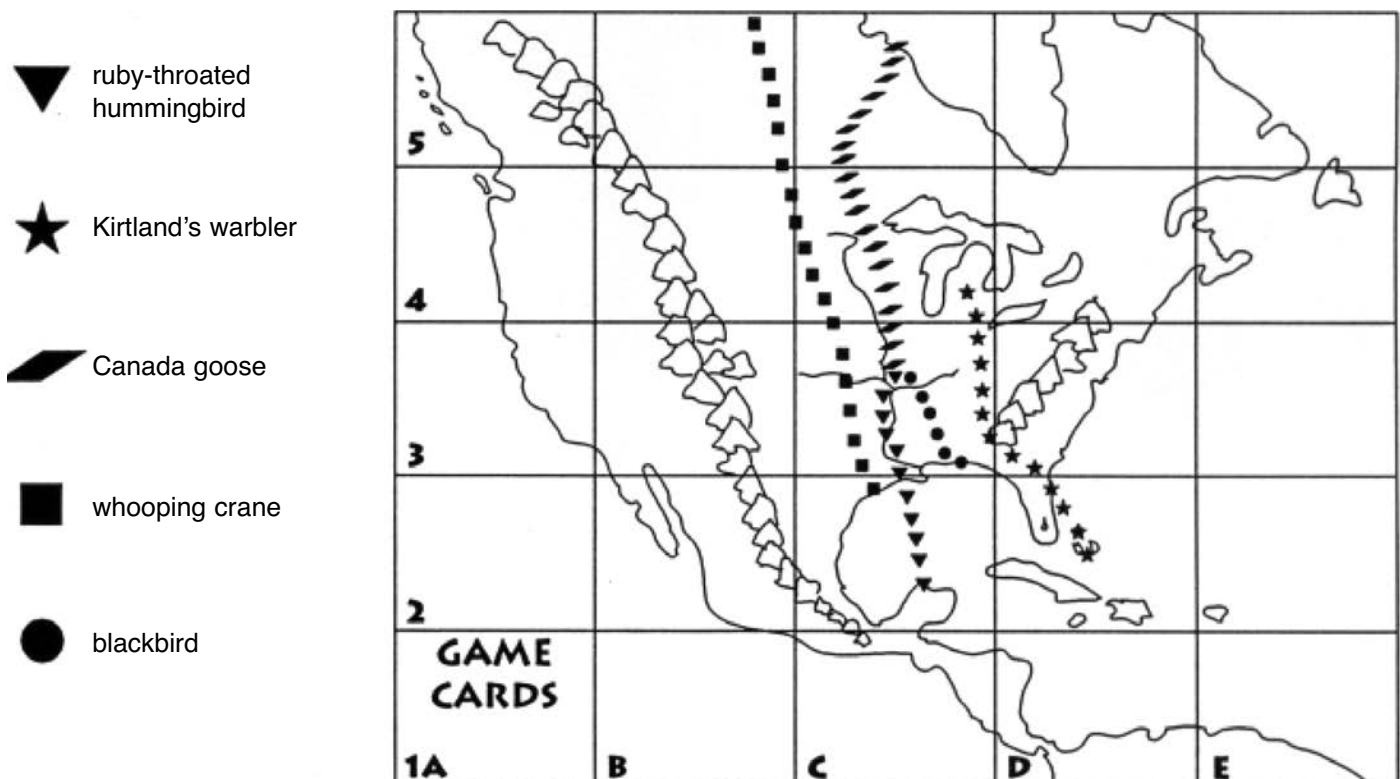


ACTIVITY PAGE

Migration Mural

Activity Instructions

- Each student should receive one page of the 25-panel mural to be colored and later assembled with other student pages. Distribute at least 10 duplicates of the bird cards page. The bird cards pages will serve as game cards.
- Color all of the pages. Students with a question on their page should research the answer and fill in the blank.
- Following instructions on finding map coordinates, students should place the mural panels, including one bird cards page, together in the proper sequence and tape the pages together carefully on the back. Display the mural.
- Have students cut apart the remaining bird cards and place a loop of tape on the back of each. The instructor should then pass the bird cards out among all students. Some students may have more than one card.
- Identify for students the nesting (northern extreme) and winter (southern extreme) homes of each bird (see map below).
- Using the information gained in “Moving Day” (Unit 3, Lesson 1) on reasons for migration, students take turns placing bird cards for the four species on the map mural to indicate possible migration routes from each species’ nesting site to its winter home.
- After developing the initial migration route, students may then remove the bird cards, mix them up and play again, creating additional routes with different conclusions. Remind students that because of food availability, birds travel many miles seemingly out of their way. To conclude the activity, the teacher should discuss, using this page, the major migration routes used. The “Migration Mural” may be left up throughout the year to track actual seasonal location of these species.



