

Lesson C4–1

Identifying and Classifying Game Birds

Unit C. Animal Wildlife Management

Problem Area 4. Game Birds Management

Lesson 1. Identifying and Classifying Game Birds

New Mexico Content Standard:

Pathway Strand: Natural Resources and Environmental Systems

Standard: III: Apply scientific principles to natural resource management activities.

Benchmark: III-B: Examine biological and physical characteristics to identify and classify natural resources.

Performance Standard: 3. Identify wildlife species.

Student Learning Objectives. Instruction in this lesson should result in students achieving the following objectives:

1. Describe the characteristics and types of quail.
2. Describe the characteristics and types of pheasant.
3. Describe the characteristics of chukar partridges.

List of Resources. The following resources may be useful in teaching this lesson:

Recommended Resources. One of the following resources should be selected to accompany the lesson:

Stutzenbaker, Charles D., Brenda J. Scheil, Michael K. Swan, Jasper S. Lee, and Jeri Mattics Omernik. *Wildlife Management: Science & Technology (2nd Edition)* Upper Saddle River, New Jersey: Prentice Hall Interstate, 2003.

Other Resources. The following resources will be useful to students and teachers:

Clauer, Phillip J., George L. Greaser, R. Michael Hulet, and Jayson K. Harper. *Bob-white Quail Production*. University Park, PA: The Pennsylvania State University, 2002.

Greaser, George L., R. Michael Hulet, and Jayson K. Harper. *Pheasant Production*. University Park, PA: The Pennsylvania State University, 1996.

Woodard, Allen E. *Raising Chukar Partridges*. Davis, CA: University of California, 1982.

List of Equipment, Tools, Supplies, and Facilities

Writing surface

Overhead projector

Transparencies from attached masters

Items for interest approach

Terms. The following terms are presented in this lesson (shown in bold italics):

plume

top knot

Interest Approach. Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situations. A possible approach is included here.

Place several various items in front of the classroom. Items could include: pencil, book, stapler, eraser, etc. Ask the students to identify each of the items. Then ask them to classify each item. After this, ask a few of the students to explain their classification system to the rest of the class. Ask the students why it is important to be able to identify and classify objects. Possible answer could include: to know how to use an item or how to care for a living organism such as a plant or animal.

Summary of Content and Teaching Strategies

Objective I: Describe the characteristics and types of quail.

Anticipated Problem: What are the characteristics and types of quail?

- I. There are many different types of quail found in the wild. The following is a listing of some of the more common types and their characteristics.
 - A. Bobwhite Quail (*Colinus virginianus*)—This is the widest ranging of quail species. It is found primarily in Midwest, Southern and Eastern United States. However, it is also found in small pockets in Oregon, Washington, Idaho and the foothills of the Rockies and Southern Arizona. The Bobwhite quail is often found in abandoned farms and fields, brushy cover and edges of woodlands. This game bird has a reddish brown coloration with a short gray tail. The male has a white throat and white band above the eye extending down the neck. The female is similar, but duller. Her markings are more buff colored. There is no plume on either sex. A **plume** is a long feather located on the top of the head. This species' call is a whistled "bob-bob-white."
 - B. California Quail (*Lophortyx californicus*)—The California quail, the state bird of California, is also known as valley quail. This species is found in a wide range of habitat zones. It prefers mixed woodlands, chaparral and grassy valleys of California, Oregon, and Washington. The male has a black throat and a face bordered by white bands, and white forehead. The female is duller and lacks head markings. Both sexes have a forward curving distinctive plume or **top knot**. This bird's call is three notes with the mid note sung the highest "Chi—caa—go."
 - C. Gambel's Quail (*Lophortyx gambelli*)—The Gambel's quail is sometimes called desert quail due to its preferred habitat. The Gambel's quail is found in California, Colorado, Hawaii, Idaho, Nevada, New Mexico, Texas, and Utah. It is found primarily in arid or desert areas. The Gambel's prefers to live in brush, frequently thickets of hackberry and mesquite, close to water. It is similar in appearance to California quail. Male Gambel's differ from California male by exhibiting a prominent black patch on a cream white belly and a reddish head top. The female has a cream white belly, which identifies her from the California quail which has a brown belly. Both sexes exhibit forward sloping plumes. The Gambel's call is similar to the California quail's.
 - D. Masked Bobwhite Quail (*Colinus virginianus ridgwayi*)—The masked bobwhite, is both typical and unique as bobwhites go and is on the endangered species list. It whistles "bobwhite" during the breeding season, forms roosting circles at night and eats seeds, insects and light greens. Coloration of the male provides the most striking contrast between masked bobwhites and other races. The head is black, as if hooded by an executioner's mask. The breast feathers of males are solid reddish-brown. Females are colored like other races.
 - E. Mearns' Quail (*Cyrtonyx montezumae*)—Mearns' quail, also called Montezuma or Harlequin quail are found in the Southwest from Southern Arizona to Texas and Mexico. The

