

Curriculum Title: Borderlands Wildlife Mapping

Time: 120 minutes Ages/Group: 9-13 Medium: Cartography

GOALS/OBJECTIVES	Students will learn about environmental challenges on the US-Mexico Borderlands including the effects of the border wall on local wildlife and habits.
How do these goals preserve, create, present or promote cultural arts of Mexican Americans or other Latin@ cultures? Is it socially relevant? Will your lesson address the 5 E's? (Engage, explore, explain, elaborate-extend, evaluate)	Students will learn about disruptions in wildlife habitats by the US-Mexico border structures and policy along with the wildlife found there. Students will explore and evaluate their own beliefs about environmental degradation/justice. Students will create their own solutions to issues animals face on the border and learn about the art of map-making by creating their own representation of the border.

AGENDA

TIME

<u>Check-In/Opening Ritual:</u> Students will check-in with their favorite animal. Students will act out the animal and the rest of class will get three guesses to say what it is.	5 min
<u>Warm-Up/Introductory Activity:</u> Exploding Atom Activity: Students will take sides on environmental issues by agreeing with or disagreeing with statements. Students will explode from the group if they agree or stay put if they do not agree: Examples of questions: 1) Humans are the biggest cause of environmental problems. 2) It's important to take care of our environment. 3) If I litter someone else will clean it up for me. 4) I can make a difference in environmental justice issues in Latin American. 5) I can make a difference in environmental justice in Austin. 6) My community does not have any environmental justice issues. 7) Borders are natural.	10 min

<p><u>Core Activity:</u></p>	5
<p>1. Class discussion about Borders</p> <ul style="list-style-type: none"> • What is a border? • Are they natural? • Why do countries have borders? 	
<p>2. Watch video: “U.S.-Mexico Border Wall: Are Animals at Risk?” and discuss possible solutions to border wall disruption of wildlife habitats.</p>	10
<p>3. Review attached picture guide to introduce students to the animals of the US-Mexico Borderlands. Talk with students about potential dangers for each animal that lives in this environment. See preparation resources links below to learn about these issues in order to lead discussion.</p>	10
<p>4. Help students learn the parts of a map. Start by watching videos below about parts of a map and lead question and answer session with students about map parts. Find a sample map online or in hard copy and ask students to identify parts of the map.</p> <p>“Elements of a Map”</p> <p>“Map Skills: A Key”</p> <p>“Maps Skills: a Compass Rose”</p>	15
<p>5. Show student’s examples of maps showing the US-Mexico Border and various habitats and design a map that shows alternative borderlands.</p> <p>“Border Map Of The USA With Mexico”</p> <p>“In the Shadow of the Wall”</p>	45
<p>6. Students will make their own paper map. See a video from Teaching Artist Cassie Smith about making a map of the US-Mexico borderlands.</p>	
<p><u>Discussion Questions:</u></p> <p>What are some of the challenges/dangers that animals face in their natural habitats?</p> <p>What are some challenges that humans create for animals in their habitat?</p>	
<p><u>Vocabulary:</u> environmental degradation, endangered animals, environmental justice, apex predator, trophic cascade, compass rose, map key, scale, cartography</p>	
<p><u>Preparation Resources:</u> Take a look at these resources and make some notes for yourself to help guide discussion and answer students’ questions.</p> <ul style="list-style-type: none"> • The ecological disaster that is Trump’s border wall: a visual guide. 	

<u>Check-Out/Closing Ritual:</u> Students will get a pass out of the room by saying one thing they learned during the course.	5
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PLANNING

REFLECTION

<u>Special Supplies Needed/Things to Prepare Ahead of Time</u>	<u>Challenges/Successes/Notes for Coordinator</u>
<p>One large paper bag per person or pieces cut from brown paper roll sized 11”X 17”.</p> <p>Markers, oil pastels, colored pencils, etc.</p> <p>Vegetable oil</p> <p>Paper Towels</p> <p>Rulers</p> <p>Computer/Projector and Internet Hook Up</p> <p>Rubber bands (To secure rolled up map)</p>	

References

Supplemental Materials



Wildlife affected by the potential border wall

In the Lower Rio Grande Valley National Wildlife Refuge



Southern Yellow Bat

Collared peccary



Bobcat



Mountain lion



Ocelot



Jaguarundi

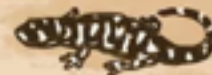


Chachalaca

Nine-banded armadillo



Barred tiger salamander



Plains blind snake



Texas earless lizard



Texas horned lizard



Rio Grande chirping frog

Vox

If you have extra time, here is a handout for students to learn about the Mexican Milk Snake path at the Emma S. Barrientos Mexican American Cultural Center and artist, Benito Huerta through coloring and activity sheet.