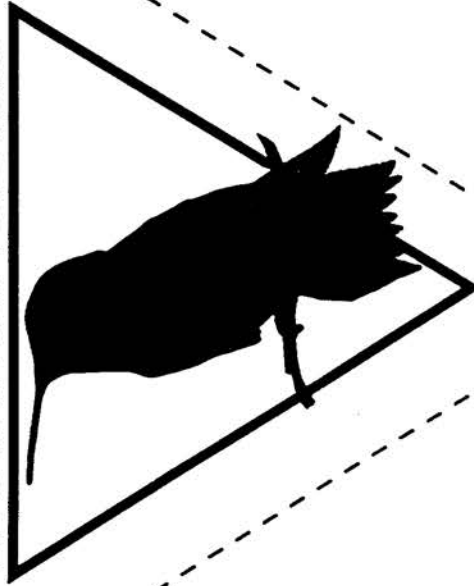
CANADA GOOSE



**KIRTLAND'S
WARBLER**



**RUBY-THROATED
HUMMINGBIRD**

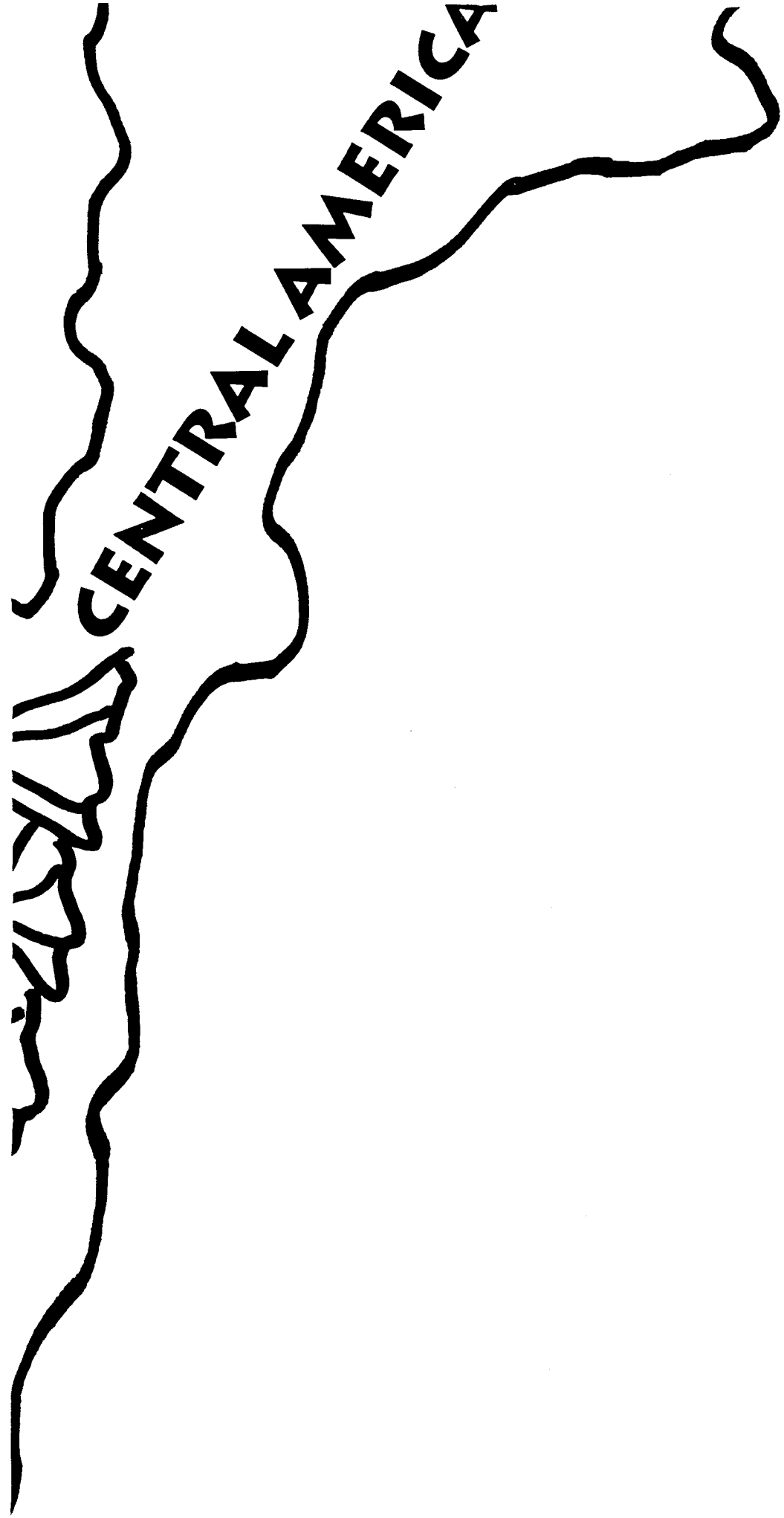


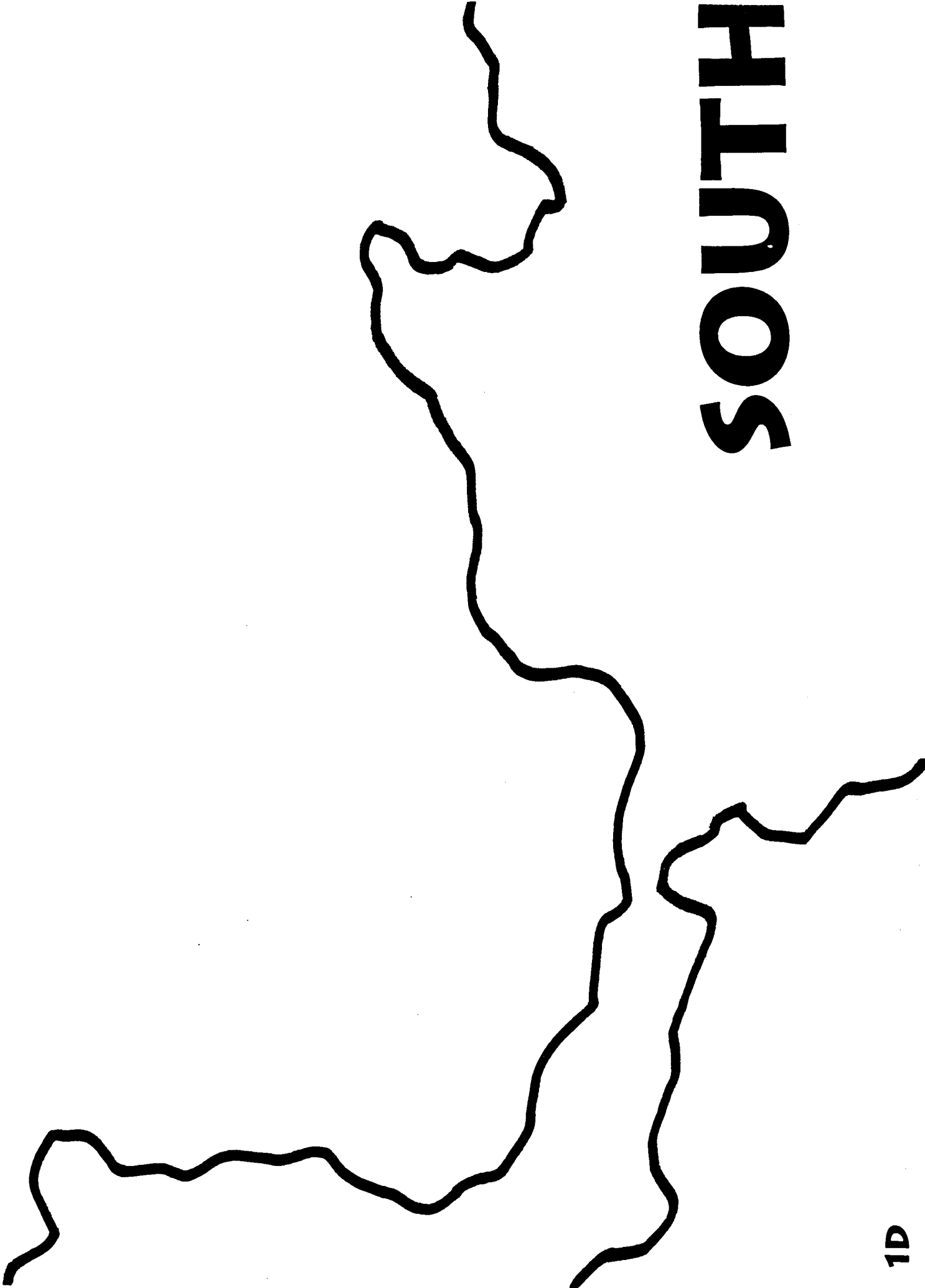
BLACKBIRD



**WHOOPING
CRANE**








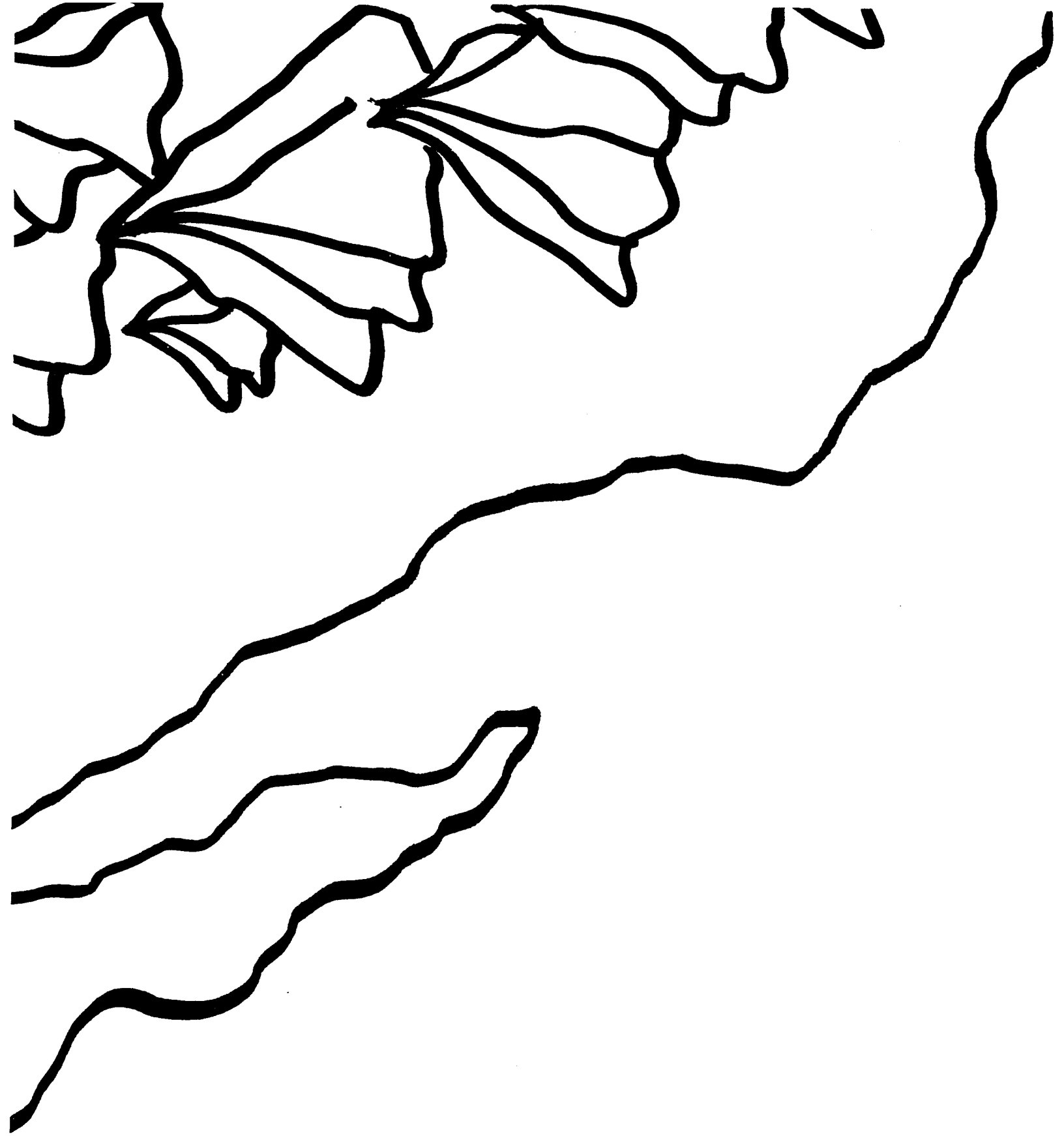
SOUTH

**NOCTURNAL AND
MIGRANTS
RISK FLYING INTO AN
ASSORTMENT OF
HUMANMADE OBJECTS
SUCH AS TALL
BUILDINGS, POWER
LINES AND TOWERS,
WINDOWS,
AND AIRCRAFT.**

