

# MONKEYS AND APES

**Grades:** 2 - 4

## **Objectives:**

### Affective:

- Students will be able to identify monkeys and apes and state their similarities and differences to humans.
- Students will be able to identify the family and social structures, behavioral characteristics and physical needs of these animals.
- Students will be able to discuss the ethical issues raised by human use of monkeys and apes.

### Academic:

- Students will listen and read to acquire information and understanding.
- Students will analyze and evaluate experiences, ideas, information, and issues using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.

**Materials:** Pictures or library books depicting monkeys and apes in the wild and in captivity. (See books for children listing.)

## **Background Information for Teachers:**

The monkeys that live in Central and South America are called New World monkeys. Their nostrils are very far apart. Many of these monkeys have long tails. New World monkeys are small and weigh about 15 pounds. They live in trees. A spider monkey is an example of a New World monkey.

Monkeys who live in Africa and Asia are called Old World Monkeys. These monkeys have nostrils that are very close together. Some have tails and some do not. Baboons are an example of Old World monkeys. They are bigger and stronger than New World monkeys.

Apes do not have tails. Chimpanzees, orangutans and gorillas are called the great apes. They are larger than monkeys. A male gorilla might weigh as much as 450 pounds. A gibbon is called a lesser ape and weighs about 30 pounds.

Monkeys, apes and humans all belong to what humans have designated as the highest order of mammals named primates. There are over 180 species of mammals that are considered primates. Primates have forward-looking eyes and strong, gripping fingers. Compared to their body size, they have relatively large brains and are considered highly intelligent.

It may be especially interesting to watch and study monkeys and apes since they are like humans in many ways. We can often find a variety of species in our local zoos. Older students might discuss whether the zoo is an optimum environment for these animals and debate the pros and cons of zoo life. Information found on the websites of animal industries versus that found on the websites of humane organizations will help students understand the vastly different opinions concerning the use of monkeys and apes in circuses, medical research and as "bushmeat." This unit is designed to help students learn more about these animals who, like humans, are members of the primate family.

**Motivation:** Ask your students to name the monkeys and apes they know. Have they seen these monkeys and apes in books, on television or in the zoo?

### **Procedure:**

#### Mini-Lesson:

- 1) Read or have the students read the book *Monkeys and Apes* (or another library book about monkeys and apes) with the class.
- 2) Develop one or more experience charts with the class summarizing the information in this book. Include information about the physical characteristics of apes and monkeys, what they eat, where they live, their family or social groupings and how they communicate.

#### Small-Group Activity:

- 1) Have the students borrow library books about monkeys and apes from the school or public library to read to themselves and to the class. Have them write book reports and make drawings of monkeys and apes to share with the class.
- 2) Have students classify information about monkeys and apes using library books. Which have nostrils far apart? Which have nostrils close together? Which are smaller in body size? Which are larger? Which have longer tails? Which have no tails? Which have opposable thumbs?

### **Summary:**

- 1) Develop a bulletin board to display these reports.
- 2) Compare and contrast monkeys, apes and humans. Use the "Venn Diagram" and the "Semantic Feature Analysis" charts on the following pages. You may also want to construct charts which are composed of pictures of Old World monkeys, New World monkeys and apes.

### **Follow-up Activities:**

- Read books with students about people who have worked to help apes and monkeys. Include *My Life With The Chimpanzees* by Jane Goodall and *Among the Orangutans- The Birute Galdikas Story* as well as books about Dian Fossey. Discuss the photographs in these books with the students and read selected passages or paraphrase the text in words younger students can understand. Be sure to show them photographs of Louis Leaky. He is the man for whom

Jane Goodall, Birute Galdikas and Dian Fossey worked when they began studying apes. Discuss the fact that these individuals thought it was important to respect and protect apes. Older students can read additional books about people and organizations that have worked and continue to work to protect monkeys and apes.

- Have older students research the laws which have been passed to ban the hunting of endangered monkeys and apes, and the development of national parks to preserve what is left of their habitat.
- \* Students can also write to organizations working to help improve the lives of monkeys and apes through legislation and through retirement homes for animals who have been used in research.



