
Orangutan Houdini

a teacher's guide

Created by Marcie Colleen
in collaboration with
Laurel Neme

Laurel Neme, Author

Orangutan Houdini

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Orangutan Houdini

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How to Use This Guide

This classroom guide for *Orangutan Houdini* is designed for students in kindergarten through fifth grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Orangutan Houdini* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as a teaching tool throughout the guide.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.



Tech Time!

Throughout the guide, this icon represents opportunities for students to engage in technology for further learning.

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English Language Arts

Reading Comprehension

Before reading *Orangutan Houdini*:

Help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, spine, end papers, and jacket flap.

The Front Cover and the Title Page:

- Describe the illustration on the cover.
- Read the title of the book. Do you know who Houdini was? If not, look him up quickly.
- Now that you know who Houdini was, what do you think is meant by the title *Orangutan Houdini*?
- Describe the illustration on the Title Page.
- How would you describe what an orangutan hand looks like? What do you think orangutans can do with hands like that? How does it compare to a human hand? What is different? What is the same?
- What is in the orangutan's hand in the Title Page illustration?
- Can you guess what the story might be about based on clues found on the cover and the title page?

Now read or listen to the book.

Help students summarize in their own words what the book was about.

- On the first page we meet Fu Manchu who is up to something. How does Fu Manchu manage to get the metal piece of wire from Heavy Lamar? Re-enact the communication that led up to the swap.
- Where does Fu Manchu head once he has the piece of wire? What do you think he is going to try and do?
- Describe the steps that Fu Manchu takes to get himself and the other orangutans out of the enclosure and into the elm trees.
- At first, how does zookeeper Jerry think the orangutans got out?
- Describe the relationship between Jerry and Fu Manchu, in your own words.
- Why does Fu not mind going back to the enclosure? Do you think he'll escape again?
- Each time, before he breaks out, Fu either puts his fingers in his mouth or spits in his hand. Why do you think he is doing this? *Clue: Look back at the first page and the Title Page illustration.*

- How does Fu show Jerry who's the boss?
- After Fu and the others escape three times, Jerry threatens to fire the person responsible. What do the zookeepers do to find out how Fu is escaping?
- When they finally see that Fu is escaping through the furnace room door, how do the zookeepers react? Why do they search the orangutan pen each night?
- What does Jerry find when he is moving Fu to a different enclosure? Why do you think it is referred to as "Fu's treasure"?
- What do you think is meant by saying, "The deception was over, but only because Fu wanted it to be"?
- Fu becomes an honorary member of what association? Why?

Read the Author's Note.

- Where and when did the real Fu Manchu make his escapes?
- What are some ways Fu escaped, besides the picked lock?
- Once out of his enclosure, why do you think he just stayed by the building and waited for the zookeepers?
- What are the differences between how gorillas, chimpanzees, and orangutans would use a tool left in their pen? What does this say about the intelligence of an orangutan?
- Describe some of the ways Fu Manchu saved people.
- What are some words you would use to describe Fu Manchu?

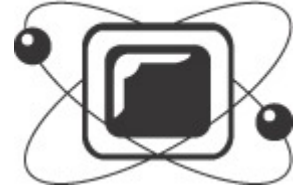
Let's talk about the people who made *Orangutan Houdini*.

- Who is the author?
- Who is the illustrator?
- What kind of work did each person do to make the book?

Take a close look at the illustrations throughout the book.

- Kathie Kelleher had to study the movements of orangutans to be able to draw them realistically walking, sitting, swinging, climbing, etc.
- Choose a few of the illustrations and mimic with your body what the orangutans are doing.
- Move around the room as an orangutan and explore what it feels like to move like them. You can always refer back to the illustrations if you need help.
- Look up a YouTube video of orangutans moving. How precise were Kelleher's illustrations? What are some further observations you note about how orangutans move?

- NOTE: You can find videos on Laurel’s website:
<http://www.laurelneme.com/index.php/more-on-orangutans>
- Laurel’s favorite video on orangutan movement is a featurette with the movement coach for the movie *Dawn of Planet of the Apes* in which he demonstrates and compares the movements of orangutans, gorillas and chimpanzees.
<https://www.youtube.com/watch?v=R7Tj954jCg8>
- After watching this video, you can discuss how the movements of these apes reflect their personalities.



Writing Activities

Orangutans Do the Darndest Things!