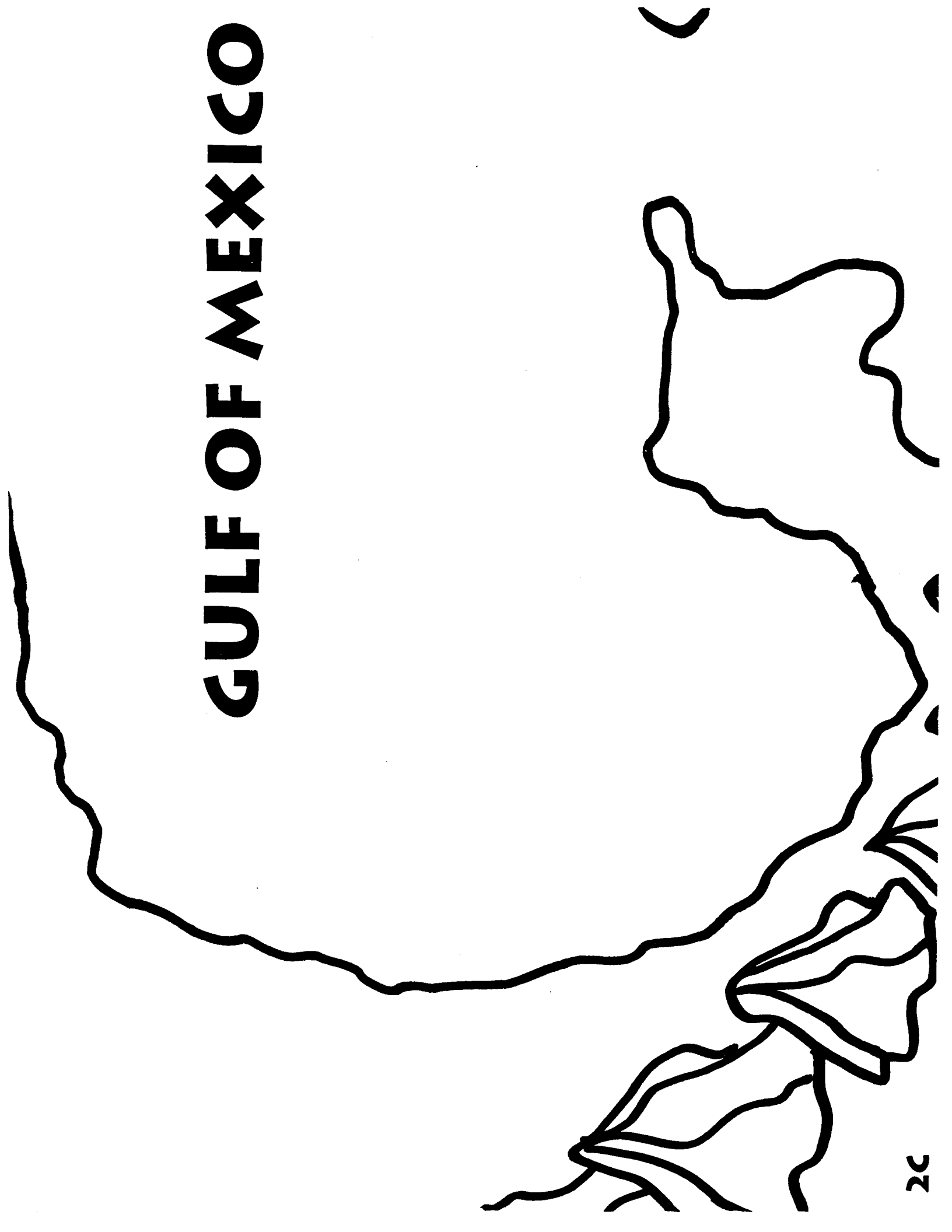
AMERICA

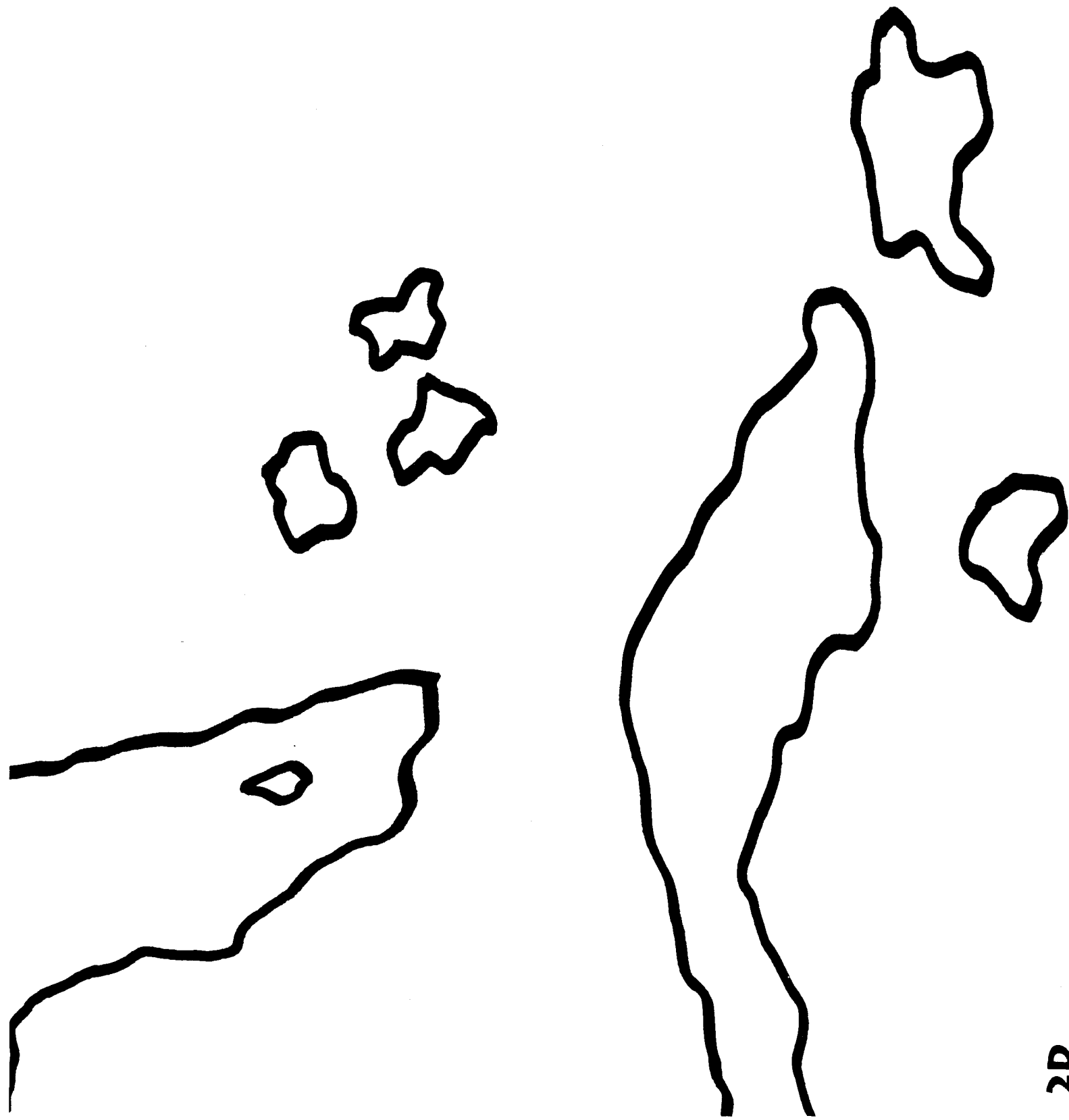


**ONLY THE FITTEST
INDIVIDUALS WILL
SURVIVE MIGRATION,
THEREFORE INSURING
THAT THE ABLE TO
BIRDS ARE ABLE TO
REPRODUCE.**



