

ArtReach Teacher Preparation Checklist

Birds

Before the Visit, Please

- ❑ Do the Pre-Visit Activity: ART TALK.
- ❑ Let the students know an educator from the Boise Art Museum will be visiting the classroom.
- ❑ Make large nametags for the students with their first names only and have students wear them during the visit.

An ArtReach Educator will contact you prior to the visit to discuss ways in which the experience can be tailored to your classroom curricula.

During the Visit, Please Provide

- ❑ Your normal classroom discipline.
- ❑ 90 uninterrupted minutes for the program.
- ❑ An electric power source and projection screen (a white board or paper-covered wall will work)
- ❑ Space for discussion and a hands-on activity.
- ❑ The nametags in a visible place on the students.

After the Visit, Please

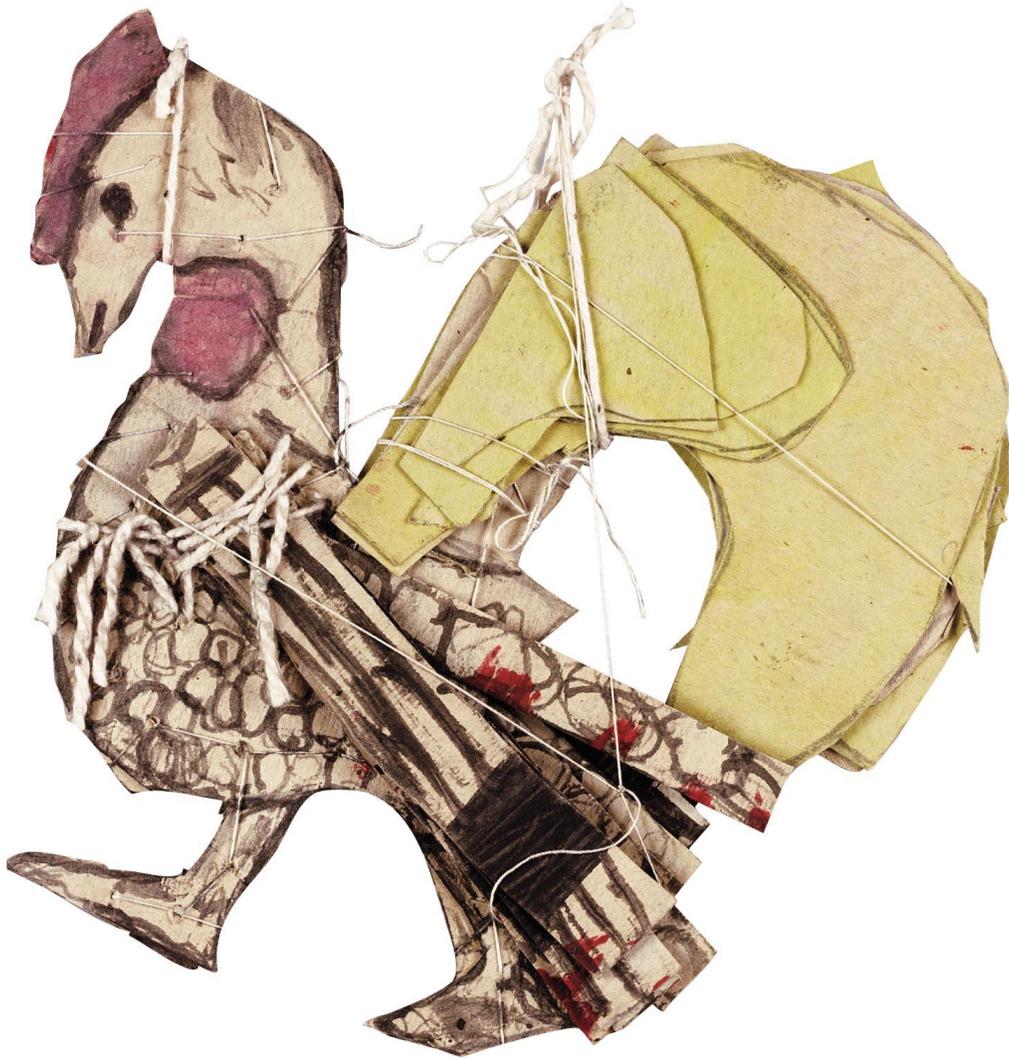
- ❑ Complete and send in the evaluation card that you will receive from the ArtReach educator. Your comments are important in helping us tailor our programs to suit your needs.
- ❑ Do the enclosed **Make It!** activity.
- ❑ Consider using related ideas listed in Curricular Connections.

Thank you for participating in the *Birds* ArtReach visit!

