

Born to Be Wild

Saving the Majestic Tiger

Animal Action Education

Each year, the International Fund for Animal Welfare (IFAW) launch a new Animal Action education programme focusing on a different theme related to animals and the environment. Free educational materials include: this information pack of content pages, teacher lesson plans, and student worksheets; a companion video and a leaflet with extension ideas for individual, group, and community activities.



"Wild tigers are in trouble. Together, we can save them."

—Leonardo DiCaprio

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Learning Objectives

The lessons in this programme meet learning objectives in science, social studies, and language skills. Among other programme goals, students will learn life science concepts and vocabulary, practise purposeful reading and comprehension strategies, and conduct a debate based on points of view from a simulated news article.

Companion CD

The educational video runs for approximately 15 minutes and is appropriate for general youth audiences.

Online References

- Fun animal activities, fact sheets, photos, and more: www.ifaw.org/education and www.wti.org.in
- IUCN Cats Specialist Group: http://www.catsg.org/catsgportal/20_catsg-website/home/index_en.htm
- Global Tiger Initiative: <http://www.globaltigerinitiative.org/>
- International Tiger Coalition: <http://www.endtigertrade.org/>
- Global Tiger Forum: <http://www.globaltiger.org/>

About IFAW/WTI

IFAW is an international campaigning organisation founded in Canada more than 35 years ago. Its mission is to improve the welfare of wild and domestic animals by reducing their commercial exploitation, protecting wildlife habitats, and assisting animals in distress. Recognising that the fates of people and animals are inextricably linked, IFAW seeks to promote animal welfare and conservation policies that advance the well-being of both animals and people. It has bases in 16 countries and two million supporters worldwide.

Wildlife Trust of India (WTI), is a non-profit conservation organisation, committed to urgent action that prevents destruction of India's wildlife. Its principal concerns are crisis management and the provision of quick, efficient aid to those areas that require it the most. In the longer term it hopes to achieve, through proactive reforms, an atmosphere conducive to conserving India's wildlife and its habitat.

IFAW and WTI formed a partnership in 2000 to strengthen the cause of wildlife conservation and animal welfare in India. The two organisations share concerns for a number of endangered animals. Through this collaboration, IFAW and WTI are developing strategies to find solutions to wildlife threats in India and the surrounding region.



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How to Use This Programme

Born to Be Wild: Saving the Majestic Tiger aims to educate students about the characteristics of wild tigers, the threats to their survival, and the actions people are taking to save tigers and their habitats worldwide. The programme includes age-appropriate student readings as well as corresponding lesson plans, graphic organisers, and supplements which are available online www.wti.org.in and www.ifaw.org/education. One possible approach to using the materials follows.



1. Introduce Topic Lesson 1, Companion CD

The teacher uses a brief paired discussion and initial viewing of the video to build background and tap into students' prior knowledge about tigers.

2. Develop Content Knowledge Lesson 1, Companion CD, Worksheets 1 and 3

Students use a graphic organiser to record their thinking as they view the video, jotting down key points, important vocabulary, and questions they have. Following the viewing, students discuss their ideas in groups. They will return to the graphic organiser at the end of the programme as they view the video once more.

3. Read Content Pages Lesson 1, Worksheet 1

The teacher uses suggestions from Lesson 1 to prepare students to read, based on their reading abilities. During reading, students use a graphic organiser for guidance.

4. Conduct Selected Lesson Activities and Worksheets Lessons 2–4, Content Pages 3–6, News Article, Worksheets 2–3

The teacher chooses from lessons designed to consolidate understanding after reading the content pages. Lesson 2 focuses on scientific concepts introduced on pages 3 and 4; Lesson 3 guides students to consider the key threats and conservation activities introduced on pages 5–6; Lesson 4 outlines a debating activity for students to examine points of view on the issue of tiger farming from the news article. Bonus content and a worksheet focused on big cat comparisons are also included.

5. Consolidate Learning Companion CD, Graphic Organiser

Using the completed graphic organiser from their first viewing, students compare their understanding of the topic from the beginning of the programme to the end of the programme.

6. Take Action (Lessons, Take Action Leaflet)

In addition to actions described in lesson extensions, additional possibilities for students to take action on wild tiger issues will be provided in the supplementary flyer on this topic.

Suggestions for Informal Educators

As an alternative to conducting the lessons in this education pack, you may choose to use materials as follows.

1. Watch the **Companion Video**.
2. Take the short **Video Quiz**.
3. Engage in a fun, creative activity from the **Young Tiger Activity Sheet**.
4. Take a group action from the **Take Action Leaflet**.

Ground Rules Activity

Prior to discussions that may involve strong views or feelings, many teachers and students like to develop ground rules within their classrooms to promote positive listening, respect, and sensitivity to different points of view.

Ask the class to pair up and answer the following question: "How do people behave towards me that makes me feel confident and comfortable to talk with them about things that really matter to me?"

Ask the pairs to move into groups of six and share their ideas. Ask them to make a list of the behaviours that all six can understand and agree with. These may include:

1. They listen to me.
2. They don't laugh.
3. They don't shout what I say to other people.

Gather the whole class and ask each group to report their list—one behaviour at a time. Check for understanding and agreement with the whole class. Only write down those that everybody accepts and understands.

Steer the group towards identifying clearly observable behaviours rather than broad concepts. Display the list as a means to encourage individuals to take responsibility for their actions within the group.

Born to Be Wild

Tigers are among the most striking and unique animals on the planet. The largest of all cats, tigers are remarkably well-adapted to survival in the wild.

Their distinctive black stripes have patterns as unique to individuals as fingerprints. The stripes create camouflage that is ideally suited to the forests and grasslands where most wild tigers live. The fur without stripes is a tawny reddish-orange colour (or white on the body's underside), but if you shaved it all off, the tiger's dark stripes would remain on its skin.

Many cultures have long revered tigers as icons of beauty, charm, luck, and power. Tiger images appear in Stone Age cave paintings in India and in many temples and shrines throughout Asia, and the tiger is one of the twelve animals in the Chinese zodiac.