The story of Fu Manchu in *Orangutan Houdini* is evidence that orangutans are intelligent animals who use tools and solve problems much like humans.



Conduct an Internet search for “stories of orangutan intelligence”, “stories of orangutan tool use”, or “stories about how orangutan’s solve problems.”

There are several real life stories of orangutans just as endearing as Fu Manchu!

Some examples (that can be used as search terms) are Ken Allen at the San Diego Zoo, who inspired his own fan club, Karta at Adelaide Zoo, and Chantek among others. You can also search for “orangutan umbrellas” and see what you find.

Using *Orangutan Houdini* as a mentor text and inspiration, have the students write a story about one of the orangutans they research. The crazier the better.

Of course, like Laurel Neme, students are able to fill in some details where there are no facts.

Each story should include a beginning, a middle that thoroughly tells the situation and an ending.

Optional: Create the story together as a class.

Inside Fu Manchu’s Head ~ Point of View

Orangutan Houdini is written in 3rd person point-of-view, meaning that the story is told by a narrator who is watching the events unfold.

But what would the book be like if it was told in 1st person point-of-view, from the perspective of Jerry or Fu Manchu?

Either as a class or individually, explore *Orangutan Houdini* from the point of view of another character. What does that character see? What do they know? How do they feel?

Advanced classes will be able to actually re-create *Orangutan Houdini* from another point of view. However, another approach is to simply have the class create captions and thought-bubbles for the chosen character.

Additional Challenge: Look closely at the illustrations throughout the book. Notice the little chipmunk who shows up frequently? For a fun fictional twist, write *Orangutan Houdini* from the chipmunk's point-of-view.

- Side note: Are there other items in the illustrations that appear frequently? Notice the juice boxes. In reality the boxes would be discarded properly. However, it is true that orangutans in zoos do enjoy juice boxes and will get them as treats. (They even have favorite flavors just like us!)

Wish You Were Here ~ Postcards from the Rainforest

Although *Orangutan Houdini* is set in the zoo, orangutans are natural habitants of the rainforest.

Conduct a library or Internet search about the rainforests.

Some places to start include: <http://kids.mongabay.com/> and <http://www.rainforest-alliance.org/kids>



If you were to travel there:

- How would you get there?
- What would you see?
- What would you hear?
- What would you do?
- What would the weather be like?

Create a postcard of your trip to the rainforest. Be sure to illustrate one side and include a note to a loved one on the other side. Be sure to be descriptive, so that your loved one can best imagine your trip.

Display the postcards on a bulletin board, along with a map indicating where rainforests are found in the world.

- Where are some of the major rainforests?
- How are they similar and different?
- Where would you want to visit? Why?

Math

A Rainforest Scavenger Hunt

Orangutans spend up to 6 hours a day looking for and eating food.

Your students can search for orangutan “food” with this scavenger hunt, which also sharpens counting skills!

- Create several paper cut-outs of durians, mangoes, or another fruit that orangutans eat. Number them from 1-5, so there are different sets of each number. Hide these foods around the room.
- Ask students to find #1 fruit, #2 fruit, etc. until they have a set of 5. If a student sees a number they already have collected, he/she must leave it for another student to find.
- The first group of students to find fruits 1-5 in that order, wins.
- Additional activity: This same game can be played with a set pattern of colors or pictures to teach sequencing.
- Note: In the wild, orangutans eat 400 or more different kinds of food. As an additional activity, you can research orangutan diets and compare to your favorite foods.

Tree Train Challenge

Orangutans spend 90% of their time in trees. But unlike some other tree creatures, they cannot leap from tree to tree. The trees need to be touching to allow them to move about. This is why the dense canopy of the rainforest allows the orangutans to move freely and find food. But when the rainforest trees are cut down, the orangutans suffer.

This hopscotch activity will help students improve motor skills, balance, and self-regulation behaviors. Additionally, this game will encourage them to learn about math concepts such as number recognition and counting, as well as elements of art including shape and line.

This game can be created for indoor spaces through simply taping out the boxes on the floor and/or traditionally by drawing them on the pavement outdoors.

Materials:

- Masking tape (for indoor version)
- Sidewalk chalk, markers, or dark crayons
- Beanbag or another object to symbolize fruit
- One die

Set Up:

Create a grid of boxes on the floor or ground that resembles a checkerboard. *If indoors, square tile floors can be used quickly and easily as a guide.*

Students can help draw numbers in the squares. If they are not ready to write numbers alone, try lightly drawing the numbers first and then encourage them to trace over them.