GULF OF MEXICO







**AS HAWKS SUCH
MIGRATING ARE OFTEN
SAME TIME
SONGBIRDS DO.**



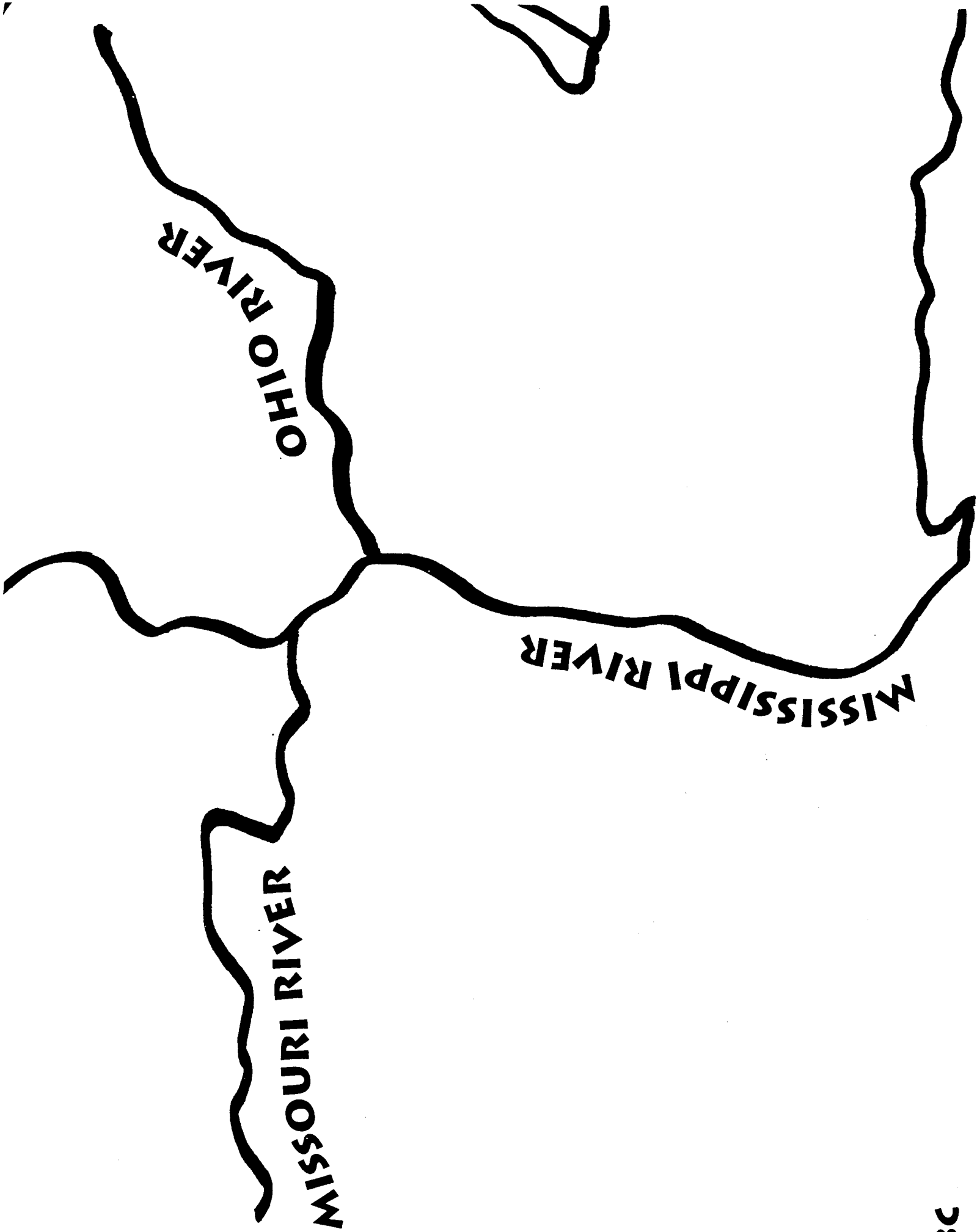


PACIFIC OCEAN



ROCKY MOUNTAINS

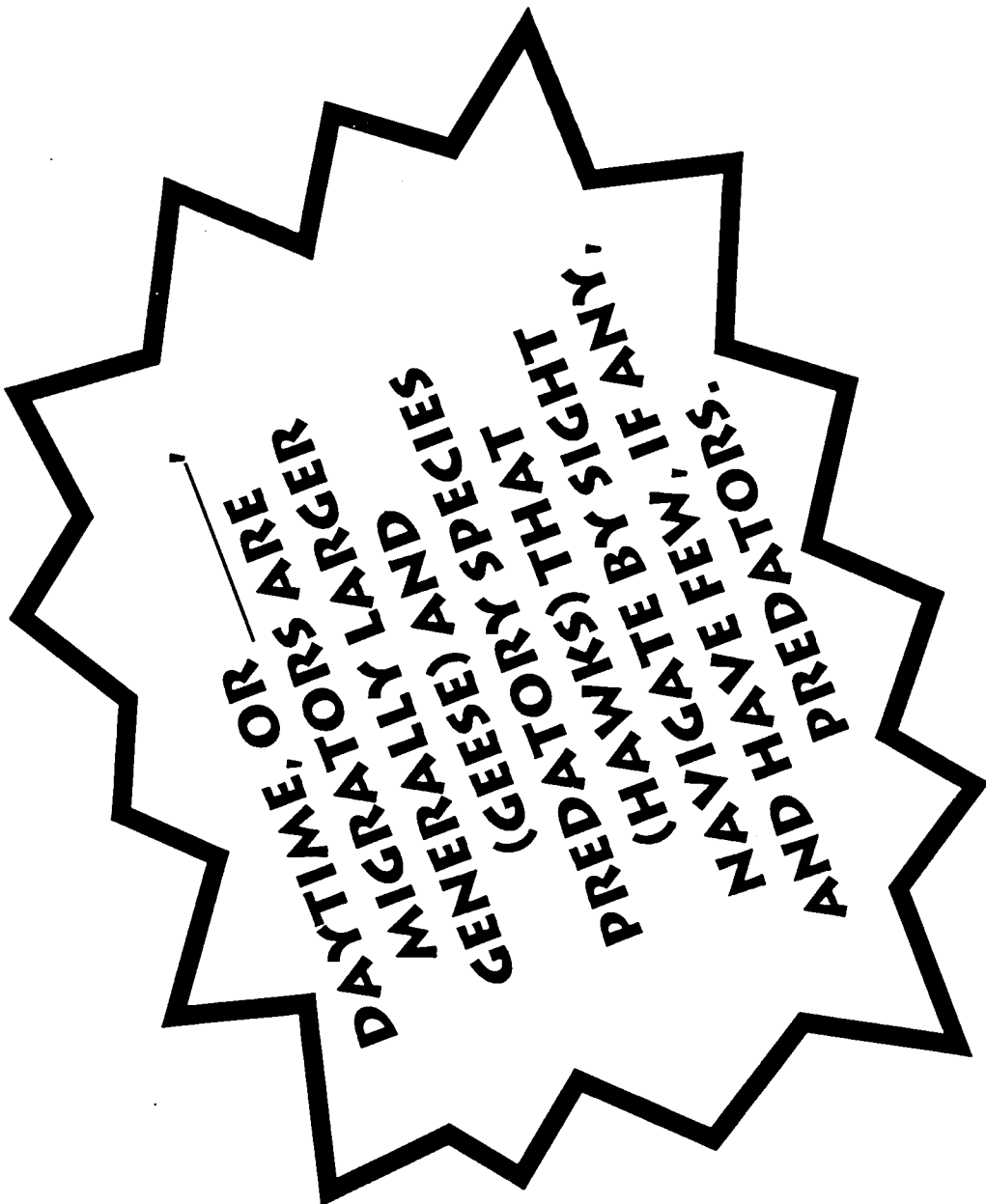




ATLANTIC OCEAN

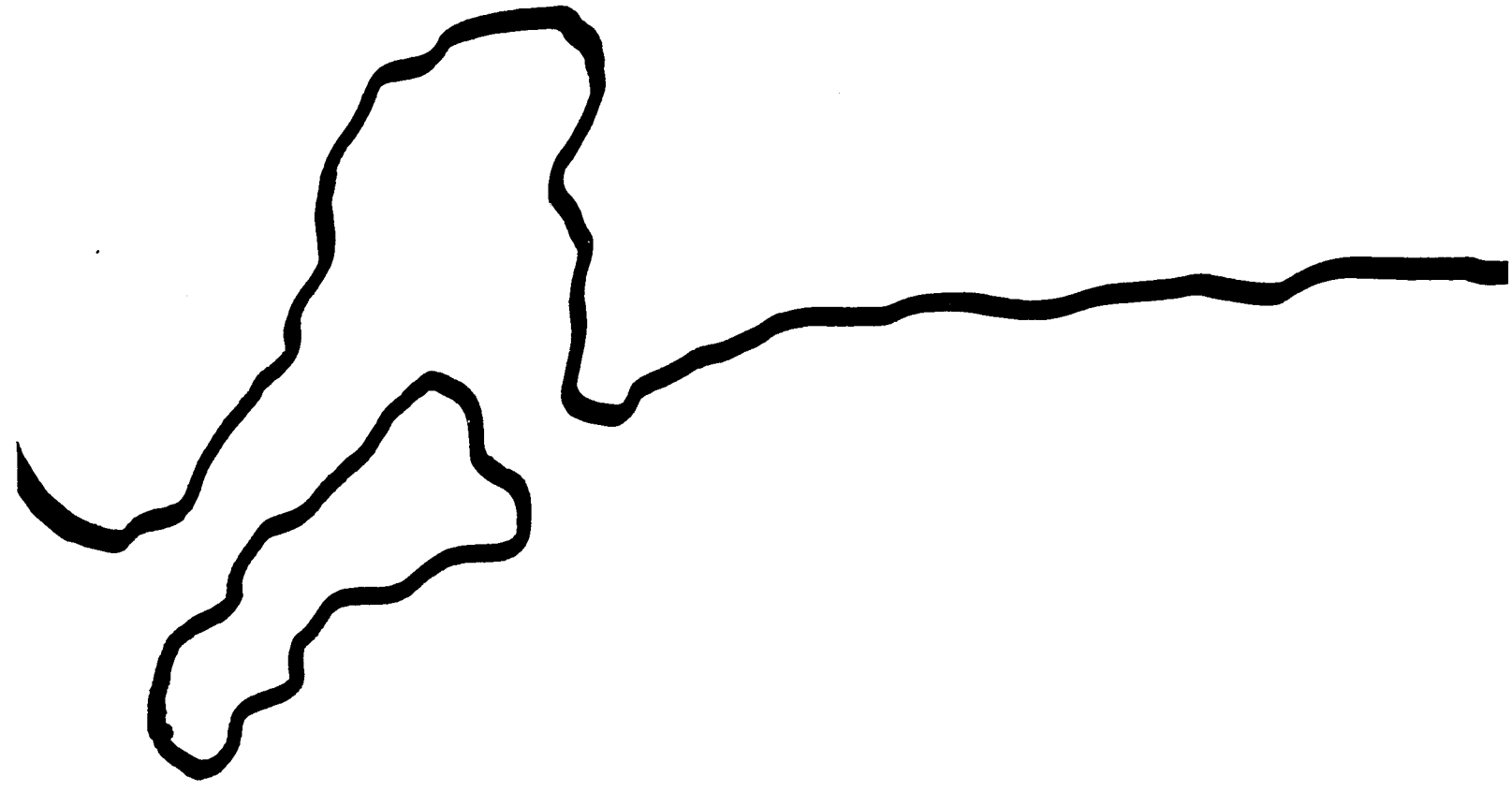


APPALACHIAN MOUNTAINS

