

I WENT HIKING AT . . .

METHOD

Play a cumulative word game about a visit to a special place in Wisconsin. Then, find out about the public lands that make our state special.

GRADES

4 – 6

ACTIVITY TIME

30 – 50 minutes

SETTING

Classroom

MATERIALS

- **Wisconsin Wildcards: Natives, Wisconsin State Forests, and Special Places** (see the lists on page 19 and 21). For each group of 10 kids, you will need 2 “place” cards and 8 random native plants and animals.
- State maps or **Wisconsin State Park System Visitor Information Guides**, available from WDNR service centers, and state parks, forests, and trails
- Internet access



STANDARDS

English Language Arts: E.4.3, E.8.3

Social Studies: A.8.1

SCOUT CONNECTIONS

Junior Girl Scouts: Hiker

INTRODUCTION

Wisconsin has over 60 state parks, forests, and recreation areas; about 33 state trails; and more than 400 state natural areas. That’s hundreds of thousands of acres of land, miles and miles of trails, and lots of chances for adventure.

DOING THE ACTIVITY

1. Play "I Went Hiking at . . ." Divide into groups of about 10 kids each. Give each group a stack of 10 **Wildcard**s. The top card should be a **Wisconsin State Forests** or **Special Places** card. The first kid in the group starts the game by saying, "I went hiking at ____ (fill in the name of the place) with ____ (person's name)." The next kid takes the next card from the pile and adds a sentence to the story. For example, he says, "I went hiking at ____ with ____." Within a few minutes of leaving the trailhead, we saw a ____." The third person takes the next card, repeats the first part of the story, and adds a new sentence that (a) includes the subject of the next **Wildcard** and (b) makes sense.
2. **Locate Wisconsin State Forests and Special Places on a map.** Divide into groups of 2 - 3 and give each group a **Wisconsin State Forests** or **Special Places Wildcard**. Pass out state maps, State Park System Visitor Information Guides, or the Internet links listed under **Finding Out More**. Locate the place featured on the card. Find the state property located closest to your community. Find the state property that looks the most interesting! If you could visit any state property in Wisconsin, where would you like to go?
3. **Find out more.** Challenge your kids to find out more about Wisconsin's state lands. Here are some ideas for possible projects:
 - Plan a road trip using MapQuest.
 - Discover what significant features are at the property.
 - Use the **Where You Live** maps on the DNR website. <www.dnr.wi.gov/whereulive>
 - Explore the property's history or geology.
 - Use the Natural Heritage Inventory to discover rare plants and animals.

ASSESSING STUDENT LEARNING

Ask students to design vacation brochures for state parks, forests, recreation areas, or trails. Give students a rubric. Here are some ideas to get you started:

Brochures should be positive and promote the unique features of the location. They should be a two-, three-, or four-fold brochure with titles and headings to make information easy to find.

Brochures should include a state map indicating general location and a site map.

Brochures should include a brief history of the site, features and attractions, scenic photos or drawings, and photos or drawings of resident plants and animals.

EXTENDING THE LEARNING

Get involved in **letterboxing**. You and your group might enjoy finding boxes hidden around the state. Find out how to get started on the Internet. <www.letterboxing.org>

FINDING OUT MORE!

Outdoor Recreation. Wisconsin Department of Natural Resources. 2004. Links to the Wisconsin State Park System, State Natural Areas, Public Recreation Lands, public hunting areas, and other DNR-managed lands. <www.dnr.wi.gov/OutdoorActivities.html>

Wisconsin State Park System. Wisconsin Department of Natural Resources. 2005. Pick a Park. <www.dnr.wi.gov/org/land/parks/specific/pickapark.html>

WISCONSIN WILDLIFE WATCHING

METHOD

Teams compete to identify the animals on **Wisconsin Wildcards**. Then, kids find out where they would have to go to see the wild animals shown on their cards.

GRADES

3 – 6

ACTIVITY TIME

45 – 60 minutes

SETTING

Anywhere

MATERIALS

- **Wisconsin Wildcards: Natives** (see list on page 19). Select about 30 of the following familiar animals: Beaver, Bobcat, Canada Lynx, Coyote, Fisher, Gray Fox, Gray Wolf, Muskrat, Opossum, Raccoon, Red Fox, Striped Skunk, Black Rat Snake, Eastern Hognose Snake, Eastern Milk Snake, Timber Rattlesnake, Western Slender Glass Lizard, Ornate Box Turtle, Wood Turtle, Blanchard's Cricket Frog, Ash (Black, Green, or White), Dwarf Lake Iris, Wild Lupine, Common Loon, Peregrine Falcon, Trumpeter Swan, Giant Silkmoth, Karner Blue Butterfly, Leech, Whirligig Beetle, Bluegill, Channel Catfish, Lake Sturgeon, Largemouth Bass, Muskellunge, Paddlefish, and Yellow Perch



STANDARDS

Environmental Education: B.8.14

SCOUT CONNECTIONS

Junior Girl Scouts: Wildlife

INTRODUCTION

Wisconsin is teeming with animals in fields, forests, and wetlands. Some animals are common throughout the state; others are found only in specialized habitats. Fortunately, there are many places where you can see wild animals and their signs all over the state.

