



## Life at the Orangutan Foundation International Care Center

Orphaned orangutans...

- Explore the local forest
- Learn to build nests
- Practice foraging for food
- Get ready for life in the wild

**BORN TO BE LOVED**

**BORN TO BE FREE**

**IMAX**

# BORN TO BE WILD



## Life at the David Sheldrick Wildlife Trust's Orphaned Elephant Program

Orphaned elephants...

- Learn how to use their strong trunks
- Practice elephant social skills
- Join herds of wild elephants
- Remember their childhood caretakers even after they return to the wild

**This is science in action. Observation, research, and creative thinking have given these orphans a second chance.**

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# IMAX BORN TO BE WILD



## WELCOME TEACHERS!

We are pleased to introduce dynamic educational activities and a classroom poster inspired by the IMAX film *Born to be Wild*. These materials—created by Scholastic Inc., IMAX Corporation, and Warner Bros. Pictures—help to build students’ skills through engaging **science and language arts** activities. You also can further students’ learning experience with a film field trip (see below), allowing students to discover more about endangered elephants and orangutans and the efforts to return them to the wild. We hope you enjoy *Born to be Wild*!

### Worksheet Guide: For additional educational resources, visit [www.imax.com/borntobewild](http://www.imax.com/borntobewild).

Worksheet 1: <b>Curious Creatures</b>	Worksheet 2: <b>Safe Haven</b>	Worksheet 3: <b>The Call of the Wild</b>
Students will conduct <b>research</b> about <b>animals’ physical and behavioral adaptations</b> in order to write <b>expository compositions</b> .	Students will use <b>map skills</b> to learn about <b>habitats</b> .	Students will use <b>interview skills</b> to find out about local <b>food chains</b> and <b>at-risk habitats</b> .
<b>Skills/Curriculum:</b> <ul style="list-style-type: none"> <li>Scientific investigation</li> <li>Organism behavior and anatomy</li> <li>Essay writing</li> </ul>	<b>Skills/Curriculum:</b> <ul style="list-style-type: none"> <li>Animal habitats</li> <li>Map reading</li> <li>Geography</li> </ul>	<b>Skills/Curriculum:</b> <ul style="list-style-type: none"> <li>Scientific investigation</li> <li>Interviewing</li> <li>Persuasive writing</li> </ul>
<b>NSES Standards:</b> Regulation and behaviors; Diversity and adaptations of organisms; Abilities necessary to do scientific inquiry. <b>NCTE Standards:</b> Conduct research on issues and interests by generating ideas and questions, and by posing problems.	<b>NSES Standards:</b> Structure and function in living systems; Populations and ecosystems. <b>NCTE Standards:</b> Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.	<b>NSES Standards:</b> Science as a human endeavor; Regulation and behaviors. <b>NCTE Standards:</b> Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences.
<b>Bonus:</b> Help students identify local habitats that are changing as a result of humans (construction, farming, etc.), climate change, or natural events (floods, fires, etc.). This list will be used in the final project described on Worksheet 3.	<b>Bonus:</b> Help students identify the tools that successful wildlife conservation groups use to get the word out to the community. This information will be used in the final project described on Worksheet 3.	<b>Bonus Final Project:</b> Help students create a campaign to get the word out about a local habitat or animal that’s at risk or endangered. As you create your campaign, set realistic goals and reach out to wildlife groups for help.
<b>Additional Lesson Ideas:</b> Before students begin writing, explain that this composition will focus on <b>similarities and differences</b> . Students should: a) select a <i>specific</i> topic; b) find supporting facts and details related to the paper’s topic; c) provide supporting details for each fact and present them in an organized and logical way; d) provide sources.	<b>Additional Lesson Ideas:</b> Go online and find maps from various time periods in your state’s history (try <a href="http://www.census.gov">www.census.gov</a> ). Compare them with a current map. Identify and discuss what has changed over time.	<b>Additional Lesson Ideas:</b> This lesson can be completed as a class, in small groups, or individually. Reinforce good interview skills including: asking clear questions, taking good notes, conversing politely, writing thank-you notes, and being on time.

Sources: NSES; NCTE (IRA)

Worksheet 2 Answer Key: 1. Crocodile Point; 2. B3; Galana River, Crocodile Point, Lugard’s Falls, Manyani Gate, Mudanda Rock, Yatta Escarpment, road C103; 3. Southwest; 4. Answers will vary.

## BOOK AN IMAX FIELD TRIP

Engage your students with an unforgettable and fun learning experience.