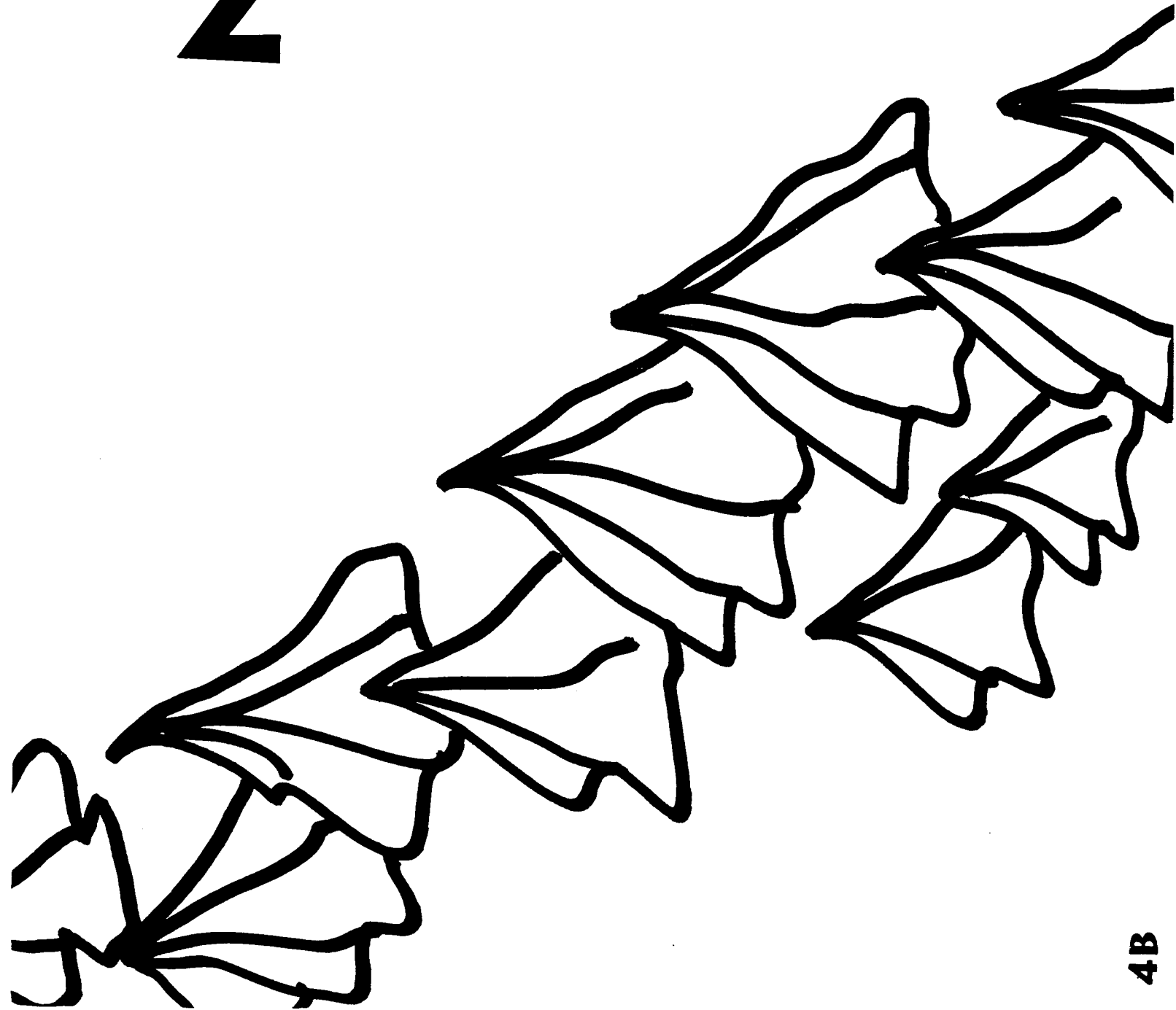


DAYTIME, OR ARE
MIGRATORY LAND
GEESSE) A SPECIES
(GEESSE) THAT
PREDATORS) THAT
(CHAWKS) BY SIGHT,
NATIVE FEW, IF ANY,
AND PREDATORS.

3
7

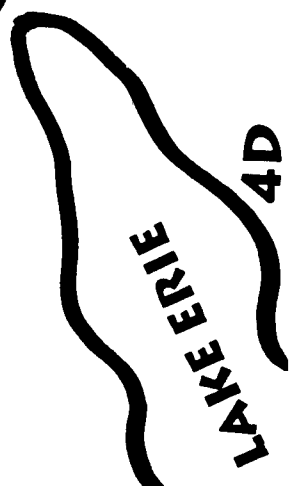
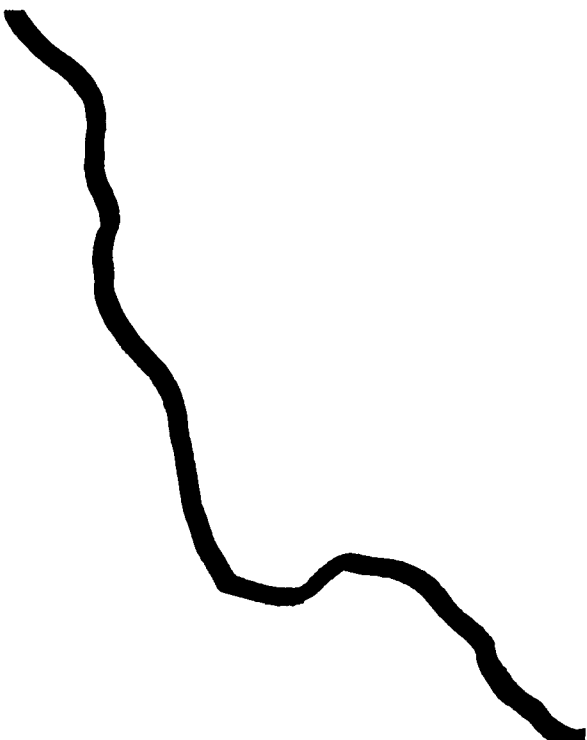
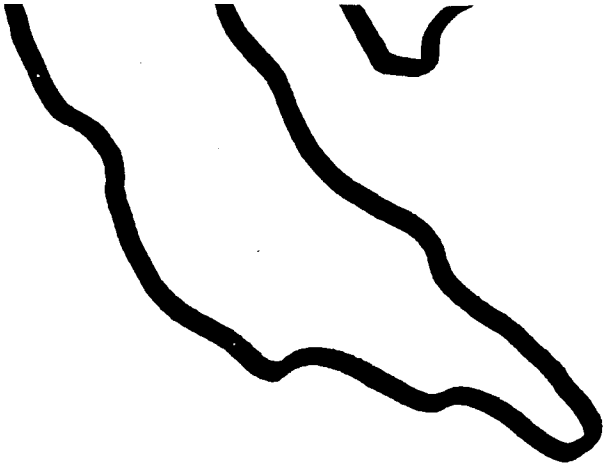


