

## Eagles: Habitats

**Grade Level Range:** 3<sup>rd</sup> -5<sup>th</sup>

**Content Area Addressed:** Science

**Group Size:** Whole class, small group, or pairs

**Duration:** 1-3 class periods

**Key Vocabulary:** Habitat, sustain, dependence, relationship

**Materials Needed:** SmartBoard, computer (1 for each student/pair/group), internet, writing notepads, and pencils

### **Lesson Objectives:**

1. Students will determine what habitat Northwestern Georgia offers and what animals in addition to bald eagles live there by conducting research online and writing an essay from the perspective of the eagle, explaining what the eagle might see and do in Northwestern Georgia to survive.
2. Students will identify what physical features an eagle has that make them suitable for a Northwestern Georgia habitat by forming a hypothesis and proving/disproving that hypothesis through research as to why the bald eagle lives there.

### **Methods**

The scientific method, writing

### **Procedures**

The teacher will introduce the lesson by showing the students a Google Maps image of the United States and asking one student to show which region of the country they Georgia is in (northeast, southeast, etc.). The teacher will ask increasingly specific questions, eventually getting to Rome's downtown and Berry College. The teacher will make sure to show the students the expanse of woods at Berry and the different recognizable topographical features (Mount Berry, nearby lakes, rivers, and the Berry quarry). The teacher will then ask questions about the features of the land and the animals that live there. "From what you know about habitats, what animals do you think might live here? What type of birds do you think might live here?"

The teacher will say, "Today students we will be looking at a very special pair of birds that live at Berry College. We will be studying them and their habitat, learning why they have settled at the college."

\*The teacher will turn on the Berry College Eaglecam (find link below).\* "There are two adult eagles that have built a nest on the campus. The college was actually able to put in a video camera while the eagles were away so now we get to watch the parent birds and their eaglets,

which hatch every spring.” The teacher can allow them to watch the video feed for a few minutes, noting different features on the birds. (NOTE: If the eagles/eaglets are not in the nest than the teacher can turn on the recorded highlights video feed [link below]).

“We will begin our lesson today by moving to the computer lab to do some research on the eagles and their habitat. First, however, I would like each of you to take out a sheet of paper and write down what we will be looking for. You will find out what eagle’s like to eat, how they build their nests, their migration patterns, what resources the area of Berry College offers to the eagles, and what specific habitat Northwest Georgia contains (have the items listed on the board). You are allowed to work in pairs. Before you begin research, I would like each of you to develop a hypothesis on what habitat an eagle needs, taking into account their food, migration schedule, and shelter. You will approve or disprove your theory through research. When you are done discovering the answers you may come to me for a writing prompt.” The teacher will spend this time monitoring student progress and keeping the class on-track.

Writing Prompt: State your hypothesis at the top of the page with a short response outlining your findings and whether your hypothesis was proven correct or incorrect.

Collect the papers at the end of the lesson (it might take 1-3 days to collect the appropriate research).

To conclude and assess student comprehension in the lesson, the teacher can have the students present their work (see below) or answer a new writing prompt.

“Pretend that you are a Berry eagle flying. Write a paragraph about where you would go, what you would see, and what you would eat in a day.”

### **Evaluation Alternatives**

To evaluate the student’s comprehension, the teacher can have each student/pair/group present by sharing their original hypothesis and their results, explaining how their hypothesis was changed by their research and by taking up their hypothesis notes.

### **Background**

Students will need to have background knowledge of a habitat (and what habitat is offered in Northwest Georgia) and experience developing a working hypothesis. Students will also need to have some research skills, although the teacher can provide the websites for the students.

### **Resources**

- <http://www.baldeagleinfo.com/eagle/feathers.html>
- <https://www.georgiastandards.org>
- <http://www.berry.edu/eaglecam/>
- <https://www.youtube.com/watch?v=oUH5Mw7iip8>
- <https://www.nwf.org/wildlife/wildlife-library/birds/bald-eagle.aspx>
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### **Standards Addressed**

**S3L1.** Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.

- a. Differentiate between habitats of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean) and the organisms that live there.
- c. Identify features of animals that allow them to live and thrive in different regions of Georgia.

## The Bald Eagle

**Grade Level Range:** K-2<sup>nd</sup>

**Content Area Addressed:** Science

**Group Size:** Whole class or pairs

**Duration:** 1 class period

**Key Vocabulary:** Habitat, extinction, soaring, beak, talons, feathers,

**Materials Needed:** Computer/internet access, "Soaring with the Wind: The Bald Eagle" by Gail Gibbons, journals, projector/SmartBoard, twigs, sticks, and moss, whiteboard, trash bags

### Lesson Objective:

1. The students will identify the bald eagle's basic needs from the book, "Soaring with the Wind: The Bald Eagle" and will demonstrate their knowledge by creating an eagle shelter/nest using twigs, sticks, and moss.

### Methods

Read aloud (whole class), ELA, modeling

### Procedures

The teacher will introduce the lesson by telling the students a personal story about a bird, noting the features they noticed of the bird. The teacher will then invite the students to share about birds that they have seen and will record their responses on the whiteboard, looking for words such as 'beak', 'talons', 'and 'feathers'.

