

Tom Bennett Art and Environmental Science Contest 2010  
San Bernardino County Museum Association

## **Migration Madness**

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### **Class Scrapbook Contents Requirements**

#### **Some General Guidelines:**

Except for the Kindergarten level, each student creates two pages for the scrapbook. On each two-page spread, the student's written work goes on the left, and their illustration goes on the right. This way, the text and picture on each spread go together. Kindergarten students create their work on a single page. Have students label their written pages with their name, and, if a multi-grade, home school or special education class, their grade level, on the bottom of their page. Written work may be done on lined paper or type-written and adhered to the left-side page. Kindergarten written work must be hand written.

#### **Notes for Home Schools:**

Individual home-schooling families may participate in the class scrapbook competition with only their family group or as part of a multi-family home school association. Either way, you'll likely have students in multiple grade levels. Have each individual student follow the guidelines for their particular grade. A contest referee will decide which grade level group your entry will compete in, based on the average grade represented (each student's grade added, and the total divided by the number of students). Each student's work will be graded according to the grade level indicated on their page. (You may also consider entering the competition in the Family Poster Category instead.)

#### **Notes for Special Education Classes:**

Contest judges are aware that many special education classes are multi-grade, and that many special education students function at lower grade levels than their chronological grade. In this case, have each student follow the guidelines according to their functional grade level. Have them write their functional grade level (determined by the teacher) with their name at the bottom of their written pages. A contest referee will decide which grade level group that entry will compete in, based on the average of the grade levels included (each student's grade added, and the total divided by the number of students). Each student's work will be graded according the grade level indicated on their page.

Competition grade level category for multi-grade classes, such as combo classes, will be determined the same way as home school and special education classes (see above).

## **Student Page Requirements by Grade Level Category**

Follow the instructions for your grade level to be sure students include each required element on their pages.

### **Kindergarten**

This scrapbook is a guide to duck diversity. Students illustrate any duck species that lives year round OR migrates through southern California. Each student creates their work on a single page.

Locate information about ducks that live in or use southern California habitats at least part of the year. Each student will illustrate a different duck, showing the specific morphological features of the males. (Female ducks often have muted color and pattern, and can be difficult to distinguish or identify.) Besides their color patterns, some differences among ducks are length of their tails, beak shape, length of their bodies, and placement of their feet either mid-body or toward the back.

#### Illustrations:

Show students the basic drawing technique of identifying common shapes in their subject, and then building from there. This technique also works with other art media. Student artworks should show some detail of their bird – color, stance or typical position, etc. When the judges look at the scrapbook, each illustration should be obviously different; do not use an art media that makes each student's illustration look the same, such as die cuts or stencils.

#### Written Components:

Students will write the common name of their chosen species on their page. Given the early time of the school year, they may simply copy the duck's name from a source that you provide. It **MUST BE** in the student's handwriting; no typed/printed writing allowed.

#### HINTS:

Be sure that when using a field guide or other reference, students are looking at the male duck. Symbols and text are present in field guides to make them easy to use, but students will need help. Organize the student pages in alphabetical or phylogenetic order (same order as in a typical field guide) in the scrapbook. Also, be sure you are using a reference that is appropriate for southern California; there are many more species of ducks that live in North America that do not occur in California. Many good references are listed in the document, Migratory bird References and Resources, in this program guide.

### **First and Second Grades**

These scrapbooks are a natural history of a single species of migrating duck. Discuss what a life history of an animal species includes. For example, many nature programs on TV offer a basic natural history – geographic range, life

cycle, what the species eats, its predators, and usually a conservation message. There are many books like this, too. Locate info about the species you choose; have students read it, and/or present material to the students.

Select one species of migratory duck that migrates through southern California, or that spends either summer or winter here. Make a list of specific attributes or behaviors your species displays, such as its color and markings, if it is a diver or a dabbler, and various behaviors such as what it eats and what the nest looks like. Have students select, or assign them to, one characteristic or behavior of your species.

#### Illustrations:

Each student will illustrate and write about one aspect of the duck species life history. For example, one student will write about how many eggs are laid, and another student will write the length of time eggs are incubated. Another student will write about what the duck eats, another, where it finds this food. Another student will write about the species wintering grounds, while still another writes about its breeding grounds.

#### Written Components:

The illustrations will depict the ducks doing whatever the written narrative describes. For example, “Mallards live on ponds in city parks” would show a park, a pond, and buildings around it to indicate a city. “Mallards lay 6-10 eggs.” would show a female mallard near the nest, with the eggs inside it.

#### HINTS:

Be sure to have students illustrate the duck doing what the written narrative describes – sitting on the nest, diving for food, flying in a V formation, etc. Organize the pages in an order that makes sense for the duck’s life history. For example, you may put all of the pages treating physical characteristics together, and all the behavior pages after them.

### **Third and Fourth Grades**

These scrapbooks give basic information about migratory birds that breed or winter in our area. Students will contrast their chosen species with humans, having the opportunity to add humor to their pages. A document listing appropriate birds, titled Migratory Birds of Inland Southern California, is included in this program guide.