How to Play:

1. Place the beanbag or fruit in one of the squares.
2. The first student rolls the dice to determine which square they start in. For example, if they roll a 5, they must go stand on the square with the 5 in it.
3. The student then rolls again know how many boxes they must hop to. For example, if they roll a 4, the student can hop to 4 boxes in an attempt to get the fruit. They can only move to sequentially through boxes that are touching.
4. The students hop their way through, counting as they go.
5. If they land on the box with the fruit, they have eaten! If they overshoot or fall short, the last box they land on gets eliminated and can no longer be landed on.
6. The challenge is increased with each box that gets eliminated, just like the trees in the rainforest through deforestation.
7. Play continues until everyone has been given a chance.

For an extra challenge, change the location of the fruit each turn.

Within Arm's Reach

Orangutans have extremely long arms, longer than their body and just slightly shy of most professional basketball players. An adult male orangutan's arms can stretch up to 7 feet (84 inches) long from fingertip to fingertip.

In fact, orangutan arms are approximately 1.5 times their height!

Have students practice using a measuring tape to determine both their height, arm's length and what their arm length would be if they were an orangutan. Use the chart below to record the data.

| Name | How tall am I? (h) | How long is my arm span? (me) | Length of arm span if you were an orangutan (o) (h x 1.5 = ?) | How much longer are your orangutan arms (o - me = ?) |
|--------------------|-----------------------|----------------------------------|--|---|
| Ex. Teacher | 63 in | 62 in | $63 \times 1.5 = 94.5 \text{ in.}$ | $94.5 - 62 = 32.5 \text{ in}$ |
| Lily | | | | |
| Hudson | | | | |
| Ariel | | | | |

Extra challenge: Students can also convert their orangutan arms from inches to feet by dividing the sum by 12. The teacher's orangutan arms would be 7.6 feet long!

Science

Primates: Monkey or Ape?

Primates are mammals which share the following characteristics:

- Hair instead of fur
- Finger nails instead of claws
- Opposable thumbs
- Higher brain to body size ratio– high level of intelligence
- Prehensility– ability to grasp with fingers and/or toes
- Padded digits with fingerprints
- Binocular vision– both eyes focus on one object which allows depth perception
- Reduced olfactory sense and dependent on vision more than smell

Opposable Thumbs:

To demonstrate the importance of opposable thumbs, have students place a rubber band or piece of yarn around their thumbs and index fingers so that the thumb is not able to move across the palm. Give the students a simple task to perform, such as writing, tying shoes, or picking up papers. How difficult is it?

Two different categories of primates are monkeys and apes.

Although there are a number of differences between monkeys and apes (apes have longer lifespan, larger body size, larger brain to body size ratio, and higher intelligence)... the main difference is that monkeys have tails.... apes do not have tails.

Note: *Curious George* is likely an orangutan and not a monkey. He has no tail. His color and curiosity also suggest he is an orangutan. Many suggest the author made a mistake referring to Curious George as a monkey. What do you think?

On Your Mark, Get Set, Search!

1. Write the following list of primates on the front board or a large piece of paper.

- Gorilla
- Colobus
- Chimpanzee
- Howler
- Tamarin
- Gibbon
- Orangutan
- Swamp

2. Students will be given 20 minutes to search the Internet or library and find out if these primates are apes or monkeys.



Some places to start include: <http://www.factzoo.com/mammals/types-of-monkeys.html> and

<http://www.sheppardsoftware.com/content/animals/animals/mammals/apevsmonkey.htm>

3. Speed counts! At the end of 20 minutes, searching stops and the student or group of students with the most correct answers wins.

How Scientists Observe Animals

The study of animal behavior is called ethology. Studying an animal's behavior can provide scientists with valuable information that can aid in conservation efforts.

When scientists conduct animal observations, they rely on specific procedures in order to collect data that is as accurate as possible.

In many cases, scientists use ethograms to record data during observations, such as:

Grooming: the animal is tending to its own hygiene

Feeding: the animal is foraging or eating food items.

Manipulate object: the animal is moving any object.

Vocalizing: The animal is making sound.

Locomotion: The animal is walking, flying, pacing, hopping, running, jumping, etc.

