

3RD GRADE - WEEK ONE

¿Dónde Estamos en el Mundo? Where Are We in The World?

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Resultados de Aprendizaje: Al finalizar esta lección de 45 minutos, los estudiantes de tercer grado van a poder:

- 1) Identificar a) el continente de Norte América, b) los países de Estados Unidos y México, y c) los estados de Oregon y Guanajuato en un mapa.
- 2) Nombrar las naciones independientes indígenas que fueron los habitantes originarios de lo que hoy es Eugene, Oregon y Guanajuato, México.

Learning Outcomes: By the end of this 45 minute lesson, third grade students will be able to:

- 1) Label a) the continent of North America, b) the countries of the United States of America and Mexico, and c) the states of Oregon and Guanajuato on a map.
- 2) Name the Indigenous sovereign nations who were the original stewards of the lands that are now known as Eugene, Oregon and Guanajuato, Mexico.

OVERVIEW/RESUMEN:

This lesson introduces 3rd graders to the Aves Compartidas program, and enhances their geographical understanding of the regions we will be discussing over the course of the class sessions. These concepts will be explored through a mapping activity, which will be added to each student's rufous hummingbird poster. These posters, in addition to week one's map, will include a habitat, pollination, and bird anatomy activity to be carried out throughout the rest of the program. This geographical knowledge will also incorporate the acknowledgement of the Indigenous peoples, the Kalapuya Ilihi and the Guamares peoples, who were the original stewards of the land Eugene, Oregon and Guanajuato, Mexico is located upon. Further, this lesson introduces the students to their grade's bird of focus: the rufous hummingbird.

CONCEPTS/CONCEPTO:

The Willamette Valley, located in Oregon (USA), and the Laja River Basin, located in Guanajuato (Mexico) are both located in North America, and serve as a home to common migratory birds.

BACKGROUND/ORIGEN:

Aves Compartidas Youth Migratory Bird Education and Cultural Exchange is an environmental education program focused on shared migratory bird populations based in the Willamette and Laja River basins. This international collaboration with the Willamette Laja Twinning Partnership uses the knowledge of shared bird populations to create rich cross-cultural experiences for 3rd to 5th grade students. Utilizing the Cornell Lab of Ornithology, BirdSleuth International, the Coyote Guide, and Audubon de Mexico curriculum, lessons aim to engage students in immersive activities which activate their awareness of the world of birds, their local landscape, and the cross cultural connections they hold with our program partners. The Aves Compartidas program was built through the Willamette Laja Twinning Partnerships which comprises four International Environmental Education and restoration programs located in the Willamette and Laja River Basins. This organization came to life in 2012 when Nesika Wilamut, formerly known as the Willamette River Initiative, received a grant from the Thiess International Riverprize to partner with an international watershed. Due to the similar ecological issues faced by each of the regions, and migratory ties both ecologically and socioculturally, the Laja River Basin is an optimal location for this cross-cultural exchange. Both river basins currently face similar environmental degradation issues, allowing for collaboration on conservation initiatives and building an immersive environmental education program for students in both regions.

As a part of the Aves Compartidas Youth program, each grade receives one bird of focus throughout the classroom sessions; for the 3rd grade class it is the Rufous hummingbird. The Rufous hummingbird, or *Selasphorus rufus*, migrates throughout the northwest of North America in the early spring to breed. Migration is defined as the seasonal movement of a species from one region to another to meet needs such as food, reproduction, or climatic conditions. Here, they will inhabit mountain meadows farther north than any other hummingbird species, living in regions as far north as south central Alaska. These birds migrate southeast through the Rocky Mountains in late June to pine oak forests in Mexico. They are known to wander east more than any other western hummingbird species, and can often be found in southeast North America during winters.