NORTH



AMERICA



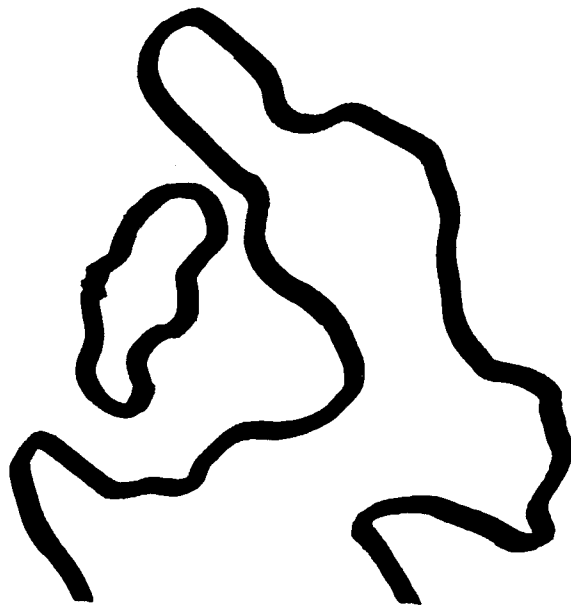
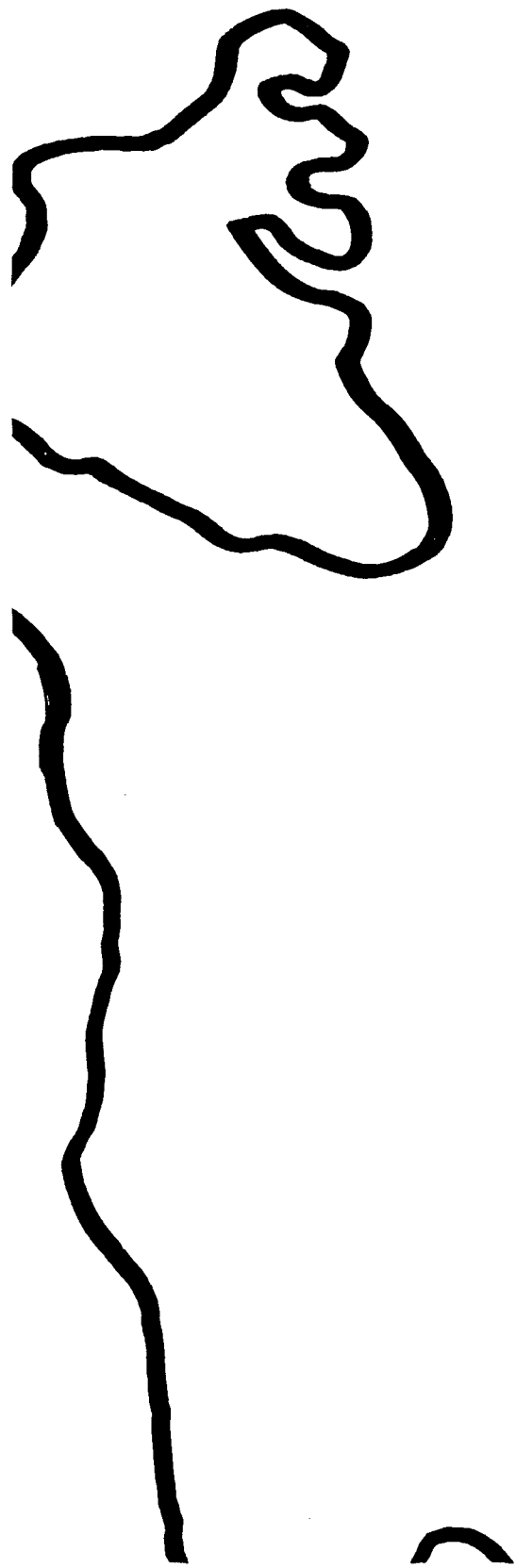


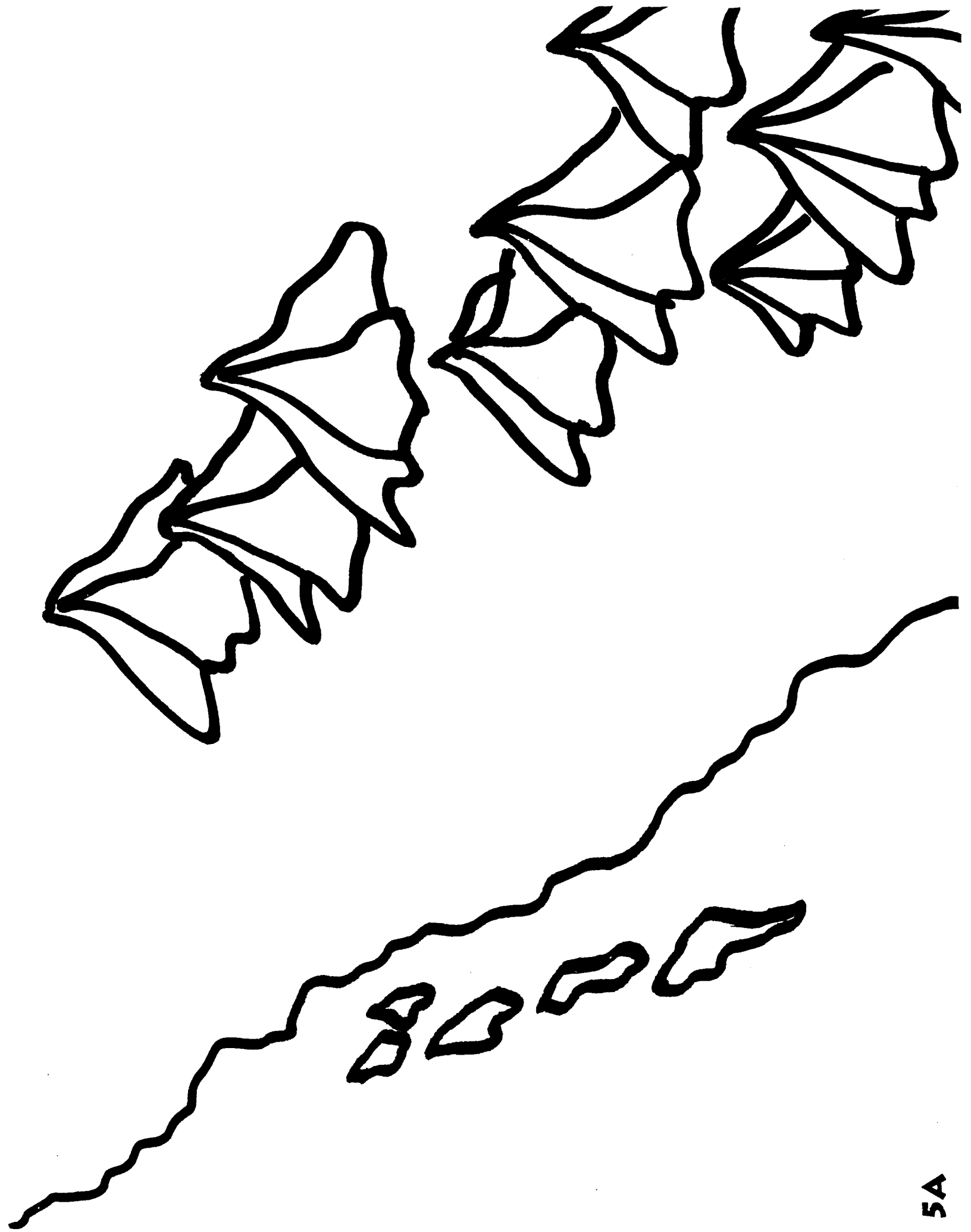
LAKE HURON

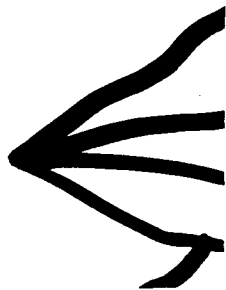
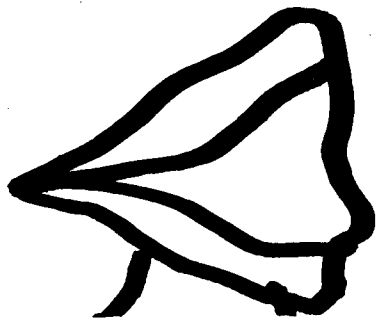
LAKE ONTARIO