quail prefers open woodland mountain slopes and grassy slopes. The male has a distinctive harlequin marked face pattern and a somewhat bug-eyed look. He also has a slight crest, but often not erect, and heavy white spotting on the flanks. The female has a duller, brown face. Both sexes are short tailed. This bird's call is a soft whistle similar to a screeched owl's call.

- F. Mountain Quail (*Oreortyx pictus*)—The mountain quail is the largest of North American quails. Its range is the most extensive in the Pacific Northwest. The major mountain quail hunting states are California, Colorado, Idaho, Nevada, New Mexico, Oregon and Washington. The mountain quail inhabits higher elevations where it prefers brush, scrub oaks and thickets. Tall, thin, slightly backward tilting head plume is distinctive in both sexes. The male exhibits chestnut throat coloration. The female is duller in coloration. Its call is a whistle or loud, almost crowing, note or soft “whook.”
- G. Scaled Quail (*Callipepla Squamata*)—Often called blue quail, the scaled quail prefers to escape on foot, and when flushed does not fly far. Eastern Colorado and southwestern Kansas mark the northern limit of its range, which also includes the Oklahoma panhandle, the western half of Texas, and most of New Mexico and Arizona. Scaled quail habitat typically consists of arid country with sparse grasslands. Both sexes are similar looking. They have no plume, instead they have a white topped crest extending from mid-head to rear of head. The scaled quail are grayish black with a scaled underside.

There are many techniques that can be used to assist students in mastering this material. Students need text material to aid in understanding the characteristics and types of quail. Bobwhite Quail Production is recommended. Use TM: C4-1A to aid in the discussion on this topic.

Objective 2: Describe the characteristics and types of pheasant.

Anticipated Problem: What are the characteristics and types of pheasant?

- II. There are various types of pheasant. The following is a listing of the characteristics of some of the more popular species.
 - A. Ringneck Pheasant (*Phasianus colchicus*)—This is a popular bird for sport hunters. This pheasant is a relatively large bird with distinct color and plumage. The male has a long tail and a head with distinct green, black, and red feathers with a white collar. Both males and females have brownish and somewhat mottled coloration on their bodies. Ringnecks are originally from China. They have successfully been introduced into several areas. They are hardy birds that prefer overgrown grassy fields, or corn fields, near a creek bank.
 - B. Reeve Pheasant—Sometimes called Long-tailed Pheasant, these birds are found in central China. Although very familiar and well known in captivity, attempts to introduce this pheasant into North America, Hawaii, England, and France have been unsuccessful. The males are known to grow tails up to six feet long. The crown, chin, and back of head is white with a black band covering the face, eyes and extending to the back of the head. Another black band around the neck separates the head from the black-tipped, yellow

low-buff plumage that is on the back and extends to the base of the tail. The upper breast is darker chestnut to black. The lower breast and side feathers are white, tipped with black. The tail is very long, white with black bars. The female is drab in color and smaller than the male. The face and throat are buff, with a brown crown and band behind the eyes. The overall markings are mottled brown, buff and white. The tail is long and barred with buff and brown.

There are many techniques that can be used to assist students in mastering this material. Students need text material to aid in understanding the characteristics and types of pheasant. Pheasant Production is recommended.

Objective 3: Describe the characteristics of chukar partridges.

Anticipated Problem: What are the characteristics of chukar partridges?

- III. The Red-legged partridge, commonly referred to as the “chukar,” can best be identified by the black band running across the forehead through the eyes, down the neck, and meeting between the white throat feathers and upper breast. The lower breast and back are generally ash-gray. Feathers on the flanks are gray at the base and have two black bands at the tip, giving the appearance of numerous bands of black bars flanking the side. The bill, legs and feet of both sexes are orange-red. There is no obvious feather color differentiation between the sexes.

There are many techniques that can be used to assist students in mastering this material. Students need text material to aid in understanding the characteristics of chukar partridges. Raising Chukar Partridges is recommended.