KEYWORD TRANSLATION/TRADUCCIÓN DE PALABRAS CLAVE:

Español	English
Migración	Migration
Ave, Pájaro	Bird
Aves Compartidas	Shared birds
Colibrí	Hummingbird
Norteamérica	North America
Los Estados Unidos	United States
México	Mexico
Oregón	Oregon
Guia de campo	Field Guide

TIME/TIEMPO: 45 minutes

- Introductions : 1 minute
- Aves Compartidas and migration: 5 minutes
- Field guide activity: 12 minutes
- Making our maps: 15 minutes
- Land acknowledgement: 5 minutes
- Introducing Rufous the Hummingbird: 5 minutes
- Wrap up: 2 minutes

MATERIALS/MATERIALES:

Instructor:

Slides
Classroom migration poster
Stickers for Students!
Migration infographic
Field Guides
Field Guide Handout
Student posters (22in by 28in)
Printed map outline of North America (5.5in by 8.5in)
Colored pencils/markers for drawing

PREPARATION/PREPARACIÓN:

Mentors gather materials: See Appendix

* Co-facilitators should reference yellow highlighted text for directions to support lead facilitator.

- **Step 1:** Print out *Field Guide Handout* for students, with extras.
- **Step 2:** Print out *Migration Map* for students, with extras.
- **Step 3:** Bring in the *Classroom Poster*.
- **Step 4:** Bring in *Student poster boards*
- **Step 5:** Bring in stickers for students.
- **Step 6:** Prepare *Slides*.

ACTIVITIES/ACTIVIDADES:

Introductions (1 mins)

- Slide 1: Title screen for the lesson one slides
“¡Bienvenidos estudiantes! Me llamo __, y somos estudiantes en la Universidad de Oregon. ¡Nosotros estamos aquí para enseñar sobre las aves, vamos a estar con ustedes por cinco semanas y después iremos a una excursión!”
- “Before we get started, can someone raise their hand and share what their class agreements are?... Can everybody give me a thumbs up meaning that we agree to follow these agreements every time we come to visit you?”

Introduction to Aves Compartidas and Migration (5 mins)

- Slide 2: Introduction to Aves Compartidas and Class Poster
 - “Before we get started for the day, I would like to introduce you all to your classroom’s very own Aves Compartidas migration poster! We are gonna use this poster to show our progress throughout our 6 weeks working together! Each of these stops represents one class session with us and all of you! At the end of each class, including today, I am going to ask for one volunteer to come and move Rufous from one stop to the next, to show that we have completed that lesson!”
 - Q: “Can anyone tell me ¿Que es una ave? What does ‘ave’ mean in English?”
 - A: Una ave is a bird
 - “Now, when we combine ‘aves’ with the word ‘compartidas’, we get Aves Compartidas, the name of the program we are working together in. Aves Compartidas in English means ‘shared birds’!”
 - “For the next several weeks, we are going to be learning about birds that migrate from here in the Willamette Valley, all the way to Guanajuato, Mexico. In Mexico these ‘shared birds’ migrate to the Laja River Basin! We call them shared birds, since many of the same birds we will see up here in Eugene, will be seen by our partners in Guanajuato, Mexico!”
- Slide 3: What is Migration?
- “What is migration? Migration in Spanish is Migración. Call and ask students to repeat back.

- Q: "Turn to the people in your table groups and discuss what you think migration might mean. *Hablen con sus compañeros de mesa y discutan lo que crean que significa la migración.*"
- "I am going to give you all around 1 minute to discuss. Once your table is done discussing, bring your eyes back to the front so I know you are ready. *Tienen alrededor de un minuto para discutir, una vez hayan terminado volteen a ver a la maestra para que sepamos que ya terminaron.*"
- Insert a transition to regain students' attention.
- Q: "Would anyone like to share what they talked about at their table?"
- Click to reveal the definition of migration on the screen.
- A: "Migration is when animals move from one region to another based on the season. Animals migrate for different reasons, some being food, to have babies (also known as reproduction), or weather/climate conditions. This means that it is possible that we may be seeing some of the exact same individual birds that our friends in Mexico will see!"
- "Lots of animals migrate! Can anyone think of an example of another animal that migrates?" - Call on 1-2 students.
- Click to reveal photos underneath the definition of migration of other animals that migrate.
- A: Some examples include: whales/ballenas, monarch butterflies/mariposa monarca, fish/peces, wildebeest/ñu, and sea turtles/tortugas marinas.
- As the last part of step 2 closes, the lesson facilitator will pass out the field guides.