Resting: The animal is inactive, possibly lying down or sitting still. No other behavior is occurring. Eyes may be open or shut.

Not visible: Scientist cannot see the animal.

Other: Scientist sees a behavior not described above.

| TIME (in minutes) | Grooming | Feeding | Manip. Object | Vocalizing | Locomotion | Resting | Not Visible | Other |
|-------------------------|----------|---------|------------------|------------|------------|---------|----------------|-------|
| 1:00 | | | | | | | | |
| 2:00 | | | | | | | | |
| 3:00 | | | | | | | | |
| 4:00 | | | | | | | | |
| 5:00 | | | | | | | | |

Using the above ethogram:

1. Find a study area (a park, school yard, or zoo) and ask students to identify an animal to observe. More than one participant can observe the same animal. For example, if there are only squirrels and pigeons seen at the local park, then choices are limited.
2. Before using their ethogram, allow time to simply observe the animal and write down some notes or questions.
3. Participants will then focus on collecting their data. In each box, write notes based on what they observe during each time interval. Use a stopwatch to keep time, announcing each interval.
4. Students should remain quiet throughout the entire length of the observation, as loud noises may effect animal behavior.
5. Share the observations back in the classroom.

Some questions to be discussed:

- How can observing an animal help the animal?
- How can observing an animal help the environment?
- How can observing an animal help people?

Note: <http://www.animalbehaviour.net/KidsPages/KidsStuff.htm> provides information to help kids interpret the body language of domestic animals.

Another great resource shows how famed scientist Jane Goodall studies chimpanzees in the wild:

<http://ngm.nationalgeographic.com/2010/10/jane-goodall/quammen-text>



Let's Go to the Rainforest!

Orangutans live in the rainforest. Here are several science-based activities for students to explore and research orangutans, their habitat and other animals that call the rainforest home.

Rainforests are lush jungles which receive lots and lots of rain. In fact, it is typical that it rains every day in the rainforest. Because of the rain, these forests have very dense trees and foliage. Rainforests also are homes to many animals.

- The trees in the rainforest grow in different layers. Some of the trees in the rainforest are very, very tall. *(Have the students reach up tall to touch the sky.)*

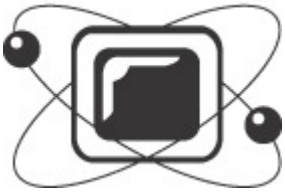
The trees that grow really tall get blown by the wind, so in order to blow about and not fall down, they have to support themselves with wide bottoms. *(With hands above their heads and feet spread wide, have students blow about from side to side.)*

There is also a layer of trees in the rainforest that aren't quite as tall, but they grow very, very thick covering the forest floor like an umbrella. This layer is so thick that almost no sunlight gets through. *(Students should hold their arms a little lower and touch each other's hands to represent the canopy.)*

The next layer of the rainforest contains vines that climb up tall. *(Have students get on their knees and move their arms in climbing motion to represent the vines.)*

The forest floor is very still and very quiet. The trees and plants that grow above drop leaves and flowers and nuts and things. *(Students should take their hands and wiggle their fingers above their heads down to the floor.)*

Using YouTube, find some audio selections of rainforest sounds. What do the students hear? What kinds of animals? What other sounds?



Make a list of animals of the rainforest. Using YouTube, research what the "call" of each animal is. Practice mimicking each call. Assign an animal call to each student and create the sounds of the rainforest in the classroom.

<http://www.laurelneme.com/index.php/more-on-orangutans> includes information and videos of orangutan sounds. For orangutans, you can also search "long call" and "kiss squeak", which are two of the most interesting sounds.

- Next, create the sounds of a thunderstorm, from beginning to end:
 - Snap fingers.
 - Pound floor. (Thunder rumbling.)
 - Clap hands together in an irregular cadence.
 - Slap hands on legs. (Flick light switches on and off or turn flashlights on and off to represent lightning.)
 - Stomp feet.
 - Slap your hands on your legs and stomp your feet. (Height of the storm.)
 - Stomp feet.
 - Slap hands on legs. (Flick lights or flashlights less frequently.)
 - Clap hands together in an irregular cadence. (A little softer now.)
 - Pound floor, a few times.
 - Snap fingers. (Quietly and slowly.)
 - Open palms. (Be still.)
- Add all of the above together to create a rainforest ballet with sound and movement.

