

Glossary



Analyze ('a-nə-ˌlīz): To separate something into its parts in order to examine them.

Ecological (ē-kə-ˈlā-ji-kəl): Having to do with ecology, the study of organisms and their relationship with their environment.

Forage ('fɔr-ij): Food for animals usually taken by browsing or grazing; the act of taking such food.

Habitat ('hə-bə-tat): Environment where a plant or animal naturally grows and lives.

Lichen ('lī-kən): Plant-like organisms that are made up of an alga and a fungus. They are found on rocks, on branches, and in many other places.

Post-fire ('pōst 'fi(-ə)r): After a fire.

Sample ('sam-pəl): A part or piece that shows what the whole group or thing is like.

Severity level: (sə-ˈver-ə-tē 'le-vəl): A measure of the amount of trees that are killed due to a fire.

Species ('spē-(,)shēz): Groups of organisms that resemble one another in appearance, behavior, chemical processes, and genetic structure.

Accented syllables are in **bold**. Marks taken from Merriam-Webster Pronunciation Guide.

FACTivity

Time Needed

One class period

Materials needed

pencils, notebooks

The question you will answer in this FACTivity is: What attracts Black-backed woodpeckers to their habitat?

Procedure:

Before beginning, you may download the following *Natural Inquirer* article from the *Natural Inquirer* Web site: "Wood Roaches for Dinner Again?" (<http://www.naturalinquirer.org/Fall-98-Edition-i-6.html>). You may use this article as part of your research about the habitat of various species of woodpeckers.

Using the media center, Internet, and other sources, you should become familiar with the nesting and eating preferences of woodpeckers in general. Then, you should focus your research on the Black-backed woodpecker. Answer questions such as "What do Black-backed woodpeckers eat? Where do Black-backed woodpeckers make their nests?"

Once you have learned about the habitat preferences of Black-backed woodpeckers, imagine what it might be like to be a Black-backed woodpecker. Pretending to be a Black-backed woodpecker, write a letter to another species of woodpecker. In the letter, describe your life as a Black-backed woodpecker in post-fire forests of the Sierra Nevada. Include information about where Black-backed woodpeckers live and why, what they eat, and where they find their food. Use information from this article to describe, from a woodpecker's perspective, the research that was done. Imagine and describe how Black-backed woodpeckers responded to the research being done between 2004 and 2006.

Share your letter with the class. In a class discussion, compare and contrast the letters. What was similar and different about the lives of the woodpeckers? What kind of responses did the woodpeckers have to the research being done by the scientists? Your teacher will have you explain why you wrote your letter as you did. Your teacher will then have you answer the question posed at the beginning of this FACTivity.

FACTivity Extension

Students may compose pictures of Black-backed woodpeckers in their Sierra Nevada post-fire habitat. These may be paired with the letters and posted on the wall or in the school hallway.



National Science Education Standards addressed in the article:

Science as Inquiry:

Abilities To Do Scientific Inquiry;
Understandings About Scientific Inquiry

Life Science:

Structure and Function in Living Systems;
Regulation and Behavior;
Populations and Ecosystems;
Diversity and Adaptation of Organisms

Science in Personal and Social Perspectives:

Populations, Resources, and Environments;
Natural Hazards;
Risks and Benefits

History and Nature of Science:

Science as a Human Endeavor;
Nature of Science

Additional Web Resources

Snag and Den Tree Habitat for Wildlife

<http://gf.state.wy.us/downloads/pdf/habitat/Bulletin%20No.%2046.pdf>

Cornell University's Black-backed Woodpecker information

http://www.allaboutbirds.org/guide/Black-backed_Woodpecker/lifehistory

Wildfire Burn Severity Classification

<http://www.mt.nrcs.usda.gov/technical/fires/severity.html>



Teachers: If you are a PLT-trained educator, you may use Activity #81, "Living With Fire," and #22, "Trees as Habitats," as additional resources.