Ears: white spots on backs of ears are believed to help cubs follow mother through dense undergrowth

Forehead: special marking often resembles Chinese character 王, or , which means 'king'

Eyes: powerful eyesight for twilight hunting

Legs: can run 35–40 mph (55–65 kph), but tigers rely on stealth rather than speed to catch prey

Scent glands: help tigers mark territory; found around toes, face, tail

Body: average wild tiger 2.7–3 m (9–10 ft) in length, including tail 80 cm (32 in); height at shoulder is 105 cm (42 in); weight is 135–270 kg (300–600 lb)

Fur: helps maintain constant body temperature; in extreme temperatures, tigers grow longer coat in winter than in summer; fur on tigers in tropical forests is deeper colour

Face/nose/mouth: tigers communicate through scent and vocalisations (some heard as far away as three miles); whiskers help for feeling way through habitat

Stripes: provide camouflage for tiger to hide in undergrowth



© Emy Smith Photography/Photographers Direct

An adult tigress usually has two or three cubs, which remain with their mother for two years or more. Aside from mating pairs and females with cubs, tigers tend to live alone. Wild tigers have a life span of 10 to 15 years.

Why Tigers Matter

Quite simply, tigers matter because they exist. Tigers are an important part of the planet's rich diversity of life. As top predators in their **food webs**, they feed on a variety of prey species and help maintain the structure and functioning of the **ecosystems** they inhabit. Tigers, therefore, are considered a **keystone species**. If tigers disappear, there will be far-reaching and negative consequences for other parts of the ecosystem. This means that protecting tigers helps many other species as well.

Yet, with just a few thousand tigers remaining in the wild, these iconic and ecologically important animals are dangerously close to vanishing from the earth.

Eight subspecies* of tigers once roamed across Asia, adapting to a variety of habitats from the cold woodlands of the Russian Far East to the varied grasslands and forests of India and the tropical jungles of Indonesia. Tigers now live in scattered groups in a small fraction of their original range.

Tiger habitats must include three key components: dense vegetation for cover, access to water, and sufficient large, hoofed animals to serve as prey. Their main food sources are different types of deer and wild pigs, but tigers may also eat birds, monkeys, reptiles, and fish, as well as young elephants and rhinos.

*Scientists have traditionally reported eight subspecies; an alternative classification system of division brings the total to nine.

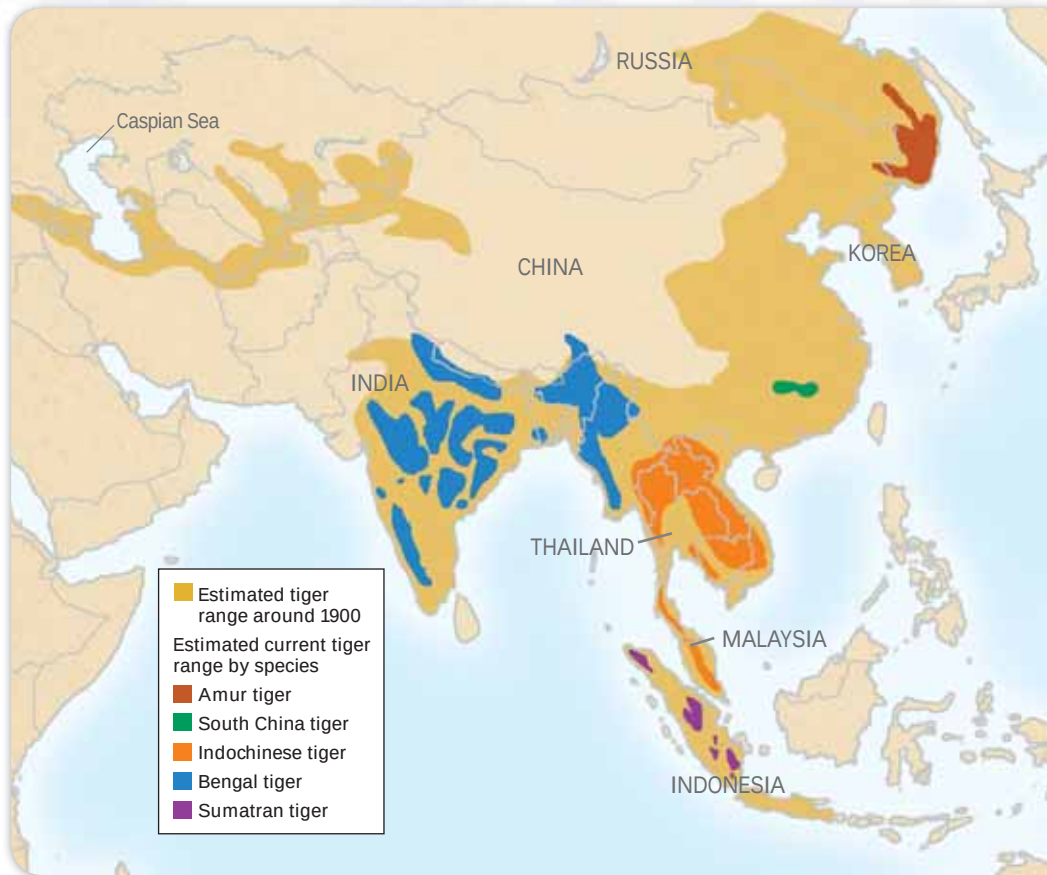
Tigers Under Threat

In the twentieth century, three subspecies of tiger disappeared: the Caspian tiger from Central Asia, and the Bali tiger and Javan tiger from Indonesia. The South China tiger may also be **extinct** in the wild. All surviving tiger subspecies (Amur, Bengal, Indochinese, and Sumatran) are **endangered**, and some are critically endangered. Researchers estimate that as few as 3,000 tigers remain in the wild—mostly Bengal tigers.

Tigers are at risk for several reasons. One is the rapid disappearance of their habitat as human populations grow. As wild lands are replaced by houses, roads, farms, and logging operations, wild tigers are forced to live in small 'islands' of habitat without links or corridors. This process, called **habitat fragmentation**, causes survival stresses that can lead to extinction.