ArtReach Visit Vocabulary

Birds

- Medium** A specific kind of artistic technique or means of expression as determined by the materials used or the creative methods involved: *the medium of lithography*. The materials used in a specific artistic technique: *oil as a medium*.
- Media** The plural of medium.
- Naturalistic** A work of art that represents real objects as they are seen in nature. The objects may have a photographic likeness to the objects they are meant to represent. Many contemporary works of art are not intended to look naturalistic or realistic.
- Symbol** Something that stands for/represents something else. We often use symbols to express ideas as well. For example, the bald eagle symbolizes our country, a white dove symbolizes peace, a turkey symbolizes Thanksgiving.



James Castle (1900-1977)
Rooster, 1900's
Cardboard, string and pigment
Permanent Collection

ArtReach Pre-Visit Image



Jonathan Borofsky (1942 -)
Berlin Dream (Closeup) at No. 2947836, 1985
Color screenprint with handpainting, edition 1/21
Permanent Collection
Gift of Wilfred Davis Fletcher

ArtReach Pre-Visit Activity: ART TALK

Birds

Please view the two reproductions with your class and lead a discussion using the following questions as guidelines. There are no “right” answers. The questions are meant to guide the group discussion. Students will re-visit and discuss these works as well as others during the ArtReach visit. The vocabulary in this packet will aid discussion.

Research and experience have shown that students feel more comfortable when they can connect with something familiar when the Museum educator conducts the program. The students enjoy sharing their insights from the pre-visit discussion with the educator.

The *Birds* ArtReach visit focuses on works of art in BAM’s Permanent Collection that feature birds. The discussion centers on naturalistic and symbolic representations of birds and the variety of materials used to create the artwork.

James Castle (1900-1977)

Rooster, 1900’s

Cardboard, string and pigment

Permanent Collection

Purchase (1981)

James Castle was an Idaho artist who was born deaf, could not read or write and only attended school for a short time. He created art based on his life, where he grew up, his family, experiences, and memories. Many of his works of art were cardboard constructions of a variety of birds.

- What does this work of art look like?
- How can you tell this is a bird?
- Does it have all the parts a bird normally has?
- Can you tell what kind of a bird this might be? Does it have naturalistic coloring like a real bird?
- Can you tell what medium was used to make this bird?
- Where would you be able to find similar materials to create an artwork such as this?
- The artist left this sculpture untitled. The Museum has given it a name of *Rooster* to help identify the work. If you could give it a title, what would it be?

Jonathan Borofsky (1942-)

Berlin Dream (Closeup) at No. 2947836, 1985

color screenprint with hand painting, edition 1/21

Permanent Collection

Gift of Wilfred Davis Fletcher

- What kind of a bird do you think this could be?
- What colors did the artist use?
- What kinds of lines did the artist use?
- Without hitting the person next to you, pretend you have a brush in your hand and you’re making some of the marks and lines you see here.

ArtReach Curricular Connections

Birds

Teachers can adapt the following curricular connections to meet the needs of any grade level.

Math

- Set up a permanent bird feeding station at school. Keep phenological records on a chart and, after a period of time, compare recent records with preceding years. Consider the best form to represent the data (bar graph, line graph, frequency table, etc.)
- Make schoolyard bird observation charts with date/time, species, quantity, and observations. An example lesson plan is provided here: <http://teresacoppens.hubpages.com/hub/Bird-Behaviour-at-Bird-Feeders-Lesson-Plan-for-Elementary-Students>
- Use birds as an inspiration for building math skills
 - Number of one kind of bird/total number of birds; number birds/area; number of birds/food source; number of birds/trees; number of birds to water sources
 - Volume: given nest shape and size, how many eggs can fit?
 - Population estimates
 - Proportion: wing length to body weight, beak size to body size
- Conduct a visual exercise to compare and contrast two birds. Using a Venn Diagram note shared features in the overlapping section and unique features of each bird in the non-overlapping sections of the circles.

Construction/Art

- Create bird feeders from a variety of materials. Create a bird habitat or garden. Consider giving your feeders to nursing homes and children's homes.
 - Bottle Bird Feeder – Cut a large rectangle from both sides of a large, plastic bleach bottle or a 4L milk jug. Fill the bottom with birdseed. Tie string through the handle and around the neck of the bottle. Hang outside.
 - Milk Carton Bird Feeder – Cut windows from the opposite sides of a milk carton leaving 2” at the bottom. To make a perch for the bird, place a pencil through the sides of the carton at the bottom. Punch a hole in the top. Tie string through hole and make loop. Paint if you would like. When paint is dry, place birdseed in the bottom of carton. Hang outside
 - Pine Cone Bird Feeder – Tie a piece of string to a pine cone and form a loop with the remaining string. Roll tips of pine one in peanut butter or honey. When covered, roll the pine one in some birdseed. Cover it with plastic wrap if children are going to take the bird feeder home. Hang outside.
 - Doughnut Bird Feeder – Punch a tiny hole in the center of two plastic lids. Place a doughnut in between the lids. Tie a knot in one end of a piece of string. Thread other end through lids and doughnut. Tie the loose end of the string to a tree.
 - Potato Chip Can Bird Feeder – Cut two triangular-shaped holes in the opposite sides of a potato chip can. Make bottom sides of the triangles parallel to the bottom and 1” from the bottom of can. Punch two holes in the top of the can on the opposite sides. Lace string through the holes. Tie string in a loop. Place birdseed in bottom of can. Hang outside.
- Provide students with crayons, markers and paper cut into squares. Show students how to make an origami bird – duck or crane, etc. Have students take turns writing the steps on the board for the class to follow again later. Ask students to make as many as they wish during the class period, leaving enough time to decorate with the crayons or markers.