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### **Ideas for Science Fair Projects:**

- Develop a big-book or class book about monkeys and apes. Describe the New World and Old World monkeys and the apes. Include drawings or photographs.
- Develop a report about one species of non-human primates. Describe the physical characteristics of this species as well as ways in which members of this species communicate, defend themselves, find food and live in social groups in the wild.
- Develop a report about one species of non-human primates. Describe their life in the wild compared to their life in captivity. Discuss the pros and cons of human use of these animals.

### **Resource Organizations:**

- Animalearn, 801 Old York Road, Suite # 204, Jenkintown, PA. 19046-1685, (215) 887-0816
- Earthwatch, 680 Mount Auburn Street, PO Box 403N, Watertown, MA. 617) 926-8200
- Friends of Washoe, Chimpanzee and Human Communication Institute, Central Washington University, 400 East 8th Avenue, Ellensburg, WA. 98926-7573, (509) 963-2244
- Jane Goodall Institute, PO Box 599, Ridgefield, CT. 06877, (203) 431-2099
- Gorilla Foundation, PO Box 620-530, Woodside, CA. 94062
- International Primate Protection League, PO Box 766, Summerville, SC 29484, (803) 871-2280
- L. S. B. Leakey Foundation, 77 Jack London Square, Suite M, Oakland, CA

94607- 3750, (510) 834-3636

- National Geographic Society, 17th and M Street, N.W., Washington, DC, 20036, (202) 857-7000
- New England Anti-Vivisection Society, 333 Washington Street, Suite 850, Boston, MA 02108-5100, (617) 523—6020
- Orangutan Fountain International, 822 South Wellesley Avenue, Los Angeles, CA, 90049, (310) 207-1655
- Rainforest Action Network, 450 Sansome, Suite 700, San Francisco, CA. 94111.

### **Literature for Teachers:**

- Birnbaum, Bette, *Jane Goodall and the Wild Chimpanzees*, Steck-Vaugh, 1992
- Galdikas, Birute, *Orangutan Odyssey*, Harry N. Abrams Publishing, 1999
- Gallardo, Evelyn, *Among the Orangutans - The Birute Galdikas Story*, Byron Preiss Visual Publications, 1993
- Goodall, Jane, *The Chimpanzee Family Book*, Picture Book Studio, 1989
- Lumley, Kathryn, *Monkeys and Apes*, Children Press, Grolier Publishers, 1982
- Milton, Joyce, *Gorillas, Gentle Giants of the Forest*, Random House, 1997
- Montgomery, Sy, *Walking With the Great Apes: Jane Goodall, Dian Fossey, Birute Galdikas*, Mariner Books, 1992
- Redmond, Ian, *Eyewitness Book - Gorilla*, Dorling Kindersley Limited, 1995

### **Books for Students:**

- Elwood, Ann, *Chimpanzees (Zoobooks Series)*, Zoobook Publishing/Wildlife Education, Ltd., 2001, ages 9-12
- Gallardo, Evelyn, *Among the Orangutans: The Birute Galdikas Story (The Great Naturalists)*, Chronicle Books, 1993, ages 9-12
- Goodall, Jane, *My Life with the Chimpanzees*, Aladdin Library, 1996, 160 ages 9 – 12
- Fossey, Dian, *Gorillas in the Mist*, Mariner Books, 2000, ages 9 – 12
- Green, Carl R., *The Gorilla (Endangered and Threatened Animals)*, Myreportlinks.Com Publishing, 2004, ages 9 - 12
- Lumley, Kathleen W., *Monkeys and Apes (New True Book)*, Children's Press, 1982, ages 4-8

### **New York State Standards Addressed:**

*ELA Standard 1 – Language for Information and Understanding:*

Students will read, write, listen, and speak for information and understanding.

#### Listening and Reading

1. Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

### Speaking and Writing

1. Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

*ELA Standard 3 - Language for Critical Analysis and Evaluation:*

Students will read, write, listen, and speak for critical analysis and evaluation.

### Listening and Reading

1. Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.

