

Looking at Owls in Literature, Art and Science

5th grade

Cassidy Elementary

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Organizer

How does the study of owls contribute to the student's understanding of the connection between science, art and literature?

Academic Expectations and Demonstrators

1.13 Students make sense of ideas and communicate ideas with the visual arts.

1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.

2.5 Students understand that under certain conditions nature tends to remain the same or move toward a balance.

6.1 Students connect knowledge and experiences from different subject areas.

Essential Questions

- Which elements of design are utilized in a realistic drawing of owls?
- How did John J. Audubon contribute to science and art?
- What is the owl's role and value in the balance of the ecosystem?
- How are owls portrayed in fiction, fables, and myths?
- How do the characteristics of owls in various geographic locations indicate their adaptation to their environment?

Culminating activity

The students will design a brochure, which will include 4 of the following areas:

- Student's drawing which emphasize several elements of design
- John J Audubon 's research on birds
- The owl's role and value in the ecosystem
- A summary of a selection of literature about owls
- Illustrations from secondary sources of 2 different species of owls from different geographic locations highlighting their similarities and differences.

Scoring Rubrics

Student's Drawing		
Question	Yes=1 pt.	No=0 pts.
Does the student use the elements to create texture?		
Does the student use the elements to create a realistic drawing?		
Does the student use color to make it 3-dimensional?		

Is the background authentic?		
Total Points=		

Audubon		
Question	Yes= 2 pts.	No= 0 pts.
Does the student include an owl illustration by John J Audubon?		
Does the student explain John Audubon's contribution to science regarding birds?		
Total Points=		

Literature		
Question	1 point per sentence	
Does the student use 4 sentences to summarize the reading selection?		
Total Points=		

Owl's Role and Behavior		
Question	Yes=1 pt.	No=0 pts.
Does the student describe the owl's role as a predator?		
Does the student describe the owl's role as prey?		
Does the student describe how its environment endangers the owl?		
Does the student describe the owl's behavior?		
Total Points=		

Illustration		
Question	Yes=1 pt.	No=0 pts.
Did the student include illustrations of owls from different geographic locations?		
Describe one way they are alike.		
Describe one way they are different.		
Describe how each owl is threatened by his environment.		
Total Points=		

Final Product Appearance		
Question	Yes=1 pt.	No=0 pts.
Correct spelling		
Correct punctuation		
Well designed		
Is information organized		
Total Points=		

Presentation		
Question	Yes=1 pt.	No=0 pts.
Uses eye contact		
Speaks clearly		
Speaks loudly		
Includes all pertinent information		
Total Points=		

Totals:

_____	<i>Student's drawing</i>
_____	<i>Audubon</i>
_____	<i>Literature</i>
_____	<i>Owl's Role and Behavior</i>
_____	<i>Illustration</i>
_____	<i>Final Product Appearance</i>
_____	<i>Presentation</i>

_____ *points* / 28 *points* = _____ %

Knowledge (Core Content)

- SC-M-3.5.1 A population consists of all individuals of a species that occur together at a given place and time. All populations living together and the physical factors with which they interact compose an ecosystem.
- RD-M-x.0.9 Reflect on and evaluate what is read.
- AH-E-4.1.41 Create artwork using the elements of art and principles of design. [PE] (1.13, 2.22)

Technology Standards

- T1.1.2 Determine best resource for gaining information (electronic, print, personal, etc.)
- T4.4 Locate information using the Internet
- T6.5 Create a presentation or product using application software.
- T5.2.4 Use appropriate bibliographic citations for electronic resources

Skills, Procedures, and Content Knowledge

- Obtaining and using resources
- Observing, inferring, classifying, identifying, gathering
- Incorporate media, print, and technology resources
- Reading for information

- Elements of design: shape, line, color, form, texture
- Use of word processor and Microsoft Publisher
- Digital photography

Instructional Activities

Instructional Day	Computer Lab	Art	Science Lab	LA/Science in Classroom
Day 1	Teach Publisher	J.J. Audubon	Characteristics of Owls	Venn Diagram comparing similarities and differences
Day 2	Continue Publisher training	Characteristics of birds/ choose a bird	Compare and contrast owls consider geographical regions	Read 1 book on owls (fiction or nonfiction)
Day 3	Research on worksheets 1&2	J.J. Audubon paintings/ begin drawings	Owl Pellets	Begin mock brochure
Day 4	Research on worksheets 3&4	Continue drawings/research on bird or Audubon	Continue Owl Pellets	Continue mock brochure
Day 5	Begin Brochure	Continue drawing and research	Guest Speaker- Bird Lady	Oral presentation of Publisher Brochure
Day 6	Continue Brochure	Finish drawing and research		
Day 7	Finish Brochure	Display drawings/ share research		