

*John Audubon,
Young Naturalist*

The Young Patriots Series, Volume 12

**Teacher's Guide
And Webquest**

Note to Educators: This Teacher's Guide and Webquest is available for free download at www.patriapress.com. Online, all links are live. We have included the full website addresses in this print version for your convenience.

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About the Author

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About *The Young Patriots Series*

The Young Patriots Series are fictional biographies for young readers ages 8-12 that tell the story of the childhood of famous American heroes and heroines. Winner of six national awards for excellence, the **Young Patriots Series** titles may be found in both the *Reading Counts*[™] and *Accelerated Reader*[™] Programs. Each title is accompanied by a Teacher's Guide and Webquest available for free download at www.patriapress.com.

Offered in both paperback and hardback editions, the books are available from all major wholesalers and are distributed to the trade by Independent Publishers Group.

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John Audubon, Young Naturalist

Teacher's Guide

Introduction

This Teacher's Guide provides a framework for using *John Audubon, Young Naturalist* in the classroom as a vehicle to engage students and weave literature into multiple content areas.

The Guide offers many suggestions for interdisciplinary activities that students can do before, during, and after they read the book. These learner-centered activities help students move from solely a comprehension, or knowledge-based way of thinking about historical fiction, to higher levels of critical thought that include analysis and evaluation.

Before Reading

1. Before starting any unit of study, it's a good idea to assess what students already know, or think they know, about the subject. If students have at least some knowledge of Audubon or his accomplishments, draw a three-column chart on the blackboard with the headings: *What We Know About John Audubon*, *What We Want to Know*, and *What We Learned*.
2. Ask students to respond only to the first two columns. After reading the book and doing some or all of the After Reading activities, revisit the chart with the class to complete the third column (*What We Learned*) and to correct any erroneous information in the first column.
3. If students have no knowledge of Audubon or his accomplishments, you can have them begin reading the book without any prior discussion, or you can review the historical timeframe that the book covers (approximately 1789-1805). There were many important world events going on during the period young Jean was growing up in France, including of course, the French Revolution (1789-1795), Napoleonic Wars (1796-1815), the formation of a new government in the United States and the start of Lewis and Clark's expedition west (1804). You might want to create a world history timeline or have students create their own as they read through the book.

During Reading

While many teachers prefer that students read a book without interruption, others opt to conduct mini-assessments along the way.

1. Have students keep an ongoing literature journal in which they can write about what they're reading and keep an ongoing vocabulary list of unfamiliar words or phrases. You might also wish to provide writing prompts to help students think about what they're reading and to make connections to their own lives. Example writing prompts:

- What are some of Jean’s qualities, or personality traits that you think helped to shape who he became as an adult? What personality traits did he have that you didn’t like? Why? What are some of YOUR best qualities, or traits of which you are most proud?
 - As a child, Jean described birds’ behavior and chirping as if they were like those of people. For example, in Chapter 1 he describes trogons laughing and chatterers “scolding with harsh voices.” What human qualities could you use to describe your favorite birds? Does their chirping remind you of something a person might say or do? Why?
 - Jean’s main interest, throughout his life, was watching, drawing, and studying birds. What interests you the most right now? Do you have a hobby or a favorite sport that you love to do?
2. As students read the book, be sure to keep a world map posted so that they can identify each city, state, and country mentioned.
 3. As they read, have students identify figures of speech (e.g., metaphors and similes), phrases of alliteration, analogies, and language of the time period (e.g., in Chapter 2, multiplication and addition calculations described as *two times and one over*).

After Reading

Historical fiction provides wonderful opportunities to weave and blend literature into many different content areas in meaningful ways. Following are a handful of ways for you to integrate a study of John James Audubon in your classroom. Although they are organized by content areas, we encourage you to move across content lines to blend them in natural ways AND to encourage your students to conduct further research on any specific topics of interest.

Assessment: All of the activities can be assessed in traditional ways (i.e., with quizzes and letter grading systems) to determine how well students can memorize and can recount facts. However, since these activities are rooted in discovery, discussion, communication, and collaboration, they lend themselves to more holistic types of assessment that measure achievement of academic skills, behaviors, and even social/emotional growth. We encourage you to use one or more of the following alternative assessments as students complete the activities.

- **Portfolios**—Keep one portfolio of work for each student to measure progress over a specific period of time. Portfolios are a great aid for both student/teacher and parent/teacher conferences. Encourage students to participate in selecting samples of writing, artwork, research notes, etc. to be included in their portfolios.
- **Rubrics**—Create a rubric, or chart (with or without grades or a numerical grading scale) to assess whether or not students have met specific standards and learning goals that you have previously identified.

- **Self-Assessment**—Hold regular teacher/student interviews to listen to students evaluate their own progress and skills.
- **Peer-Assessment**—Have students give and receive constructive feedback to assess such things as collaborative group work and to critique writing.
- **Anecdotal Notes**—As students work individually or in teams, make informal observations of how they solve problems, think critically, conduct research, work with others, and synthesize newly learned information. Add your notes to students' portfolios and share them during parent/teacher conferences.

Language Arts Connections

1. The book is filled with descriptive passages that can serve to help students improve their own writing. In Chapter 3, for example, the paragraph that begins, “The morning was very beautiful...” is filled with multiple images that help the reader picture it clearly as they read. Have students quietly observe their surroundings one day when they’re outside and ask them to create word paintings, or imaginary pictures with words. Introduce or review such techniques as allusion, personification, onomatopoeia, simile, and metaphor).
2. In Chapter 2, Jean refers to his new *maman* (French for *mother*). Then in Chapter 5, students learn that Jean and his sister enjoy *croissants* for breakfast. Challenge students to learn more French words, including simple greetings, days of the week, months of the year, and names for foods. Create a class chart showing the word and its English translation. Practice speaking to one another each week. Invite any French-speaking parents to teach words and phrases to the class.
3. Throughout the story, Jean learns interesting facts about birds through his own observations or from his father. Have students write a group “Frequently Asked Questions and Answers” booklet about birds. Students should brainstorm questions or ask students in other classrooms what they want to know about birds and then research to find the answers. For example, they might research the answers to such questions as: Why do eagles and owls use the same nests year after year? What do some birds (e.g., geese) fly in v-formations? Why do birds migrate? Why are some eggs white and others brown? What’s the difference between a bird’s call and its song? How do birds fly? Why can’t some birds, like penguins and ostriches, fly?
4. Have students use their Field Guide notebook writings and illustrations (see Science Connections, #1) as references to write and illustrate a storybook for younger children. Then take the younger class on a walk outside and read the story aloud or dramatize it. [If you choose to create a mock wild bird sanctuary in your classroom (see Mathematics Connections, #1) bring younger students in to tour it.]
5. In Chapter 6, when Jean goes hunting for a ghost in the water mill tower, he finds an owl that he mistakes for a cat with feathers because he’s never seen an owl nor a

picture of one. Have students write a short story about a time they mistook one thing for another.

6. Discuss ways in which the author sets the time period and includes historical events and people in the text. Have students try their own hands at writing short historical fiction.
7. In Chapter 5, Jean sees crows and ravens. Students can do some research to learn more about the use of crows and ravens in literature. For example, in western literature, ravens are often associated with sadness and death (e.g., in Edgar Allan Poe's poem *The Raven*). In Native American cultures, ravens are known as "tricksters" and the spirit who placed the sun in the sky. Encourage students to research also the origins of such expressions as "eating crow" and "crow's feet."
8. Onomatopoeia are words that are invented to imitate real sounds. Some bird names (e.g., chickadee, whippoorwill) sound just like their songs! Challenge students to think of more birds that were named for the sounds they make.

Social Studies Connections

1. Have students work individually or in pairs to complete the **WebQuest**. They will follow website links to gather information about endangered and threatened birds in their own states and then either create a poster or a fictional public service announcement (PSA) that details a protection plan. NOTE: It is recommended that you complete Science Connections, #2 before students conduct the WebQuest, so that they have some prior knowledge about the subject at hand.

Have students present their posters or "perform" their PSAs for the class. Extend the activity by having students mark endangered and threatened birds on a map of a United States. Discuss their findings. Are some areas of the country in danger of losing more bird species than others? Have students hypothesize why they think this may be so. Did their research reveal any extinct species? If so, where?

2. Throughout the story, there are subtle hints of world events happening while Jean was a young boy, in Haiti and then in various cities in France. For example, in Chapter 1, we learn that Celestine is a slave who works as the children's caretaker when their father is away. In Chapter 11, Jean's father makes mention of Napoleon's army. Divide students into pairs or small groups to conduct research about the historical time period, including such events as the Haitian Revolution of 1791-1803 (which came on the heels of the French Revolution that started in Paris in 1789). Compile all writing into a class History Guide and complete a timeline to hang on the classroom walls.
3. Starting in Chapter 1, readers learn that Jean loved to watch swallows and knew a lot about their migration patterns. Every year, on or about March 19, swallows return

to their spring and summer home in San Juan Capistrano, California. Since 1776, avid bird watchers have kept records of the swallows' annual return. Interested students might wish to learn more about Mission San Juan Capistrano and why ornithologists think the swallows always return there. How do the birds know it's March 19? A good place to start research: <http://www.missionsjc.com>. (Click the History button.)

4. In many parts of the world, bird numbers are declining (see Social Studies Connections, #1 and Science Connections #2). Invite to class a naturalist from a local state park to help students learn about the status of birds and other wildlife locally, nationally, and globally.
5. Create a chart of (or mark on a U.S. map) every state bird. (Students can also add state flowers, trees, and mottos.) A good place to start state bird research: <http://www.50states.com/bird>
6. Have students conduct research and then plot on a world map (using string and push pins) the annual migration routes of all birds named in the story. This includes such birds as trogons, swallows, jackdaws, crows, stormy petrels, black cormorants, and pelicans ... just to name a few!
7. In Chapter 8, we learn that Jean's favorite instrument was a flageolet because he could use it to imitate the songs of birds. Students can learn more about the history of this instrument, the precursor of the tin whistle, at The Flageolet Site: <http://www.flageolets.com>. There they can read actual flageolet instruction pages from the 17th-20th centuries to understand the kinds of lessons Jean might have been taught. In Chapter 11, we learn that Jean entertains fellow passengers on his journey from France to America, with other instruments, including a violin, flute, and guitar. Have students learn more about the history of these and other instruments and music of the late 1700s to early 1800s.
8. In Chapter 11, Jean recovers from yellow fever at a Quaker boarding house in New Jersey. Interested students might want to learn more about the history and practices of the Quakers.

Science Connections

1. In Chapter 7, Jean learns that "...he could see many wonderful things if he only sat and watched." Ask students what they think the phrase "Young Naturalist" in the title of the book means. Define "naturalist" as someone who studies nature through observation. Naturalists use writing, art, and science to observe nature, just as Jean did through both his childhood and adulthood. Have students explore their surroundings through a naturalist's eyes by keeping individual field notebooks in which they record (via writing and sketches) observations of birds and their

surroundings. (See Science Connections, #5 for suggestions on ways to attract birds onto school grounds.) Students may need binoculars so that they can sit at a distance that won't scare away birds. Tape or digital recorders can be used to record bird sounds. Written logs should be kept daily or weekly and can include such data as:

- Species Information: Use a bird identification guide to identify the exact species.
- Physical features: Include shape, size, and color of each bird's bill, beak, head, body, wings, and feet; distinctive markings; color of feathers. Be sure to make sketches of the birds.
- Sounds: Bird's call or song
- Habitat: Where do you see the bird? Does it always return to the same place each day? How often do you spot the same bird over a period of a few days?
- Unique behaviors: Does it interact with other birds? Does it protect its territory in a unique way? Where does it feed?
- Personal Thoughts (contained in a separate section of the guide): How does bird watching make you feel? What were you thinking about when you heard the bird's song? What kinds of things did you smell or hear while you were observing the birds? What did it feel like to sit silently for an extended period of time?

If students keep year-round field guides, they can compare data by season, time of day, etc. Classes in states that experience winter weather (i.e., snow, freezing temperatures) might compare their data with other classes (via pen pals or e-pals) that are located in states that don't experience such seasonal changes, such as California.

2. Another naturalist, John Muir, once said, "When we try to pick out anything by itself we find it hitched to everything else in the universe." Ask students what they think that means and how it might relate to declining local, national, and global bird populations. Guide students to conduct research to learn some of the causes of declining bird populations (see Social Studies Connections, #1 for more). For example, because of climate changes, some bird species will die of starvation during prolonged winters, while others remain largely unaffected. Deforestation, agriculture, and urban sprawl have destroyed many bird habitats and caused food sources to dwindle considerably. In parts of England, for example, swallows' breeding and nesting grounds are disappearing rapidly as cities grow. In areas of the world where use of fertilizers and pesticides have increased, birds have much less food because there are fewer insects and seeds from weeds.

After research and discussions, ask students to work in small groups to brainstorm some practical solutions to these human- and nature-caused problems that are impacting bird populations worldwide and then present their ideas to the class. Solutions might include such things as recycling paper in school and at home (to reduce the demand for forest timber—thereby protecting some bird habitats) and reducing the use of toxic household chemicals that get poured down our drains and eventually end up in our oceans, harming or killing seabirds).

3. In Chapter 5, students learn that "...flour and meal were ground between two stones. Every little river had a mill or two built where the water could furnish the power to turn the wheels." Help students understand that for thousands of years—before electric power was invented—mills and factories harnessed the power of running water to turn water wheels and drive machines, such as millstones that ground corn. The modern day water turbine was developed from those ancient water wheels. Have students make their own models of water turbines using a thin wood dowel and cut plastic straws. Tape the straws to the dowel like spokes of a wheel. Fill a sink with a few inches of water and place the water turbine in the sink, under a stream of running water from the faucet. The turbine should start to spin. If not, students will need to adjust their designs by changing the positions of the straws on the dowel. Have students experiment also with the force of the water coming from the faucet. Does an increase in water pressure help or hinder the turbine?
4. In Chapter 7, readers learn that Jean knows that cuckoos never build their own nests, but instead put their eggs into the nests of other birds to hatch safely. Have students conduct their own research to learn more about cuckoos' behavior and to learn how other birds make their nests. Students will learn, of course, that birds use just about any readily-available materials from nature (e.g., twigs, grasses, mud, straw) and discards from humans (e.g., littered paper wrappers, newspapers, plastic pieces, chewed gum). Challenge students to think like a bird in order to create a nest using only readily-available materials that they find outside or in the classroom. This might include twigs, dirt, grasses, as well as waste from the recycle bin! When done, ask students to share their nests and the thinking behind the materials they chose. Model birds and eggs can be displayed in the nests (see Mathematics Connections, #1 and Art Connections, #1).
5. In order to observe birds on a regular basis (as Jean did) and keep comprehensive logs of their observations (see Science Connections, #1), students may need to attract them onto school grounds. Simple bird feeders, hung in safe, sheltered areas will help attract a variety of birds. Students can conduct research to learn the types of foods that might attract different species. For example, if they want hummingbirds to make appearances, sugar water feeders are the key. Other birds will enjoy pine cones spread with (no sugar added) peanut butter, rolled in bird seed, and hung from a tree branch. Another simple project is to make a birdbath (or simple watering device) and watch as birds come play and groom themselves in it.
6. Divide students into 12 teams, each assigned one chapter of the book. Direct each team to list the name of every bird mentioned in their assigned chapter. Compile all birds into one class list and ask student pairs to select one or two birds to research. Create a large class comparison chart or other graphic organizer in which to log such data as the species name, habitat, type(s) of food, predator(s), unique characteristics, and other interesting information. Students might want to create separate charts (i.e., one chart for woodland birds, another for coastal and seabirds,

wetland birds, urban birds etc.). Students can also create diagrams that show how birds fit into the food chain.

7. Participate in The Audubon Society's Christmas Bird Count <http://www.audubon.org/bird/cbc>, the annual "Citizen Science" program in which volunteers collect information on birds in their communities. Collected data is then logged into an extensive database.
8. Join Journey North's multiple online, hands-on projects, in which K-12 students track the migration patterns of bald eagles, robins, hummingbirds, whooping cranes, and other birds and then share their field observations with classes around the country. Go to <http://www.learner.org/jnorth> and click *This Season's Projects*. Then select the link to the migration project you desire for information on how to register, participate, report sightings, and find additional lesson plans and other resources.

Mathematics Connections

1. In just about every chapter of the book, Jean sees and describes his joy of watching birds in the wild. Have students practice creating geometric shapes and patterns by turning the class into a wild bird sanctuary as they create and hang from the ceiling (and/or display on windowsills and shelves) paper origami birds. Once the classroom has been transformed into a bird sanctuary, with multiple, colorful birds "flying" around the room, play recorded bird sounds and invite other classes and parents in to take tours and learn from student "docents" about each bird species they see and hear. There are many origami instruction books available, or you can steer students to the following links to download simple instructions on how to many different kinds of birds.

<http://www.paperfolding.com/diagrams/>
<http://origami.kvi.nl/models/birds/index.htm>

Note: for older classes studying the dropping of the atom bomb on Hiroshima, Japan, you might wish to extend the origami bird project to have students learn the story of Sadako Sasaki and legend of the paper cranes. Students can create origami cranes to send to the Sadako Peace Park in Seattle. Learn more at Cranes for Peace <http://www.cranesforpeace.org> and at the Paper Cranes site hosted by the city of Hiroshima: <http://www.city.hiroshima.jp/shimin/heiwa/crane.html>

2. In Chapter 4, Jean expresses frustration in trying to draw lifelike birds from dead models. Blend math and art by having students sketch birds according to scale. Have students clip from magazines or download from the Internet, a picture of a favorite bird. Then, use a ruler to draw a grid (horizontal and vertical lines) covering the whole picture. (Establish a good size for each unit, or square in the grid, such as 1/2 inch.) Next, have students draw a much larger grid on construction or butcher paper, this time making the squares at least 1 inch or greater. Students are to

reproduce the small picture onto the large grid by sketching (freehand) the picture contained in each small square to its matching large square.

3. Throughout the story, Jean is fascinated by birds' ability to take flight and go wherever they choose. Ironically, in Chapter 7, we learn that he thinks math is a worthless study. Evidently nobody explained to Jean that bird flight has everything to do with math and science! Help students experiment with such math skills as measurement, symmetry, rotation, and flips, by having them design and fly their own paper airplanes in order to understand how birds fly. Ask students whether or not they think bird and airplane flight is similar. If so, how? (Simply put, airplanes use the same principles of lift and air pressure as birds do: as air moves over the surface of the bird's or plane's wings, it moves faster than the air below the wings. This increases pressure and allows the bird or plane to lift and move forward.) Have students make their paper airplanes to test these basic principles of aerodynamics. Simple directions can be found in many math textbooks and on many websites.
4. So exactly how far—as the crow flies—were those journeys Jean took from Haiti to France and France to New Jersey? Have students calculate the distance between those and other places by visiting How Far Is it? <http://www.indo.com/distance> which calculates the latitude and longitude of two given places.
5. In Chapter 7, Jean thinks to himself, "I don't need an hourglass—I can tell time by the birds." Have students learn how time has been measured through the ages by reviewing the history of the hour glass, sometimes called sand clocks. Then challenge students to make their own hour glasses to use as timers for all sorts of activities. (Most students will be familiar with the classic movie *The Wizard of Oz*, where the wicked witch turns an hour glass as she threatens Dorothy.) Make a very simple hour glass by taking off the caps of two plastic water bottles. Fill one bottle with some sand or salt and place a piece of foil over the open neck. Punch a small hole in the foil. Invert the two bottles so the necks of the bottles touch and secure with tape. When all sand from the top pours into the bottom bottle, students can turn the hour glass over. Have them time the sand transfer using a modern day clock so that they know exactly how much time their hour glass measures.
6. Conduct research to determine which birds fly at the fastest speeds (miles or kilometers per hour) and the longest distances with or without stopping.
7. Take an inventory, on school grounds, of all bird species. Or, have students take a class or school poll to determine favorite birds. Students can then tally, graph, and post the results.

Arts Connections

1. Throughout the book, readers learn that Jean is a big fan of taxidermy, the process of reproducing a dead animal or bird as a permanent three-dimensional model. In

lieu of taxidermy, have students create clay or papier mâché models of any of the birds mentioned in the book. They can use books and Internet resources to find pictures or photographs of the bird in order to make them as lifelike as possible. Hang each on translucent thread from the ceiling or display on windowsills or homemade nests to add to the “wild bird sanctuary” of origami birds (see Mathematics Connections, #1 and Science Connections, #4).