DOING THE ACTIVITY

1. **Play the game.** Divide into two or three teams. Stand in lines. Show a card to the first players in each team. Award one point to the team of the first player who can correctly identify the animal. Judge how exact their answers must be. The first players

go to the back of the line. Continue the game with the next set of players. After all players have had a turn, tally the scores and announce the **Wildlife Watching Champions**.

2. **Talk about the best places to see wild animals.** Locally, where are the best places to see wild plants and animals? Could you see all the animals shown on the cards in your part of the state? Use the resources listed below to find out!
3. **Research good viewing places and times.** Make a list of wild animals that are not in your area. Answer some of these questions about each one:
 - Is the animal rare or common?
 - Where in the state would you have to go to see it?
 - Is this animal most visible during certain times of the year (e.g., January for bald eagles and warm months for frogs)?
 - Is it most visible at certain times of the day?

ASSESSING STUDENT LEARNING

Each student should choose an animal **Wildcard** and make a map that shows where the animal lives in Wisconsin. They should find at least two places open to the public they could go to see the animal. For each place, they should find out the name, address, phone number, and Web site (if applicable). Then, using a mapping program, they should obtain driving directions from school to the location. Encourage students to share their findings with the class.

EXTENDING THE LEARNING

Discover why Special Places are special. Give each pair of kids a **Special Places** or **Wisconsin State Forests** card. Challenge them to find at least five **Wildcards** that show native plants or animals that live in that location.

Map the rare ones. Post a large map of the state on a bulletin board. As kids discover the best places to see rare animals, ask them to label the locations on the map.

FINDING OUT MORE!

Great Wisconsin Birding and Nature Trail. <www.wisconsinbirds.org/trail>

Outdoor Recreation. Wisconsin Department of Natural Resources. 2004. Links to the Wisconsin State Park System, State Natural Areas, public recreation lands, public hunting areas, and other WDNR managed lands. <www.dnr.wi.gov/OutdoorActivities.html>

Wisconsin NatureMapping. Beaver Creek Reserve, Wisconsin Department of Natural Resources, the Aquatic and Terrestrial Resources Inventory. 2005. Links to species lists, maps, surveys, and other information maintained by partner organizations. <www.wisnatmap.org/index.htm>

Wisconsin Wildlife Viewing Guide. Mary K. Judd. 1995. Check out this guide to discover 76 designated Wildlife Viewing Areas located around the state. <www.dnr.wi.gov/org/land/wildlife/PUBL/WATCHWIL/index.htm>

IT'S MINE!

METHOD

After collecting personally meaningful sets of **Wildcards**, kids discover the scientific benefits, legal concerns, and ethical considerations associated with making real natural history collections.

GRADES

3 – 5

ACTIVITY TIME

One or two 50-minute periods

SETTING

Anywhere



MATERIALS

- **Wisconsin Wildcards.** Use all the cards that you have available!
- **It's Mine!** by Leo Lionni

STANDARDS

English Language Arts: B.4.1, B.8.1

INTRODUCTION

Does anybody like to collect things? What do you like to collect?

DOING THE ACTIVITY

1. **Pass out the Wildcards randomly.** Tell the kids to take a close look at their cards.
2. **Trade and collect cards.** Encourage the kids to get up, move around, and look at each other's cards. Tell them the object of the activity is for them to put together a meaningful collection of cards. They can trade cards or share cards, but they can't buy or steal! Let the kids decide if some cards are "worth" more than others when trading.
3. **Share collections.** Ask several kids to share their card collections. What is it about their collection that is meaningful to them? Do the cards have unifying themes or are they just favorites? What cards are "missing" from their collections? What are the most valuable cards in their collections? Why are they most valuable?
4. **Connect to real objects.** What if the collections were real natural history objects instead of just cards? Talk about whether they could collect the actual objects.

5. **Think about any legal restrictions.** For example, federal laws protect all migratory birds. It is illegal to possess any bird, body part, feather, egg, or nest. How could they find out about other laws that regulate game and non-game species? What about laws that protect endangered or threatened species?
6. **Think about ethical concerns and read It's Mine!** Talk about why Milton, Rupert, and Lydia were so selfish. Think about times when we are like these frogs. What happens when people collect things for themselves instead of sharing them with everyone? What if everyone collected everything she/he liked? Would there be anything left for the future?
7. **Think about the personal benefits of collections.** When we collect something, it shows that we care about it. Think of personal reasons why a collection might be beneficial. Could a collection started while young lead to something more? Remind the kids of great naturalists, scientists, and explorers like Charles Darwin, John James Audubon, Thomas Jefferson, Meriwether Lewis, and William Clark. These people collected many specimens. Collecting things and studying them might lead to becoming a scientist, working to protect a piece of land that they have grown to love, or trying to change legislation to conserve natural resources.
8. **List the positive and negative aspects of collecting.** Discuss the legal, ethical, social, health, and other issues surrounding collections of natural objects. Discuss the benefits of making collections. See additional information on page 7.
9. **Write personal statements.** Encourage the kids to write a paragraph describing how they feel about collecting natural history objects.