Field Guide Activity (12 mins)

- Slide 4: What are field guides? / Qué son las guías de campo
- Lesson co-facilitator passes out physical field guides to students, about 1 per table group.
- "Field guides are like instructions on how to view and interact with nature. They help us identify and learn about different animals, plants, and objects of nature! Before we start creating our own field guides, I want you all to take a look at these examples on your tables. What are some elements you notice? Can we identify three elements on the field guides? Turn and share with your tables for about a minute."
- Insert transition to regain students' attention.
- "Would anyone like to share what their group talked about? *Alguien quisiera compartir lo que hablaron en sus grupos?*"
- Call on 1 table to share out.
- Click to reveal the list of elements most field guides include. Read through them for the class. Diet is what we eat and habitat is where we like to hangout!
- The lesson co-facilitator will now pass out the field guide handout (attached in appendix).
- Slide 5: Making our own field guides
- "Now that we have a better idea on what makes a field guide, we want you all to create one for yourselves!"
- o "In the box, using your colored pencils, draw a photo of yourself! Underneath the photo there are some questions to fill out. These include your habitat, diet, behavior, and fun facts about yourself--these categories are all things that we just talked about when looking at real field guides!"

- **Important to mention:** These are supposed to be creative adaptations of field guides. We want the students to have fun making their own field guide, so that we can use them as a way to get to know them, and what they are interested in, better.
- *option to walk your students through the field guide questions and do them together if the class would benefit from more structure*
- (After 10 minutes) Insert transition to regain students' attention.
- *Is there anyone who would like to share something that they added to theirs? Wow! Miren que lindas todas sus guías de campo! Alguien quisiera compartir algo que escribieron o dibujaron en la suya?*
- Call on 3-5 students from different tables to share.
- *"Thank you all for sharing! Now could we have everyone put their field guides in a nice pile for [co-facilitator name] to pick up? We are going to use these to get to know you all better, then we will return them back to you next week!"*
- Have the co-facilitator collect student field guides.

Making Our Maps (15 mins)

- The co-facilitator passes out Migraton Map to the students.
- Slide 6: Making our maps
- *"This activity is going to help us visualize how far these migratory birds are flying. We are going to walk through these slides together and label the map on your handout!"*
- *"To start, please write your name, as well as your teacher's name at the top of your posters." "Para comenzar, por favor escribe tu nombre, y también el nombre de tu maestra/o en tu papel."*
- Slide 7: "Where do we live?"
- Insert a transition to regain students' attention.
- Q: *"Where do we live? Seems like a simple question, yet we can think about this as small as our neighborhood, or as big as the universe!"*
- Click to reveal some possible answers:
- (Potential answers include: Oregon (Oregón), Eugene, The United States of America (Los Estados Unidos), North America (Norteamérica), Earth (tierra), etc.)
- Slide 8: Map of the United States/Los Estados Unidos highlighted on the map of North America/Norteamérica
- Instruct students to label North America and the United States in Spanish and English on their maps:
- *"Now I would like you all to see where line number 1 is and please label North America in both Spanish and English on your own maps in line number 1. (Line 1)"*
- *"Repeat after me: Norteamérica! Nice!"*
- Click to transition to map of United States: Introduce United States
- *"Now I would like you all to see where line number 2 is and please label United States/Los Estados Unidos in Spanish or English on your own maps. (Line 2)"*
- *"Repeat after me: Los Estados Unidos!"*
- Slide 9: Map of Oregon highlighted on a map of the United States
- **Before** clicking to reveal Oregon on the slide:
 - Instruct students to label Oregon/Oregón on their maps. (Line 3)
- *"This is where the state of Oregon is located within the United States! Now I would*

like you all to find line 3 and label Oregon in Spanish or English on your own maps. *Aquí es donde se encuentra Oregon en el mapa de los Estados Unidos! Ahora ustedes van a marcar en su propio mapa donde se encuentra Oregon en inglés o en español.*"

