



Monarch Butterfly Project



Tracy Pigott

Pre k / Transitional Kindergarten Teacher

Sacred Heart School West Des Moines

2021 Extern at Henry Doorly Zoo

Henry Doorly Zoo

The Henry Doorly Zoo includes 160 Acres of plants, animals, and immersive habitats from around the world. Their expansive exhibits include 6 acres of indoor exhibits.

*Founded in 1894 by the City of Omaha

*Ranked among the top 5 zoos in the world.

*Hosts nearly 2 million visitors each year.

*An independent not-for-profit organization accredited by the National Zoo and Aquarium Association.

*A leader in conservation focusing on conservation genetics, conservation medicine, rare plant conservation, reproductive sciences, and comparative nutrition.

Mission – Omaha's Henry Doorly Zoo and Aquarium's mission is to inspire, educate and engage people to serve as lifelong stewards for animals, their habitats and their conservation.

Source: Omahazoo.com

Part II: Workplace Focus



The Bernice Grewcock Butterfly House provides patrons as well as students the opportunity to see butterfly species in their natural habitat. The zoo staff trains educators, families, and students to become involved in the conservation of butterflies and other insect species.



Part III: Introduce the Problem

Monarch butterflies are experiencing a decline in population due to loss of breeding habitats.

Students will come up with solutions to help increase viable breeding habitats for Monarch butterflies and educate others on the issue.



Part IV: Standards, Driving and Essential Questions

What classroom standards and learning targets could this learning unit cover?

K-LS1-1

Use observations to describe patterns of what plants and animals (including humans) need to survive.

K-ESS3-3

Communicate solutions that will reduce the impacts of humans on the land, water, air, and/or other living things in the local environment.

21.K-2.TL.1

Use technology resources to identify problems, help recognize and describe patterns, make predictions and/or propose solutions.

What are the main driving questions and underlying questions to help move students toward learning targets, benchmarks and the eventual project or problem solution.

Are the number of Monarch butterflies in the state of Iowa decreasing and why?

What can we do as a class to change this and how can it be monitored?

How do we educate others about this issue?

Part V: Extern Host Role

What is the role of your extern host in this learning unit? Include names and titles so others can reach out to these professionals.

*Tracy Clevenger – Senior Keeper and Supervisor of the
Butterfly and Insect Pavillion
Traci.clevenger@omahazoo.com*

Part VI: Student Learning

Do they have some level of voice and choice? Are there opportunities for revision? Are there opportunities for reflection along the way?

Students will research Monarch butterfly populations in the state and decide what can be done to help increase the population. Students could decide to focus on the education of groups about the issues surrounding Monarch habitats. These groups could include other students within the school or parents and family members.

Another option students might choose to explore is planting a butterfly garden at the school. This would involve research and decision making on what types of plants to put in the garden, location, and resources. If there is interest in another insect or habitat restoration the students have the ability to change the focus of the project.