

**Instructor Sheet**  
**Who's Range is it?**  
**Lesson 18**

**Grade Level(s):** Middle, High School

**Duration:** 30-60 minutes

**Setting:** Indoors, use computer for research and discussion

**Skills:** Analyzing, describing, web navigation, interpretation

**Subject Areas:** Social studies, environmental science, life science/biology, mathematics, language arts

**Overview:** Students examine the graphic of actual ranges of radio-collared panthers and discuss how the ranges of males and females differ. Why do they differ?

**Site location(s):** Natural History: Home Ranges

**Sunshine State Standards:**

Grades 6-8

SC.F.1.3.7 knows that behavior is a response to the environment and influences growth, development, maintenance and reproduction.

SS.B.1.3.1 uses various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.

MA.B.1.3.4 constructs, interprets, and uses scale drawings such as those based on number lines and maps to solve real-world problems.

Grades 9-12

SC.G.2.4.5 understands that the amount of life any environment can support is limited and that human activities can change the flow of energy and reduce the fertility of earth.

SS.B.1.4.1 uses a variety of maps , geographic technologies including geographic information systems (GIS) and satellite-produced imagery, and other advanced graphic representations to depict geographic problems.

The Activity

*Pre-planning:*

1. Reserve a computer lab or set up computers in your classroom.
2. Photocopy student sheet or write questions on the board.
3. Photocopy student sheets, if desired.

Lesson 18

*Procedure:*

1. Assign computers/teams.
2. Explain grading rubric.
3. Have students work in teams to research some actual home ranges of Florida panthers, discuss the differences based on age, sex, or other considerations, and record what they learned (on the student sheet, if handed out by the instructor).

*Assessment:*

- 1 bonus point for students observed helping other students use the computer
- 4 = Students record what they learned in two paragraphs, or students complete the student sheet.
- 3 = Students on task, discussion questions mostly complete
- 2 = Students mostly on task, discussion questions partially complete
- 1 = Students partially on task, discussion questions attempted
- 0 = Little or no participation

**Student Sheet**  
**Who's Range is it?**  
**Lesson 18**

Name(s) \_\_\_\_\_

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Class \_\_\_\_\_

Date \_\_\_\_\_

**Hot spots!**

Natural History:

Home Ranges

Rearing of Young

Mating and Reproduction

**Directions:** During this class period, you will research some actual ranges of radio collared panthers. Your task is to come up with some differences between males and females and explanations for why they differ.

Panther #	Sex	Approx. age	Approx. range size

- How do the ranges of males and females differ?
- What effect (if any) does age have on the ranges of males and females?
- What other patterns of interaction can you deduce from looking at the overlap of ranges?
- Cite some references from the panther handbook to support your observations. (Use the back of the sheet, if necessary).