

# Red River Classroom Bulletin Board

- Grade Level:** 6<sup>th</sup> through 9<sup>th</sup>
- Goal:** The learner will have a greater respect and understanding of the Red River Waterway and the wildlife it supports.
- Objectives:** The learner will be able to create a drawing of wildlife with the use of soft lead pencils and colored pencils.
- Materials:** Soft lead pencils, colored pencils, magazines for pictures of different species of river wildlife, scissors, glue, paper sized 8.5x11 or larger, one large sheet of bulletin board paper, Red River Waterway video
- Time Allotment:** Timed sessions of 30 to 45 minutes over a five-day period

## Process:

1. Teacher and students will watch the video and discuss the Red River Waterway and the abundant wildlife that it supports. The teacher and students will discuss the need for management and conservation along the River's corridor and its subsequent impact on River quality and wildlife.
2. Students will be given research time to find examples of native wildlife with the use of magazines and the internet.
3. Students will make a list of all creatures inhabiting the Red River corridor. The teacher will post the list in the classroom and add more listings as they are discovered. The students will cut out examples of wildlife from magazines as well as print any examples that are found on-line. Students are encouraged to share examples. This activity concludes day one.
4. Students will select at least one but no more than three animals they wish to illustrate based upon the classroom's list.
5. Students will be divided into groups based upon the species of animals that they have chosen. (All mammals together, fish, reptiles, birds etc.)
6. According to each group, the teacher will distribute appropriate examples of animals that were found during the research phase. See step 3.
7. Using soft lead pencils, the students will sketch one animal on an 8.5 x 11 sheet of white drawing paper. The teacher will stress that large drawings are better and to use the entire sheet as much as possible. This activity concludes day two.

8. The students will use soft lead pencils and colored pencils to complete their drawings. This activity concludes day three and four.
9. On a large sheet of bulleting board paper the students will use paint to create a symbolic River spanning from the top left corner all the way to the bottom right corner of the paper.
10. Using scissors and glue, the students will cut out and attach their finished drawings along the “banks” of their symbolic River. To complete their display, the students will add drawings of native plants and trees.
11. The teacher will display the new bulletin board design for the entire classroom until the unit related to the Red River Waterway is finished.

**Evaluation and Enrichment:**

1. The student will continue to brainstorm and list more animals that can be found along the Red River Waterway. The teacher will encourage the student to think of at least three animals not on the classroom’s list. As time permits, students will create new drawings to add to their classroom’s bulletin design.
2. The student will write an essay on his or her favorite Red River animal and it’s habitat. The teacher may combine all essays into a booklet or classroom newsletter.
3. The teacher may schedule a classroom visit to the nearest Red River Waterway welcome center. The teacher may discuss conservation methods, wildlife and their habitats or the importance of River quality to commerce and recreation. The teacher may inquire if their classroom’s bulletin can be displayed for public viewing. The teacher may select essays to be read aloud during their classroom’s visit.