

Oxbow Phenomena: Hawk on the Dock

Hawks are medium to large-sized birds of prey that live near forests throughout North America. There are several species native to Georgia, including but not limited to Red-Shouldered and Red-Tailed Hawks. Hawks are diurnal and hunt during the day for small rodents like squirrel and mice, rabbits, amphibians, reptiles, and other birds. Hawks will catch a wind current or draft with their broad wings and can fly with minimal flapping to search for prey. Hawks have a pointed, sharp beak for tearing and shredding their prey and hollow bones that allow them to be light-weight for flight.

Grade	Standard	Guiding Question(s)	How to include in lesson?
K	SKL1. Obtain, evaluate, and communicate information about how organisms (alive and not alive) and non-living objects are grouped.	What in the video is alive? What is non-living?	-Observe different items in the video and decide if they are living or non-living <ul style="list-style-type: none"> • Draw a picture of what you see. If you draw in pencil, you may choose to color in the living things green and non-living things gray.
1st	S1L1. Students will investigate the characteristics and basic needs of plants and animals.	What does a hawk need to survive? Why would the hawk be flying into/toward the trees?	-Use to discuss what a hawk may eat <ul style="list-style-type: none"> • Try piercing or stabbing pieces of fruit like grapes or orange slices with toothpicks (could ask would a hawk eat fruit?) -Discuss how a hawk may use the forest for survival <ul style="list-style-type: none"> • Make a list of at least 5 things the bird may use the forest for (building nest, hunting, hiding, perching, sleeping) • Create a diorama of a forest habitat including everything a hawk would need to survive
2nd	S2L1. Obtain, evaluate, and communicate information about the life cycles of different living organisms.	Why would a hawk be flying toward the trees? What is the life cycle of a hawk?	-Introduce egg laying and live birth as possible ways animals develop <ul style="list-style-type: none"> • Show a variety of eggs and predict what type of animal hatches; count and sort eggs • Create your own eggs to hatch using baking soda and water to mold into an egg with a plastic toy in

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			<p>center. Hatch with vinegar for an exciting chemical reaction experiment.</p> <p>-Explore different nests (sizes, materials, locations – ground versus tree; height in tree or cliff)</p> <ul style="list-style-type: none"> • Make your own bird house or bird box. Or create your own nest using a rolled paper bag, tissue paper, and some clay for an egg.
3rd	<p>S3L1. Obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within geographic regions (Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) of Georgia.</p>	<p>What types of birds reside in the Chattahoochee Valley? What other bird species make up the forest ecosystem?</p>	<p>-Discuss the variety of biodiversity you may observe in or near the Chattahoochee Valley.</p> <ul style="list-style-type: none"> • Suggest for students to take a walk near trees or bushes near their schoolyard or home and nature journal about their observations (draw and write details about plant and animal species along the “hike” with details about the weather conditions, date, and time • Create a 3D model using recycled materials and/or folded paper to create your own forest ecosystem.
4th	<p>S4L2 Students will identify factors that affect the survival or extinction of organisms such as adaptation, variation of behaviors (hibernation) and external features (camouflage and protection).</p>	<p>How does this bird's adaptations help with survival? How would you describe the locomotion or movement of the bird? How can birds shelter, protect, or defend themselves?</p>	<p>-Discuss behavioral adaptations that affect behaviors such as mating, evasion of predators, and alerting of weather conditions, etc.</p> <ul style="list-style-type: none"> • Make a list of 10+ physical adaptations you observe on the hawk. <p>-Can use to analyze how the structure of the hawk's body helps it to survive.</p> <ul style="list-style-type: none"> • Draw a picture of a hawk's adaptations and write how they help it survive.

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5th	S5L2. Obtain, evaluate, and communicate information showing that some characteristics of organisms are inherited and other characteristics are acquired.	How is flying an inherited or acquired behavior? How is hunting an inherited or acquired behavior?	<p>-Use to differentiate between anatomically and behaviorally different traits.</p> <ul style="list-style-type: none">• Draw the hawk and label its anatomy and how it uses its body parts for certain behaviors (try to draw the internal structures of the animal and what processes they are responsible for). <p>-Use to discuss different types of traits including reproductive, feeding, survival, locomotion, etc</p> <ul style="list-style-type: none">• Make a list of some of the behaviors that you see in the video and if they were passed to offspring from parents or learned through interaction with environment.
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