

cobblestone®

FOR THE BIRDS: JOHN JAMES AUDUBON

In this issue, students explore the impact of art, exploration, and conservation efforts on Americans' knowledge of their environment.

CONVERSATION QUESTION

How do people interact with and affect the environment?

TEACHING OBJECTIVES

- Students will learn about influential historical persons.
- Students will explain likely causes and effects of events and developments.
- Students will explain how people modify their environments.
- Students will classify a series of historical events and developments as examples of change and/or continuity.
- Students will conduct research.
- Students will create a timeline.
- Students will use details from a text to write historical fiction.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

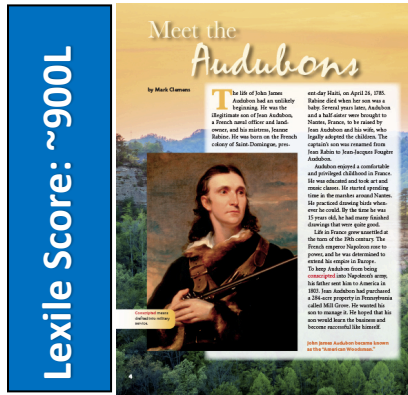
- **Meet the Audubons**
Expository Nonfiction, ~900L
- **The Making of *The Birds of America***
Expository Nonfiction, ~900L
- **A Special Society**
Expository Nonfiction, ~900L

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Meet the Audubons

pp. 4–7, Expository Nonfiction

Explore how James Audubon created a legacy out of his love of nature.



RESOURCES

- Cause-Effect Relationships

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about influential historical persons.
- Students will explain likely causes and effects of events and developments.
- Students will conduct research.

KEY VOCABULARY

- ***fine shot* (p. 5)** a type of ammunition that makes a precise impact, leaving the object struck largely intact
- ***specimens* (p. 5)** animals used as examples of their species
- ***frontier* (p. 5)** the extreme limit of settled land beyond which lies wilderness

ENGAGE

Conversation Question: How do people interact with and affect the environment?

Ask students if they can think of a situation where they pursued a hobby or activity they loved even though it didn't provide them an immediate reward or when others told them they should use their time differently. Ask students to share what made them continue their pursuits.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Finally, remind students to look for the vocabulary words as they read the story.

1. Using _____, Audubon was able to preserve the _____ he sought to draw.
2. On the _____, Audubon was able to find many _____.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. How did the environments John Audubon grew up in influence his love of wildlife?
2. How did Audubon's paintings and drawings differ from those of his peers?
3. What conclusion can you draw about the impact of Audubon's work?

CONCEPT/SKILL FOCUS: Explain Causes/Effects

INSTRUCT: Explain that the article mentions several cause-effect relationships that influenced Audubon's life and career path. Inform students that they will need to reread the article with a partner to find these cause-effect relationships.

ASSESS: Distribute the *Cause-Effect Relationships* organizer to students. Have students use it to record details about causes and effects of the events/developments noted in the organizer. When students have finished their work, have them share it with the class to ensure proper understanding of these specific cause-effect relationships.

EXTEND

English Language Arts Have students use print and digital sources to research the book *The Birds of America*. Have them summarize what it contributed to Americans' knowledge of wildlife in the country.

Name _____

Cause-Effect Relationships

“Meet the Audubons” describes several key events in John Audubon’s life. Reread the article to identify two more key events in Audubon’s life. Add these to the middle column in the organizer below. Then complete the organizer by adding the likely causes and effects for each event.

Likely Causes	Event / Development	Likely Effects
	Audubon moved to Nantes, France, which was near marshes.	
	Audubon moved to Mill Grove in Pennsylvania, a 284-acre property.	

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The Making of *The Birds of America*

pp. 15–18, Expository Nonfiction

Through trial and error, and painstaking effort, James Audubon succeeded in creating life-like portrayals of hundreds of American birds.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about influential historical persons.
- Students will explain how people modify their environments.
- Students will create a timeline.

