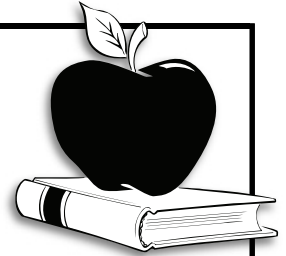


CLASS TIME: one to two class periods

MATERIALS: whatever students require for their projects

COMMON CORE STANDARDS: English language arts
MS Writing 1, MS Writing 2, MS Writing 4, MS Writing 8,
MS Speaking and Listening 1, MS Speaking and Listening 2,
MS Speaking and Listening 4

TEACHER'S GUIDE



ACTIVITY

Tell the World

OVERVIEW

Students express what they have learned in this unit to an audience outside of the class.

CONCEPT

People can act to help conserve Neotropical migratory bird populations and their forest homes.

OBJECTIVES

Students will be able to: 1) review what they have learned in the other lessons in *One Bird—Two Habitats*; and 2) teach others about the decline of some Neotropical migratory bird populations.

TEACHER BACKGROUND

People are more likely to act on their intentions when they have made a public declaration. Here students sign a public declaration committing to their continued involvement in Neotropical migratory bird conservation. A sample declaration follows:

We, the students of _____ School's _____ grade class, have learned about declining Neotropical migratory bird populations. We understand the need for adequate forest habitat here and in _____ (name of country). We will work towards conservation of Neotropical migratory forest birds and their habitats and towards education of people who do not yet understand the issues.

Since methods of scientific inquiry include persuasion, students can use some of the information they have to educate others regarding the plight of Neotropical migratory birds. Students may use a variety of media: poster; poetry; song; skit; painting; public event; letter to a newspaper editor; launching a school yard habitat project; giving an assembly to the entire school; or more. Students could "adopt" a forest and clean it up or raise money to purchase a part of the rain forest.

Creation of a butterfly garden may indirectly aid Neotropical migrants: some species feed on these insects. Students may continue writing letters to the cultural exchange class and educate people in Latin America about this issue. Students may begin a paper recycling program at school or launch a campaign to educate people about predacious cat behavior. For additional suggestions, see the action-oriented projects in Appendix I.

One teacher wrote this rap as a model for students.

The Warbler's Warble

I'm just like all you other critters living way out there,
I need a place to call home and lots of clean, clear air.
I want some tasty bugs, and some stuff to build a nest,
And if I have a choice, I'm gonna' get the best.
So let trees grow tall and don't do me no wrong
And I'll reward your days with my noble song.
I'll eat a lot of bugs and keep your crops intact
If you're careful with my forest and conserve my habitat.

— Janet Peterson, Wisconsin

PROCEDURE

1. Divide the class into cooperative groups. Ask that students assign roles amongst themselves as responsibilities become clear within each group. They should document each role.
2. Ask each group to develop a public declaration and sign it. Read the sample provided. They should write one based on their real beliefs and intentions. When everyone has signed the public declaration in his/her group, have someone from each group read the declaration. Post the declarations for all to see.
3. As a follow-up to their declaration, have each group plan a presentation to teach others about the issue. Read the rap aloud as a suggestion. Encourage

action-oriented projects. Have the group write: 1) what message they want to convey; 2) to which audience; and 3) through which medium or project.

4. Provide limited time for each group to share their project ideas, then have them work on their projects.
5. Before having students present their completed projects to any audience outside the class, discuss the messages conveyed. Check for any misrepresentations or misconceptions. These can be addressed by raising further questions or assigning further research.

MODIFICATIONS

The class may decide to work on one large project together.

EXTENSION

1. When the projects are finished, make them available to the rest of the school or to the entire community. Plan and promote an event for "International Migratory Bird Day," officially the second Saturday in May, to raise public awareness of the plight of Neotropical migrants. Put displays in local business windows. Raise money to donate to forest conservation projects. Go on the radio and let students talk about the projects they have completed.

ASSESSMENT

1. Evaluate student projects as illustrations of student understanding of the issue.