LAKE ERIE

4D

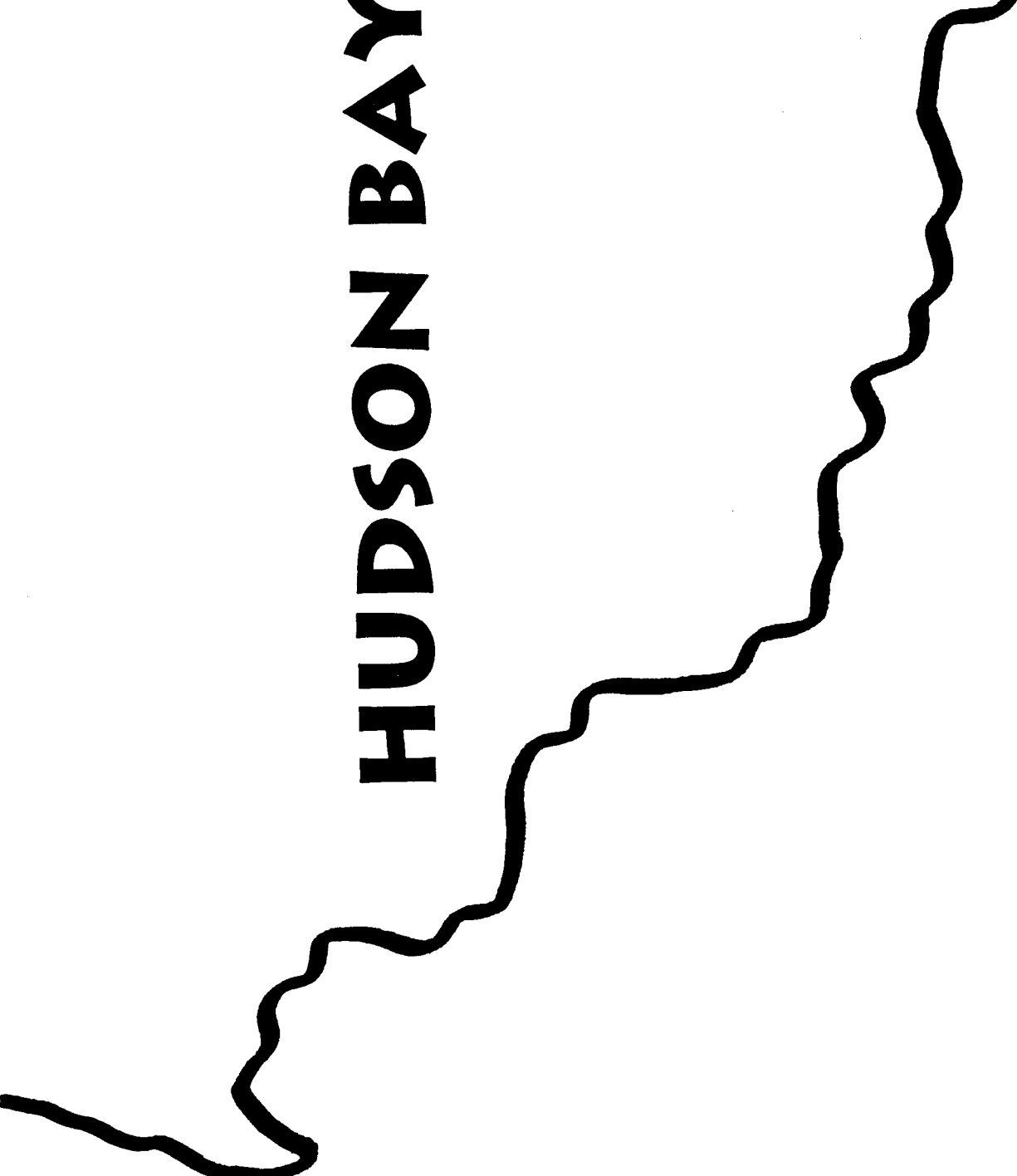






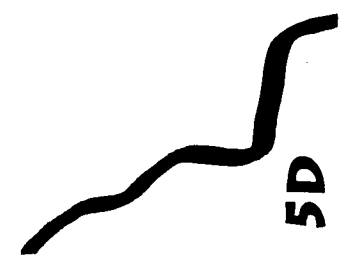
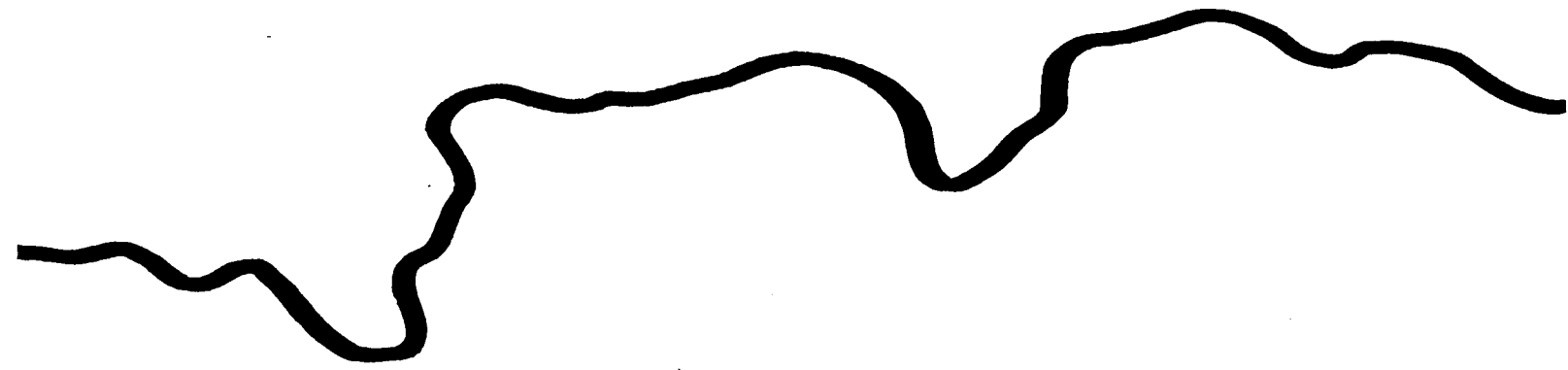
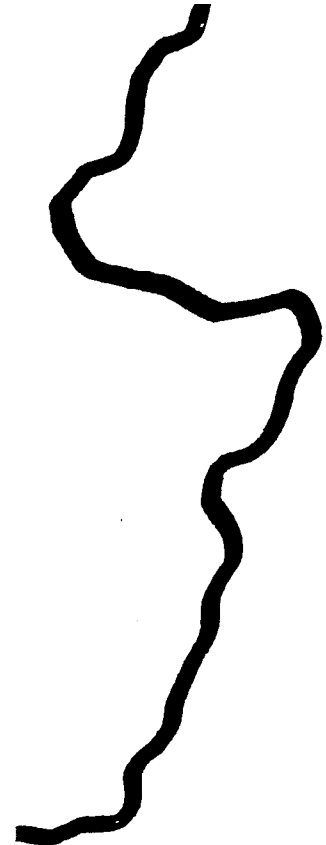
5B

HUDSON BAY



LAKE WINNIPEG





5D

