

Full-Lesson #2: Natural History of the Hawaiian Islands & Introduction to Hawaiian Forest Birds

Overview of Outcomes

1. Students will be introduced to the concepts of **endemic**, **native**, and **introduced** species, and will be asked to accomplish the following:
 - a. Provide examples of each group in everyday life
 - b. Describe their respective roles, or niches, in Hawaiian ecosystems
 - c. Explain the importance of **endemic** species
 - d. List major impacts of **introduced** species
2. Students will possess a basic understanding of Hawaiian forest birds, specifically where they are found, what factors threaten their survival, how many species are left, and why these species are important to both natural ecosystems and Hawaiian culture.

Materials

1. Appendix B or Appendix C - Anticipation Guide
2. KFBRP YouTube channel:
https://www.youtube.com/channel/UCbvOh34aU5wyzdwilchkZkA?view_as=subscriber
3. KFPRP website: <https://kauaiforestbirds.org/>

Begin with Anticipation Guide: A Formative Pre-Assessment Strategy

Activity Directions

1. Have students complete the anticipation guide (see Appendix B or Appendix C) before the lesson. This will assess their understanding of natural science subjects in the Hawaiian Islands. The general questions in this guide are by no means a test; instead, they are designed to activate pre-existing knowledge within students to kickstart their cognitive processing of the subject material. They may work by themselves, in pairs or small groups. Remind students that they should be prepared to discuss and debate their reactions to the statements on the anticipation guide after they have completed it.
2. After students have finished the guide, encourage a class discussion of students' reactions to the statements. Remember, you want to activate their critical thinking about the topic, so dig deeper than students' answers and get to their justifications.
3. Have students read the text with their anticipation guide responses fresh in their minds so they can react to the text as they read. Encourage students to mark or write down where the text supports their initial reaction to statements, or causes them to rethink those reactions.
4. Have a class discussion after reading. Ask students if any of them changed their position on any of the statements. Encourage students to share how they reacted to the text, given their initial responses captured in the anticipation guide. Make sure students share examples from the text where their initial responses were either supported or challenged.

Before beginning the unit, students will be asked to fill out an **anticipation guide** (see Appendix B or C, also available on website). This anticipation guide will also serve an important role in the unit plan assessment stage, in which pre and post-lesson answers will be compared and analyzed.

Appendix B - Anticipation Guide (Version A)

Anticipation Guide

<u>Statement</u>	<u>Agree</u>	<u>Disagree</u>
1. Native forest birds are still alive in Hawaii.		
2. Native forest birds live in Lihue.		
3. Hawaiian forest birds can be found anywhere.		
4. It is ok to release your pet turtle into a river.		
5. Everyone has a family 'aumakua.		
6. Kaua'is forest birds are extinct.		

Appendix D - Anticipation Guide (Version B)
Anticipation Guide

<p>Have you ever seen a native forest bird in Hawaii? If so, where? What did it look like?</p>	
<p>Where do you think native forest birds live?</p>	
<p>Why do you think Hawaiian forest birds are hard to find?</p>	
<p>If you had a pet bird, would it be OK to release it into the wild? Or if you had a goldfish, would it be OK to release your pet goldfish into the local rivers?</p>	
<p>What can you do to help save Hawaiian forest birds from extinction?</p>	
<p>What is an 'aumakua?</p> <p>Does your family have an 'aumakua? If so, what is your family's 'aumakua?</p>	