ASSESSING STUDENT LEARNING

Ask kids to assemble a nature-related collection and present it to the class. The collection can take many forms! The kids must follow legal statutes, the ethical guidelines discussed in class, and the personal statements they wrote. The collection must have some value (i.e., personal, historical, or social). The collection must also be properly labeled. Here are some possible collections to get you and your students started:

animals and plants that visit my backyard — photos/sketches	plaster casts of mammal or bird tracks
roadkill butterfly collection made by removing butterflies from car grills	fish prints from fish caught for consumption
flowers that bloom in a certain area or month — photos/sketches/specimens	rocks from a local quarry
trees in a local park — leaf rubbings, pressed leaves, photos	seeds or cones
invasive plants that are invading a local area — specimens!	cloud photos
ads that feature wild animals to sell products	

EXTENDING THE LEARNING

Share collections. Encourage the kids to bring in their collections to show the class. Set up a rotating “museum” table to display collections. Be sure to protect the collections from damage or theft.

TO COLLECT OR NOT TO COLLECT?

SCIENTIFIC BENEFITS

- Objects in a local collection show the variety of plants and animals that live in that area.
- If conditions change, natural history specimens provide a record of the past.
- Well-labeled collections serve as references for research.
- Specimens in a collection can be used for exhibition or educational purposes.

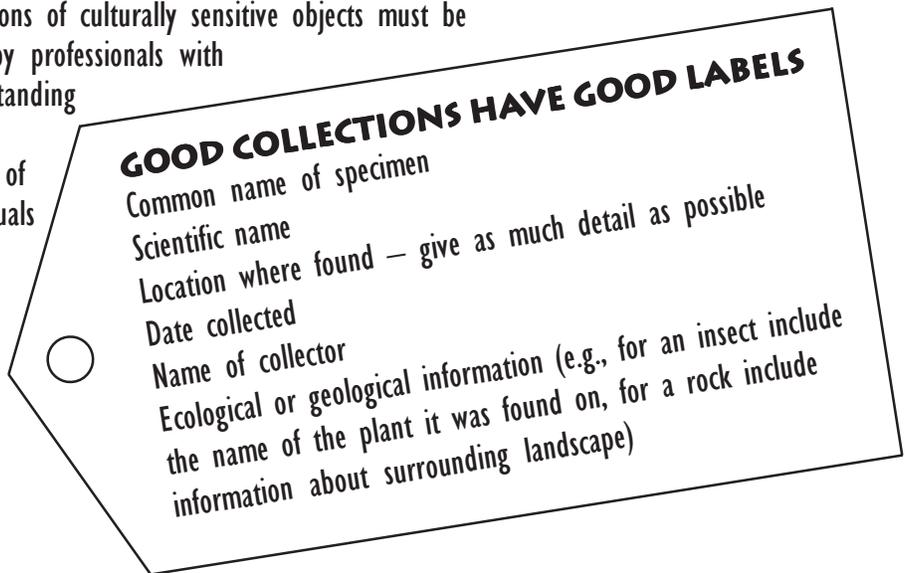
LEGAL CONCERNS

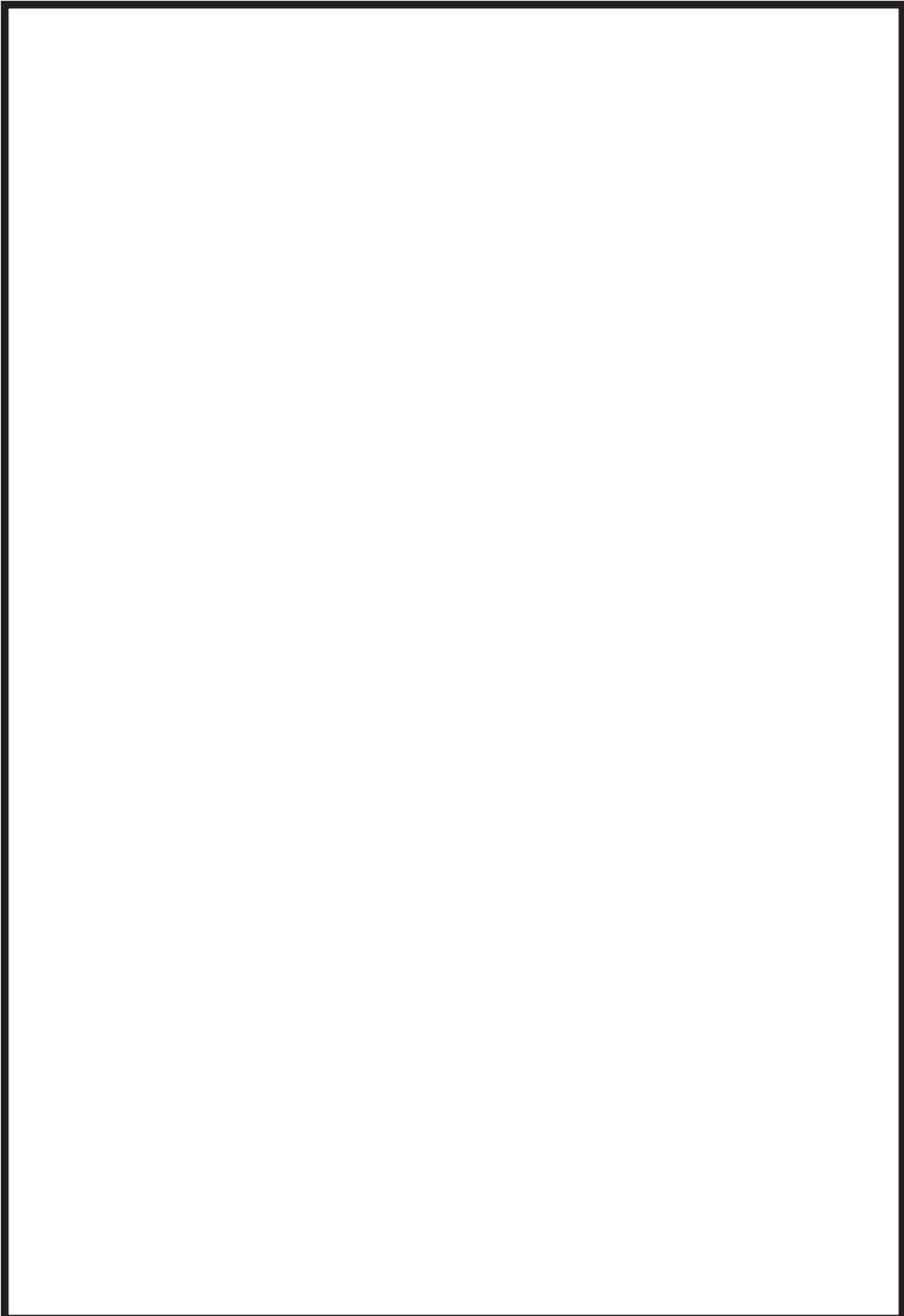
- Know the law. Since rules and regulations change, be sure you have the most current information.
- Know your location. Regulations vary from state to state and within states. State Natural Areas, state parks, local parks, and nature centers usually have special restrictions on what you can or cannot collect.
- Know your subject. Regulations vary greatly! Be sure you can identify any endangered, threatened, or protected species. Remember to collect only photographs and memories of protected species!