Have the students research (or read information provided by the teacher) a migratory bird species that spends part of the year in southern California. Choose species that either winter or breed here, rather than those that just migrate through in spring or fall. Discuss as a class the various qualities and behaviors of some of the chosen bird species, noting physical characteristics such as color, size, shape, stance, etc. Also note behaviors, including what they

eat, where they nest, how they raise their young, and how they interact with other animals around them.

### Illustrations:

Next, have students create an artwork of their bird, positioning it in a way that illustrates the physical characteristic and the behavior they chose to write about. For example, they might draw a color-correct white-crowned sparrow building or roosting in its nest. (Be careful – in some species, males and females look different, and one or both may build the nest. Be sure the student work accurately reflects this aspect of bird diversity.) White-crowned sparrows winter in southern California, and are commonly seen in backyard gardens and municipal parks.

### Written Components:

Students will write three pairs of sentences comparing their bird species with humans. The first pair of sentences will state where the species winters, and where the species breeds. The second pair of sentences will contrast a physical (morphological) characteristic, and the third pair, a behavior. For example, “White-crowned sparrows raise their young in a nest. Humans lay their babies in a crib.” And, “Red-tailed hawks build nests in trees. Humans build houses to live in.” Encourage students to make the information as specific as possible. When writing the bird’s name, be sure students use the complete common name (i.e. “lesser scaup” not just “scaup”).

### HINTS:

Use the Migratory Birds of Inland Southern California document in this program guide to help students find appropriate bird species. (NOTE: many print encyclopedia are insufficient for this task, as they are too general to include specific species of southern California deserts, mountains, riparian, chaparral and urban habitats.) Students can use the Bird and Habitat Resources pages in this program guide to find more about their assigned or chosen species.

### **Fifth and Sixth Grades**

Bird-watching is one of the biggest recreational activities in America, generating over \$150 billion a year in activity-related sales by 30 million enthusiasts. When bird-watchers travel to a new destination, they often purchase or do research in field guides and other travel material to discover where they will find the best birds. Bird-watchers like to find the less common birds and those that are endemic to the places they visit, and they particularly like traveling to new places to see birds during migration periods. Seeing a lesser scaup in southern California in winter is much different than seeing it in its breeding territory in Alaska!

When completed, this scrapbook will be a field guide to some common migrating birds of southern California. Half the students will research,

illustrate and write about birds that winter in southern California, while the other half will work on birds that breed in southern California. Make sure you are using appropriate species. In addition to the list of Migratory Birds of Inland Southern California in this program guide, you'll find immediate access to species migration information by using a field guide for the western US or California. Use the range maps and habitat information to locate migratory birds. Then, use additional resources to flesh out each student's entry. Field guides are reference tools, and learning to use them fits language arts content standards related to using reference materials.

### Illustrations:

Each student will illustrate their species in its southern California habitat, using accurate clues for the season. For example, an illustration of a bird in breeding season (spring) would show plants with leaves and/or flowers. An illustration of a bird in wintering season would show the habitat as it would look in winter. Note: Some birds have localized populations that stay in one location all year round. For example, Canada geese have in recent years developed small populations that no longer migrate. For this program, be sure students choose species that do have migrating populations, even if they also have some localized year-round populations.

Illustrations must contain an accurate depiction of the chosen species, in a realistic placement in its habitat. It may be shown nesting, feeding young, roosting in flocks, or foraging for food, or any other way the students choose as long as it is appropriate to the season and habitat, and is scientifically accurate. (For example, in some species, one parent stays on the nest to incubate the eggs, while the other parent forages for food and brings it back for the brooding partner. In other species, the adults share these duties. Be sure students depict specific aspects of the species correctly. Many of the resources listed in this program guide offer the details needed for this requirement.) Remember, all species represented in the scrapbook are to be shown IN SOUTHERN CALIFORNIA, whether they occur here in winter or for their breeding season. Since this traveler's guide functions as a field guide, careful accuracy of the bird's appearance is important.

### Written Components:

For the written component, students will write two complete paragraphs about their species. They should include information about the species that is not apparent from the illustration.

Their first paragraph describes the species' interesting behaviors, such as the time of day it can be observed and interactions with other individuals and species. Students need to select what important information to include that will make the bird appealing to people interested in seeing them.

The second paragraph will be a description of the species' habitat in southern California. Students must also include a range map, indicating both wintering and breeding locales. Maps may be drawn right on the student's page, drawn on separate paper then adhered to the student's page, or incorporated into the illustration itself.

The page must also contain the common and scientific, binomial names of the species. The correct format is:

great-horned owl  
*Bubo virginianus*

Common names in English are written in lower case, unless the name was inspired by a person, such as with Stellar's jay or Say's phoebe.

Finally, students must include citations for at least two references used in researching their bird species and its habitat. They must use and include citations for at least one print source and one on-line source. Classes who only use secondary references such as encyclopedia will not receive full points for this criteria.

#### HINTS:

Be sure students have access to plenty of information about their chosen species. They will need to be able to read about the bird, see it illustrated, and understand its migration pattern in order to complete their pages. There are many on-line sources that give great detail about specific bird species. After viewing and reading a few of these, students will be able to create their own accurate and interesting field guide pages.