

EAGLES AND ECOSYSTEMS

Grade Level Range: 4th Grade

Content Areas Addressed: Science



Group Size: Whole class instruction with individual projects to be completed

Duration:

Multiple Days with Day 1 being for an hour of instruction and two days to complete a presentation (i.e. poster)- Presentations will be presented on the last day.

Key Vocabulary:

Ecosystem, Producers, Herbivores, Consumers, Decomposers, Food Web, Food Chain

Materials Needed:

Classroom Laptops or computers, Eagle Books from the library (all different types and levels)

Lesson Objective:

As an outcome from this lesson students will:

1. Be able to explain how the Bald Eagle works within an ecosystem
2. Know what role the Bald Eagles hold in the ecosystem.

Methods:

The instruction will be completed in the classroom, but the creating of the presentations will be completed at home for homework. The students will have a deadline to complete the projects. On the deadline, the students will bring in their projects and explain them to the class.

Procedures:

Bridge: Connect the lesson with their previous study of Bald Eagles. Discuss the prey and effects of pesticides and habitat destruction on the Bald Eagles.

Goal-Setting Introduction: Inform the students that the goal of this lesson is to focus on how Bald Eagles fit into the world we live, and how they work with other species in the world around them.

Instruction: Before discussing how the Bald Eagles fit in the ecosystem, the definitions of the needed vocabulary should be presented. It would be best to have the definitions on a visual format along with verbally telling them what each word means. After the students know the definitions, the teacher should discuss what all of the vocabulary words mean in terms of real life and how they fit with the lesson. The teacher should help the students to understand that a Bald Eagle is a consumer in the grand scheme of things in the ecosystem. By the end of the instruction, the students should know where the Bald Eagle stands in the ecosystem and food chain. They should also be able to know what could possibly happen if there were too many or not enough Bald Eagles in the ecosystem.

Activity: This is the time to pass out any information on the project that the students will be creating. The students should be informed that their grade will be based on the presentation information and how well they know the information. Give the students the due date for the projects and set a date for the presentations. You may

Closure: When it comes to the presentations, use the rubric to assess the student's knowledge of the topic.

Evaluation Alternatives:

The student will be assessed according to the presentation given by the students. The assessment will be graded according to the rubric (see attached page).

Background:

The students will need to know how to conduct research. The students will also need to know what a Bald Eagle is and the types of food a Bald Eagle eats.

Resources:

<http://www.learner.org/jnorth/tm/eagle/Food.html>

<http://www.baldeagleinfo.com/eagle/eagle3.html>

http://www.ducksters.com/animals/bald_eagle.php

http://eaglenature.com/eagle_facts.php

<http://baldeaglesproject.weebly.com/>

Standards Addressed:

1. S4L1. Students will describe the roles of organisms and the flow of energy within an ecosystem.

A. Identify the roles of producers, consumers, and decomposers in a community.

B. Demonstrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers.

C. Predict how changes in the environment would affect a community (ecosystem) of organisms.

D. Predict effects on a population if some of the plants or animals in the community are scarce or if there are too many.