ETHICAL CONSIDERATIONS

- Collections should preserve and guard our natural heritage. Objects should be collected with care and be properly documented so that they are meaningful and do not “waste” the resources they are designed to protect.
- Ordinary citizens shouldn’t make collections of plants or animals that are in danger of extinction. Leave these collections to specialists!
- Collections of culturally sensitive objects must be done by professionals with understanding

of the beliefs of individuals and society.





CHECK OFF!

METHOD

Play a card game where you need to collect the most different kinds of animals to win. Then, check out species lists for many of the plants and animals of Wisconsin.

GRADES

5 – 8

ACTIVITY TIME

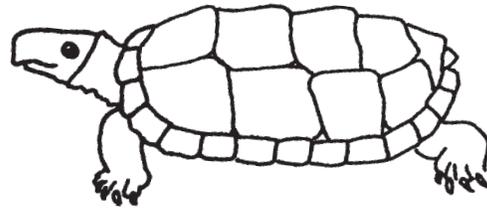
30 – 45 minutes

SETTING

Anywhere

MATERIALS

- Wisconsin Wildcards: Natives - Furbearers, Native Reptiles, Aquatic Invertebrates, and Match Your Catch! (see the list on page 19). You will need 12 cards from each of these 4 sets for each group of 4 - 7 kids.



SCOUT CONNECTIONS

Boy Scouts of America: Fish and Wildlife Management

INTRODUCTION

Some people travel across the country, get up at the crack of dawn, slog through bogs, and endure extreme temperatures just to say that they have seen a certain plant or animal. These people are collectors, but instead of collecting objects, they collect sightings, memories, and names. These collectors carry around lists — lists of all the plants or animals they should expect to see in a certain area and, more importantly, lists of every species that they have personally seen in their lives. They are called life lists!

DOING THE ACTIVITY

1. **Play Check Off!** See game instructions on page 13.
2. **Think about how many mammals live in Wisconsin.** In the game, kids collected cards. What if we wanted to collect sightings of real animals and plants? Start by brainstorming a list of all the mammals that live in the state. How many can your group name? Check out the official checklist on page 12. How many did you miss?
3. **Check off the mammals.** Using the mammal checklist, tally the number of kids that have seen each mammal. Invite kids that have seen rare mammals to tell about their

encounters. Are there any mammals that no one in your class has ever seen? Note: Some of the mice, voles, shrews, and squirrels can be very confusing - even to scientists!

4. **Find out how many plants and animals are native to Wisconsin.** Divide the kids into groups and assign each group a category of plants or animals. Using the Internet or other resources, ask them to find a state species list for their category of plants or animals.

ASSESSING STUDENT LEARNING

Ask students to design an accurate and interesting way to report the total number of species in Wisconsin. They could use charts, graphs, posters, commercials, radio spots, mime, tap dancing, or some other creative presentation.

EXTENDING THE LEARNING

Invite a “lister” to speak. If you know people who actively pursue a life list of birds, butterflies, or other types of living things, invite them to talk to your group. Be ready with questions about what inspires them and how they track the species they have seen.

Find local lists. Contact a nearby state park or nature center and ask for lists of locally common plants and animals.

Start a class list. Post a list of local mammals, birds, trees, or some other group of species. Ask kids to put their names after plants or animals on the list as they see them.

FINDING OUT MORE!

Checklist of Wisconsin Birds. Wisconsin Department of Natural Resources. 2004. PUB-ER-633 2004. <www.dnr.wi.gov/org/land/er/birds/pdfs/checklist.pdf>

Checklists of Wisconsin Vertebrates. Dreux Watermolen and Matthew D. Murrell. Wisconsin Department of Natural Resources. 2001. Includes working lists for fishes, amphibians, reptiles, birds, and mammals. PUB-SS-954 2001.

