



Protected Species/Protected Habitat

Overview: Scientists studying Golden Eagles and other species know rules, regulations, and policies managing the species they are researching. At times, they also contribute to the knowledge base needed to pass laws and implement plans for multiple stakeholders. Engaging students in discussion and debate about these complex issues develops critical thinking skills necessary for the next generation of citizens, scientists, and policymakers.

Resources:

Federal Endangered Species Act:

<https://www.epa.gov/laws-regulations/summary-endangered-species-act>

Bald and Golden Eagles Protection Act:

<https://www.fws.gov/midwest/eagle/protect/laws.html>

Laws that Protect Golden Eagles:

<https://www.eagles.org/what-we-do/educate/learn-about-eagles/golden-eagles-laws-that-protect/>

Teacher Direction:

Ask students to work in groups and assign each group one of the resources above to study. Take notes on key ideas from each article. Groups can share out these ideas so the entire group has a basic understanding of issues surrounding eagle protection.

Using the information gathered from the **Stories Eagles Tell** project, the above resources and other research, conduct a four-corner debate around the statement:

Golden Eagles should be a protected species.

Students move to a corner of the room marked: Strongly agree, agree, disagree, and strongly disagree, respectively. They can then work in groups to cite evidence to support their positions. Each group appoints a spokesperson to explain their position. If desired, the class can re-evaluate and move to corners again to determine if there is any change in their positions.

Extensions:

Other topics for research and debate around Golden Eagles are:

1. Illegal feather trade
2. Lead ammunition
3. Development vs. Conservation
4. Human needs vs. animal needs