*MST Standard 4 – Science:*

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

### The Living Environment

7. Human decisions and activities have had a profound impact on the physical and living environment.

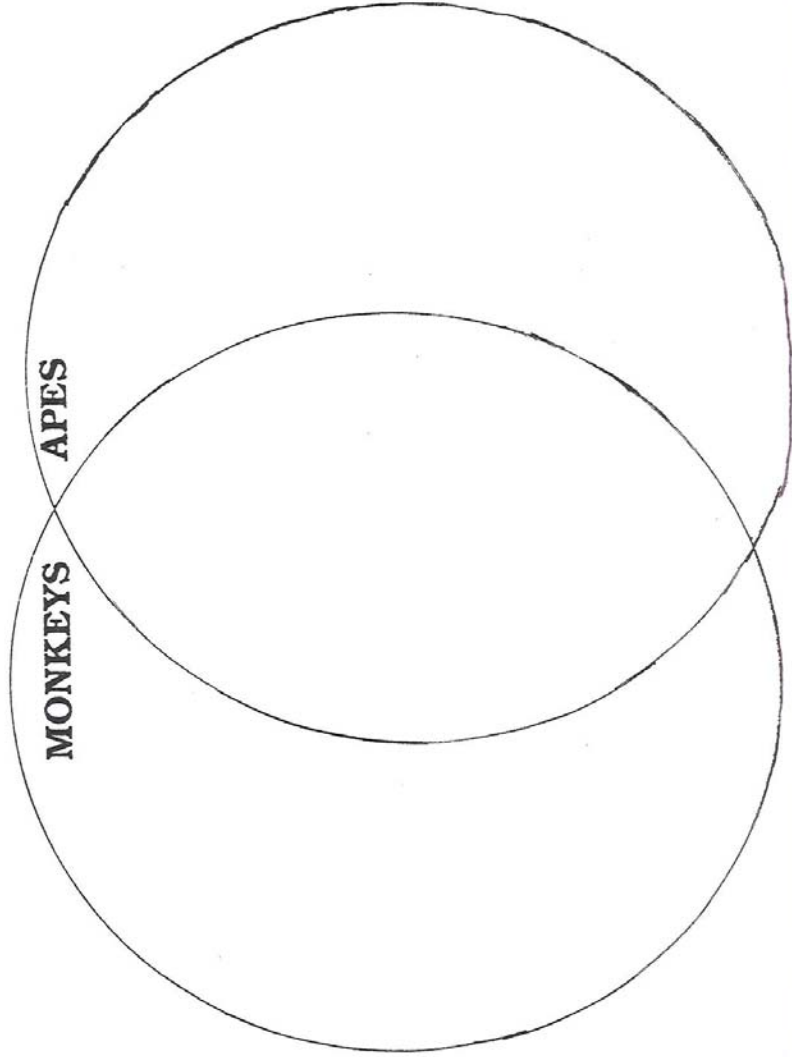


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## COMPARE AND CONTRAST

Two ways you can graphically organize a lesson in which you compare and contrast information are venn diagrams and semantic feature analysis charts. If you are comparing two or three items you could use a venn diagram (using two circles if you are comparing two items and three circles if you are comparing three). You can set up the venn diagram prior to instruction and let your students know that they will be organizing the information as they learn it. Or, you may choose to create the venn diagram after instruction as a way of recording the information for future reference. In the areas of overlap you record information that is common to the groups. In the areas that do not overlap, you record information that is specific to each group. A semantic feature analysis chart, on the other hand, allows you to compare and contrast many different categories and subcategories of information. An added feature is that you can add new categories easily as you learn about them. Examples of both graphic organizers appear below using examples from a teaching unit on primate study.

### VENN DIAGRAM



SEMANTIC FEATURE ANALYSIS  
**MONKEYS, APES, HUMANS**

Put a plus in those boxes that apply to the animal (including humans). Put a minus in those boxes that do not apply. Then analyze to see where the animals share features (compare) and where they do not (contrast). The categories can be expanded by adding as many rows and columns as you need.

	Eats Plants	Eats Animals	Habitat: Live in	Habitat: Live in	Parenting: Care for	Use Tools	Use Opposing	Tail
			Con- structed Shelters	Trees	Young		Digit (Thumb)	
<b>MONKEYS</b>								
<b>APES</b>								
<b>HUMANS</b>								