
CAROLINA PARAKEET



GRADE: FIFTH

SUBJECTS: ELA, VISUAL ARTS, SCIENCE

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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.

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AUTHOR: DR. AMY BRAMBLE

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STANDARDS

ELA

Writing Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Communications Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.

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 4: I can organize work for presentation and documentation to reflect specific content, ideas, skills, and or media.
- Anchor Standard 7: I can relate visual arts ideas to other arts disciplines, content areas, and careers.

SCIENCE

5.L.4B. Conceptual Understanding: All organisms need energy to live and grow. Energy is obtained from food. The role an organism serves in an ecosystem can be described by the way in which it gets its energy. Energy is transferred within an ecosystem as organisms produce, consume, or decompose food. A healthy ecosystem is one in which a diversity of life forms are able to meet their needs in a relatively stable web of life.

5.L.4B.3 Construct explanations for how organisms interact with each other in an ecosystem (including predators and prey, and parasites and hosts).

5.L.4B.4 Construct scientific arguments to explain how limiting factors (including food, water, space, and shelter) or a newly introduced organism can affect an ecosystem.

LS2.A Interdependent Relationships in Ecosystems: The food of almost any kind of animal can be traced back to plants (producers). Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants (either way they are consumers). Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as "decomposers." Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem.

MATERIALS

- Daniel Mackie resources (see attached)
- white copy paper
- pencils
- color pencils
- promethean or smart board display
- painters' tape

INTRODUCTION

1. Introduce the artist Daniel Mackie and his artistic style.
2. Show students pieces of his work. Ask students what they know about human impact on animals. Think about animals we find fascinating, such as when we're at the zoo or have pets. Guide the discussion to be more of an intentional impact that we have (hunting, skinning, using pelts and skins for fashion, capturing to keep, etc.)

LESSON

1. After introducing Daniel Mackie and understanding students' background on the topic of intentional human impacts on animals, the teacher will have the students watch the Carolina Parakeet [video](#). The teacher will have students share what they can connect from the video to their introduction discussion on human impact. Then, the class will discuss how the element of dance was used to portray the story of extinction. Extinction of the parakeet could have been avoided if humans were more considerate and concerned about the parakeet. The teacher will ask students about animals they know that are endangered or extinct. The class will discuss human impact on these endangered and extinct species and focus on the direct and indirect effects humans have/had.
2. The class will research animals that are currently endangered or recently (within the past 100 years) extinct. Students will create a list together as a class or individually.
3. The students will select an animal from the list to research more in-depth. Use the provided DM Art Information Sheet to note the research. It is best to provide each student with an electronic copy of the sheet so they can add their information directly to it.

4. While students conduct research they will also look for a picture of their animal. The picture should be a good representation of the animal, as it will be used to trace the outline. The teacher will select students one at a time to use the promethean board, white copy paper and pencil to trace their animal outline. Use the painter's tape to attach the copy paper to the board for students to trace. Students may also choose to draw their outline by freehand, but this method ensures the outline of the animal takes up most of the page (is large enough to draw in) and is a comfort for the students that don't feel like drawing is their strongest skill.
5. The teacher will check off student information sheets when they feel the sheet is complete. Students can use a piece of scrap paper to draw an animal outline and rough draft of their picture. Discuss how Daniel Mackie uses the interior of the animals to portray the habitats. Help students plan how they will portray the information from their sheet to their picture. Once the teacher checks off on their rough draft picture, students can work on their final picture where the outline is traced on the copy paper.
6. Students will write at least two paragraphs to present their research and Daniel Mackie inspired art piece. See the attached rubric.

CLOSURE

Students can present their Daniel Mackie inspired visual art pieces and summarize their writing piece to the class. The picture and paragraph make for a great hallway display!

ASSESSMENT

Use the attached rubric to grade student work and edit to meet needs and expectations.

RESOURCES

"Animal Greetings Cards: Prints: Coasters at the Dm Collection." The DM Collection, www.thedmcollection.com/.

Daniel Mackie Project Rubric

Name _____

_____ Information sheet corrected and resubmitted

_____ Sketch Approved by teacher

_____ Final Drawing includes:

_____ Habitat (ie. jungle, savannah, forest, river, etc)

_____ Diet (ie. plants, prey) (At least 2 examples)

_____ Predators (At least 2 examples)

_____ Color

_____ Neatness

_____ Accuracy

_____ Paragraph about your animal, including a description of its habitat, diet, predators, role in the ecosystem, energy role, and any fun facts you found! A second paragraph should include the current status of the animal (endangered or extinct) and why (habitat loss, hunting, competition, etc...) Complete sentences.

Correct Spelling. Proper grammar. Typed or neatly written.

Daniel Mackie Art Information Sheet

| | |
|---|----------------------------------|
| Name | |
| Animal | |
| Habitat | |
| Diet | |
| Abiotic Factors | |
| Biotic Factors | |
| Niche | |
| Predators | |
| Energy Role | Herbivore, Omnivore or Carnivore |
| Endangered or Extinct. Provide reasons why. | |
| Fun Facts! (optional) | |

Sample Food Chain or Web:

Picture/ Outline of the animal (think about an image that will be easy to trace):

Works Cited: