

# Adopt-a-Species

“All our efforts to conserve wildlife are for naught if we fail to sow the seeds of an environmental ethic in the next generation.” A. Berkovits

## Postcards from the Wild

Picture postcards in the U.S. began with the souvenir issues sold at the World Expo in Chicago in 1893. The hobby of postcard collecting began soon after and continued unabated until the beginning of World War I.

In the decade between 1905-1915—the Golden Age of Postcards—literally millions of postcards were printed, sold and mailed. Official USPS figures for the year ending in 1908 indicated that 700 million postcards had been mailed in this country and this number continued to climb in the next decade.

Today, your student’s have probably sent plenty of e-mails, but would it be surprising to find that they have never sent or received a postcard?



Dear Pen Pal,  
I'm writing to tell you about the wolves that live in Montana. They were extinct but have been successfully re-introduced & are thriving. They are very capable predators and find plenty to eat among the healthy deer and elk populations that live in Montana's outstanding wildlife habitat. I hope you like my picture and learning about the beautiful state of Montana.  
Making tracks—your pen-pal Joe 🐾



Suzi Smith  
PO Box 2  
Timbuktu, MT

Teachers would send their entries into the AAS committee, where winning postcards would be scanned and be



ready for insert in the Independent Record. We would return postcards in a timely manner so students could send their postcards to others.

The Adopt-a Species partners will be supplying teacher’s with a 5 x 7” postcard template. The instructions for this year are simple. Students will draw a picture of their species in its habitat in a postcard design. They can illustrate with borders or words or where ever their imaginations take them. On the back, they will write their message to a pen pal—either imaginary or real. A real pen-pal relationship would be terrific so we can spread the good word about Montana wildlife and habitat. If they are sending their cards to other classrooms within their school, they can design their own wildlife stamp to go on their postcard or have a classroom contest for a wildlife stamp design to be used on all postcards.

The opportunity for creativity is endless and students will be incorporating a time honored way of communicating while providing a portrait of an important aspect of life in Montana.

## Adopt-a-Species

a Wildlife Education Partnership

September 2010

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Lynx



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### We’re about to change that!

This year’s theme for Adopt a Species will be *Postcards from the Wild*. Students will create a postcard depicting their species in its habitat. Wouldn’t it be great if students could pen pal with students from another Montana school—or even better—with a school from out of state or possibly from another country?

## 2010-2011 School Contact List

Boulder 225-3316	Moose	Janice Crawley janice.crawley@bgs.k12.mt.us	205 S. Washington Boulder MT 59632
Broadwater 324-1152	Pine Marten	Marla Unrah munrah@helena.k12.mt.us	900 Hollins Helena MT 59602
Bryant 324-1179	Gray Wolf	Matt Ventresca mventresca@helena.k12.mt.us	1529 Boulder Helena MT 59601
Canyon Creek 368-2230	Black-footed Ferret	Katrina Chaney katrinachaney@yahoo.com	PO Box 523 Canyon Creek MT 59633
Central 324-1241	River Otter	Jill Downing jdowning@helena.k12.mt.us	402 N. Warren Helena MT 59601
Clancy 933-5531	Prairie Dog	Lisa Heitt lheitt@clancy.k12.mt.us	6 N Main Clancy MT 59634
Four Georgians 324-1324	Lynx	Helga Stimson hstimson@helena.k12.mt.us	555 West Custer Helena MT 59602
Hawthorne 324-1390	Bald Eagle	Lee Ann Berry lberry@helena.k12.mt.us	420 Madison Av Helena MT 59601
Jefferson 324-2079	Osprey	Sherri Haller shaller@helena.k12.mt.us	1023 Broadway Helena MT 59602
Jim Darcy 324-1429	Bison	Shelly Sharp ssharp@helena.k12.mt.us	990 W. Lincoln Road Helena MT 59602
Kessler 324-1687	Beaver	Susan Beckstrom sbeckstrom@helena.k12.mt.us	2420 Choteau Helena MT 59601
Lincoln 362-4201	Red-tailed Hawk	Annette Gardner agardner@lincoln.k12.mt.us	P.O. Box 39 Lincoln MT 59639
Montana City 442-6779	Grizzly Bear	Jan Martineau jmartineau@metnet.mt.gov	11 McClellan Creek Rd Clancy MT 59634
Radley 227-7710	Mountain Goat	Kate Dartman kdartman@ehps.k12.mt.us	PO. Box 1280 East Helena MT 59635
Rossiter 324-1506	Mountain Lion	Allyson Hamill ahamill@helena.k12.mt.us	1497 Sierra Road Helena MT 59602
Smith 324-1429	Bighorn Sheep	Virginia Dundas vdundas@helena.k12.mt.us	2320 5 <sup>th</sup> Ave. Helena 59601
Townsend 266-3942	Red Fox	Jennifer Anderson janderson@townsend.k12.mt.us	201 N. Spruce Townsend MT 59644
Warren 324-1616	Black Bear	Sue Nyland snyland@hotmail.com	2690 York Road Helena. MT 59602
Wolf Creek 235-4241	White-tail Deer	Nellene Hickel nellenehickel@hughes.net	PO Box 200 Wolf Creek MT 59648

### Committee Contacts

Organization	Contact	Address & Phone	E-mail
Foundation for Animals **classroom visits	Marilyn Evans Diane Nickman **Carla Wambach	PO Box 389 Helena, MT 59624 443-6532	mkfa@mt.net
Helena National Forest	**Liz Burke	2880 Skyway Drive Helena, MT 59601 495-3713	lizburke@fs.fed.us kbushnell@fs.fed.us
Montana Discovery Foundation	**Debbie Anderson **Samsara Chapman	2880 Skyway Drive Helena, MT 59601 495-3711, 495-3718	debbieanderson@fs.fed.us samsarachapman@fs.fed.us
MT Fish, Wildlife & Parks	**Kurt Cunningham **Laurie Evarts **Lisa Rhodin	PO Box 200701 Helena, MT 59620 444-1267	kcunningham@mt.gov levarts@mt.gov lrhodin@mt.gov

## WILD MONTANA: A Place for Outdoor Discovery and Conservation

Montana Fish, Wildlife & Parks is excited to announce that construction of the new education center, at the Stedman Foundry, 2668 Broadwater Avenue is underway. Completion is expected by December 17, 2010.