Environment

- Provide year-round water sources for birds. Make sure your containers are scrubbed and refilled each day to reduce chances of bacterial growth.
- Place nesting material outdoors such as short pieces of yarn (6 inches or less), hair or grass clippings.
- Construct life sized silhouettes of birds of prey and affix them to windows. Birds often fly into windows because the reflection of trees and clouds makes windows appear to be openings in the walls. This is an excellent way for students to learn about the actual sizes of these formidable birds.
- Discuss the effect of pollution on birds. Obtain one large bowl, one measuring cup, water, cooking oil, different dishwashing detergents, paper towels or a piece of cloth, sponges, string. Have students divide into groups of three (or as class size logically permits). Each group will do the following: Fill half of the bowl with water. Measure $\frac{1}{4}$ cup of oil and pour into the bowl of water. Gently shake the bowl to create 'waves.' Did the oil and the water mix? The first group should try to clean up the oil using paper towel or cloth. The second group should use string to make a border around the oil and try to drag the oil to one side of the bowl. The third group should use the sponge to try to soak up the oil. The fourth group should try to clean up the oil with each kind of detergent. Have students discuss some things they can do to reduce pollution. As an extension, introduce some feathers into the oil and discuss oiled birds and how they can be cleaned.
- Discuss the impact of urban sprawl and habitat loss on birds. Discuss bird species that have adapted well to human (urban) habitat and why it is important for some to adapt. Are there species that do not adapt? What happens to those birds?

Language Arts.

- Have students look up the word "duck" in the dictionary. Discuss the different in meanings between its noun and verb use. Give students about ten minutes to write down as many sentences as they can with the most varied or creative uses of the word "duck." Then ask them to share some of their sentences with the class.
- Learn new vocabulary words related to birds: thermoregulation, incubation, dehydrating, shaft, contour feather, vane, molting, preening, barbs, barbules, cavity, warm-blooded, camouflaged, metabolic rate, down feather, calcium carbonate. Create a space where students can post terms and phrases and draw attention to new words. Possible topics include: identification and nomenclature, territory, courtship, nest-building, breeding, plumage (molts), seasonal movement, bird and human interactions (urban, pollinators, agriculture).
- Write letters to ornithologists, gardeners, companies, etc., to find out more information. Present new information in the form of a radio show, journal article, newspaper, letter to the editor or a web site. Researching about a bird can lead to writing a children's story, poem or creating a puppet show based on factual research.
- Teach students how to read critically for facts and main ideas. Compare web sites, text books, and journals – how can you tell what is accurate? Look at children's literature about birds, how much is fact? Is there a problem with what they find out? What could they do about it? The class could re-write the book with corrections to make it more accurate.
- What are students seeing in the media about birds? Look in newspapers, television, the radio, and internet. Create a bulletin board where students can post their findings.
- Write a story or develop a journal where the author is a migrating bird. Include illustrations. Some suggested point to include could be:
 - The urge to fly
 - Numbers of birds preparing for migration; mostly young, inexperienced flyers that may not complete the migration
 - Eating like crazy to increase fat reserves

- Waiting for proper weather (low pressure – rain and cold) to head south
- Losses of flock before heading south due to predation, starvation, poisons, etc.
- Cruising at heights around 4,000 feet and appearing on airport radar screens
- Flying at speeds up to 30 mph and distances of 270 miles per day
- Reviewing a map and selecting resting locations that include food and cover
- Hazards encountered during flight such as power lines and ice storms
- Arrival on the winter grounds; where; when; losses occurring due to starvation, loss of habitat, predation (animals) and hunting (man)

