

# Oh Deer ...

## 1. Question & Research Task

We are used to seeing lots of animals in our neighborhoods: squirrels, chipmunks, birds, rabbits, deer. All these animals are small and take up little space in our world ... all except one. Deer. While these majestic animals are beautiful to look at, their presence in our neighborhoods comes at a price.

Your teacher will click on the images to your right to show the whole class videos about what happens when human lives and the lives of deer intersect.

Why are deer in our backyards in the first place? Are deer a “nuisance” to us, or are we a “nuisance” to them? What are some problems that occur because so many deer share space with so many humans?

**In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:**

Image Sources: pbs.org

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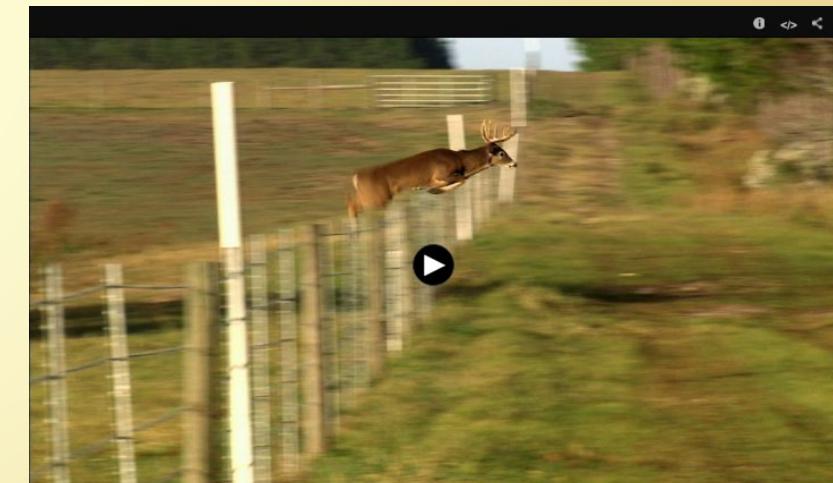
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How can humans and deer live and thrive in a shared environment?

## 2. Information Sources

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To answer the Essential Question, the resources linked below can help you build background knowledge about the topic. Before accessing the resources, review the four bolded mini questions.

- **What is a deer?**
  - [Deer](#)
  - [Wild Deer](#)
  - [White-Tailed Deer](#) –
- **Why are they in our back yards?**
  - [Need for Living Space](#)
  - [Habitat Destruction](#)
  - [Population](#)
  - [Growth of the Suburbs](#)
- **What are the problems with human/deer interaction?**
  - [White-tailed deer](#)
  - [Feeding Wildlife](#)
  - [Lyme Disease Hits Record Levels](#)
  - [Common Deer Damage Problems](#) – MD Dept. of Natural Resources
- **What can we do about it?**
  - [Non-Lethal and Lethal Deer Management Techniques](#) - MD Dept. of Natural Resources



[Gale in Context Elementary](#), Michael Williams/Getty Images

### 3. Student Activity

Break into groups of four. Assign a mini-research question from Slide 2 to each member.

Independently research your mini-question by reviewing at least three links in your category and filling out the **note-taking organizer to the right**. Don't forget to cite your sources.

After your note-taking organizer is complete, regroup and share what you've learned with your partners.

As you listen to your group members share, begin to form an opinion on the best strategies for humans and deer to live and thrive in a shared environment.

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#### Oh Deer Note-Taking Organizer



Image Source: Classroom Clipart

Essential Question: How can humans and deer live and thrive in a shared environment?		
Mini-Research Question:		
Resource Name	Notes	Citation

## 4. Assessment Activity

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### How can humans and deer live and thrive in a shared environment?

Now that you have shared what you've learned about this topic, discuss each question posed on Slide 1 with your partners.

- ✓ Why are deer in our backyards in the first place?
- ✓ Are deer a nuisance to us, or are we a nuisance to them?
- ✓ What are some problems that occur when deer and humans share space?

As a group, draft a message to the **Maryland Department of Natural Resources**. Your letter should outline the best ways for humans and deer to live and thrive in a shared environment. Click on the image to reach contact options.

Be sure to look at this [Opinion Writing](#) document to guide you in making your case.

#### Reach customer service by:

- Email: [customerservice.dnr@maryland.gov](mailto:customerservice.dnr@maryland.gov)
- Telephone: Call toll-free in Maryland at 1-877-620-8DNR (8367) (Weekdays 8:30 a.m.-5 p.m.) Out of State: 410-260-8DNR...
- By US Mail: Maryland Department of Natural Resources 580 Taylor Avenue Tawes State Office Building Annapolis, MD 21401
- Map of Maryland Department of Natural Resources Headquarters

[Contact the Department of Natural Resources](#)  
[dnr.maryland.gov/Pages/mailroom.aspx](http://dnr.maryland.gov/Pages/mailroom.aspx)

## 5. Enrichment Activities

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Check out these additional resources:

- Learn more about deer and other animals you might see in your backyard
  - [Scat and Pellets](#)
- Learn more about ticks and Lyme Disease
  - [Lyme Disease](#)
  - [Avoiding Lyme Disease](#)

Image Source: Free Clip Art Now

# 6. Teacher Resources

## Learning Standards Alignment

### Next Generation Science Standards

**5-ESS3-1.** Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

### Common Core State Standards for English Language Arts & Literacy

**Reading:** 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Writing:** 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**AASL Standards Framework for Learners** Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

### P21 Framework: 21<sup>st</sup> Century Student Outcomes

**3. Information, Media & Technology Skills: Information Literacy:** Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

**ICT Literacy:** Use technology as a tool to research, organize, evaluate and communicate information.

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## Grade 5 Science: BioBlitz Unit

**Objective:** Students will conduct brief, focused research in order to analyze the effects of urban and suburban sprawl on local wildlife and to develop a deer management plan in response

**Time Frame:** Two to three class periods

### Differentiation strategies for this lesson:

- Have students use learning supports provided in BCPS Digital Content found in the [Apps Portal](#). Refer to [Digital Content Snapshot/Support pages](#) as needed.

### Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is available on the [BCPS Digital Content](#) page found via the [Apps Portal](#)