Another threat to wild tigers is the loss of their prey animals due to wildlife hunting in and around tiger habitat. Without food, tigers may wander into villages to prey on livestock. This interaction is often lethal for both people and tigers.

The most direct and menacing threat to wild tigers is the illegal trade for their body parts. Tigers are **poached**—illegally shot, trapped, and poisoned—because some people will pay high prices for tiger bones, skins, meat, and other body parts.



Tigers in Captivity

While there may be as few as 3,000 tigers left in the wild, thousands more are kept in captivity around the world. In China, some 6,000 tigers are kept by a few large tiger farms that breed for the trade of tiger parts and products (see page 6). In the U.S. alone, there are between 5,000 and 10,000 captive tigers. Most are privately owned, often living in cramped and miserable conditions along roadsides and in backstreet-breeder facilities, circus wagons, and private homes. Many were purchased as exotic pets when they were cubs, but these cubs don't stay cute for long. Within a few years, they can become aggressive—and owners can't keep up with their needs. Release to the wild is not possible because they lack the skills needed to survive.

Tigers are symbols of strength and courage in many cultures. These same traits make tigers into targets for hunters and wildlife traders. IFAW protects dwindling wild tiger populations from poaching, illegal trade, and habitat loss. It also rescues orphaned tiger cubs to give them second chances at life in the wild.

Focus Country: India

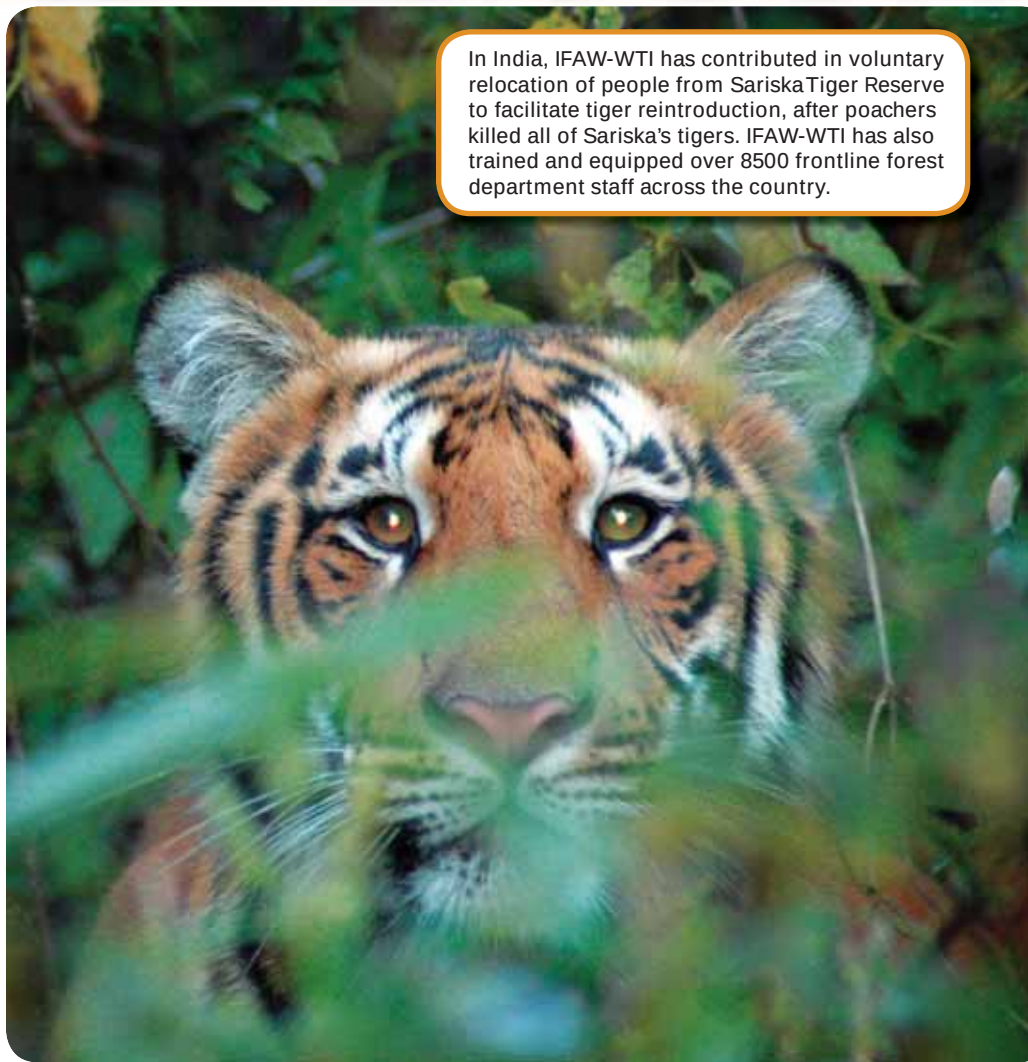
More wild tigers live in India than anywhere else in the world. At the beginning of the twentieth century, roughly 40,000 tigers lived. Their numbers dropped sharply during the first two-thirds of that century, however, largely due to sport hunting. In 2009, as few as 1,411 tigers were left in the country.

Tiger shooting was banned in India in 1970, and two years later, the Wildlife Protection Act was passed. In 1973, the government of India launched Project Tiger to save its remaining tigers, and this project quickly established nine large forested areas as **tiger reserves**. Each reserve had a core area that was protected from human disturbance. Land managers worked to repair any previous disturbance so the habitats could return to their natural state as much as possible. The number of tiger reserves in India had grown to 37 by 2009.

In addition to suitable habitat, wild tigers need protection from poaching in order to survive and thrive. Because tiger poaching has been a problem at some of the reserves, thousands of wildlife guards now defend tigers from poachers. Guards also work along India's borders to combat illegal smuggling of tiger parts to other countries.

Project Tiger has also raised local support for **conservation** issues, and its work to protect tiger habitats has helped to protect human habitats. Its efforts have reduced erosion, stabilised ecosystems, and encouraged wise land use. Tiger conservation in India has demonstrated that what's good for tigers is often good for everyone.