Checklist of the Vascular Plants of Wisconsin. Mark Allen Wetter, Theodore Cochrane, Merel Black, Hugh Ilitis, and Paul Berry. Wisconsin Department of Natural Resources. 2001. PUB-SS-192 2001

WISCONSIN CHECKLISTS ON THE WEB

<www.dnr.wi.gov/org/es/science/publications/checklists.htm>

MAMMALS

<www.dnr.wi.gov/org/es/science/publications/VertChklist/Mammalslist.html>

BIRDS

<www.dnr.wi.gov/org/es/science/publications/VertChklist/Birdslist.html>

<www.dnr.wi.gov/org/land/er/birds/trail.htm>

FISH

<www.dnr.wi.gov/org/es/science/publications/VertChklist/Fishlist.html>

REPTILES

<www.dnr.wi.gov/org/es/science/publications/VertChklist/Reptileslist.html>

AMPHIBIANS

<www.dnr.wi.gov/org/es/science/publications/VertChklist/Amphlist.html>

BEETLES

<www.entomology.wisc.edu/irc/ircpage.html>

BUTTERFLIES

<www.npwrc.usgs.gov/resource/distr/lepid/bflyusa/wi/toc.htm>

DRAGONFLIES AND DAMSELFLIES

<www.npwrc.usgs.gov/resource/distr/insects/dfly/chklist/states/wi.htm>

FRESHWATER MUSSELS

<www.fws.gov/midwest/mussel/>

MAYFLIES

<www.npwrc.usgs.gov/resource/distr/insects/mfly/chklist/states/wi.htm>

DRAGONFLIES

<<http://atriweb.info/Inventory/Odonata/>>

STONEFLIES

<www.npwrc.usgs.gov/resource/distr/insects/sfly/chklist/states/wi.htm>

BRYOPHYTES

<<http://mpm.edu/collect/botany/bryolist.html>>

LICHENS

<www.botany.wisc.edu/wislichens/index.html>

PLANTS

<<http://wisplants.uwsp.edu/WisPlants.html>>

VASCULAR PLANTS

<www.botany.wisc.edu/wisflora/>

WISCONSIN MAMMALS

- Virginia Opossum *Didelphis virginiana*
Northern Short-tailed Shrew *Blarina brevicauda*
Least Shrew *Cryptotis parva*
Arctic Shrew *Sorex arcticus*
Masked Shrew *Sorex cinereus*
Pygmy Shrew *Sorex hoyi*
Water Shrew *Sorex palustris*
Star-nosed Mole *Condylura cristata*
Eastern Mole *Scalopus aquaticus*
Big Brown Bat *Eptesicus fuscus*
Silver-haired Bat *Lasionycteris noctivagans*
Red Bat *Lasiurus borealis*
Hoary Bat *Lasiurus cinereus*
Little Brown Bat *Myotis lucifugus*
Northern Myotis *Myotis septentrionalis*
Indiana Bat *Myotis sodalis*
Eastern Pipistrelle *Pipistrellus subflavus*
Coyote *Canis latrans*
Gray Wolf *Canis lupus*
Gray Fox *Urocyon cinereoargenteus*
Red Fox *Vulpes vulpes*
Black Bear *Ursus americanus*
Common Raccoon *Procyon lotor*
Wolverine *Gulo gulo* (extirpated)
Northern River Otter *Lontra canadensis*
American Marten *Martes americana*
Beech Marten *Martes foina* (introduced)
Fisher *Martes pennanti*
Ermine *Mustela erminea*
Long-tailed Weasel *Mustela frenata*
Least Weasel *Mustela nivalis*
American Mink *Mustela vison*
American Badger *Taxidea taxus*
Striped Skunk *Mephitis mephitis*
Eastern Spotted Skunk *Spilogale putorius*
Mountain Lion *Puma concolor* (extirpated)
Canada Lynx *Lynx canadensis*
Bobcat *Lynx rufus*
Northern Flying Squirrel *Glaucomys sabrinus*
Southern Flying Squirrel *Glaucomys volans*
Woodchuck *Marmota monax*
Eastern Gray Squirrel *Sciurus carolinensis*
Eastern Fox Squirrel *Sciurus niger*
Franklin's Ground Squirrel *Spermophilus franklinii*
Thirteen-lined Ground Squirrel *Spermophilus
tridecemlineatus*
Least Chipmunk *Tamias minimus*
Eastern Chipmunk *Tamias striatus*
Red Squirrel *Tamiasciurus hudsonicus*
Plains Pocket Gopher *Geomys bursarius*
American Beaver *Castor canadensis*
Southern Red-backed Vole *Clethrionomys gapperi*
Prairie Vole *Microtus ochrogaster*
Meadow Vole *Microtus pennsylvanicus*
Woodland Vole *Microtus pinetorum*
House Mouse *Mus musculus* (introduced)
Muskrat *Ondatra zibethicus*
White-footed Mouse *Peromyscus leucopus*
Deer Mouse *Peromyscus maniculatus*
Norway Rat *Rattus norvegicus* (introduced)
Western Harvest Mouse *Reithrodontomys megalotis*
Southern Bog Lemming *Synaptomys cooperi*
Woodland Jumping Mouse *Napaeozapus insignis*
Meadow Jumping Mouse *Zapus hudsonius*
Common Porcupine *Erethizon dorsatum*
Moose *Alces alces*
Elk *Cervus elaphus*
White-tailed Deer *Odocoileus virginianus*
Caribou *Rangifer tarandus* (extirpated)
American Bison *Bos bison* (extirpated)
Snowshoe Hare *Lepus americanus*
White-tailed Jackrabbit *Lepus townsendii*
Eastern Cottontail *Sylvilagus floridanus*

CHECK OFF!