Rainforest Friends Research Project

Assign each student or pairs of students a rainforest animal to research on the Internet.

Information to be gathered must include:

Type of animal

What it eats

Where it lives

Draw a picture

Write 3 words that describe your animal

Interesting fact #1

Interesting fact #2

Interesting fact #3



Once all of the needed research is done, students must create a poster visual with all of the necessary information and present their findings to the class.

Nature's Umbrella

The rainforest is like an "umbrella" because it shelters and protects so many unique unusual plants and animals.

Give an umbrella to each student.

Taking turns, each student is to open up their umbrella say, "I am a rainforest and I shelter (insert a rainforest plant or animal)."

Once all umbrellas are open, students should stand closely together to create the rainforest canopy. Notice how little light gets to the floor.

One by one, remove each umbrella. Students whose umbrellas are taken should say, "I am a rainforest, without me there is no (insert the same name of a rainforest plant or animal)." Continue until all umbrellas are gone.

Read *The Great Kapok Tree* by Lynne Cherry. Why would someone destroy the rainforest? What would happen if the rainforests disappeared? Discuss and research answers.

Further study: This activity can be used as a springboard for discussion about impacts and how what we do impacts the world around us.

Create a Rainforest Library

Gather fiction and non-fiction books, newspaper articles, internet clippings, videos and any other form of media about the rainforest and its inhabitants.

Related book suggestions:

The Great Kapok Tree by Lynne Cherry (Harcourt, 1990). Fiction with strong Nonfiction elements.

Nature's Green Umbrella by Gail Gibbons (HarperCollins, 1997). Nonfiction.

A Rainforest Habitat (National Geographic School Publishers, 2010). Nonfiction.

The Umbrella by Jan Brett (Scholastic, 2004). Fiction picture book.

Over in the Jungle: A Rainforest Rhyme by Marianne Berkes (Dawn Publications, 2007). Nonfiction.

"Slowly, Slowly Slowly," said the Sloth by Eric Carle (Puffin, 2007). Fiction picture book.

Social Studies

Today, there are less than 7,000 Sumatran orangutans left in the wild, and only around 45,000 Bornean orangutans.

In the past, animals became extinct because of naturally occurring events, such as a volcano, or changes in the climate. But today, humans are the biggest threat to wildlife.

- Orangutans are losing their homes as humans cut down the forests to make space for farmlands, especially palm oil plantations.
- Adult orangutans are killed by people, and the babies are stolen for the pet trade.

But the good news is, because humans created this problem, they have the power to stop it. We need to make sure that orangutans have safe forests to live in so that they continue to survive.

Here are some ways your students can make a difference.

Raise Your Palm Against Palm Oil



Palm oil plantations have emerged in recent years as a cash crop used for fuel and food. Palm oil is found in about half of all items on our grocery store shelves, from cookies and ice cream to detergents and cosmetics. Production of the crop can destroy rainforests and endanger the orangutan population.

Australia's "The Checkout" provides a detailed overview of the issue in the following short video: <https://www.youtube.com/watch?v=RI8zB6dNzJk>

In 2007, two 7th graders--Madison Vorva and Rhiannon Tomtishen--set out to earn their Girl Scout Bronze Award by raising awareness about the endangered orangutan. While doing research, they learned that the orangutans' habitat in Indonesia and Malaysia, the rainforest, was being destroyed at alarming rates in order to plant oil palm plantations. (You can listen to interviews with both young women on Laurel's The WildLife Radio: <http://www.laurelneme.com/index.php/the-wildlife-radio-show>)

The ingredient produced from these plantations, palm oil, is used in everything from candy bars to cosmetics. After making the shocking discovery that palm oil was an ingredient in Girl Scout Cookies, Madison and Rhiannon launched a campaign to make Girl Scout Cookies rainforest-safe. Visit them at www.projectorang.com and watch their introductory video for ideas on how kids can make a difference!

Other kids making a big difference can be found at:

Kids Against Palm Oil (KAPO) ~ www.kidsagainstpalmoil.org

Young People's Trust for the Environment (YPTe) ~ <http://www.ypte.org.uk>

In small groups, or as a class, brainstorm ways to get involved in the fight for sustainable palm oil.

