.
- Take the pile of plants cards and ask the students to separate it into more groups. They may come up with categories like trees, shrubs and flowers or yellow flowers, white flowers and trees. How they define the categories is not important. Looking for similarities is the issue.
- Repeat the process with the animal card pile. If one of their categories is mammals, have them look closely at these organisms. If they did not select a group of mammals, guide the students in finding the mammals in the cards. Talk about what mammals are like. Ask the students to discuss where mammals might live. Ask them what mammals might need to survive.

**Characteristics**  
Classifying animals into categories and understanding their similarities and differences and dependence on their environment are important skills for students.

**Background Information for the Teacher**

They are related to mammals that were once wild. Cows, horses, sheep and pigs are all examples of domesticated mammals. Domesticated mammals receive some of their survival requirements from humans.

"Tame" mammals are pets. They are domesticated animals. However, not all domesticated mammals are tame. With most mammal species, a single animal may become "tame" while the rest remain wild. Some mammals that were once domesticated have become wild again. They are called "feral," such as feral hogs and feral cats.

**Signs**

Wherever they live, mammals produce evidence of their presence. This evidence may be seen in the form of footprints or tracks in the soil or snow, indications of feeding activity and types of habitat.

Best places to look for tracks. Along stream banks or at the edge of any body of water you're likely to find the footprints of many kinds of animals that come there to drink or feed.

Evidence of feeding activity includes:

- any collection of nuts, seeds or fruits stored in a concealed spot (under logs and tree roots, or inside pig piles and hollow stumps);
- tooth marks on any kind of feeding-look for gnawed mushrooms, chewed nuts, fruits, leaves or twigs. Assess

**Illinois Mammals Resources Trunk Lessons** may be accessed at the following Web page.

<https://www2.illinois.gov/dnr/education/Pages/IllinoisWildMammals.aspx>



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