

Title: Birds, Birds, Birds! Why should we care what happens to the birds?	Grade: 9th-12th Grades (Secondary)
Content: Literacy, English Language Arts (ELA), Social Studies (HGSS), Science (HS-Sci), Communication (Comm)	Duration: Five days—this multidisciplinary unit is designed for a week. It is estimated a total of 10-15 student work hours per week would be needed to complete this unit.

Standards:

- **RI.9-10.13 / RI.11-12.13:** Read and comprehend high quality informational text of appropriate quality for grade-level.
- **W.9-10.9 / W.11-12.9:** Draw evidence from a grade appropriate text to support analysis, reflection, and research.
- **HGSS.1:** Choices have consequences.
- **HGSS.3:** Societies are shaped by identities, beliefs, and practices of individuals and groups.
- **HS-Sci:** Interdependent Relationships in Ecosystem.
- **HS-Sci:** Natural Selection and Evolution.
- **Comm 0.2.2:** Communicate effectively with others to foster positive relationships.

Objective: Using ELA and HGSS skills, student will determine a societal problem in nature and draw evidence to pose potential solutions.

Resources / Materials Needed:

Journaling materials (paper, pen/pencil, colored pencils or markers)

Text(s)

[North American Birds have Vanished](#)

Handouts

[Summary \(Handout\)](#)

[T-Chart \(Handout\)](#)

[Vision Board \(Handout\)](#)

[Proposal \(Handout\)](#)

[Speech / Pitch \(Handout\)](#)

[Citing Evidence \(Handout\)](#)

[Annotation / Note-Taking \(Handout\)](#)

*Student(s) are encouraged to research other sources online if technology is available.

Description: Students will journal as they bird watch from the yard / outdoor space. They will be provided an article about the disappearance of birds and asked to determine some solutions to the problem.

Introduction/Description:

Parent / guardian/ teacher says: “Since the weather is getting nicer, and we have had our windows open, I thought that I would hear some birds starting to chirp, but I didn’t. So I started paying attention, and in my opinion, I don’t think there are as many birds as in years past. I wonder what could be causing a potential decline?”

Key vocabulary: habitat, ornithology, meadowlarks, food webs

- Day 1: Notice the number and description of the birds in your yard / outdoor space for at least half an hour in the morning and half an hour in the evening. Record this in your journal.
- Day 2: Which bird(s) caught your attention? What about the bird(s) was interesting? Draw the bird(s). Record this in your journal.
- Day 3: Read problem/ solution article *3 Billion North American Birds Have Vanished Since 1970, Survey Shows* by Elizabeth Pennisi. Think about the birds that you observed and why the author would have written this article in Sept. 2019? Of the problems the author identified, which do you think could be the most problematic for your yard / outdoor space? Record this in your journal.
- Day 4: Brainstorm potential solutions. Record these in your journal.
- Day 5: Share and summarize the full project with an adult.

Accommodations:

- This project could be extended or shortened for project length limitations. For example, this project could be extended to be 10 days or shortened to 2.5 days depending on the needs of the student(s).
- Student(s) can research specific birds that were observed.
- Student(s) extend learning by creating a birdhouse for a specific bird species or one that is declining in population.
- Student(s) could create an oral journal instead of written.
- Project can be altered to fit additional grade levels.
- Project can be completed with a partner(s) or as a family.

Finished Product: Provide project summary/overview by sharing the journal with an adult.