VARIATION OF MY SHIP SAILS!

EASY & FAST

4 – 7 PLAYERS (4 – 5 PLAYERS IS BEST)

OBJECT

Be the first person to collect all four groups: **Furbearers**, **Native Reptiles**, **Native Species**, and **Match Your Catch!**

WILDCARDS

12 different **Furbearers**

12 different **Native Reptiles**

12 different **Native Species**

12 different **Match Your Catch!**

DEAL

Shuffle the cards. Deal out seven cards to each player, one at a time and facedown. Place the remainder of the deck facedown. It will be used as a draw pile.

PLAY

Everyone: Pick up your cards and arrange them by colored sidebars. Pick a group to collect, but be prepared to change during the game!

Dealer: Draw the top card off the remainder pile. Decide if you want to keep it or discard it. If you don't want it, pass it facedown to the player on your left. If you keep it, choose a different card from your hand to discard. Pick up the next card off the remainder pile and continue.

Player to the Dealer's left: Pick up the discarded card from the dealer and decide if you will keep it or discard it. Pass your discard to the person on your left.

Everyone: Keep on passing and picking up cards while you try to get a handful of cards of the same kind of animals. Don't take turns. This game is a lot more fun if everyone plays at the same time!

Last player: If you are the last person to see the cards, put your discards in a pile to your left.

Everyone: The first person to have seven cards in the same group wins the round. Make note of which kind of animal the person collected. To win the game, a player must win at least four rounds by collecting all four groups of animal cards.

Note: If the dealer runs out of cards, he/she picks up the discarded cards, turns them over, and uses them as the new remainder pile.

CHALLENGE

Make a list of all the species in each of the four groups. When a player wins a round, he/she can check off the cards in his/her hand. The object of the game is to check off every animal in a group. An even more challenging variation would be to check off every animal on the list!

WILD CALLINGS

METHOD

After researching the types of scientists that might study one kind of plant or animal, kids will play a game to discover the variety of wild callings that are available.

GRADES

5 – 8

ACTIVITY TIME

20 minutes plus homework time

SETTING

Anywhere



MATERIALS

- **Wisconsin Wildcards: Natives and Alien Invaders** (see lists on pages 19 - 20).
Select the following cards: Asian Lady Beetle, Reed Canary Grass, White Ash, Rusty Crayfish, Wild Lupine, Zebra Mussel, Riffle Beetle, Black Ash, Asian Longhorned Beetle, Yellow Perch, Garlic Mustard, Gypsy Moth Adult, Muskrat, Wood Turtle, Bluegill, Spiny Waterflea, Karner Blue Butterfly, Mayfly Larva, Gray Wolf, Moving Firewood, Giant Silkmoth, Poison Ivy, Common Loon, Paddlefish, Sea Lamprey, Crown Vetch, Spotted Knapweed, Coyote, Green Ash, Butler's Gartersnake
- **Wild Callings** worksheet on page 17 (1 copy per kid)

STANDARDS

Environmental Education: B.8.22

Science: G.8.1

SCOUT CONNECTIONS

Boy Scouts of America: Environmental Science, Fish and Wildlife Management

Junior Girl Scouts: Your Outdoor Surroundings

Cadette and Senior Girl Scouts: addresses many general outdoor career requirements

INTRODUCTION

Wild plants and animals aren't the only wild things in Wisconsin. There are a lot of people with wild jobs. Many of these people are scientists who study plants and animals.

“Scientist” is a very broad term. A scientist can’t possibly study everything! Most scientists study one small piece of science. For example, what does an astronomer study? How about a geologist?

Some of the names for scientists are based on different languages, especially Latin. Many names are long and end with “ologist” or “ist.” For example, a biohydrologist studies the water cycle’s affects on plants and animals. If you take the name apart, you see bio (life) and hydro (water). How about biometeorologist? Would you believe it is a scientist who studies the affects of weather and climate on plants and animals? Now it’s your turn!

DOING THE ACTIVITY

1. **Pass out cards.** Be sure each student has at least one card to look at.
2. **Discuss wild careers.** Ask the kids if anyone has a card for an interesting animal or plant that he/she would like to know more about. What kinds of scientists would study that plant or animal? Pick a card at random and brainstorm all the careers that could be associated with it. For example, if you picked lake trout, you might list an ichthyologist (studies fish) or a limnologist (studies freshwater life). If you picked a red fox you might list a mammalogist (studies mammals), wildlife manager, or a scatologist (studies animal droppings).
3. **Assign kids plant or animal Wildcards.** As homework, ask each kid to find out at least three careers related to the plants or animals shown on their cards.
4. **Play the game.** Pass out the worksheet on page 17. Challenge the kids to find a **Wildcard** match for each career shown on their sheets. Can they fill all the blanks by using each **Wildcard** only one time?
5. **Wrap up.** Ask kids which careers surprised them the most. If they could choose any of the careers listed on the worksheet, which ones would they choose. Why?

