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# CAROLINA PARAKEET



**GRADE: THIRD**

**SUBJECTS: ELA, WRITING, SCIENCE, VISUAL ARTS**

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# CAROLINA PARAKEET

## Section Two, First Vignette: The Story of the Carolina Parakeet

**Catesby:**

Once upon a time there lived a species of bird called the Carolina Parakeet!

What? You have not heard of this bird? That is because it disappeared from our land many years ago.

Let me begin by giving you with a brief description of the bird's physiognomy. You haven't heard of this word? It is spelled...fs... psh... fsy... my, that is a very long word, isn't it?

You see before you a lifelike model of the Carolina Parakeet. As you can see, this small green parrot was a very lovey bird and it was very agile too. The face was yellow and reddish-orange and the shoulders were yellow to the edges of the wings. The plumage, or feathers, were mostly green with light green underparts and yellow edges. The bird shares the zygodactyl feet of the parrot family.

And in 1793, it was first scientifically described by me! Mark Catesby

But now let us return to our story...

The bird lived for many, many years along the eastern US in as many as 28 states... as far north as New York, as far as south as the Gulf of Mexico, and as far west as Colorado. It lived in old-growth forests along rivers and in swamps. The birds flew about, and did some nesting, and made many baby parakeets. So many in fact, it is said that there were 2 parrots per mile and hundreds of thousands of birds in Florida alone! It was a good life, and she was quite content.

But then, one day, something happened. Strange ships from across the big ocean landed on her shores. Busy sailors got off the ships. The flocks of friendly, colorful and loud little parrots could hardly go unnoticed.

Some caged the young birds to keep as pets!

Some collected their prized, colorful feathers to adorn women's hats.

Some cut down the trees and there was nowhere left to nest.

But what made them so easy to hunt? Their flocking behavior compelled them to return immediately to the place where birds had just been killed. This led to even more being shot by hunters as the birds gathered about the wounded members of the flock.

The very last wild Carolina Parakeet was shot in 1934 to be displayed in a museum.

And so you see, that is why you have not heard of this bird for the Carolina Parakeet, was made to be extinct by the hands of people. Perhaps you do not know that word? Extinct means no more. Extinct means never again. Extinct means the end.



# CAROLINA PARAKEET

**AUTHOR:** MARTHA DENT

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## STANDARDS

### ELA

**Standard 4: Synthesize integrated information to share learning and/or take action.**

- 4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.

**Standard 6: Summarize key details and ideas to support analysis of thematic development.**

- 6.1 Determine the theme by recalling key details that support the theme.

**Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.**

- 7.1 Explain how illustrations contribute to create mood or emphasize aspects of character or setting.
- 7.2 Compare and contrast how an author uses characters to develop theme and plot in different texts within a series.

**Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.**

- a.1 Use text evidence to: a. describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot; and
- a.1 b. explain the influence of cultural and historical context on characters, setting, and plot development.

**Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.**

- 11.2 Compare and contrast the reader's point of view to that of the narrator or a character.



## **WRITING**

**Standard 1: Write arguments to support claims with clear reasons and relevant evidence.**

- 1.1 Write opinion pieces that:
  - a. introduce the topic or text, state an opinion, and create an organizational structure that includes reasons;
  - b. use information from multiple print and multimedia sources;
  - c. organize supporting reasons logically;
  - d. use transitional words or phrases to connect opinions and reasons

**Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well structured event sequences.**

- 3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:
  - a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

**Standard 5: Incorporate craft techniques to engage and impact the audience and convey messages.**

- 5.1 Set a purpose and integrate craft techniques to create presentations.
- 5.2 Employ metaphor, imagery, personification, and hyperbole when appropriate to impact the audience.

## **SCIENCE**

**3.S.1A.2** Develop, use, and refine models to (1) understand or represent phenomena, processes, and relationships, (2) test devices or solutions, or (3) communicate ideas to others.

**3.S.1A.4** Analyze and interpret data from observations, measurements, or investigations to understand patterns and meanings.

**3-LS4-3** Construct an argument with evidence that in a particular habitat some organisms can thrive, struggle to survive, or fail to survive.



**3.S.1B.1** Construct devices or design solutions to solve specific problems or needs: (1) ask questions to identify problems or needs, (2) ask questions about the criteria and constraints of the devices or solutions, (3) generate and communicate ideas for possible devices or solutions, (4) build and test devices or solutions, (5) determine if the devices or solutions solved the problem and refine the design if needed, and (6) communicate the results.

**3.L.5** The student will demonstrate an understanding of how the characteristics and changes in environments and habitats affect the diversity of organisms.