- Slide 10: Stand alone map of the state of Oregon
- Click to reveal the labels of both Eugene on the map of Oregon.
- Press next to reveal the label of Willamette Valley_ "*Here we are! Eugene is located in the Willamette Valley.*"

Now I would like you all to label Eugene on your own map!" Use the star to find line number 4 where you can write the label. "*Aquí estamos! Eugene se encuentra en el valle de Willamette. Usen la estrella para guiarse y en la línea 4, me gustaría que todos marcaran a Eugene en su propio mapa.*" (Line 4)

- Slide 11: The original image of North America (as printed on their student posters), now with Oregon highlighted, and Eugene labeled

** summarize where we've just been: This is a map of North America, (click next), this is the country of the United States within the continent of North America, (click again), this is the state of Oregon, (click again), and in Oregon, is the city of Eugene!

Start Label of Mexico with Question

- Q: "*Can anyone point to Mexico on this map? ¿Alguien puede señalar dónde está México en este mapa?*"

- Call on one student to come to the board to point out Mexico on the map of North America.

- Once Mexico is identified, ask the students to label Mexico on their maps in Spanish and in English.

- "*Now I would like you all to label Mexico on line 5 on your own maps. Ahora quiero que todos ustedes marquen México en su propio mapa en la línea 5.*" (Line 5)

- Slide 12: Guanajuato highlighted on a map of Mexico

- Help students sound out and pronounce *the state of* Guanajuato, break it down into syllables: Guan-a—jua—to

- Say it with me! "Guan-a—jua—to!"

- "*This is where the state of Guanajuato is located in Mexico! It is located in a valley called the Laja River Basin. Aquí es donde se encuentra Guanajuato en México, puedes encontrarlo en la región del Río Laja.*"

-Label the state of Guanajuato on your maps (Line 6)

- "*Now I would like you all to label Guanajuato on line 6 on your own maps. Ahora quiero que todos ustedes marquen México en su propio mapa en la línea 5.*" (Line 6)

Step 5: Land Acknowledgement (5 mins)

- Slide 15: Lack Acknowledgements
- Q: "We all know that the continent of North America was populated by people from many different Indigenous nations before European settlers arrived. Does anyone know the name of the indigenous tribe whose land our community is now located on?"
- A: Kalapuya Ilihi
- Take a few minutes to acknowledge the tribal land that you are living on. Use the script below (or modify) to address and acknowledge the violent history of Indigenous erasure, assimilation, and land loss.

"It is important to recognize the land we are living on today. For us living in Eugene, we currently are living on the traditional homelands of the Kalapuya Peoples. The Kalapuya people were forcibly removed from their homelands by European settlers. Just like us here, our friends living in Guanajuato live on indigenous lands; in Guanajuato, these lands were originally managed by the Guamares people. We share this information with you all out of respect for these Native homelands, and for the Native peoples who continue to live and thrive on them both here in the United States, and in Mexico! Do we care about animals? Our plants? Our rivers? Who likes to go out outside and explore? Well, we all need to take care of the environment, that is our responsibility to be caretakers, stewards. In order to be good environmental stewards we need to know this history that is a part of the environment around us. Since the Indigenous peoples were the first ones here, they have a lot of valuable knowledge about the land and the environment."

Labeling Indigenous Nations on Maps

- "Now it's time to label these indigenous lands on our maps. *Ahora vamos a marcar estos territorios indígenas en nuestros mapas.*"

Slide 16: "On line 7 label the location of the Kalapuya lands in your state of Oregon, they are in the area of Eugene. (line 7) *Marquen el territorio Kalapuya en el mapa de Oregon, ellos se encuentran en el area de Eugene.*"

Slide 17: "Label the location of the Guamares lands in your state of Guanajuato, in Mexico in line 8."