FWP has hired Laurie Evarts, with a Master's degree in Curriculum and Instruction—Science Education as Education Program Manager. She has over five years experience educating students who are considered at-risk, minority or cognitively and physically disabled. She has a passion for natural resources and outdoor recreation and is happy to be returning to the Helena area to be close to family. (Her dad, by the way, is Karl Wolf, local Helena educator extraordinaire.)

There will be two components of education and interpretation at this location. First and foremost will be the Education Center. Yet the commitment to rehabilitation at the Wildlife Center is still on the radar screen. Along with the addition of Laurie as Conservation Education Specialist, FWP has hired Lisa Rhodin. Lisa is bringing over 30 years of

experience of rehabilitating wildlife to the Center. Lisa has been rehabilitating wildlife—reptiles, songbirds, seabirds, raptors, and is expanding her interest to larger predatory mammals (that might mean bears). Lisa made the trek to Montana from Florida, bringing with her three ambassador birds that will be earning their wages (mice) at the Center by educating people on birds of prey and the importance of preserving raptor habitat.

Currently, the Center's biggest task is recruiting volunteers in a number of capacities, including animal care, administration, maintenance and special events. There are also numerous projects they need help with—building a black bear jungle gym, raptor caging, and creating raptor flight pens.

The Center has all kinds of opportunities for classroom activities, for meeting spaces, for volunteering, plus much more. Please help in spreading the word! Contact Laurie Evarts at [levarts@mt.gov](mailto:levarts@mt.gov) or Lisa Rhodin at [lrhodin@mt.gov](mailto:lrhodin@mt.gov) for a menu of opportunities.

## Water, Water, Everwhere?

**Objectives:** Students will monitor how much water they use in a day, describe how water is wasted, and why it is important to conserve it.

1. In the morning, ask students how much water they think they use at school in a day, and record their answers on the board. Show an empty beverage container, such as a ½-gallon or 2-liter bottle as an example. What ways do students use water at school? Do students think they will use less than the amount in the container? If more, how much more?
2. Tell students they'll monitor their water use for the rest of the school day by recording the number of minutes they used water for various activities (ie: drinking, brushing teeth, shower).
3. The next day, have students calculate the rate at which water comes out of the water fountain and wash basin. Have students use these rates to help them calculate the amount of water they used at school. Refer to the *Typical Water Uses at School* chart to compare average water usage rates.
4. Have students compare their calculations to their earlier predications. Discuss the differences between the two.
5. Use this background information to lead a discussion on the importance of conserving water and having good quality water. Have students brainstorm a list of ways they can cut down on water waste at school and at home.
6. Once again have students monitor water usage during the school day, this time practicing water-saving methods. Then next day calculate how much water was used. Determine as a class their "water savings" and discuss.
7. Students can work in small groups to estimate how much water could be saved in one day if everyone in the school tried to conserve it. Consider water-saving devices, and conservation practices in maintaining school grounds and fields.

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Extension: Students can present their ideas to the class or at a school staff meeting.  
 Typical Water Uses at School

Use	Volume of Water	
	Conserving Method	Typical Method
Toilet	Ultra-low volume toilet 1.6 gallons per flush	Conventional toilet 3.5-7 gallons per flush
Washing Hands	Water off while lathering .5-1 gallon	Water running 2-5 gallons
Getting a Drink	From bottle or cup .1 gallon	From drinking fountain .25 gallon
Brushing Teeth	Water off except to rinse .25-.5 gallon	Water running 2-5 gallons
Shower	Low-flow showerhead 2.5 gallons per minute	Conventional showerhead 3-8 gallons per minute

Source: Water Consumption in Routine Activities. Accessed 8/30/10 at <http://arvada.org/about-arvada/water-consumption-in-routine-activities>

## Red-Tailed Hawk

These beautiful birds are North America's most common hawks. They are found all over the continent, in Central America, and in the West Indies. The first of these hawks to be scientifically studied was found in Jamaica.

Red-tailed hawks are known for their brick-colored tails, but there are 14 subspecies of various colorations, and not all of them have this characteristic.

These birds of prey are also known as buzzard hawks and red hawks. By any name, they are keen-eyed and efficient hunters. Red-tails prefer open areas, such as fields or deserts, with high perching places nearby from which they can watch for prey. But these birds are adaptable and also dwell in mountains and tropical rain forests. Hawks have even embraced human habitats.



They often perch on telephone poles and take advantage of the open spaces along the roadside to spot and seize mice, rabbits, reptiles

ground squirrels, or other prey.

Breeding season initiates a spectacular sequence of aerial acrobatics. Hawk pairs fly in large circles and gain great height before the male plunges into a deep dive and subsequent steep climb back to circling eight. Later, the birds grab hold of one another with their talons and fall spiraling towards earth.

Red-tailed hawks are monogamous and may mate for life. They make stick nests high above the ground, in which the female lays one to five eggs each year. Both sexes incubate the eggs for four to five weeks, and feed the young from the time they hatch until they leave the nest about six weeks later.



Distribution of Red-tailed Hawks in Montana