ASSESSING STUDENT LEARNING

Ask students to each choose one career and find out more about it. They should identify the skills, knowledge, and education needed to apply for jobs in their chosen careers.

FINDING OUT MORE!

EEK! (Environmental Education for Kids!). Ed. Carrie Morgan. Wisconsin Department of Natural Resources. 2005. Electronic magazine for kids in grades 4 - 8. Check out the “Get a Job” section. <www.dnr.wi.gov/EEK/>

The Snake Scientist, The Woods Scientist, The Wildlife Detectives: How Forensic Scientists Fight Crimes Against Nature, Hidden Worlds: Looking Through a Scientist’s Microscope, and Once A Wolf: How Wildlife Biologists Fought to Bring Back the Gray Wolf. *Scientists in the Field* series. Excellent books by a variety of authors take kids inside the work of scientists.

WILD CALLINGS

- Agricultural entomologist _____
- Agrostologist _____
- Arboriculturist _____
- Astacologist _____
- Botanist _____
- Brachiopodologist _____
- Coleopterist _____
- Dendochronologist _____
- Entomologist _____
- Fisheries biologist _____
- Forester _____
- Forest pest specialist _____
- Game manager _____
- Herpetologist _____
- Ichthyologist _____
- Invertebrate biologist _____
- Lepidopterist _____
- Limnologist _____
- Mammalogist _____
- Mycologist _____
- Nature photographer _____
- Nature writer _____
- Ornithologist _____
- Paleontologist _____
- Parasitologist _____
- Phytogeographer _____
- Phytopathologist _____
- Scatologist _____
- Silviculturist _____
- Taxonomist _____

WILD CALLINGS

Here is one possible way to fit the cards to the callings. Information in parentheses describes some of the more obscure jobs.

Agricultural entomologist (crop pest management) _____ *Asian Lady Beetle*
Agrostologist (grasses) _____ *Reed Canary Grass*
Arboriculturist (cultivation of trees) _____ *White, Black, or Green Ash*
Astacologist (crayfishes) _____ *Rusty Crayfish*
Botanist (plants) _____ *Wild Lupine*
Brachiopodologist (clams and mussels) _____ *Zebra Mussel*
Coleopterist (beetles) _____ *Riffle Beetle*
Dendochronologist (tree growth) _____ *White, Black, or Green Ash*
Entomologist (insects) _____ *Asian Longhorned Beetle*
Fisheries biologist _____ *Yellow Perch*
Forester _____ *Garlic Mustard*
Forest pest specialist _____ *Gypsy Moth Adult*
Game manager _____ *Muskrat*
Herpetologist (reptiles and amphibians) _____ *Wood Turtle*
Ichthyologist (fish) _____ *Bluegill*
Invertebrate biologist _____ *Spiny Waterflea*
Lepidopterist (butterflies and moths) _____ *Karner Blue Butterfly*
Limnologist (freshwater ecosystems) _____ *Mayfly Larva*
Mammalogist (mammals) _____ *Gray Wolf*
Mycologist (fungi) _____ *Moving Firewood (fungus)*
Nature photographer _____ *Giant Silkworm*
Nature writer _____ *Poison Ivy*
Ornithologist (birds) _____ *Common Loon*
Paleontologist (fossil records) _____ *Paddlefish*
Parasitologist (parasites) _____ *Sea Lamprey*
Phytogeographer (distribution of plants) _____ *Crown Vetch*
Phytopathologist (diseases of plants) _____ *Spotted Knapweed*
Scatologist (animal droppings) _____ *Coyote*
Silviculturist (forest ecology) _____ *White, Black, or Green Ash*
Taxonomist (classification of living things) _____ *Butler's Gartersnake*

WILDCARDS DECKS

These lists include all cards printed as of 2005. Be aware that some of the cards may be out of print or discontinued. Activities and games in this guide use many different groupings of cards. The following lists will help you find the cards you need.

NATIVES

This deck of Wisconsin Wildcards (or multiples of this deck) is used for many activities in the guide.

REPTILES & AMPHIBIANS

- Black Rat Snake
- Bullsnake
- Butler's Gartersnake
- Eastern Hognose Snake
- Eastern Massasauga Rattlesnake
- Eastern Milk Snake
- Eastern Racer
- Northern Ribbon Snake
- Queen Snake
- Timber Rattlesnake
- Western Fox Snake
- Western Ribbon Snake
- Western Slender Glass Lizard
- Blanding's Turtle
- Ornate Box Turtle
- Wood Turtle
- Blanchard's Cricket Frog

FURBEARERS

- Beaver
- Bobcat
- Canada Lynx
- Coyote
- Fisher
- Gray Fox
- Gray Wolf
- Muskrat
- Opossum
- Raccoon
- Red Fox
- Striped Skunk

BIRDS

- Common Loon
- Peregrine Falcon
- Trumpeter Swan

AQUATIC INVERTEBRATES

- Alderfly Larva
- Black Fly Larva
- Caddisfly Larva
- Crane Fly Larva
- Damselfly Larva
- Dobsonfly Larva
- Dragonfly Larva
- Leech
- Mayfly Larva
- Midge Larva (Non-Biting)
- Planarian/Flatworm
- Riffle Beetle
- Sideswimmer/Scud
- Snipe Fly Larva
- Sowbug
- Stonefly Larva
- Tubifex Worm
- Water Penny Larva
- Whirligig Beetle