- When you are finished, put your pencils down, and turn your eyes to the board. *Marquen el territorio de los Guamares en el estado de Guanajuato en México. Cuando terminen pongan sus lápices abajo y redirijen su mirada al pizarrón.* (Line 8)
- Be conscious of how this can be confusing for young students. Land acknowledgments is a learning process that we can help them with.
- "If anyone has more questions, please come up to me after we are done with the lesson, and I will be happy to talk with you more about it."
- Slide 18: photos of Guanajuato and our partners in Mexico
- "In the Aves Compartidas program we are here to help bridge a connection between you all here, and the birds and students in Guanajuato! Throughout our time together we will be hearing much more about our friends down south! And, at the end of our program, you will be writing to a student in Guanajuato about everything you have learned during our time together! "
- Lesson co-facilitator picks up students Migration Maps.

Step 6: Introducing the Rufous Hummingbird (5 mins)

- Slide 19: Rufous Hummingbird (one picture displaying a female, and one displaying a male). - Insert a transition to regain students' attention.
- Q: *"Does anyone know what type of bird this is? **Alguien sabe que tipo de pájaro es este?**"*
- Call on a student to answer.
- A: *"Yes, a hummingbird, but more specifically a Rufous Hummingbird! Everyone say hi to Rufous! **Todos saludan al colibrí Rufo!**"*
- Ask students: *"What are some of the differences between these two birds?"*
- *"These birds may look different, but they are both Rufous hummingbirds. Males tend to be a much more vibrant orange color, while females' colors are more of a light green and orange coloring."*
- Ask students why they think that the females and males have different color.
- *"Males have these bright colors in order to attract female mates."*
- *"Females are believed to have these light colors in order to disguise themselves from potential predators."*
- *"It is especially important for female Rufous hummingbirds to do this, since they are the ones caring for the babies."*
- *"Throughout our lessons we are gonna focus on pollinators, specifically the Rufous hummingbird, so you will be hearing much more about these cool critters."*

Step 7: Wrapping Up (2 mins)

- Slide 20: Wrap up
- *"For the next several weeks, we will gradually be each making a poster about our friend the Rufous Hummingbird! We will be learning all about its journey between Guanajuato and Oregon, and how it lives in harmony with our local plants."*
- *"Before we conclude I have two questions for you":*
- Q: *"What is the name of the Indigenous homelands Eugene is located upon?"*
- A: Kalapuya
- Q: *"What is the name of the Indigenous Nation Guanajuato is located upon?"*
- A: Guamares
- *"Before we finish up for the day, who would like to come and move Rufous to their next stop?"*
- Call on a student and have them come and move Rufous.
- Say goodbye to the students: *"Thank you so much for welcoming us into your classroom! **Gracias por recibirnos en tu clase. ¡Gracias, adiós!**"*

WEEK ONE APPENDICES

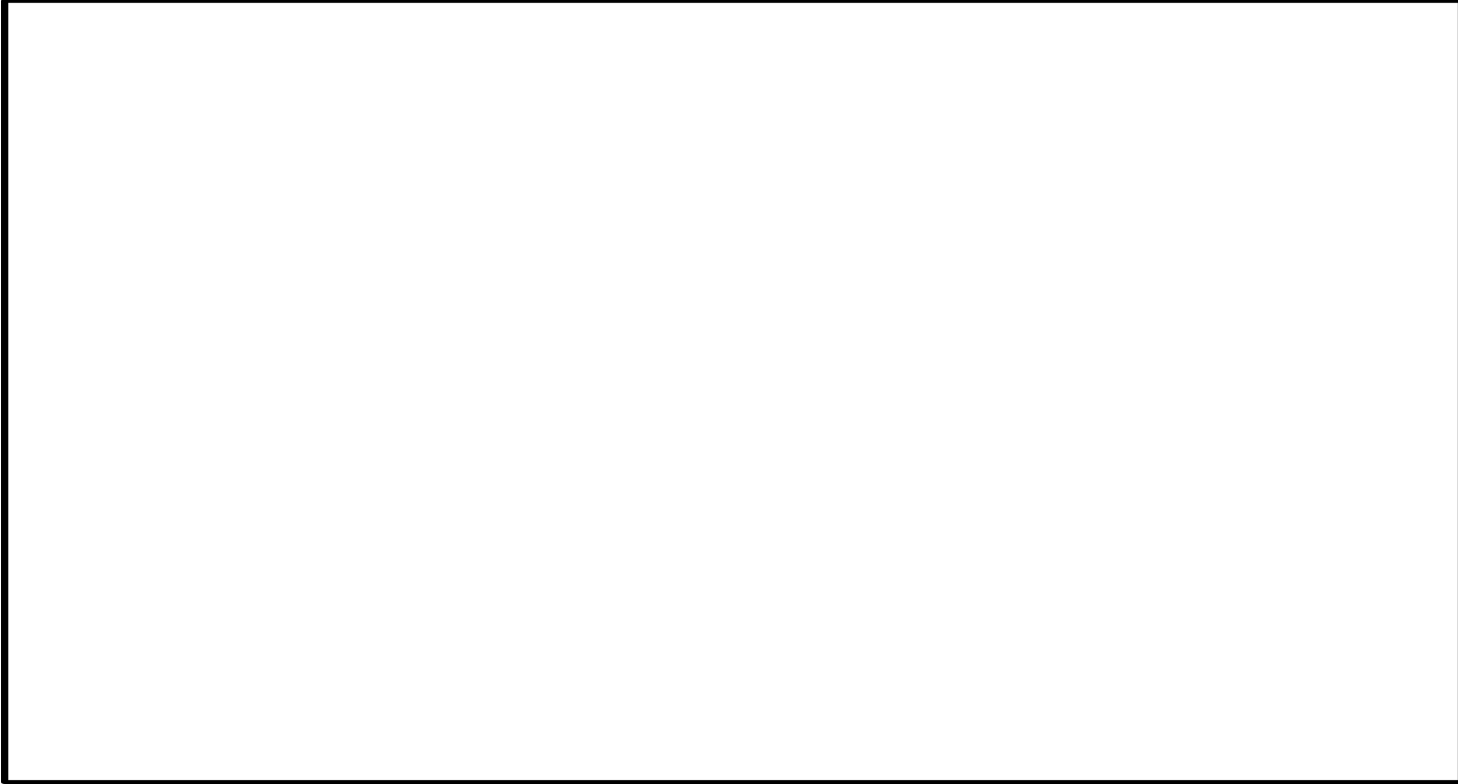
- 1) Slides: Google Slides Deck for Week 1
- 2) **Finished student posters example:** *This is how they will look upon completion at the end of the Aves Compartidas program*



3)Field Guide Handout

Nombre del maestro/Teacher's name: _____

Nombre/Name: _____



Hábitat/Habitat: ¿Dónde prefieres pasar el rato?/Where do you like to spend your time?