KEY VOCABULARY

- **pose (p. 16)** to place someone or something in a particular position in order to be photographed, painted, or drawn
- **grid (p. 16)** a network of lines that cross each other to create a pattern of squares or rectangles
- **proportion (p. 16)** the correct or appropriate relationship between the size, shape, and position of the different parts of something

ENGAGE

Conversation Question: How do people interact with and affect the environment?

Tell students to imagine they are looking at a picture book of zoo animals. Then tell them to imagine that the pictures feature each animal resting in a zoo. Ask them if they would find this interesting. What would make it more interesting to look at?

INTRODUCE VOCABULARY

Together, review the vocabulary words and definitions. Then ask students to make predictions about the topic of the text using the vocabulary words. If necessary, help students guess the topic by revealing the title of the article. Then remind students to look for the vocabulary words as they read the article.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. In what ways is *The Birds of America* unique?
2. What process did Audubon use to stage his birds for drawing?
3. How were Audubon's drawings printed and sold?

CONCEPT/SKILL FOCUS: Evaluate Modification

INSTRUCT: Explain that people modify their environments in ways that can have positive, neutral, or negative effects. Point out that Audubon was able to complete *The Birds of America* by shooting birds in the wild and then painting them.

ASSESS: Have students hypothesize the positive, neutral, and negative impacts that Audubon's work on his book had on American wildlife. Then hold a class discussion in which students evaluate whether the overall impact was mostly positive, mostly negative, or neutral.

EXTEND

Social Studies Remind students that the article discusses key events that led to the publication and sale of *The Birds of America*. Have students identify at least five major events associated with this development and create an annotated timeline (i.e., timeline where dates have labeled events and short descriptions).

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A Special Society

pp. 26–27, Expository Nonfiction

As bird populations became threatened with extinction due to humans' desire for their feathers, conservationist groups formed to protect them.



RESOURCES

- Classify Events

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about influential historical persons.
- Students will classify a series of historical events and developments as examples of change and/or continuity.
- Students will use details from a text to write historical fiction.

KEY VOCABULARY

- boycott (p. 26)** the refusal to buy, use, or participate in something as a way of protesting
- extinction (p. 26)** the state or situation that results when a plant or animal species has died out completely
- conservation (p. 26)** the protection of animals, plants, and natural resources

ENGAGE

Conversation Question: How do people interact with and modify their environment?

Ask students to share what they know about animals facing extinction. How did these animals become threatened with extinction? What efforts have humans made to protect animals in this situation?

INTRODUCE VOCABULARY

Define each word with students. Then have students work in small groups to practice using all three words in a single sentence. Finally, tell students to look for these words as they read the article.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- How did fashion trends in the 19th century affect bird populations?
- What different organizations arose to help protect bird populations?
- What laws resulted from the Audubon organization's efforts?

CONCEPT/SKILL FOCUS: Classify Events

INSTRUCT: Explain to students that certain events happen in history that can be considered important, but don't represent a change in how things have been done or thought about in the past. These are known as *historical continuities*. Alternatively, some events do represent a change in how things have been done or thought about in the past. These are known as *historical changes*.

ASSESS: Distribute the *Classify Events* organizer. Have students work in pairs to find details in the text that are examples of historical continuities or historical changes. Instruct them to record their findings on the *Classify Events* organizer.

EXTEND

Language Arts Remind students that the article provides details about conservation efforts in the United States that influenced wildlife populations. Have students write a short story centered on a conversation between two or more of the Audubon Society leaders discussing the importance and impact of their efforts. Invite students to share their short stories with the class.

Name _____

Classify Events

Historical events may be examples of *historical change* or *historical continuity*. Reread the article and find examples of both historical continuities and historical changes. Add these to the organizer below. Then use details from the article to support your classifications.

Identify an event from the article.	Is this event an example of <u>historical change</u> or <u>historical continuity</u> ?	Which details in the article support your classification?