Task Card for Photographers
Read entire card before taking photographs!

1. Determine which camera you will be using on the field trip.

2. Get familiar with the way that camera works. For example:
   • Does it use film? If digital, does it need a disk or a card?
   • What batteries does it use? Do you have extras to take with you?
   • How many images can you record? Do you need extra film/disks?
   • How do you set the timing, the lighting, or the speed?
   • Can you take extreme close ups? What about distance?
   • Is there a way to waterproof the camera? waterproof the film/disks?
   • Do you have a case to carry all the things you need?

3. Your job is extremely important to this project. You will take the pictures and determine which ones will be used in the Field Guide. You will work closely with the editor on how the pictures will be displayed (placed, framed, cropped, etc.) on the pages.

4. To prepare yourself for taking photos, spend some time reading the following materials and investigating the host sites:
   • [http://www.desert.com/mag00/jan/stories/anipic.html](http://www.desert.com/mag00/jan/stories/anipic.html) Be Prepared to Invest Some Time

5. Practice taking photos around the school grounds before you go out to the river.

6. If editing the photos on the computer, learn the software you will use. For example, if using PhotoShop or ColorIt, learn the program. [http://www.designsbymark.com/](http://www.designsbymark.com/)
1. Determine what equipment you will be using. If using a video or camcorder, learn how to use it before the field trip. The purpose of the recorder is to capture sounds and movements that the still camera cannot. What is captured on the camcorder and/or the tape recorder will be used in the digital version of the Field Guide. Be prepared by considering the following:
   - Does the camcorder have an external microphone? Can the mic be removed for easy access to the sound source? Will you need a remote* microphone?
   - Does the cassette tape recorder have an external mic? Will you need a remote* microphone?
   - Why types of tapes do the camcorder/cassette recorder use? Do you have extra ones to take on the trip? What about batteries?
   - Is there a case for all the recording equipment? Can you waterproof anything?

2. Your job is to record the sounds of the animals found on the field trip. You will record, edit, and prepare these sounds for the digital version of the Field Guide. You will work closely with the editor on how the sounds are turned into sound bytes. You will select which sounds are to be used in the digital Guide.

3. To prepare, learn how to record sound on the computer being used for the Guide. Make sure you learn the sound editing program and how to use the microphones. When recording sound from a tape recorder to computer, much of the quality will be lost. Try to record clear, loud sounds when in the field. This will reduce the distortion during re-recording on the computer.
4. If you don't get any natural sounds in the field, do a Web search and download the sound bytes you need. For example, it will be very difficult to record the sounds of rabbits and turtles that you might encounter on the trip. When you return to the classroom, determine what animals you videotaped and what animals the photographer captured on film. Then, search for those animal sounds on the Web and download them for your digital presentation.

5. Learn the software program that will be used for the digital version of the Field Guide. How does it record sounds? How can you add sounds to the slides in PowerPoint, or in HyperStudio, or in KidPix, or in whichever program you use?

*Remote microphones attach to camcorders/tape recorders with very long cords so they can be held in different positions. They allow you to reach around trees, rocks, etc. to record animals such as insects, birds, snakes, etc. These mics usually have on/off switches to allow you control over what is recorded.
Task Card for Artists
Read entire card before drawing or painting!

1. Your job is to provide art for both the paper and digital versions of the Field Guide. You will take drawing paper and pencils (or ink) into the field and capture the terrain, the vegetation, the sky, the river, and objects you find interesting. Since the photographer and the videographers will be focusing on animals and plants, your job is to capture the other aspects of the river environment. Perhaps there are rock piles, deep ravines, odd tree stumps, distant mountains, or colorful foliage that would make great backgrounds for the pages of the Field Guide.

2. To prepare for your task, check out the following sites:
   - http://www2.evansville.edu/studiochalkboard/ap-aerial.html
   - http://www.talentteacher.com/

3. When you get back to the classroom, you can fill in details and make your drawings as nice as possible. Then, scan them into the computer for use in the digital version of the Guide and to print for the paper version. If you are sending the Guide to a local printer, make sure your artwork is "camera ready" and clearly labeled on the back.

4. You will work closely with the editor and the photographer on the placement of your artwork in the Field Guide. Your work can be used as page backgrounds, as image backgrounds, or as renderings to fill white space.

5. If using a software program to edit your drawings, be familiar with how it works.
1. Your job is very important to the production of the Field Guide. You will gather the information for the text of the Guide.

2. Your job begins and ends in the classroom, but you will be needed in the field too. While at the river, record the weather and environmental conditions of the site. Be sure to note any unusual conditions and all changes that occur while you are there.

3. In the classroom before the trip, research and record what animals and plants live along the riverbanks of your local river. Make lists under these titles: Birds & Reptiles, Mammals, Spiders & Insects, Amphibians, Endangered & Threatened Wildlife, Plants, and Endangered & Threatened Plants.

4. Make a list of poisonous animals and plants. Make sure your teacher and classmates have copies of this list!

5. Find and print or take copies of the animals and plants you researched. You will be the one answering questions during the trip. For example, one of your classmates finds a large purple plant with small orange flowers blooming on it. He/she asks you, "Is this plant supposed to grow here?" You consult your notes and pictures and discover that this plant only grows in very dry, dark places. Your job as Researcher means you record the plant and its location, and, when you return to school, find possible reasons why it was growing on a riverbank.

6. After the field trip, your job is to work closely with the editor on what information will be included in the field guide, where the text will be placed, and how it will look (bold, italics, underlined, special fonts, etc.).
1. You are very important to this project! You must do your tasks with patience, wisdom, and team spirit. You will work closely with all the members of your team to create and produce both a printed and a digital Field Guide of your local river environment.

2. Before the field trip, you will help your teammates gather, inspect, pack and care for all the equipment you'll need. They will be the experts on their assigned equipment, but you will assist in preparing it for the trip.

3. Your job is to learn the proper format for a printed field guide and to determine what format you will use for the digital version of the guide.

4. You will work with your teammates to make decisions that involve their products (images, information, artwork, etc.).

5. For the printed version, you will determine size, layout, color or black & white images/art/text, what type of paper to print on, what color (if any) of paper, how to position paper in printer if printing from a computer, the specifics of using margins and doing full bleeds, what colors complement the images (if doing color images), what the cover will look like, and all other aspects of printing the Field Guide (don't forget the end pages, table of contents, and credit pages!).

6. For the digital version, you will decide which presentation software* to use, the layout of the slides, the color scheme, and the overall layout of the Guide. You will need to know at least one presentation program. Practice with it before you go on the field trip.

7. You are the most responsible person in the production of this Field Guide. You are the person held most accountable for the quality of the Field Guide.

*Recommended programs: Microsoft PowerPoint, HyperStudio, or KidPix.