Review/Summary. Use the student learning objectives to summarize the lesson. Have students explain the content associated with each objective. Student responses can be used in determining which objectives need to be reviewed or taught from a different angle. Questions at end of chapters in the textbook may also be used in the review/summary.

Application.

Evaluation.

Answers to Sample Test:

Part One: Matching

1 = i; 2 = b; 3 = g; 4 = a; 5 = j; 6 = d; 7 = h; 8 = c; 9 = f; 10 = e

Test

Lesson C4–1: Identifying and Classifying Game Birds

Part One: Matching

Instructions. Match the term with the correct response. Write the letter of the term by the definition.

- | | | |
|--------------------------|----------------------|-------------------|
| a. Bobwhite Quail | e. Mearns' Quail | i. Reeve Pheasant |
| b. California Quail | f. Mountain Quail | j. Chukar |
| c. Gambel's Quail | g. Scaled Quail | |
| d. Masked Bobwhite Quail | h. Ringneck Pheasant | |

- _____ 1. These birds are found in central China. Although very familiar and well known in captivity, attempts to introduce this bird into North America, Hawaii, England, and France have been unsuccessful. The males are known to grow tails up to six feet long. The tail is very long, white with black bars. The female is drab in color and smaller than the male.
- _____ 2. Also known as valley quail. This species is found in a wide range of habitat zones. It prefers mixed woodlands, chaparral and grassy valleys of California, Oregon, and Washington. The male has a black throat and a face bordered by white bands, and white forehead. The female is duller and lacks head markings. Both sexes have forward curving distinctive plume.
- _____ 3. Often called blue quail, this bird prefers to escape on foot, and when flushed does not fly far. Habitat typically consists of arid country with sparse grasslands. Both sexes are similar looking. They have no plume, instead they have a white topped crest extending from mid-head to rear of head. They are grayish black with a scaled underside.
- _____ 4. It is found primarily in Midwest, Southern and Eastern United States. However, it is also found in small pockets in Oregon, Washington, Idaho and the foothills of the Rockies and Southern Arizona. Often found in abandoned farms and fields, brushy cover and edges of woodlands. This game bird has a reddish brown coloration with short gray tail. The male has a white throat and a white band above the eye extending down the neck. The female is similar, but duller. Her markings are more buff colored. There is no plume on either sex.
- _____ 5. Can best be identified by the black band running across the forehead through the eyes, down the neck, and meeting between the white throat feathers and upper

breast. The lower breast and back are generally ash-gray. Feathers on the flanks are gray at the base and have two black bands at the tip, giving the appearance of numerous bands of black bars flanking the side. The bill, legs and feet of both sexes are orange-red. There is no obvious feather color differentiation between the sexes.

- _____ 6. Is on the endangered species list. It forms roosting circles at night and eats seeds, insects and light greens. Coloration of the male provides the most striking contrast between this bird and other races. The head is black, as if hooded by an executioner's mask. The breast feathers of males are solid reddish-brown. Females are colored like other races.
- _____ 7. This is a relatively large bird with distinct color and plumage. The male has a long tail and a head with distinct green, black, and red feathers with a white collar. Both males and females have brownish and somewhat mottled coloration on their bodies. Originally from China. They have successfully been introduced into several areas. They are hardy birds that prefer overgrown grassy fields, or corn fields, near a creek bank.
- _____ 8. It is found primarily in arid or desert areas. Prefers to live in brush, frequently thickets of hackberry and mesquite, close to water. The male exhibits a prominent black patch on a cream white belly and a reddish head top. The female has a cream white belly. Both sexes exhibit forward sloping plumes.
- _____ 9. The largest of North American quails. Its range is the most extensive in the Pacific Northwest. It inhabits higher elevations where it prefers brush, scrub oaks and thickets. Tall, thin, slightly backward tilting head plume is distinctive in both sexes. The male exhibits chestnut throat coloration. The female is duller in coloration. Its call is a whistle or loud, almost crowing, note or soft "whook."
- _____ 10. Also called Montezuma or Harlequin quail. It is found in the Southwest from Southern Arizona to Texas and Mexico. This bird prefers open woodland mountain slopes and grassy slopes. The male has a distinctive harlequin marked face pattern and a somewhat bug-eyed look. He also has a slight crest, but often not erect, and heavy white spotting on the flanks. The female has a duller, brown face. Both sexes are short tailed. This bird's call is a soft whistle similar to a screech owl's call.

TYPES OF QUAIL



Bobwhite Quail



California Quail



Gambel's Quail



Masked Bobwhite Quail



Mearns' Quail



Mountain Quail



Scaled Quail