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In India, IFAW-WTI has contributed in voluntary relocation of people from Sariska Tiger Reserve to facilitate tiger reintroduction, after poachers killed all of Sariska's tigers. IFAW-WTI has also trained and equipped over 8500 frontline forest department staff across the country.

Climate Change

Climate change is endangering the habitat of one of the largest remaining groups of wild tigers. Rising sea levels—caused by melting ice and other factors—threaten to destroy the mangrove forests of the Sundarbans, a coastal area along India's border with Bangladesh. Researchers predict that if greenhouse gas emissions aren't limited quickly,

96 per cent of this tiger habitat will disappear in the next 50 to 90 years. Without sufficient habitat, the tigers will disappear as well.

www.babakoto.eu



The dark green area on this satellite image shows the Sundarbans, a protected mangrove forest system that is important tiger habitat. This protected area, which stands out sharply from the lighter-coloured farmlands around it, is less than one metre (3.28 feet) above sea level in most places.

satellite image © NASA Earth's Observatory

Focus Country: China

China is a land of great significance for tigers. Experts believe that the South China tiger subspecies is descended from the earliest of all tigers, which originated in China two million years ago. Even as recently as half a century ago, four subspecies and thousands of wild tigers roamed the country.

China is also the centre of a modern controversy over tigers—because of the number of tigers kept on farms, which breed them for trade in their parts. Fewer than 50, if any, wild tigers remain alive in China today but more than 6,000 captive tigers live on tiger farms. People breed them to make tiger-bone wine—marketed as ‘health tonic’—and other products.

The living conditions on tiger farms are often harsh. Tigers are used to roaming large areas of land, but in farms they're confined to small cages. Cubs are separated from their mothers at three months old—instead of three years old in the wild—so the mothers can breed again quickly to produce more tigers for the farms.

There has been a ban on buying and selling tiger parts in China since 1993, and an agreement signed by most of the world's nations aims to protect tigers by ensuring that international trade does not threaten their survival. Still, tiger farming is stimulating the demand for tiger parts, even though it is illegal to buy and sell them. This is a problem not just for the tigers on the farms but also for wild tigers everywhere because people who use tiger products would rather have them made from wild tigers than from farmed tigers (they believe wild tigers are stronger). A wild tiger sold for its parts can fetch as much as £30,000 on the **black market**, making the illegal killing of wild tigers very profitable.

Meanwhile, conservation groups continue to push for strengthened laws and improved **law enforcement** in order to drive down the demand for tiger parts.



Tiger cubs are separated from their mother as early as three months of age at a tiger farm in China.

© IFAW

Tigers and Traditional Medicine

In many Asian cultures, traditional beliefs say that certain tiger body parts have healing properties. People who practiced traditional Chinese medicine (TCM) used to put tiger bone in medicine to treat certain illnesses. In the wake of global concern about tiger survival, however, the TCM community has actively worked to find and

promote alternatives to tiger parts in medicine. While the mainstream TCM community no longer supports the use of tiger bone, tiger-farming businesses promote the use of tiger bone soaked in wine as a health tonic, perpetuating the myth about tigers' healing powers.

Although tiger-farm promoters argue that tiger parts are used in traditional medicine, the traditional medicine community has stated that there are effective replacements for tiger ingredients.



© IFAW

Lesson 1



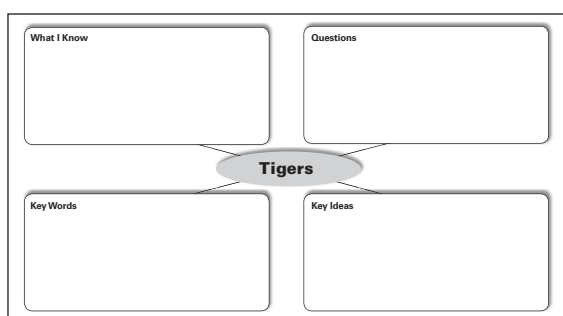
© IFAWW/TIA-Mooketree

Main Learning Outcomes: Students will make connections to a text (or video), organise thinking using a graphic organiser, and expand understanding of content and vocabulary related to tigers.

Viewing the Video

Before/During Viewing

1. Help students make connections to prior knowledge by having them each turn to a partner and talk for a minute about what they know about tigers.
2. Show the video uninterrupted.
3. After viewing, ask students if they learned any new information about tigers.
4. Create a large graphic organiser on a flip chart or on an overhead transparency.



5. Ask each student to make a copy of the graphic organiser for personal use. On their graphic organisers, ask students to jot down any questions from their first viewing of the video. Ask them to write one or two important facts they know about tigers.
6. Tell students you want them to listen for key words and ideas in the video as they view it again. Ask them to jot these down on the graphic organiser.
7. Let students watch the video and record their ideas.

After Viewing

8. Place students in small groups. Ask them to discuss the video using the notes they have jotted down on their individual graphic organisers.
9. Call the groups together and let them share ideas while you record their thoughts on the large graphic organiser on a flip chart or on the transparency.
10. Save the chart or transparency. Explain that at the end of the unit, students will view the video one more time to see if any of their thoughts have changed. Note that the optional Video Quiz worksheet is available at www.wti.org.in

Adapting the Activity

(for younger readers)

Use only the group graphic organiser. As students watch the video for the second time, stop at key places and ask them what they learned. If necessary, tell them the important facts and key vocabulary. As students share ideas, record their responses on the graphic organiser.

Reading the Content Pages

Before Reading

1. Make a large copy of the graphic organiser and ask students to make an individual copy for themselves.
2. Ask students to preview the text and predict what they will read about.
3. Choose the way to read the text that is best suited to the reading level of students:
 - Read the text aloud as students follow along. Demonstrate finding the key concepts and recording them on the class graphic organiser.
 - Pair good readers with less-able readers. Ask them to read and discuss the text together, stopping as they read to write responses on the graphic organiser.
 - Ask students to independently read the text, recording their ideas on their graphic organisers as they read.
 - Use the adapted version of the text for younger readers to read by themselves or with a partner—or read it to them. Either show how to complete the graphic organiser individually or complete the group organiser together.

