E.T. - A LOCAL WAY OF LEARNING

Title: BIRD STUDY

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Grade Level: 4-12

Concepts:	Disciplines:
2. Ecosystem	1.Social Studies
3. Carrying Capacity	2.Mathematics
9. Management	3.Fine Arts
12. Stewardship	4.Home Economics
	5.Industrial Arts

Objective:
At varied locations, through the activities scheduled, students will investigate circumstances favorable and unfavorable to bird populations and conclude the need for man's provision of a suitable environment in order to attract and sustain our feathery friends.

Rationale:
Birds play an important role in how the natural world functions in addition to their contribution to beauty and song, and, yes, even food for people. Birds need an environment in which they can live.

Directions:
This activity asks you to respond to a few basic questions that we need to ask ourselves more seriously than we care to admit. There follows then a number of distinct investigations, using the same format at different locations. The activity concludes with questions on management and stewardship if we value birds for their great contribution to man.

References and Resources:
Birds of the Virgin Islands, Dea Murray
Silent Spring, Rachael Carlson
What Is A Bird?, Jenifer Day; Golden Press, 1975
Bird Watching, Burns, Aubrey, Watts, 1968
Birds In The Sky , Lucy Hawkinson, Childrens Press, 1965
Hawks, (filmstrip), McGraw Hill

"Characteristics of Birds" (Overhead Transparencies), Teachers Publishing Cor.
Thy Friend Obadiah, Brinton Turkle
"Birds-Habits and Behavior"
      Audubon's Birds of America filmstrip
      Encyclopedia Brittanica Educational Corp., 1953, 6FS

Birds Of The Sandy Beach, Color, 10 minutes. This film discusses how the differences between birds make it possible for them to live together on the beach. Discussed are the gull, glover, sanderling, willet, and gowit. (NPS,VI)

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A.   School Neighborhood   B. City/Village

      A-1 School Yard   B-1 Business Area
      A-2 Nearby House and Yard   B-2 Industrial Area
      A-3 Closest Business Place   B-3 Residential Area

                        C. Rural/Country

                        C-1 School Grounds
                        C-2 Wooded Lot
                        C-3 Farm Buildings

_____ Enter activity identification of you or your group (A-1, B-3, etc.). It is suggested that each individual do a separate report at this stage. Notes are to be compared in the last step.

1. Choose a limited area for your study. Tour it, observing carefully the natural and man-made features (buildings, grass areas, shrubs, trees, etc.) and either draw a layout sketch or describe it here:

2. Find a quiet location from which you can observe the area of your study:

     a. How many different kinds of birds can you spot?_____
    If none, go to item "e" below.

     b. Identify or describe them.

C. What kind of things in your area seem to attract birds? Why?

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d. What kinds of things disturb birds in this area?

_____

_____
_____

_____

e. What conditions can you identify in this area that might be the reason(s) for few or no birds being present?

_____

_____
_____

_____

3.Can you suggest at least three specific site improvements that would attract more birds, or different kinds of birds9

_____

_____
_____

_____

Class Follow-up:

1. Have each group compare notes. (10 minutes).
2. Have each of the three groups share their information.
3. Have the class prepare a summary on which there is general agreement for:

a. Why do we need birds? _____

_____

b. What do birds need from us?_____

_____

C. Some general recommendations for each area of observation and study. (10 minutes).

_____

_____

BIRD STUDY WORKSHEET

1. In class as a unit or in small group discussion, develop a list of as many reasons as possible for the three following questions:

A. What basic things do birds need to live?
1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

B. Why do we (people) need birds?
1. _____

2. _____

3. _____

4. _____

5. _____

C. What do birds need from people?
1. _____

2. _____

3. _____

4. _____

5. _____

II. Outside/Onsite Field Investigation
Keeping in mind the reasons you listed in Section I, make a study of three distinct places for any one of the three categories listed. Do this by completing the activities below. Identify your particular activity area type with the appropriate code: