



# PROJECT BIRDWING

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## FIELD GUIDE



**3. POST VISIT** - TEACHER LED - 4TH GRADE - 45 min. - 1 hr.

### OVERVIEW & THEME:

After the of virtual tour of the Wildlife Refuge and learning about birds in their natural habitats, students will use their models, information they gathered and field guide examples to create a field guide page for their classroom. Each students will create a page highlighting a bird, its wing-type, habitat, and how wingtype helps their bird thrive.

Students will also review the importance of a Wildlife Refuge, and explore the role of National Park Rangers in preserving special places around the nation.



# LAYOUT/OUTLINE

- **REVIEW & RECAP** What did you see that surprised you? - *5min.*
- **NATIONAL PARK SERVICE** - *10min.*
- **PROJECT:** Hallway Field Guide - *30min.*

## ESSENTIAL QUESTIONS

- What is the role of the Jamaica Bay Wildlife Refuge?
- What other special places does the National Park Service Protect?
- What birds and habitats do we see at the Jamaica Bay Wildlife Refuge?
- What information does a field guide have that aids in bird identification?
- How can students share what they've learned?



### TEACHER PREP:

- Gather images from field trip for review
- Review slideshow
- Gather field guide worksheets

### PROJECT MATERIALS:

- Paper
- Field guide template
- Scissors (optional)
- Glue (optional)
- Coloring utensils

### TEACHING TOOLS:

- Field Guides

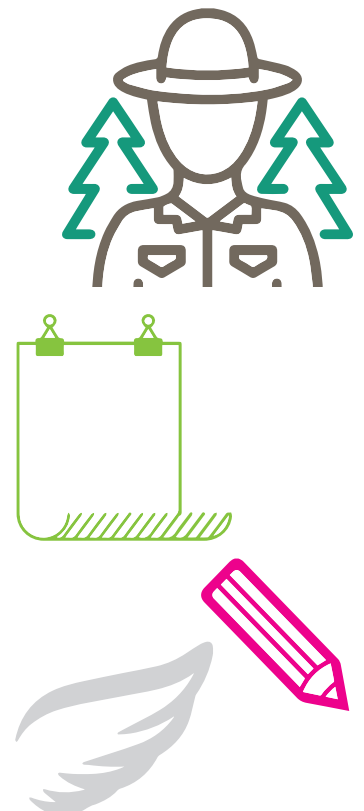
# LESSON

## REVIEW & RECAP

Educator will take the opportunity to review the virtual visit from a National Park Ranger by seeing if students can identify where that ranger was calling from on the MTA Subway Map. After a class discussion about the importance of a “refuge” for wildlife in a place like New York City, students can dive deeper into other places the National Park Service protects by reviewing of places like the Grand Canyon, The Birth Home of Martin Luther King, Jr., and the Statue of Liberty (or any NPS site the educator feels passionately about!).

Bringing the focus back to the field trip, students can then review the two habitats they visited: marsh and forest. Examples of tools used on the trip:

- Senses
- Maps
- Their own Wings!
- Rangers
- Field Guides



## PROJECT

Utilizing the models that the students created, and the research they did both on and off the field, students will design a field guide page. Each student will create a page out of paper to share with their class.

Each page will highlight:

- Bird coloration
- Wing type
- How wing-type helps the bird thrive
- Preferred habitat
- Interesting facts

Instructors are encouraged to send pictures of the student field guide pages to the Gateway's education team at [gate\\_education@nps.gov](mailto:gate_education@nps.gov).

## VOCABULARY/KEY WORDS

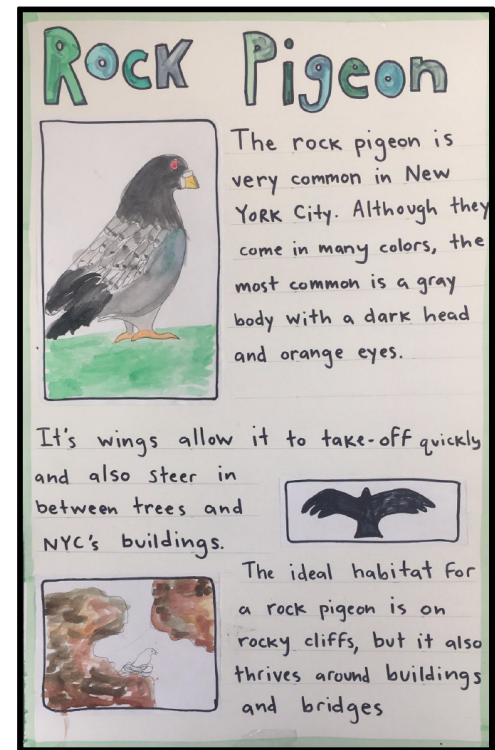
- **Field Guide:** a book taken into the "field" to help the reader identify wildlife and other natural occurrences.
- **Aerodynamic:** a shape that allows air to move past smoothly
- **Adaptation:** a quality of a plant or animal that helps it to survive in its environment
- **Habitat:** a natural home or environment for plants, animals and other organisms
- **National:** relating to an entire nation; country
- **Wildlife Refuge:** a safe space; area protecting habitats for plants and animals

## RESOURCES

- **Online bird field guide:** <https://www.allaboutbirds.org>
- **History of field guides:** [https://en.wikipedia.org/wiki/Field\\_guide](https://en.wikipedia.org/wiki/Field_guide)
- **First bird field guide, Library of Congress:** <https://babel.hathitrust.org/cgi/pt?id=uva.x002477818;view=1up;seq=101>

## CHECK FOR UNDERSTANDING

Pages should portray understanding of the selected bird's coloration, wing adaptation and habitat.



Bird Name	
<b>Draw bird here</b>	Describe what your bird looks like and tell the reader some interesting facts about your bird.
Describe the type of wing your bird has and how this adaptation helps it to survive.	<b>Draw wing-type here</b>
<b>Draw habitat here</b>	Describe the habitat that your bird thrives in and tell us why!