IMAX films are ideal teaching tools that:

- ◆ present new knowledge in a powerful, popular medium
- ◆ inspire thoughtful and lively classroom discussion
- ◆ motivate students for extended learning

Field trips are powerful learning experiences and easily arranged. To book a field trip, contact your local IMAX theatre today! For locations near you, visit [www.imax.com/borntobewild](http://www.imax.com/borntobewild).



# CURIIOUS CREATURES

Understanding *adaptations* (changes in behavior or physical structure that improve a species' chances for survival) helps us understand the animals that share our world. Read the facts below, then create a Venn diagram to show the similarities and differences between elephants and orangutans.

## ORANGUTANS

**Lifespan:** Up to 60 years in the wild

**Diet:** Mainly plants (omnivores)

**Habitat:** Tropical rainforest

**Migration:** Yes. Some populations do migrate.

**Status:** Endangered

**Behavior:** Most orangutans live alone. They travel, eat, and sleep in the forest canopy, making new sleeping nests each night.

**Unusual adaptation:** An orangutan's arm span is longer than its body, so it's easy to swing between trees and eat while hanging from branches.

## AFRICAN ELEPHANTS

**Lifespan:** Up to 70 years in the wild

**Diet:** Leaves, buds, twigs, fruit, and grasses (herbivores)

**Habitat:** Rainforests to dry, desert-like regions

**Migration:** African elephants can migrate up to 62 miles each year.

**Status:** Endangered

**Behavior:** Elephants live in groups of nine to eleven related females and their children, led by an older female (matriarch).

**Unusual adaptation:** The trunk is a long nose used for breathing, trumpeting, smelling, drinking, eating, grasping, fighting, and communicating.



- 1♦ Look at your Venn diagram. Then go online to research more similarities and differences between these two animals. Try to use reliable websites created by governments (.gov), nonprofit organizations (.org), or educational groups (.edu).
- 2♦ Outline an essay that compares and contrasts African elephants and orangutans. Each paragraph should focus on a behavior or features such as: Orangutans' long arms are similar to an elephant's trunk because \_\_\_\_\_.
- 3♦ Use your outline to write an essay including an introduction, body paragraphs, and a conclusion.

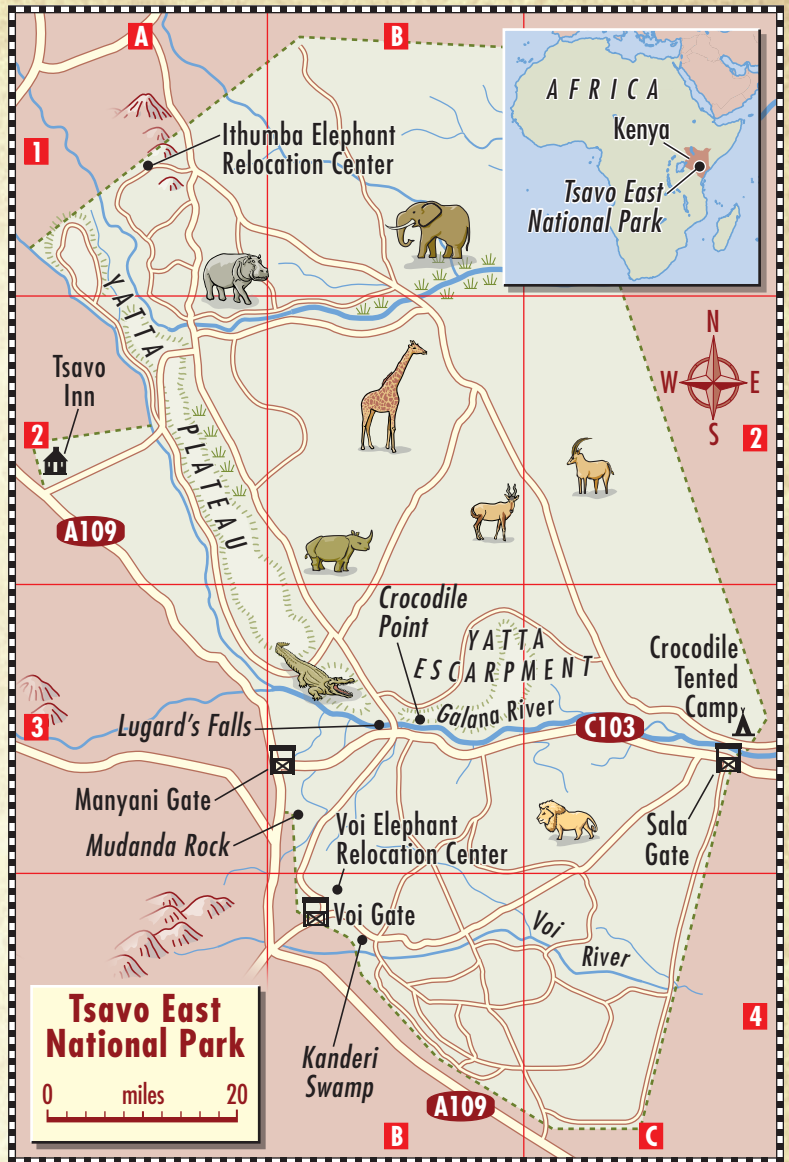
## BONUS ACTIVITY (PART 1 OF 3)