**3.L.5B.1** Obtain and communicate information to explain how changes in habitats (such as those that occur naturally or those caused by organisms) can be beneficial or harmful to the organisms that live there.

## **VISUAL ARTS**

**Artistic Processes: Creating-** I can make artwork using a variety of materials, techniques, and processes.

- Anchor Standard 1: I can use the elements and principles of art to create artwork.
- Anchor Standard 2: I can use different materials, techniques, and processes to make art.

**Artistic Processes: Presenting-** I can choose and organize work that demonstrates related concepts, skills, and/or media.

- Anchor Standard 3: I can improve and complete artistic work using elements and principles.

**Artistic Processes: Responding-** I can evaluate and communicate about the meaning in my artwork and the artwork of others.

- Anchor Standard 5: I can interpret and evaluate the meaning of an artwork.



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## MATERIALS

- recycled materials: plastic bags, scissors, straws, sticks, scissors, staplers, tape, construction paper, recycled paper, cereal boxes, etc.
- iPads: Chatter Pix App (free)
  - \*Check with the IT Department in your district, as many will add new apps to students' digital devices.

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## INTRODUCTION

1. The teacher will present the story on the Promethean Board, providing students with a link to open and watch on their own iPads.
2. The teacher will explain that they are going to use this story to learn about the history of an extinct animal, the Carolina Parakeet. The teacher will explain that the class will do additional research and determine why this species of bird is extinct.
3. Students will write a narrative or opinion piece about the Carolina Parakeet's extinction. Next, they will create a 3D Collage of the Carolina Parakeet. Finally, they will take a picture of their 3D Collage and use the Chatter Pix App to draw a mouth and record one fact about the Carolina Parakeet.

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## LESSON

1. The students will watch the [video](#) of the Parakeet on the Promethean Board and then watch on their individual iPads.
2. The students will generate a web describing the Carolina Parakeet and how it became extinct based upon the story. This can be done individually, in small groups, or together as a class.
3. Using information collected from the web, the students will write a narrative or an opinion piece based on the Carolina Parakeet.



They will write how and why it became extinct using temporal words to signal an event ('suddenly,' 'not a moment too soon,' etc.) and hyperbole to accentuate the dramatic occurrences of human interactions. The students can also write an opinion piece about preventing extinction using other literary devices to impact their audience (hyperbole, imagery, metaphors, etc.).

4. The students will create a 3D Collage of the Carolina Parakeet.
5. The students will take a picture of their 3D Collage and use the ChatterPix App to draw a mouth and record one fact about the Carolina Parakeet.
6. Students will use exit slip sticky notes to comment on the design of their project or a peer's project in order to bring about discoveries of different ways to construct a model and/or solve a problem with a particular material.

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## **CLOSURE**

The teacher will reiterate the project process highlighting what students have learned and finish the ChatterPix Presentations while referring to the standards.

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## **ASSESSMENT**

The teacher will assess the following: If students wrote a narrative or opinion piece, the 3D Collage with the ChatterPix information, and the exit slip sticky notes commenting on their design or a peer's design characteristics. The teacher will grade the student writing using a rubric. See the attached multi-level rubrics for self-evaluation which can be used for writing conferences.



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## REFERENCES

Martinez, Sylvia Libow, and Gary Stager. *Invent to Learn: Making, Tinkering, and Engineering in the Classroom*. Constructing Modern Knowledge Press, 2019.



# Narrative Writing Rubric

## 3<sup>rd</sup> Grade



| Ask Yourself:                                                                                                                             | 1<br>★                                                                          | 2<br>★★                                                                               | 3<br>★★★                                                                                                                                      | 4<br>★★★★                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Did you establish a situation (real or imagined) and introduce a narrator and/or characters?                                              | No, I didn't establish a situation or introduce a narrator and/or characters.   | Well, I somewhat established a situation and introduced a narrator and/or characters. | Yes, I established a situation and introduced a narrator and/or characters.                                                                   | Yes, I established a situation and introduced a narrator and/or characters in a very creative way!                                                                           |
| Did you organize an event sequence that unfolds naturally?                                                                                | No, I did not organize an event sequence that unfolds naturally.                | Well, I somewhat organized an event sequence that unfolds.                            | Yes, I organized an event sequence that unfolds naturally.                                                                                    | Yes, I organized an event sequence that unfolds naturally in a very creative way!                                                                                            |
| Did you use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or to show character response? | No, I did not use dialogue and descriptions of actions, thoughts, and feelings. | Well, I included SOME dialogue and descriptions of actions, thoughts, and feelings.   | Yes, I included dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or to show character response. | Yes, I included LOTS of dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or to show character response in a very creative way! |
| Did you use temporal words and phrases to signal event order?                                                                             | No, I didn't use temporal words and phrases to signal event order.              | Well, I used a FEW temporal words and phrases to signal event order.                  | Yes, I used temporal words and phrases to signal event order.                                                                                 | Yes, I used MANY temporal words and phrases to signal event order in a very creative way!                                                                                    |
| Did you provide a sense of closure?                                                                                                       | No, I didn't provide a sense of closure at all.                                 | Well, I somewhat provided a sense of closure.                                         | Yes, I provided a sense of closure.                                                                                                           | Yes, I provided a sense of closure in a very creative way!                                                                                                                   |



