Raptor Stamps

OBJECTIVE

The student will identify general biographical information about a raptor.

ACTION

1. Define what a makes a bird a raptor using the background information.

2. Explain that each student will be researching a particular raptor. The students may select which raptor they want to research. However, there should only be one species of raptor assigned to each student. The following raptors are suggestions:

   bald eagle *Haliaeetus leucocephalus*
   American kestrel *Falco sparverius*
   screech owl *Otus asio*
   spectacled owl *Pulsatrix perspicillata*
   golden eagle *Aquila chrysaetos canadensis*
   merlin *Falco columbarius*
   burrowing owl *Athene cunicularia*
   gyrfalcon *Falcon rusticolus*
   bateleur eagle *Terathopius ecaudatus*
   barn owl *Tyto alba*
   barred owl *Strix varia*
   saw-whet owl *Aegolius acadicus*
   red-tailed hawk *Buteo jamaicensis*
   great horned owl *Bubo virginianus*
   osprey *Pandion haliaetus*
   California condor *Gymnogyps californianus*
   peregrine falcon *Falco peregrinus*
   Northern goshawk *Accipiter gentiles*
   Northern harrier *Circus cyanus*
   Steller's sea eagle *Haliaeetus pelagicus*
   snowy owl *Nysctea scandiaca*
   sharp-shinned hawk *Accipiter striatus*
   Northern pygmy owl *Glaucidium californicum*
   red-shouldered hawk *Buteo lineatus*

3. Instruct students to research the range and habitat of their raptor.

4. Explain that students are going to create a stamp for their assigned raptor. Distribute the stamp worksheet. The students will draw a picture of their assigned raptor on the designated side of the stamp worksheet and write the biographical information on the bottom. (Students may choose to create a collage for their raptor using photographs).

5. Hang the stamps around the room to display the students’ art work.

MATERIALS

- one stamp funsheet for each student
- pencils
- Library and/or internet access
- color markers or crayons