Science

- Practice scientific observation skills with your students. Take them outside into the schoolyard or on a bird watching walk or hike. Adapt the material on this website to your area and give each student a bird observation chart
http://www.blm.gov/or/resources/recreation/tablerock/files/Feathered_Friends.pdf
- Research/discuss the theory of evolution of birds and how birds are related to reptiles /dinosaurs.
- Learn about the classifications and families of birds. Using field guides, show how birds are split into families based on physical characteristics. The most ‘primitive’ birds are depicted first in the books; ducks are more primitive than owls, which are more primitive than sparrows.
- Have students build a key of birds. A key consists of opposite statements. It begins with general characteristics and ends with characteristics which differentiate two similar species.
- Have students build a key of classmates using characteristics such as boys/girls, color of hair, length of hair, color of eyes, hometown and does/doesn’t have a dog. Ask the principal to come into the class and, using the key, locate one particular student.
- Have students classify and sort the birds commonly seen on the school ground. Discuss similarities and differences of the birds such as habitat needs and how they obtain food.
- How and why can birds fly? How do airplanes fly? What are their similarities and differences?
- Compare the bone structure of birds to humans. What about the anatomy of the human body compared to birds? What makes a bird a bird? How are birds’ senses and sensory organs different from those of humans?

Research

- Research population trends of the bald eagle and other birds since pioneer settlement using bar graphs to show increasing or decreasing trends.
- Wildlife populations are valuable for a variety of reasons. Select a bird species and research and discuss its values in the following categories: cultural, ecological, economic, educational, scientific, historical, recreational, aesthetic, symbolic, intrinsic and ethical.
- Invite speakers from the Peregrine Fund, MK Nature Center or Zoo Boise to discuss birds and birding. Ask for a banding demonstration.
- Read about the artist John James Audubon (1785-1851) and how he chronicled the birds of North American in his paintings and lithographs. Research other famous ornithologists and what contributions they have made: Alexander Wilson (1766-1813), Cordelia Stanwood (1865-1958).
- Where are birds from? What kinds of diseases do they carry, what role have they played in history? What were some early beliefs, traditions, or stories about birds? How were some birds introduced to the United States?
- Create a survey to find out about people’s attitudes toward birds. Survey students, parents and neighbors. Share your findings in the school newspaper.

ArtReach Post-Visit Activity: MAKE IT!

Birds

To extend the ArtReach experience and connect the visit to your curriculum, consider using or adapting this lesson plan suggestion.

Bird Prints

Discussion

The *ArtReach* visit gives students the opportunity to create imaginary or naturalistic representations of birds using oil pastels and canvas. This lesson exposes students to another process for creating an image of a bird through printmaking. Printmaking is a perfect process for creating multiples for the production of classroom books, etc. This is an ideal lesson for involving parent volunteers who can assist at each station.

Materials

- Photos of birds
- 8 ½" x 11" paper
- 6" x 9" paper
- Pencils
- Scratch Art Foam 6x9" – one for each student
- Water soluble block printing ink
- Sheets of Plexiglas
- Brayers

Stations

Inking station (brayers, ink, Plexiglas)

Paper station for pulling prints

Instructions

Demonstrate these procedures for the students before they begin their drawings and prints.

1. Show the Borofsky print to the students again. This is a type of print. Student will be creating a print using a different type of printmaking technique, but with similar final results.
2. Have students draw their birds – simple line drawings work best – on the 6" x 9" paper.
3. Once the drawings are the way they like them, have students place the drawings over the 6" x 9" Scratch Art Foam sheets (printing plates) and draw over the top of the drawings with their pencils. (Pencils that are not too sharp work best to prevent pressing through the foam.) Students should make impressions in the foam so they can feel the impressions with their fingers, but should not press all the way through.

Hints:

- Advise the students in advance that the final print will be backwards and in reverse of their drawing. (This is especially important for any numbers or letters.) If students wish to have the final print turn out the way the original drawing was created, have them turn the original drawing over and trace it on the back of the paper and then trace that drawing onto the foam.
- Everywhere the student makes a pencil mark will be white in the final print and everywhere there are no pencil marks will be the color of the ink.

4. Have a station set up for students to ink their printing plates (Scratch Art Foam).
5. Put a small amount of black water-soluble block printing ink on the Plexiglas (some teachers have also successfully used baking sheets which contain the ink with its rims).
6. Roll the brayer through the ink so that the brayer is covered with ink and the ink begins to make a 'sticky' sound. (The objective is not to cover the Plexiglas or the baking sheets, just the brayer)
7. Roll the brayer over the foam until it is well covered.
8. Move the foam to a clean table (so the ink from the inking table does not transfer to the paper)
9. Center the 8 ½ x 11 paper over the top of the foam and press firmly over the entire foam.
10. Hold one edge of the paper while peeling from the opposite corner to 'pull the print.'
11. You may re-ink the plate and pull multiple prints of from the same piece of foam.
12. Once you are finished making prints, the foam may be rinsed in the sink and dried with a paper towel.
13. The brayers and Plexiglas (or cookie sheets) should be washed in the sink before the ink dries.
14. Prints will need to sit overnight to completely dry.

ArtReach Bibliography

Birds

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Ages 9-12

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