After Reading

4. After students have read the text, use the discussion questions provided in each lesson to help students consolidate their understanding of the text.
5. Ask students to share their notes from their graphic organisers with the class. Record their ideas on the group graphic organiser.

Vocabulary Development

1. **Word Highlights:** Ask students to use different colours to highlight the words on their graphic organisers that they are able to explain to a partner.
2. **Word Experts:** Make pairs of students responsible for a word. They can teach the class about the word using a flip chart or an overhead transparency.

Word: _____

Describe the word: _____

Draw a picture of the word: _____

Extending the Activity

(for advanced readers)

Assign different pages to different groups. Ask each group to read and discuss the pages, and record ideas on a group graphic organiser. Encourage students to look for additional information about their topic in the library and in online references. Ask each group to share their understandings with the whole class.

Lesson 2



Main Learning Outcome: Students will understand the ecological concept of a food web.

Discussion Questions (pages 3–4)

- In what ways are tigers well suited to their wild environment?
- Why is it important to save tigers in wild environments rather than in captivity?
- How might people reduce the threats to wild tigers identified on page 4?

Key Vocabulary
ecosystems
endangered
extinct
food webs
habitat fragmentation
keystone species
poached

Creating a Tiger Food Web

After Reading (pages 3–4)

1. Reinforce the Key Vocabulary. Say the following: *An **ecosystem** is an interacting community of plants and animals and the non-living components of the environment in which they live. **Food webs** show how energy moves between living things within an ecosystem as they eat one another. In general, energy flows from producers to consumers to decomposers. For example, plants create energy from sunlight. Deer get energy by eating the plants. Wolves get energy by eating the deer, while owls get energy by eating mice. When wolves and owls die, bacteria, fungi, and scavengers return their nutrients to the soil for the plants to use.*
2. Tell students that they will create food webs for a Bengal tiger in India (the most common wild tiger), using information from the text. Pair students with differing abilities and give each pair a set of index cards. Ask them to create one card for each of the following animals: tigers, deer, wild pigs, birds, monkeys, fish, elephants, rhinos, bears (which tigers will oust from dens), leopards, reptiles, insects, and worms.
3. The text says that tiger habitats have 'dense' plant growth. Ask students to add cards for plant foods that might be found in a tiger's food web in India, such as grasses (eaten most by deer, pigs, elephants, rhinos); flowers, fruits, berries, nuts (birds, pigs, monkeys); and tree leaves (mostly elephants).
4. Ask each pair to put its cards on a large sheet of chart paper, with any plants roughly at the bottom and the tiger near the top. Tell them to pencil arrows in the direction of any organism that eats another one. Ask students what the arrows show about energy flow (flows are complex; most flow toward tiger). Monitor students' progress.
5. Once students are satisfied with their food webs, let them glue their cards to the sheets to make food-web posters. Then ask for a few teams to volunteer to present their food webs to the whole group. Presenters should be praised for any logical connections, but their peers should also be encouraged to suggest revisions.
6. Ask students to consider what needs to be protected to support a tiger's food web. Point out that a tiger feeds on various animals that in turn depend on many plants. Guide students to recognise that protecting tigers means protecting habitats and therefore other animals.
7. Place an index card labelled 'humans' at the top of one of the students' webs. Ask students to share their thoughts on how humans might also affect tiger food webs (for example, by eliminating habitats, competing for their foods, or hunting tigers).
8. Ask each student to write a brief paragraph summarising what he or she learned from the activity. Encourage them to use effective writing techniques, such as writing a topic sentence and supporting it with examples.

Adapting the Activity

(for younger readers)

- Discuss what a food web might look like in an ecosystem closer to where students live. Even in urban areas, students can consider the food webs within a park—for example, connections between grasses, insects, small birds, hawks, and so on. Omit discussion of energy flows as too complex for this level.
- Instead of making food webs, discuss tiger adaptations. Use the diagram from page 3 as a starting point. Encourage students to learn about and report back on the body features that make wild tigers well suited to their environments.

Extending the Activity

(for advanced readers)

- Ask students to write sentences beside their food-web arrows to explain more fully the relationships and flow of energy between organisms consuming one another (this may require research).
- Ask students to research and create diagrams similar to the one on page 3 to show the adaptations of some other animal for its environment (for example, a polar bear has thick fur and fat for the cold Arctic, broad feet for spreading weight on ice, and so on).
- Ask students to research the concept of habitat fragmentation (from page 4) and write about how an animal near where they live is cut off by limited passage between habitat areas (for example, roads cut off wildlife corridors).

FOR MORE INFORMATION

Action Tiger Conservation:

<http://www.wti.org.in/publications/action-tiger.pdf>

Lesson 3



Key Vocabulary

black market
conservation
law enforcement
tiger reserves
smuggle

Main Learning Outcomes: Students will understand main threats to tigers, locate text information, identify main ideas and supporting details, and identify problems and solutions.

Discussion Questions

(pages 5–6)

- Why does the author write that “what’s good for tigers is often good for everyone” on page 5?
- Why does a higher demand for tiger products in general lead to more poaching of wild tigers?
- Why do countries need to coordinate with one another to protect wild tigers?

Identifying Threats and Responses

After Reading (pages 5–6)

1. Review the ‘Tigers Under Threat’ section on page 4. Help students find the threats to wild tigers mentioned in the last three paragraphs on this page (loss of habitat due to human population growth, lack of prey species due to hunting, poaching for sale of body parts).
2. On a flip chart or an overhead transparency, create a whole-group chart similar to the one shown below.
3. Ask students to review each page that describes a focus country (pages 5–6). Ask them to work in pairs to record what the main threats are to wild tigers in each country, what sentence support their conclusions, and what people are doing about the threats. Encourage them to read the captions and sidebars on each page, as these often indicate what people are doing about the threats. Allow students time to discuss their thoughts in pairs. Students who want to work ahead may address the final column of the chart, but they are not required to do so while working in their pairs.
4. Ask students to return to the larger group. Ask for volunteers to say what they named as the threats to wild tigers in each focus country. Encourage them to read the supporting statements from the text. Take notes on the whole-group chart in the ‘Threats’, ‘Supporting Statements’, and ‘What People Are Doing’ columns.
5. Discuss as a whole group what more people could be doing to save wild tigers. Prompt students to think about what governments might do, what conservation groups might do, and what individuals might do. Write responses on the group chart. Ask students what they themselves could do. To complete the lesson, or as homework, ask your students to ‘Imagine a world without tigers’ in an essay, poem, story, piece of art, song, or other creative expression.

Wild Tigers—Threats and Responses				
Country	Threats	Supporting Statements	What People Are Doing About the Threats	What More We Could All Do About the Threats
India				
China				
Other				

Adapting the Activity

(for younger readers)

- Younger readers could record simpler notes in their charts, such as page numbers rather than quotations for ‘Supporting Statements’. You might also choose to conduct more of the lesson as a whole-class discussion rather than as partner work.
- Bring a local focus to one of the threats affecting wild tigers, such as habitat loss. Ask students if they know how this threat affects wildlife in their area. Provide them with an example, if necessary. Discuss what people are doing about the threats and what more they might do.
- Instead of focusing on the threats to wild tigers, focus on the final creative activity in this lesson (to imagine a world without tigers). Allow students more time for their creative responses.

Extending the Activity

(for advanced readers)

- Ask students to work individually with a ‘Threats and Responses’ chart. Tell them to write several sentences for each threat they identify.
- Encourage students to conduct further research into threats in one of the focus countries or in a country that appears to have tigers but is not discussed in the text (such as Malaysia).

FOR MORE INFORMATION

IFAW: www.ifaw.org

World Bank Report: Building a Future for Wild Tigers:
<http://www.worldbank.org/tigers>

Lesson 4



Key Vocabulary

ailments
conference
legalisation
opposing

Main Learning Outcome: Students will present points of view in debate, drawing on a text stimulus.

Discussion Questions

(page 11)

- The writer says in this article that people argued at a meeting. What are the outcomes that people from each side wanted from the meeting?
- Do you think that the traditional Chinese medicine community gave up too easily on defending its traditions? Why or why not?
- Based on the end of the article, why might the writer think it is unlikely that the two sides will come to agreement soon?

Debating Tiger Farms

Before Reading (page 11)

1. Introduce the news article to students. Emphasise that this is not a real newspaper article, but that it is based on real events and real issues around tiger farming in China. Ask students to recall information they learned from the rest of the text about tiger farming in China (from page 6). If they have developed graphic organisers for that previous content, let them review these now.
2. Discuss the photographs, captions, and headings in the article and ask students to predict what the article will be about. Point out that the first paragraph of a news article usually gives the most important information, so they should pay special attention to this when they read. Set a purpose for reading: tell students to look carefully at what people say on either side of the tiger-farming debate.
3. Ask students to read the article individually or in pairs, depending on their abilities. You can also read the article aloud with the whole class.

After Reading (page 11)

4. Read the final paragraph of the article aloud to the whole class. Tell students that they will role-play a 'follow-up conference' with the same sides of the debate as are represented in the article. Divide the class into groups that represent the 'for farming' side, the 'against farming' side, 'moderators' (explain the term, if needed), and 'reporters'. Assign the groups at random and ask students to do as

well as they can presenting their roles, even if they do not completely agree with them.

5. Ask the student groups to reread the article to find the arguments 'for' and 'against'. Let them choose one member as a note-taker who can keep a simple two-column chart for the arguments. Monitor and help the groups find the article's main points for debate. Emphasise that good debaters find the main arguments for their own side as well as for the other side, so they can prepare for the other group's arguments. If time allows, encourage students to practise delivering their arguments. Tell the reporters and moderators that they need to know both sides well.
6. Stage the 'follow-up conference' in which the 'for' and 'against' teams present their arguments. The teams might choose members to play the roles of the people named in the article or they might choose to have each member take 30 seconds to present parts of the team argument. Remind moderators to make sure the discussion stays respectful. Ask the reporters to take notes and then give a balanced 'TV report' on it, without saying who 'won'.
7. After the debate and reports, gather the whole class together again to discuss what they learned about the sides in the debate, whether their opinions changed, and how they feel about the issue in the end. You might choose to take a secret ballot at this point to see how the class feels overall.

Adapting the Activity

(for younger readers)

- As an alternative to the debate activity, let younger readers complete the optional Big Cat Comparisons worksheet, which you can download online at www.ifaw.org or www.wti.org.in.

FOR MORE INFORMATION

IFAW Special Report: www.ifaw.org

Irish Times: <http://www.irishtimes.com/newspaper/weekend/2010/0320/1224266695473.html>

National Public Radio: <http://www.npr.org/templates/story/story.php?storyId=6546127>

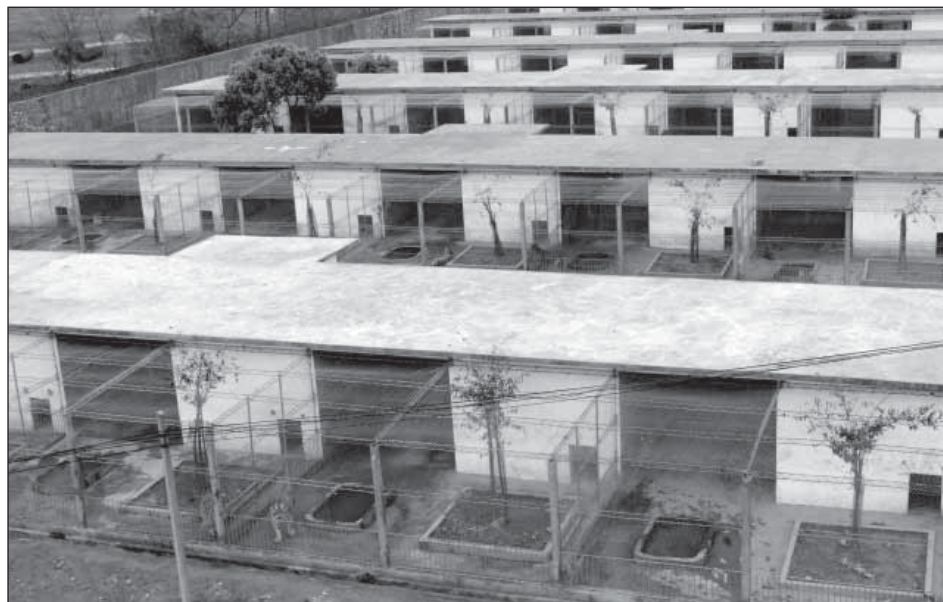
Extending the Activity

(for advanced readers)

- Ask students to write newspaper articles of their own, based upon the discussion they had rather than the conference in the original text. Ask that they structure their articles by giving general information in the first paragraph and then filling in details.
- Challenge students to work individually or in groups to draft proposals for resolving the debate.
- Encourage students who feel strongly to write letters to real people and groups involved in the tiger-farming debate. Help them make their letters persuasive.