PLANTS

- Black Ash
- Green Ash
- White Ash
- Dune Thistle
- Dwarf Lake Iris
- Poison Ivy
- Prairie Bush Clover
- Wild Lupine

INSECTS

- Eastern Tent Caterpillar (Native Pests)
- Forest Tent Caterpillar (Native Pests)
- Friendly Fly (Native Pests)
- Giant Silkworm
- Giant Silkworm Caterpillar
- Karner Blue Butterfly
- Web Worm (Native Pests)

MATCH YOUR CATCH! (NATIVES)

- American Brook Lamprey
- Black Crappie/White Crappie
- Bluegill
- Bowfin
- Brook Trout
- Burbot
- Channel Catfish/Flathead Catfish
- Common Shiner
- Freshwater Drum
- Grass Pickerel
- Green Sunfish
- Iowa Darter
- Lake Sturgeon
- Lake Trout
- Lake Whitefish
- Largemouth Bass
- Longnose Gar
- Mottled Sculpin
- Muskellunge
- Northern Pike
- Paddlefish
- Pumpkinseed
- Quillback
- Rock Bass
- Sauger
- Shorthead Redhorse
- Shortnose Gar
- Shovelnose Sturgeon
- Smallmouth Bass
- Smallmouth Buffalo
- Walleye
- White Bass
- White Sucker
- Yellow Bullhead/Brown Bullhead
- Yellow Perch

ALIEN INVADERS SET

Alewife	Exotic Bush Honeysuckles	Rainbow Smelt
Asian Lady Beetle	Garlic Mustard	Reed Canary Grass
Asian Longhorned Beetle	Gypsy Moth Adult	Round Goby
Autumn Olive	Gypsy Moth Egg	Ruffe
Cat-tails	Gypsy Moth Larva	Rusty Crayfish
Common Buckthorn & Glossy Buckthorn	Hemlock Woolly Adelgid	Sea Lamprey
Common Reed	Japanese Knotweed	Spiny & Fishhook Waterfleas
Crown Vetch	Leafy Spurge	Spotted Knapweed
Curly-leaf Pondweed	Moving Firewood	Three-spine Stickleback
Dame's Rocket	Multiflora Rose	Wild Parsnip
Emerald Ash Borer	Poison Ivy (native)	White Perch
Eurasian Water-milfoil	Purple Loosestrife	Zebra Mussel

ALIEN INVADERS: AQUATICS SUBSET

Alewife	Round Goby
Cat-tails	Ruffe
Common Reed	Rusty Crayfish
Curly-leaf Pondweed	Sea Lamprey
Eurasian Water-milfoil	Spiny & Fishhook Waterfleas
Purple Loosestrife	Three-spine Stickleback
Rainbow Smelt	White Perch
Reed Canary Grass	Zebra Mussel

ALIEN INVADERS: PLANTS SUBSET

Autumn Olive	Exotic Bush Honeysuckles
Cat-tails	Japanese Knotweed
Common Buckthorn & Glossy Buckthorn	Leafy Spurge
Common Reed	Multiflora Rose
Crown Vetch	Poison Ivy (native)
Curly-leaf Pondweed	Purple Loosestrife
Dame's Rocket	Reed Canary Grass
Eurasian Watermilfoil	Spotted Knapweed
Garlic Mustard	Wild Parsnip

MATCH YOUR CATCH! (NON-NATIVE FISH)

Brown Trout
Chinook Salmon
Coho Salmon
Common Carp
Rainbow Smelt
Rainbow Trout
Yellow Bass

SPECIAL PLACES

Barrier Beach Trail
Buckhorn State Park
Elroy-Sparta State Trail
Ice Age National Scenic Trail
Kettle Moraine State Forest - Pike Lake Unit
Kohler-Andrae Dunes Cordwalk
North Country Trail
Red Cedar State Trail
Roche-a-Cri State Park

STATE FORESTS

Black River State Forest
Brule River State Forest
Flambeau River State Forest
Governor Knowles State Forest
Havenwoods State Forest
Northern Highland - American Legion State Forest
Northern Unit of Kettle Moraine State Forest
Peshtigo State Forest
Point Beach State Forest
Southern Unit of Kettle Moraine State Forest

WILDFIRE PREVENTORS SET

Campfires
Debris Burning
Fire Department Truck
Firefighting Equipment
Forester and Forester/Ranger
Forestry Technician
Marsh Rig - Muskeg Low Ground Unit
Prescribed Fire
Single Engine Air Tanker
Smokey Bear
Tractor - Plow Unit
Type 4 (3-Ton Pumper/Tanker) Engine
Type 7X (4x4 Initial Attack) Engine
Wildland Urban Interface

FURBEARERS - EXTRA CARDS

Best Management Practices (BMPs) for Trapping
Furbearer Trapping -- Yesterday and Today
Trapper Education

MATCH YOUR CATCH! - EXTRA CARDS

Black Spot (Fish Health)
Boys camping and fishing for trout (card games)
Fish Inside...and Out!
Knots (fishing knots)
Vintage photo of women flyfishing (species list)