BIRDS OF THE SOUTHEAST IDENTIFICATION LIST

1. Wood Thrush
2. Robin
3. Chickadee
4. Tufted Titmouse
5. Evening Grosbeak
6. White Breasted Nuthatch
7. Red Headed Woodpecker
8. Indigo Bunting
9. Myrtle Warbler
10. Red Bird or Cardinal
11. Blue Jay
12. Rufous-Sided Towhee
13. White Throated Sparrow
14. Meadowlark
15. Bluebird
16. Mockingbird
17. Morning Dove
18. Kingfisher
19. Goldfinch
20. Snowbird or Slate Colored Junco
21. Cedar Waxwing
22. Purple Finch
23. Brown Headed Nuthatch
24. Red-Winged Blackbird
25. Purple Grackle
26. Brownheaded Cowbird
27. Starling
28. Crow
29. Downey Woodpecker
30. Redheaded Woodpecker
31. Red Bellied Woodpecker
32. Common Flicker
33. Pileated Woodpecker
34. Bluebird
35. Brown Thrasher
36. Wood Thrush
37. Robin
38. Wood Thrush
39. Bluebird
40. House Sparrow
41. Chipping Sparrow
42. Field Sparrow
43. White Throated Sparrow
Bird Project

ESTABLISHING RUBRICS for an assignment

I. Establish goals and objectives first. (20 points)

Goals Example: Students will be introduced to local birds. They will be taught the significance of birds in the food chain, the beauty of various species, bird behavior, habitats, and feeding habits. A further goal is to introduce them to the work of:

a. Rachel Carson, who, in her work and through observation of bird behavior, alerted the world to the dangers of the overuse of pesticides.
b. James Audubon, the first United States Ornithologist (a person who studies birds) and artist.
c. Roger Tory Peterson, ornithologist and artist. Established the value of showing bird silhouettes to teach bird identity. Author of numerous guides to birds. Started his life’s work when his 7th grade teacher gave an assignment to go on nature walks and to draw birds!

II. Objectives Example Only:

Objectives: Students will be able to (SWABT):

1. Identify 25 birds from a previously shown set of slides. 5
2. Draw 15 birds. 10
3. Describe 5 different types of beaks and feet of birds and the significance that beak and feet structure have in relation to the function for the bird. 2
4. Identify and describe or photograph and label 5 different local bird habitats and list representative birds found in each. 2
5. Discuss the complete life cycle (life history) of at least one local bird. (habitat; nest type and location and materials used; migration pattern, if applicable; food and feeding habits, courtship behavior and mate; best chance to observe, etc.). 2
6. Discuss and be able to draw and label and discuss differences of 3 different types of feathers. 1

20pts.
Point values are generally determined by what you think will best teach the material.

**BIRD PROJECT**

**Objective:** Identify at least 25 of the 34 different birds of the Southeast from slides.

Section 2 (May 31-June 4)

How to identify these regional species. Both sections will complete 1, 2, 5, 6, & 7. Section 2 will complete all 8.

1. **Put up bird feeders so that you can attract birds to watch.**
   - **Types of bird feeders** (for seeds, bread scraps and suet)
     - Wooden, plastic, even a garbage can lid
     - Mesh bag (onions and potatoes come in this kind)
     - Suet holder (sire or you can use the plastic kind)

2. **To observe species that do not come to feeders, go on bird walks and take field notes.**
   - **Requirements for field notes:**
     - Small field notebook (available May 5)
     - Field notes should include the following information
       - Date and place – be specific, include time of day
       - Habitat – (open field, deciduous forest, bushes by creek, pine forest, backyard, etc.)
       - Activity of bird
       - Description of bird
       - Identification of bird

3. **Draw pictures of birds (from bird identification list and/or on plastic bird cards) observed on Ossabaw.** (section 2, May 31-June 4, 15 total of your inscriptions must be birds) (section 1, May 25-29, 5-8 of your total inscriptions can be birds)
   - **Requirements for drawing:**
     - Drawing paper and/or field notebook
     - Colored pencils
     - Folder (optional)
     - Label each bird drawing with common and scientific name
     - Write date/site of identification

   (An alternative to drawing 15 bird pictures - is to make a bird house and bird feeder. The house should be for a specific bird, determined by the size of the hole opening and the architecture of the house. *This is not an alternative for you,* but when I taught in high school, it was, and is a viable alternative)

4. **Write a life history of one bird.**
5. **Draw pictures (to include in field notebook) of 5 different types of beaks and 5 different types of feet. Discuss in a paragraph the significance of each type.**
6. **Draw and illustrate the three types of feathers. Describe significance of each.**
7. **Make a feather collection.**
8. **Locate and list great bird websites for instruction.**