# Opinion Writing Rubric

## 3<sup>rd</sup> Grade



| Ask Yourself:                                                                                                           | 1<br>★                                                                       | 2<br>★★                                                                      | 3<br>★★★                                                                       | 4<br>★★★★                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Did you introduce the topic?                                                                                            | No, I didn't introduce my topic at all.                                      | Well, I somewhat introduced my topic.                                        | Yes, I introduced my topic.                                                    | Yes, I introduced my topic in a very creative way!                                                 |
| Did you clearly state your opinion?                                                                                     | No, I didn't state my opinion at all.                                        | Well, I somewhat stated my opinion.                                          | Yes, I stated my opinion.                                                      | Yes, I clearly stated my opinion in a very creative way!                                           |
| Did you create an organizational structure that lists reasons?                                                          | No, I didn't create an organizational structure at all.                      | Well, I somewhat created an organizational structure.                        | Yes, I created an organizational structure that lists reasons.                 | Yes, I created an organizational structure that lists reasons in a very creative way!              |
| Did you supply reasons to support your opinion?                                                                         | No, I didn't supply any reasons to support my opinion.                       | Well, I supplied ONE reason to support my opinion.                           | Yes, I supplied MORE THAN ONE reason to support my opinion.                    | Yes, I supplied MANY reasons to support my opinion in a very creative way!                         |
| Did you use linking words and phrases to connect opinion and reasons ( <i>because, therefore, since, for example</i> )? | No, I did not use linking words and phrases to connect opinions and reasons. | Well, I used SOME linking words and phrases to connect opinions and reasons. | Yes, I used SEVERAL linking words and phrases to connect opinions and reasons. | Yes, I used MANY linking words and phrases to connect opinions and reasons in a very creative way! |
| Did you provide a concluding statement or section?                                                                      | No, I didn't provide a concluding statement or section at all.               | Well, I somewhat provided a concluding statement or section.                 | Yes, I provided a concluding statement or section.                             | Yes, I provided a concluding statement or section in a very creative way!                          |



# Informative/Explanatory Writing Rubric – 3<sup>rd</sup> Grade



| Ask Yourself:                                                                                    | 1<br>★                                                              | 2<br>★★                                                                 | 3<br>★★★                                                                 | 4<br>★★★★                                                                                    |
|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| Did you introduce the topic?                                                                     | No, I didn't introduce my topic at all.                             | Well, I somewhat introduced my topic.                                   | Yes, I introduced my topic.                                              | Yes, I introduced my topic in a very creative way!                                           |
| Did you group related information together?                                                      | No, I didn't group related information together.                    | Well, I grouped SOME related information together.                      | Yes, I grouped related information together.                             | Yes, I clearly grouped related information together in a very creative way!                  |
| Did you include illustrations when useful to aiding comprehension?                               | No, I didn't include illustrations at all.                          | Well, I included a FEW illustrations to aide comprehension.             | Yes, I included SEVERAL illustrations when useful to aide comprehension  | Yes, I included MANY illustrations when useful to aide comprehension in a very creative way! |
| Did you develop the topic with facts, definitions, and details?                                  | No, I didn't develop the topic with facts, definitions, or details. | Well, I developed the topic with a FEW facts, definitions, and details. | Yes, I developed the topic with SEVERAL facts, definitions, and details. | Yes, I developed the topic with MANY facts, definitions, and details in a very creative way! |
| Did you use linking words and phrases to connect ideas ( <i>also, another, and, more, but</i> )? | No, I did not use linking words and phrases to connect ideas.       | Well, I used SOME linking words and phrases to connect ideas .          | Yes, I used SEVERAL linking words and phrases to connect ideas.          | Yes, I used MANY linking words and phrases to connect ideas in a very creative way!          |
| Did you provide a concluding statement or section?                                               | No, I didn't provide a concluding statement or section at all.      | Well, I somewhat provided a concluding statement or section.            | Yes, I provided a concluding statement or section.                       | Yes, I provided a concluding statement or section in a very creative way!                    |