

# Unit Overview

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**Essential Questions:** Why is Elm Swamp a good home for our birds? How can we help protect Elm Swamp so it continues to be a good home for our birds?

Standards	Criteria	Learning Activities	Products and Performances	Assessment
<p>1.18 <b>Reports</b> In written reports, students organize and convey information and ideas accurately and effectively.</p> <p>1.19 <b>Research</b> Students use organizational systems to obtain information from various sources</p> <p>2.2 <b>Problem Solving Process</b> Students use reasoning strategies, knowledge, and common sense to solve complex problems related to all fields of knowledge.</p> <p>3.9 <b>Sustainability</b> Students make decisions that demonstrate understanding of natural and human communities, the ecological, economic, political, or social systems within them, and awareness of how their personal and collective actions affect the sustainability of these interrelated systems.</p> <p>4.1 <b>Service</b> Students take an active role in their community.</p> <p>4.6 <b>Understanding Place</b> Students demonstrate understanding of the relationship between their local environment and community heritage and how each shapes their lives.</p> <p>5.29 <b>Visual Arts</b> Students use the elements and principles of two- and three-dimensional design in the visual arts, including line, color, shape, and texture, in creating, viewing, and critiquing.</p> <p>7.1 <b>Scientific Method</b> Students use scientific methods to describe, investigate, explain phenomena, and raise questions</p> <p>7.1a <b>Communication</b> Ask questions about objects, organisms, and events in the world around them</p> <p>7.1.f. <b>Problem Solving</b> Use either deductive or inductive reasoning to explain observations and phenomena, or to predict answers to questions</p> <p>7.9.a. <b>Applications</b> Collect, order, display, and analyze data in order to answer a question or test a hypothesis</p> <p>7.13 <b>Organisms, Evolution, and Interdependence</b> Students understand the characteristics of organisms, see patterns of similarity and differences among living organisms, and recognize the interdependence of all systems that support life.</p>	<p>Identify the characteristics of the birds' wetland habitat at Elm Swamp.</p> <p>Demonstrate knowledge of wetland bird features and function.</p> <p>Demonstrate knowledge of wetland birds' behavioral adaptations.</p> <p>Synthesize knowledge in a written report to inform others.</p> <p>Make recommendations about sustaining the wetland home for our birds.</p>	<p>1. Question Session and Book Exploration: What are birds? Which birds live near and which birds live far away?</p> <p>2. Stories about human and bird homes: What we need from our homes in order to survive? What do birds need from their homes in order to survive?</p> <p>3. Matching Bird Bodies: What birds live in Elm Swamp at Shelburne Farms?</p> <p>4. Wetland Home: What makes our wetland a good home for our birds? Where are their homes? Why do they make different kinds of homes?</p> <p>5. Food Chains and Life Cycles: Why do our birds eat? Who eats them? Why do some birds migrate?</p> <p>6. Anatomy: What does your bird look like?</p> <p>7. Special Features: What physical adaptations does your bird have that makes Elm Swamp a perfect home?</p> <p>8. Daily Life: What behavioral adaptations does your bird have that makes Elm Swamp a perfect home?</p> <p>9. Bird Sounds: How do birds communicate?</p> <p>10. How can we help teach others to be aware of the birds in Elm Swamp? What can we do to help the wetland continue to be a great home for our birds?</p>	<p>1. Discussion, question chart, chart of new learning.</p> <p>2. Discussion, additions to chart about bird homes.</p> <p>3. New chart with photos and facts about our wetland birds</p> <p>4. Scavenger Hunt</p> <p>5. Whole-class drawing of interconnectedness of wetland species.</p> <p>6. Sculpture with scenery</p> <p>7. Paragraph about physical adaptations</p> <p>8. Paragraph about behavioral adaptations</p> <p>9. Written report</p> <p>10. Handout about bird sounds</p> <p>11. Proposal</p> <p>12. Presentation</p>	<p>1. Observations and checklist, participation in inquiry process</p> <p>2. Observations and checklist, participation in inquiry process</p> <p>3. Rubric</p> <p>4. Rubric</p> <p>5. Observations and checklist, participation</p> <p>6. Observations</p> <p>7. Writing rubric</p> <p>8. Writing rubric</p> <p>9. Student handout</p> <p>10. Final project rubric</p>