

# Rare Bird Eggs for Sale

Study Units

[Wildlife Management](#); [People and Wildlife](#)

## Supplemental Information

It is part of human nature to want to possess things. Our desire to acquire leads to collecting. Some wildlife and plant species have become endangered or threatened due to collection. Quite often young students bring things to school. This behavior can be destructive to wildlife and the environment. This activity can help students analyze how collecting might impact natural systems. Collecting items like dandelions, violets, and rocks from the driveway also helps develop our connection to nature and the outdoors.

Protected species in Iowa include:

- all birds except the European starling and house sparrow
- all reptiles except garter snakes and timber rattlesnakes
- all bats
- any endangered or threatened animal, including invertebrates (Check the [links found on the Iowa Department of Natural Resources \(DNR\) website](#) for the most current lists.)
- mammals belonging to a taxonomic family that includes a game species (e.g., chipmunks are protected because they are in the Sciuridae family along with fox squirrels, a hunted species)
- game species outside hunting seasons

It is illegal to possess nests or eggs from any wild bird. It also is illegal to possess feathers from nongame birds without a special permit. See [Wildlife Management](#) for links on regulations and the [Additional Materials](#) section for more references. (Contact your [Iowa DNR conservation officer](#) (opens as PDF) for clarification of regulations if needed.)

## Teaching Suggestions

Ask students what collections they currently have. If any are wildlife-related, find out if they are legal. Know the laws and obtain the proper permits for classroom collections. For information about obtaining education permits or salvage permits, contact the [Iowa DNR License Bureau](#).

In students' research for their debate, make sure they determine the legalities of the particular type of collection they are investigating. In most cases, permits are granted for a collection that will be used by many people for educational purposes, but not for personal collections. This difference can make an interesting discussion item.

Invite a conservation officer to speak to the class to clarify regulations and discuss their efforts to enforce laws and modify people's behavior to protect wildlife.



Consider setting up a certain area in the classroom as a “Swap Shop” where a student may bring interesting items from nature that can be collected legally (e.g., pine cones, rocks, fossils, galls, fungi, owl pellets). When a student donates something they may take another item with them.

Some items that may help illustrate the activity include:

- copy of [Educational Project Permit](#) and [Wildlife Salvage Permit](#) application documents
- insect collection (with only common species) to show example of acceptable collection
- photographs and/or drawings of wildlife to show “collecting” nature through images
- collection policy from a local nature center or museum (The students can identify what factors these agencies use to decide what is kept for public viewing.)

### Evaluation

See the activity.

### Student Materials

To Collect or Not To Collect

### Teacher Aids

None

### Additional Materials

- [Keeping Iowa Wildlife Wild](#) - Iowa Association of Naturalists publication regarding a variety of wildlife and how to keep them wild.
- [Professional Standards for the Use of Live Animals in Environmental Education](#) (Iowa Association of Naturalists publication about the standards when using live animals in environmental education.)
- Search for state endangered and threatened species on the [Iowa Legislature Iowa Law and Rules](#), (in the Iowa Administrative Code Quick Search box, enter 571.77 for Iowa Administrative Code attached to the Natural Resource Commission #571, Chapter 77, Endangered and Threatened Plant and Animal Species)



To Collect or Not To Collect

type of collection	reasons for collecting	should or should not be allowed?	alternatives	after debate changes in attitudes

