



TEXAS COMMISSION ON ENVIRONMENTAL QUALITY

Lesson Plans for Teachers

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Hopscotch Migration

Grade level:

- ◆ 2nd - 6th

Sample TEKS for 2nd grade: Science

- ◆ 2c, 2d, 3a, 5a, 8c

Objectives:

The students will be able to:

- ◆ Understand the use of the wetlands by migrating birds
- ◆ Identify causes for disappearance of the wetlands

Background:

Migratory birds use different areas of North America to stop along their path of migration from north to south. Many birds travel the same paths each year and use landmarks to identify areas they stopped in previously. As the human population expands and more natural habitats are replaced by developed areas, the migratory birds have a difficult time finding safe, inhabitable areas.

Vocabulary:

wetlands, migration

Materials:

pavement chalk or sand and a stick

Procedure:

This activity will be best accomplished on a sandy section of the playground or a parking lot. The teacher will draw a large sized hopscotch course. The course can be drawn on the pavement with chalk or on the sand/dirt with a stick. The squares should be approximately 3' X 3'. The hopscotch course should contain 10 squares.

Have the students line up at the beginning of the course. Tell the students that they are birds starting their journey northward. Tell the students that each of the squares represents a wetland between Texas and Maine. (It will be more dramatic using a migration path which includes your state. Specific migration patterns and bird species can be obtained from a bird field guide). Students are then challenged to migrate northward on the course one at a time. They do not have to step on every square, however, they must not go outside the course.

All students should be successful in the first migration. Now, tell the students you are a developer. You will destroy 2 wetland areas in order to build houses. Put an "X" on two of the squares. Tell students to make the migration once again. The students may not set foot on the destroyed wetlands. If they do, they die and may not participate in any further migrations. After all students have run through, destroy two more and repeat the procedure. Repeat this until all students fail to make the migration. Try to "X" off the squares in such a way that not all are destroyed but are so far apart students cannot make the jump. This will help with the debriefing.

Assessment:

Questions for discussion:

- ◆ Why did some birds die earlier than others?
- ◆ Why did the rest of the birds die?
- ◆ How does this game represent migration?
- ◆ Why did the birds die even though some wetlands remained at the end of the game?
- ◆ Why is it important to save wetlands in all states?
- ◆ How do migrating birds depend on wetlands during migration?

Enrichment:

Have students research migration patterns of certain birds.

Visit a nearby wetland.

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