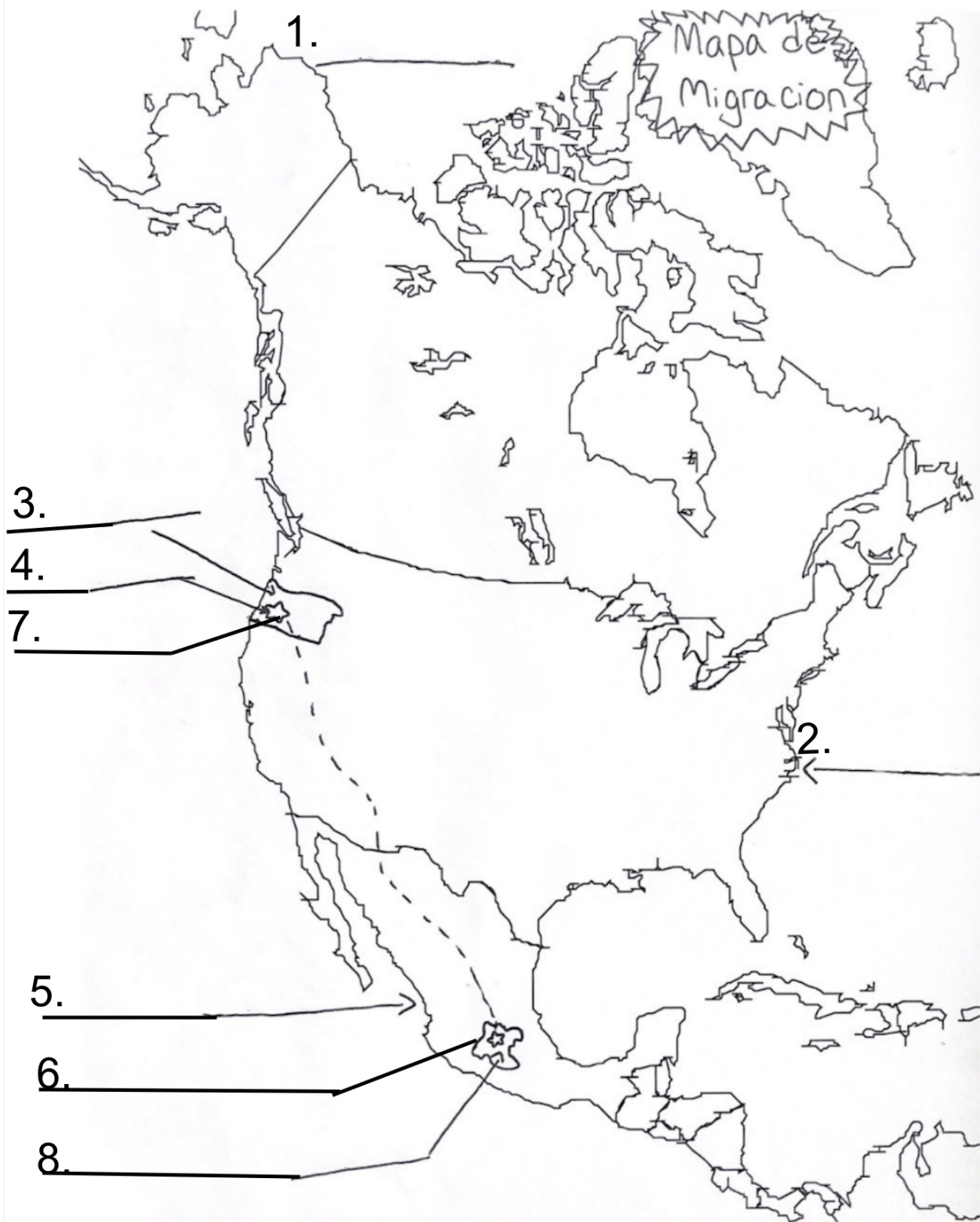
Dieta/Diet: ¿Qué te gusta comer y beber?/What do you like to eat and drink?

Comportamiento/Behavior: ¿Qué te gusta hacer? What do you like to do?

¡Dato curioso!/Fun Facts!

3) Migration Map

Nombre/Name: _____



SOURCES

Hummingbird Migration Map | Track & Submit sightings. (n.d.).

<https://www.perkypet.com/advice/bird-watching/hummingbird-migration>

Rufous Hummingbird Identification, All about Birds, Cornell Lab of Ornithology.

(n.d.). https://www.allaboutbirds.org/guide/Rufous_Hummingbird/id

American Bird Conservancy. (2020c, July 15). *Rufous Hummingbird - American Bird Conservancy.* <https://abcbirds.org/bird/rufous-hummingbird/>