Daily Gazette

NORTH INDIA



Rows of small cages at a tiger farm in China

Tiger farms in China under fire

Conference session sparks heated debate on controversial facilities

NEW DELHI, INDIA — Tiger farms were a main topic of discussion at the recent All-Asia Conservation conference in New Delhi, India. Conservationists sparred with tiger-farm investors during an all-day session. The investors, who hoped to raise support for tiger farming, faced fierce opposition from various critics for continuing to seek legalisation of tiger-part sales.

As few as 3,000 tigers remain in the wild—making them one of Earth's most endangered animals. Meanwhile, at least 6,000 live in captivity on Chinese tiger farms. China's 1993 ban on trade in tiger parts and products has not discouraged the owners of these farms. Hoping to

someday make a large profit from the sale of tiger parts, they are pressuring the Chinese government to lift its trade ban. In the meantime, they operate the farms as tourist attractions.

Tiger bone and other tiger products were once used in traditional Chinese medicine, sometimes called TCM. Peng Wu, a farm investor, asserted, "Tiger bone products benefit human health. For many centuries, they have relieved pain for people with ailments".

However, the TCM community has developed alternative remedies that do not use tiger ingredients. Ming Li, an expert from the World TCM Association, stated, "Traditional Chinese

medicine has great respect for nature. Tiger farming goes against everything we stand for. To support the use of tiger bone in medicine would harm TCM's reputation around the world".

An estimated 800 to 1,000 tigers are born each year on tiger farms. The farm owners claim to be helping to protect tigers from extinction. "These tigers are alive because of us", said farm owner Ho Jin.

However, as Deepak Gupta, a wildlife expert in India, noted, "Because the tigers on these farms are semi-tame, they lack the survival skills to ever be released into the wild".

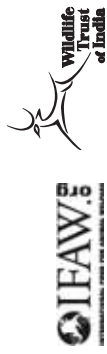


A drugged tiger on a farm in China

Asian conservationists believe that Chinese tiger farms are putting tigers at further risk. Chat Khorsky, a leader in anti-poaching efforts in the Russian Far East, asserted that captive breeding of tigers for trade encourages poaching. Khorsky stated, "It is much cheaper to fill a demand for tiger parts by shooting a wild tiger than by raising a captive tiger. The only solution is to eliminate the demand".

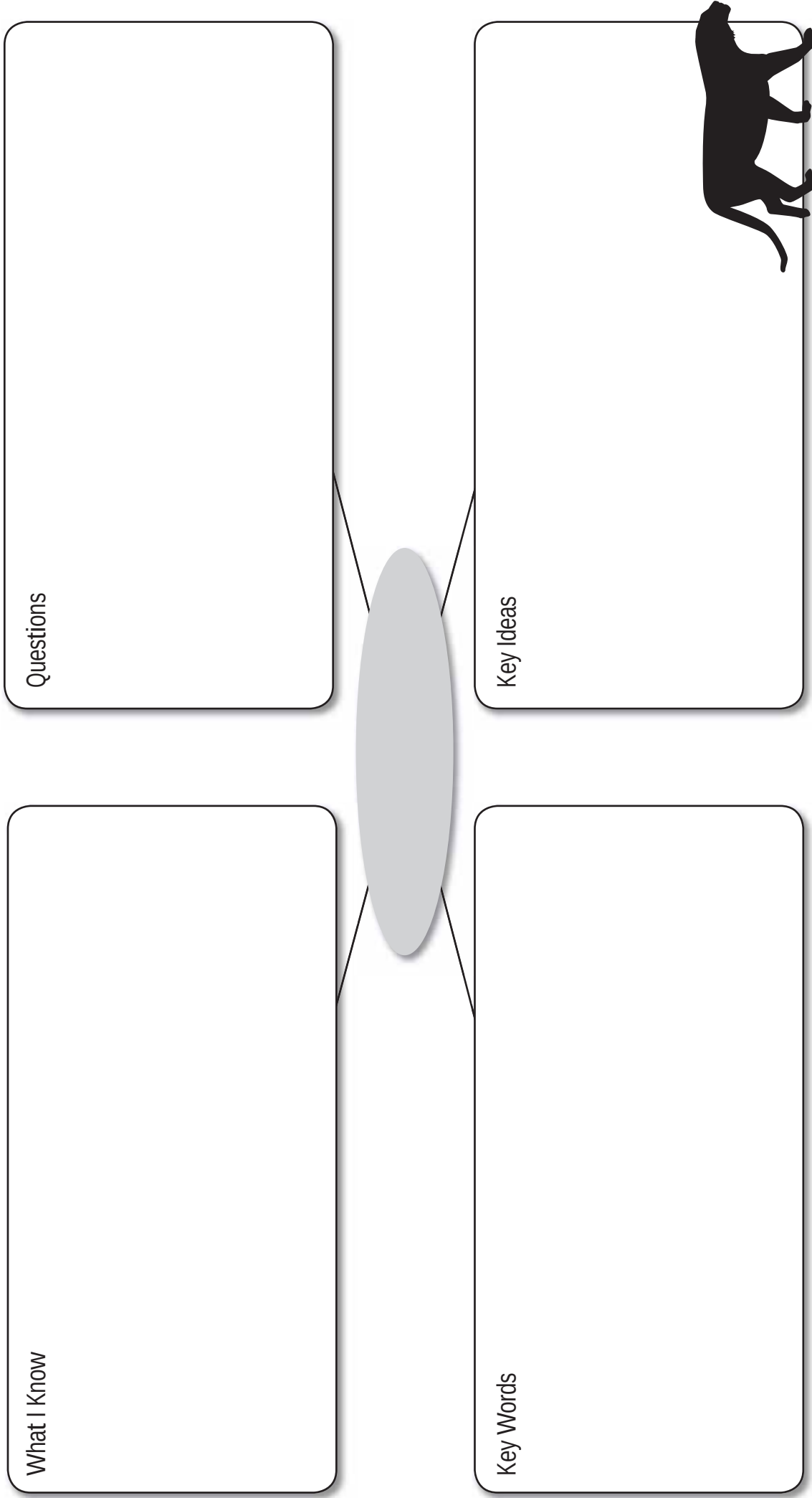
While the session in New Delhi marked a step forward in bringing opposing groups together for discussion, the debate is likely to continue as long as tiger farms and the desire for tiger parts exist.