- 1) Cabinet Collecting ~ search your cabinets at home! How many items can you find that contain palm oil or palm oil kernels? You can do the same in the grocery store, being sure to note which companies use the oil.
- 2) Speak your mind ~ write letters to those companies who use palm oil asking for consideration in regard to sustainable palm oil. Remember, just because a company claims to use "safe" palm oil and contains the seal from the RSPO, you know better! Make your case using facts from your online research.

- 3) Spread the word ~ Knowledge is power. Those who do not know of the problem, aren't going to do anything about it. Create posters about the dangers of palm oil to hang around the school to educate others.

"Honey, did you walk the orangutan?"

As a class, look at some photographs of baby orangutans.

- Ask students to raise their hand if they would like to have one as a pet.
- Ask those who raised their hand how they would care for the orangutan.

Show a photograph of an orangutan in clothing.

- Ask students to raise their hands if they think this is cute.
- If they had a baby orangutan, would they dress it up?

From *Orangutan Species Survival Plan* <http://www.orangutanssp.org/pet-trade.html>:

Orangutans should never be pets, for many of the same reasons that they should not be exploited in the entertainment industry.

Just as with apes bred for performance, those produced by breeders for the exotic pet industry remove them from their mothers as tiny infants, often within days of birth. The argument is that by doing so, the infant will "bond" with the human owner. Such pet owners typically dress the apes in human clothing, keep them in their homes, and treat them like human babies. But just as with performing apes, these baby-substitutes inevitably grow too large, strong, and willful to safely handle. At this point, the owners must cage their "pet" – a confusing and frustrating new reality for the young ape. Even if the pet-owner is able to construct an ape-proof caging system in his home or backyard, the situation will remain unsatisfying and inhumane for both parties – the orangutan, accustomed to a life as a treasured family pet, remains consigned to life in a cage (typically much smaller and less complex than the enclosures zoos and sanctuaries construct for apes), and the family faces the daily guilt and disappointment of managing their former cute and cuddly infant into adulthood. And since orangutans can live more than 50 years in captivity, there is the additional concern of caring for the ape beyond the lifetime of the original owners.

Having an orangutan as a pet is illegal in many parts of the world, for good reason.

Research pets that are legal and illegal where you live. These laws usually exist for the health and safety of people and the animal.

For example, the following pets are illegal in New York City:

- Pigs
- Wolves
- Fox
- Hyenas
- Lions
- Tigers
- Leopards
- All bears
- Skunks
- All primates
- Raccoons
- Bats
- And the list goes on and on...

Do some Internet digging to find out the reasons behind these particular animals becoming illegal to have as pets.

Learn about what it takes to care for and rehabilitate an orphaned orangutan. Did you know that if they're pets, they have to go to school to get the skills they need to survive in the wild? Read about it in Laurel's article:



http://news.mongabay.com/2010/1216-neme_orangutans_desilets.html or listen to an interview with Michelle Desilets on The WildLife Radio on orangutan school at <http://laurelneme.podbean.com/2010/11/28/the-wildlife-orangutan-rehabilitation-michelle-desilets-part-ii/>

Kids Can Make a Difference!

There are small things that people can do everyday that can have a BIG impact on our environment.

Check out 50 Ways to Help (<http://www.50waystohelp.com/>). See also the Sumatran Orangutan Society's "How Can I Help?" Worksheet (which can be found at: <http://www.laurelneme.com/index.php/for-teachers>).

For more ways to help orangutans, see also: <http://redapes.org/action>

As a class, pledge to do at least ONE of these 50 ways each day for a month.

For each way the student helps, they will be given a star. (Deeds should be verified with a parent/guardian/teacher's signature).

The stars can be tallied at the end of the month for prizes. Also, set a class goal, if the class "earns" 200 stars at the end of the month maybe there will be a pizza party!

You can also get inspired by what other kids are doing. On the internet, research kids helping orangutans, elephants and other species. Places to start include:

In Hong Kong, Kids Take Action for Elephants:

<http://newswatch.nationalgeographic.com/2014/04/28/in-hong-kong-kids-take-action-to-stop-the-illegal-ivory-trade/>

Australian kid Daniel Clark saves orangutans:

<http://www.abc.net.au/btn/story/s3456851.htm>

Forest School 101: <http://redapes.org/about-us/youth/forest-school-101/>

Caretakers for the Environment: <http://www.caretakers4all.org/> (see Global

Forum newsletters for descriptions of kids' projects) and <http://cei2014.org/>