The teacher will then conduct a pre-reading for the book, "Soaring with the Wind: The Bald Eagle" by connecting what the students said on the board to the book and by asking them to predict what the book would be about based on its cover, title, and estimated length.

The teacher will then read the book, making sure to stop to check for understanding and ask questions that encourage the readers to make text-to-self, text-to-text, and text-to-world connections. (Example, "The book talks about a bald eagle soaring in the sky. Who here has seen a bird or an eagle soar in the sky? What does the text say about the bald eagle soaring? How does the book describe it?")

After reading the book, the teacher will ask the students to recall what the book said that bald eagle's need to live. The teacher will be looking for the students to identify food, shelter, water, and air (the teacher will most likely have to prompt for these). While students list items off the teacher will be writing their responses down on the whiteboard.

After collecting the appropriate responses and discussing them some with the students, the teacher will transition into the day's activity by telling the students that today they would be creating a nest/shelter for a bald eagle. The teacher would need to explain that they are making a much smaller version of the nest because a real eagle's nest would be very very big. The teacher will turn on Berry College's Eaglecam live feed (link below) and point out some important features of the nest, also demonstrating its size.

The teacher will then give directions for how to build a nest by modeling the process for the students. After making sure that the students understand, the teacher will pass out the different supplies (twigs, sticks, moss, and trash bags [as the base]). The teacher will then walk around and assist students as needed until the nests are complete (students can work in pairs or individually, depending on amount of supplies and class size).

The teacher will then ask the students to take out their journals and to write a single sentence explaining what a bald eagle needs to live,

### **Evaluation Alternatives**

The teacher could also provide an assessment on the quality of the birds' nests, placing pennies in the nest and seeing how many each will hold as a fun competition for the students.

### **Background**

Students will need to be able to follow directions to build the birds nest and knowledge of what a journal response is and how to write one.

### **Resources**

- <http://www.pbslearningmedia.org> (facts)
- <http://www.amazon.com/Soaring-Wind-The-Bald-Eagle/dp/068813730X>
- <http://www.berry.edu/eaglecam/>

### **Standards Addressed**

**S1L1.** Students will investigate the characteristics and basic needs of plants and animals.

b. Identify the basic needs of an animal.

1. Air
2. Water
3. Food
4. Shelter
5. Space

## The American Symbol: Eagles

**Grade Level Range:** K-1<sup>st</sup>

**Content Area Addressed:** Social Studies

**Group Size:** Whole class or small group

**Duration:** 1 class period

**Key Vocabulary:** Symbol, beak, talons, feathers, national, power, strength, government, and statehood

**Materials Needed:** SmartBoard/projector, computer, internet, brown construction paper, white construction paper, googly eyes, scissors, glue sticks, yellow construction paper

### **Lesson Objective:**

1. The students will identify the bald eagle as an American Symbol, why it became a symbol, and its meaning by watching videos, constructing a bald eagle paper replica, and writing one sentence on its meaning.

### **Methods**

Whole class, videos, craft

### **Procedures**

The teacher will introduce the lesson by playing the Bald Eagles Info video (link found below). The teacher will check for comprehension by asking a few questions about the video, such as, "What do bald eagles eat? Why did the narrator mention that bald eagles are our American symbol?" The teacher will also provide any unknown vocabulary.

The teacher will then define the term 'symbol' for the students, making sure to emphasize that symbols can be many different things (use personal examples like, our school mascot the \_\_\_\_\_ is a symbol for our school).

The teacher will then tell the students that today we will be learning about the bald eagle as an American symbol and discover why it became a symbol. The teacher will then turn on the Sesame Street video (link below). At the video's conclusion, the teacher will ask some questions, such as, "Why did Congress [clarify if necessary] say that America needed a national bird? What other birds did they consider to be America's national bird? Who suggested the bald eagle? What about the bald eagle made it a good choice? Where might you see the bald eagle as a symbol [money, letters, etc]? What year did they make that decision? Wow, that was a looonng time ago!"

The teacher will then transition into the activity by telling the students that today they would be making their own bald eagle and writing about what they had learned.

The teacher will show the students a finished example of the bald eagle craft (made out of construction paper and there is a cutout of the entire shape that will be stapled to the back to create a card and to reveal writing).

The teacher will have already pre-cut the majority of the construction pieces, but will leave the head and beak for the students to do (the talons and outline will already be complete). The students will use glue sticks, construction paper, googly eyes, and scissors to complete the task (picture attached).

To conclude the lesson the teacher will have the student write the words that the American bald eagle stands for, such as power, strength, government, and statehood (making sure that they understand each) in the "card" portion of their bald eagle craft.

### **Evaluation Alternatives**

The teacher will evaluate the students by assessing the accuracy of the information they put in the eagle and whether they followed directions (can be kept by a checklist).

### **Background**

Students will need to have knowledge of what a symbol is and how to use scissors and glue sticks.

### **Resources**

- <http://www.livescience.com/32811-why-is-the-bald-eagle-americas-national-bird-.html>
- <https://www.youtube.com/watch?v=oKficmlxzaI> (Bald eagle info)
- <https://www.youtube.com/watch?v=KC3Wjt1noQw> (Sesame Street- American symbol)

### **Standards Addressed**

SSKH2 The student will identify important American symbols and explain their meaning.

b. The bald eagle