### Our Habitat, Our Home

Sometimes an animal's **habitat** changes too quickly for it to adapt. In the movie *Born to be Wild*, you will see how these changing habitats affect African elephants and Borneo orangutans. Think about your town, county, or state. Are any animal habitats in danger? Research at-risk habitats near you and list the causes of their endangerment.

# SAFE HAVEN

As early as 1955, Dr. Dame Daphne Sheldrick commenced her world-renowned work raising and rehabilitating orphaned elephants in Tsavo National Park (as featured in *Born to be Wild*). The David Sheldrick Wildlife Trust was established in 1977, in memory of Dr. Sheldrick's late husband, the founding warden of Tsavo National Park. The Orphan's Project later expanded to Nairobi National Park, where it continues today. Tsavo East National Park is approximately 8,000 square miles of arid, semidesert land. The Galana and the Voi rivers are water sources for the many habitats throughout the park. Use the map to answer the following questions on a separate sheet of paper.



- 1♦ Elephants use the pond at Mudanda Rock to drink and take dust baths. Starting here, if you travel northeast for about 17 miles you will reach which other landmark?
- 2♦ Crocodile Point is the best place to watch hippopotami, crocodiles, and buffalo. In what grid square is it located? What else is within this square?
- 3♦ Trace this route on the map: Travel north 20 miles from Voi Gate. Turn east and travel 40 miles. In which direction would you need to travel to get back to Voi Gate most quickly?
- 4♦ Beginning at the Tsavo Inn, give map directions to a visitor who wants to see all the animals in the park. Be sure to include coordinates, mileage, and/or landmarks the visitor will pass.

## BONUS ACTIVITY (PART 2 OF 3)

### Our Habitat, Our Home

What is being done to help endangered animal habitats, and/or orphaned animals in your town, county, or state? Collect information about how to protect local habitats or animals. Do you think websites, posters, newsletters, or events are effective? Why or why not?

# THE CALL OF THE WILD



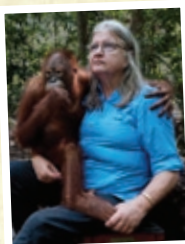
Dr. Biruté Mary Galdikas (President of the Orangutan Foundation International) has dedicated her career to helping endangered wildlife. Read the interview below to find out how her hard work has improved the lives of Borneo's orangutans.

**Q:** What made you want to start the Orangutan Care Center?

**A:** When I first arrived in Borneo, I was very concerned by how many people were holding captive orangutans as pets. Many pet orangutans were kept under terrible conditions.

**Q:** What is the most rewarding part of caring for orphaned orangutans?

**A:** Watching orphaned orangutans when they are finally being released back into the wild, and seeing them climb as high and as far as they want, completely free and uninhibited!



**Q:** What do you do to help these orphans?

**A:** We give them as much free time in the forest as possible, so that they can learn and practice normal orangutan behavior. We [also] try to provide them with as much love and tenderness as possible.

**Q:** Do you have any advice for kids who want to help their local environment?

**A:** Every little bit counts! Join a local conservation group. Write letters to politicians. Pick up litter, turn out the lights when you leave a room...it's basically about being kind to nature, our families and neighbors, and to ourselves.

**DIRECTIONS:** Now discover more about your own local wildlife experts.

1. Identify a state or national park in your town, county, or state that you find interesting.
2. Contact the park and ask if a representative would be willing to answer a few questions about the park and the animals that live there. Be polite, introduce yourself clearly, and set a specific date and time for the interview.
3. As a class, create a list of 10–20 questions for the interview. Consider questions about local habitats and the animals that live there, the local food chain, any endangered or at-risk habitats or animals, and conservation efforts at the park.
4. Conduct your interview. Remember to take notes and use a tape recorder (always ask for permission before recording).
5. After the interview, create a poster to educate others about the park. It can feature a map, photos, drawings, and a summary or transcript of your interview.

## BONUS ACTIVITY (PART 3 OF 3)

### Our Habitat, Our Home

Use what you've learned to educate your community about local animals or habitats that are endangered or at risk. Write letters to your local newspaper, create posters or brochures to hand out around town, or even create a website. Start by asking yourself questions like: How many people do I want to reach? How many signatures do I want to collect? Then set a realistic goal and get started!