

Tom Bennett Art and Environmental Science Contest 2011  
San Bernardino County Museum Association  
**Wetlands Conservation**

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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 southern California wetland habitats. 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:

Teach 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. Many good references are listed in the document, Wetlands References and Resources, in this program guide.

### **First and Second Grades**

These scrapbooks are poetry books about wetlands plants and animals. Students select a plant or animal species that lives in the type of wetlands that you have chosen to work with. They illustrate their species accurately placed where it occurs in the wetland habitat. Then, they write a poem to go with their illustration.

#### Illustrations:

Have students select, or assign to them, one species of plant or animal that occurs in the wetlands you have chosen to work with. Have them illustrate the plant or animal with detail appropriate to their experience. Focus on having them make observations about overall size, color, stance, growth pattern, etc.

**Written Components:**

Students will write a poem that captures something about the species' physical characteristic, and what they personally like about it. It can be free verse, an acrostic, haiku, or any other form they are familiar with. Written work may be hand written or typed and printed.

**Third and Fourth Grades**

These scrapbooks are a natural history of wetlands. Discuss what an ecosystem is – all the components of an area that support a distinct set of plants and animals, including the geography, topography, climate, and plants, animals and other organisms that live there.

Select one type of wetlands to work with. This can be urban pond, riparian or streamside woodland, lake, marsh or estuary. Locate information about the wetland habitat you chose, and have students study the plants and animals that live there. BE SURE that you are looking at a single type of wetland, as not all organisms live in all kinds of wetlands.

Illustrations:

Each student will illustrate and write about AT LEAST one species of plant and one species of animal that lives in the wetlands. Ideally, each student will represent different plants and animals, but some overlap, especially with plant species, is acceptable. Make sure students place the plant and animals species in the correct locations in the habitat. For example, a sycamore tree cannot live in the middle of a stream or river, but lives instead along the banks; an egret does not swim in the middle of the water, but wades along the edges.

Written Components:

Have students write one paragraph that begins: "This is a wetland habitat called \_\_\_\_\_ (insert the type of wetland you are working with). Then, have them write one or two sentences about a FEATURE or BEHAVIOR of their main plant and animal. ("Cattails grow in the center of ponds and lakes." "Kingfishers dive for fish in shallow waters.") They should not write physical descriptions of their species, as these are shown in the illustrations. Written work may be hand written or typed and printed. Make sure they use the FULL common name of their species – western meadowlark, not simply meadowlark.

HINTS:

Be sure to have students illustrate the animals doing what the written narrative describes – sitting on the nest, diving for food, roosting in a tree, etc. Look for photos of wetland habitats for students to study. Ask questions that

encourage observation, comparison and classifying skills. Have them plan their pages using information they gained from this exercise.

### **Fifth and Sixth Grades**

These scrapbooks give basic information about wetlands animals that occur in our area. Students will contrast their chosen species with humans, having the opportunity to add humor to their pages. **A document listing appropriate species, 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 wetlands species that spends all or part of the year in southern California. Discuss as a class the various qualities and behaviors of some of the chosen wetlands 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 species, 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 yellow warbler 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 animal diversity.) Yellow warblers live year-round in southern California, and are commonly seen among cattails and willows in riparian and pond-like and municipal parks.

#### Written Components:

Students will write two pairs of sentences comparing their wetland species with humans. The first pair of sentences will contrast a physical (morphological) characteristic, and the third pair, a behavior. For example, “Yellow-legged frogs lay their eggs along the bank of a stream. Humans lay their babies in a crib. ” And, “Greater egrets build their nests in large colonies in the tops of trees. Humans build houses to live in.” Encourage students to make the information as specific as possible. When writing the animal’s name, be sure students use the complete common name (i.e. “lesser scaup” not just “scaup”).

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 Baird’s sandpiper 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. They must write their references on the page with their written work, using standard citation formatting.

HINTS:

Use the Wetlands Conservation References and Resources document in this program guide to help students find appropriate animal species for the wetland type you have selected. (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.)