

Name: Teacher Version Date: Class/Period:

Setting Up the Bird Biodiversity Study

Group members' names:

Research Question:

*Students' questions will vary.
One example could be – Will the bird biodiversity be higher close to the road where there is a line of trees or in the middle of the school yard which is mainly grass?*

Prediction:

*Students' predictions will vary.
One example could be – I believe the bird biodiversity will be higher by the road in the line of trees because the birds will make their nests in the trees and find food in the trees.*

Methods: (What data will you collect and where?)

**** attach a map with the locations of your transects**

All students should collect the number of each species observed, which they will later use to calculate both the Simpson and Shannon Weaver biodiversity indices.

*The sampling techniques for observing the birds will vary.
One example could be – The attached map shows the two transects that we will walk in order to collect the bird biodiversity data. One transect is a line right along the road. The second transect is a line that cuts straight through the schoolyard. We will slowly walk each transect. As we walk the transects, we will count and identify the birds we observe along the transect for approximately 5 meters (about the length of a car) on each side. Birds that are farther away than 5 meters will not be counted.*