



Global Voices Secondary Information Sheet

Elephants and Poverty



Courtesy of the David Sheldrick Wildlife Trust

Elephants

- There are three species of elephants existing in the world today: African bush elephants, African forest elephants and Asian elephants.
- African elephants are currently found in 37 African nations.
- They differ from Asian elephants in that they are larger, have bigger ears and both male and females have tusks.
- Elephants use their tusks to dig, debark trees and to move branches and trees.
- Tusks are also known as ivory. It is soft and can be easily carved to make for art projects.
- Elephants are also known for their emotions. They cry, grieve and even experience depression – characteristics mostly known of humans.

Elephant Population Decline

- Three main factors threaten populations of elephants worldwide
- **Ivory Poaching:** Elephants are one of a few species with ivory tusks. This is very valuable on the world market. Hunting for ivory became so widespread that a global convention was adopted in 1989 to ban the trade.
- **Bush meat:** This is wildlife not traditionally considered edible that is hunted for food, usually illegally. People traditionally have hunted these animals. But, increases in population and poverty have led to overhunting in some areas.
- **Land encroachment:** As populations increase, they need more land to live on and more land to farm. This leaves less room for elephants in their natural habitat. Sometimes, they venture off reserves looking for food and trample peoples' crops or endanger people. They are often targeted by those who are afraid they may harm their families or their livelihoods.

Key Terms

- **endangered** – threatened with extinction
- **livelihood** – a means of supporting one's existence
- **poaching** – to hunt or take wild animals illegally
- **rural** – of or relating to the country or country life
- **sanctuary** – a place of refuge

To find out more about Murka and other elephants at the David Sheldrick Wildlife Trust visit <http://www.sheldrickwildlifetrust.org/>

Global Voices Secondary Educator Resources

Note to Educators:

The following activities are designed to stimulate a current events discussion. Generative in nature, these questions can be a launching point for additional assignments or research projects. Teachers are encouraged to adapt these activities to meet the contextual needs of their classroom.

In some cases, reading the article with students may be appropriate, coupled with reviewing the information sheet to further explore the concepts and contexts being discussed. From here, teachers can select from the questions provided below. Activities are structured to introduce students to the issues, then allow them to explore and apply their learnings. Extension and conclusion activities are included to challenge students and finally, encourage them to reflect on the issues at hand.

Since these activities are designed as discussions rather than formal lessons, assessment strategies are not included.

Themes and Course Connections:

- Animal rights
- Human rights
- Course Connections: Canadian and World Studies, English

Materials:

- Chart paper and markers
- Black board and chalk
- Internet, newspapers, books etc
- Paper

Specific Expectations and Learning Goals:

Students will:

- Discuss the differences between animal rights and human rights, taking an in-depth look at animal rights.
- Explore population and land issues in Nairobi, Kenya.
- Learn about conflicts between animals and man.
- Discuss the proper treatment of animals.
- Explore the various ways that animals are used in society.
- Learn about endangered species and ways that we can act to protect them.

Knowledge and Understanding:

1. Discussion: Human Rights versus Animal Rights (estimated time: 5 minutes)
 - a. Ask students:
 - i. What rights do we have as humans? List answers on the board.
 - ii. Do animals have rights? If so, what are these rights? List answers on the board.

- iii. How are human rights different from animal rights? Should there be differences?
 - iv. What happens if an animal is mistreated?
 - v. What organizations in our community help to protect animals?
2. Venn Diagram: Human Rights versus Animal Rights (estimated time: 5 minutes)
 - a. Divide students into small groups.
 - b. On chart paper, have each group draw a two circle Venn Diagram. Students will title one circle “Human Rights” and the other circle “Animal Rights”. The centre portion of the diagram will represent the rights that both animals and humans have in common.
 - c. Have groups complete their diagrams.
 - d. Once diagrams are complete, ask each group to present to the class. Encourage students to debate where the rights belong.

Thinking:

1. Read Global Voices Column independently. (estimated time: 5 minutes)
2. Reflection (estimated time: 5 minutes)
 - a. Ask students to record point form that explain their reactions to the article.
 - b. Ask students to record five questions that they are unsure of from their initial reading of the article.
 - c. Make sure that students do to not record a plot summary; instead, ask that they address new things that they learned and questions that they have.
3. Animal Rights Investigation (estimated time: 5 minutes)
 - a. Write the following questions on the board. Ask students to reflect on the Global Voices column and write written responses for each question. In this column:
 - i. Who are the victims?
 - ii. What happened?
 - iii. Where did the incidents occur? Include a diagram.
 - iv. What were they doing?
 - v. When did this occur?
 - vi. How were those involved affected?
 - vii. Who is guilty?
 - viii. Why did they do what they did?
 - ix. What rights have been violated in this situation?
 - b. Once students have completed their personal investigation ask them to join together with another classmate and compare their investigations, making any appropriate adjustments to their findings.
4. Media Literacy
 - a. Ask students to consider whose point of view is represented in the story? Whose is missing?
 - b. Ask students to identify additional “experts” that should be interviewed on the subject and explain why. If they could interview anyone on this subject, who would it be?

Communication:

1. The Use of Animals in Society (estimated time: 20 minutes)

- a. Explain to the class that they will perform an investigation around some of the ways that animals and their products are used around the world.
 - b. Ask, do you agree:
 - i. With the use animals to produce material goods? List some examples.
 - ii. With using animals in a working environment? List some examples.
 - c. Divide the class into six groups and assign each group the following topics:
 - i. Testing products on animals (cosmetics, pharmaceuticals).
 - ii. Using animals to produce goods.
 - iii. Laws about keeping animals as pets.
 - iv. Working laws for animals.
 - v. Laws on animals raised for feeding the public.
 - vi. The gaming industry.
 - d. Distribute chart paper and ask each group to work together to research their topic, writing their findings on their chart paper, or prepare a PowerPoint presentation to present to the class.
5. Endangered Species (estimated time: 30 minutes)
- e. Begin by discussing endangered species, ask:
 - i. What does endangered mean?
 - ii. What are some examples of endangered species? How did each of them become endangered?
 - iii. What are two examples of species that became endangered because something in their ecosystem had become disturbed?
 - iv. Name two ways that people are working to save endangered species.
 - v. What are two species that are success stories?
 - vi. How can you help?
 - f. Independent research
 - i. Select an endangered species.
 - ii. Research the animal using resources around the classroom.
 - iii. Identify the animal's characteristics: physical features, behaviours, habitat, reproduction, diet.
 - iv. Identify the factors causing endangerment.

Application:

1. Create a Pamphlet: Endangered Species Continued (take home project)
 - a. Using the information they acquired during their research, have students create an informational tri-fold pamphlet. In the pamphlet students must:
 - i. Highlight their endangered species and any details about their animal that are important.
 - ii. Explain why this species is endangered.
 - iii. Explain one aspect of animal rights that they think is important.
 - iv. Include three suggestions of how the public can act to protect this animal.

Additional Resources:

- World Wildlife Fund – Canada <http://wwf.ca/>
- World Wildlife Fund – International <http://www.worldwildlife.org/>