Worksheet 1: Reading/Viewing Guide



Name _____ Date: _____

Directions: As you view the video and read or listen to information about tigers, jot down the key ideas that you want to remember. List important vocabulary words and write questions that you have.



Worksheet 2: Threats and Responses Chart



Name _____ Date: _____

Directions: Starting with page 5, write the name of each page's focus country in the left-hand column. Then determine the threat(s) that wild tigers face in each country. Write the threats and the sentences from the text that tell you these threats. Then write what people are doing to respond and what more people could do.

Wild Tigers-Threats and Responses				
Country	Threats	Supporting Statements	What People Are Doing About the Threats	What More We Could All Do About the Threats

Other Big Cats Around the World

Cat Name	Conservation Status Notes*
 Lion (<i>Panthera leo</i>) © IFAW/D. Willetts	• 'Vulnerable': estimated 10,000–23,000 lions in Africa • Used to live in most parts of Africa; now found only in the southern Sahara Desert and parts of southern and eastern Africa • Historically found in Africa and from Greece through Middle East to northern India • Asiatic lion, a subspecies, is critically endangered; fewer than 400 remain in India
 Jaguar (<i>Panthera onca</i>) © iStockphoto/Stephen Meese	• 'Near Threatened': unknown number in South America, Central America, southwestern United States • South America's largest cats; once roamed throughout South and Central America • Today, significant numbers found only in remote parts of South and Central America—particularly in Amazon basin; rare sightings near Mexico–U.S. border
 Leopard (<i>Panthera pardus</i>) © iStockphoto/Dmitry Ersler	• 'Near Threatened': unknown number in Africa and Asia • No other wild cat has such a widespread range and diverse prey base, but leopard still under threat in many regions • Once common in all parts of Africa except Sahara Desert • Now gone from most parts of northern Africa, apart from a few areas of Atlas Mountains; extremely scarce in western Africa • Southeast Asia and India threats: hunting, habitat loss • Several subspecies once common in Middle East now all but extinct; Korean leopard, also known as Amur leopard, extremely rare in wild
 Cheetah (<i>Acinonyx jubatus</i>) © IFAW/D. Willetts	• 'Vulnerable': estimated 7,500–10,000 cheetahs remain in Africa and Iran • Has disappeared from huge areas of historic range; still occurs widely, but sparsely, in Africa (disappearing from 76 per cent of African range) • In Asia, has lost almost all of vast historic range, which within last century extended from shores of the Mediterranean and Arabian Peninsula to northern shores of Caspian and Aral Seas and west into central India • Asiatic cheetah now known to survive only in Iran
 Snow leopard (<i>Panthera uncia</i>) © IFAW	• 'Endangered': about 4,000–6,500 snow leopards in the wild, worldwide • Range now restricted to high mountains of Central Asia • Require large, low-density habitats • Experts suggest snow leopard population declined at least 20 per cent over past two generations (16 years) • Main threats are poaching for illegal trade, conflict with local people • Snow leopard is tiger's closest cat cousin
 Mountain lion, or Puma (<i>Puma concolor</i>) © iStockphoto/Andrea Poole	• 'Least Concern': around 30,000 in North American West, Central and South America • Largest of any land-based mammal in Western Hemisphere • Eliminated from eastern half of North America within 200 years of first European colonisation • Endangered subpopulation persists in Florida; records of pumas in northeastern Canada and the eastern U.S. rising • Florida panther, a subspecies, critically endangered; fewer than 100 remain

*Conservation status according to the IUCN Red List of Threatened Species. See www.iucnredlist.org for more.

Worksheet 3: Big Cat Comparisons



Name _____ Date: _____

Directions: Review the chart 'Big Cats Around the World'. Choose two big cats that you want to compare. Use the questions below to guide your thinking (you may also think of other things to compare). List similarities between cats where their boxes overlap. List differences in the outer parts of the boxes.

- *Where does each cat live?*
- *What does each cat look like?*
- *What is each cat's conservation status?*

Cat #1: _____	Both Cats	Cat #2: _____
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Glossary

ailments: sicknesses, injuries, or other signs of poor health

black market: a system of illegal buying and selling

conference: a meeting

conservation: the protection and careful use of something, such as a natural resource or species

ecosystems: interacting communities of plants, animals, and the nonliving components of the environments in which these plants and animals live

endangered: in danger of dying out completely

extinct: no longer living or existing (as in a species that no longer exists on Earth)

food webs: diagrams that show how energy moves between living things in an ecosystem as the living things eat one another

habitat fragmentation: the process of breaking up a habitat into smaller and more disconnected patches, which often happens when humans build roads and homes, farm and log forests.

keystone species: species that strongly affect the structure and function of an ecosystem

law enforcement: activities that ensure that laws are followed

legalisation: the process of making some activity legal

opposing: disagreeing with, or arguing against, a different viewpoint or practice

poached: hunted or taken illegally

smuggle: to bring materials across a border illegally

tiger reserves: areas of land where tigers are protected