2. Create a mural on a large sheet of butcher paper to illustrate each chapter of the book. There are many detailed descriptions of scenes that students can envision and put on paper. Divide students into pairs or groups of three to create different segments of the class mural.
3. Students can hone their woodworking skills by building birdhouses. Remind them to think through the design of the entrance hole, since it must be wide enough for the bird to fit through, as well as where they will hang it. It should be hung high enough so that it’s away from cats and other predators and in an area without direct sun. Note that younger students can make very simple birdhouses by cutting plastic water or milk jugs in half and tying string to the top.
4. Make a bird-themed board game using information gleaned from the book and subsequent bird research. Divide students into pairs or small groups to create an original game board on cardboard or heavy stock card. They must draw the board “track” and illustrate other areas of the board using a bird-theme. They’ll also need to determine board game rules. If there are question cards to be answered in order for a player to move forward on the track, teams will need to write those cards as well. All teams’ boards will look different and all board games will have different rules. Students can use dice or a spinner to move a marker (use beans or counters) around the game track. Once games are complete, have a board game-playing marathon in which all students have the opportunity to play each others’ games. Extend the activity by having other classes come in to play and/or have parents play their children’s games at Back-to-School or Open House events.
5. Dramatize, in short skits, any of the chapters of the book. Create mural backdrops to represent appropriate scenery, as described in the book.
6. Create an art gallery in the classroom by displaying all bird illustrations students have created during various After Reading activities.

WebQuest: A Bird's Eye View

Introduction

In the book, you read about many birds young Jean loved to observe, sketch, and study. Some of those same birds are now listed on the Endangered Species List. In this WebQuest, you will learn about birds in your state that are endangered or threatened and then create a poster or write a public service announcement that details a protection plan for the species.

Process

Step 1

Visit the websites, shown below, to learn about endangered or threatened birds in your state, other states, and countries around the world. (How many of them are the same ones Jean studied and illustrated?)

Pick one bird on your state's endangered or threatened bird species list and do some research about it on these or other websites and/or in books. Be sure to learn the reason(s) that the bird is listed as an endangered or threatened species. Take notes about these and other things that you find interesting and important.

Websites:

- [Endangered Specie.com](http://www.endangeredspecie.com)
<http://www.endangeredspecie.com>
Click *Endangered Species in Your State*. Then click your state on the U.S. map. Note that this list is not complete. To find an updated listing, visit the U.S. Fish and Wildlife Service site.
- [The U.S. Fish and Wildlife Service: The Endangered Species Program](http://www.fws.gov/endangered/)
<http://www.fws.gov/endangered/>
Click *List of Threatened and Endangered Species* on the left side of the page. Then Click *Birds* (under *Vertebrate Animals*). You can then conduct a search for one or more bird species.
- [State of the Birds USA](http://www.audubon.org/bird/stateofthebirds/index.html)
<http://www.audubon.org/bird/stateofthebirds/index.html>
Click the links on the left side of the page to learn more about the state of birds living in various habitats (e.g., grasslands, woodlands). Click *Audubon WatchList* to learn which bird species are currently at greatest risk.
- [The Endangered Species Act and What We Do](http://www.fws.gov/endangered/whatwedo.html)
<http://www.fws.gov/endangered/whatwedo.html>
Read the *Endangered Species Act* and then scroll to the bottom of the page and click *Kid's Corner*. View *Endangered Means There is Still Time* slide show.

- [U.S. Environmental Protection Agency](http://www.epa.gov)
<http://www.epa.gov>

Click *For Kids* on the left side of the page. Then click the *Plants and Animals* link, then *Save Our Species* link, then click any bird picture to learn more. (At the top of the page, in small letters, you can click links to get information about the species, pesticides, and other environmental effects.)

- [Audubon's Birds of America](http://www.audubon.org/bird/BoA/BOA_index.html)
http://www.audubon.org/bird/BoA/BOA_index.html
Click *Enter*, then click *Alphabetical List of Bird Image Plates* to see if the bird you are writing about was illustrated by John James Audubon! If it is, click the small bird graphic on the right side to see his illustration.

Step 2

Decide whether you will create a poster or write a (pretend) public service announcement script that tells about your plan to protect the species.

Step 3

Use the information you gathered in Step 1 to create your poster or to write a script for your public service announcement. Remember to include in your poster or in your public service announcement the reasons why the bird is endangered or threatened. (Examples might include habitat destruction, over-hunting, air or water pollution, dwindling food sources, or other factors.) Give details of your recommended protection plan and be sure to describe why you think your plan is a good idea.

Step 4

If you made a poster—decide how you will present it to the class. You will want to describe all parts of the poster so that everyone understands all drawings, labels, or writing you have on it.

If you wrote a public service announcement script—rehearse it so that you can perform it for the class. You might choose to read or to memorize the script for your performance.

Step 5

If you made a poster, hang it up and present it to the class. If you wrote a public service announcement, perform it for the class.