

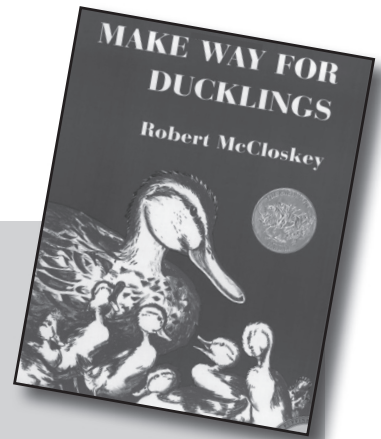
# Make Way For Ducklings

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## ***Major Topics:***

**Organisms — Animals, Basic Needs, Behavior,  
Habitat, Life Cycle**



## **National Science Education Content Standards (1996)**

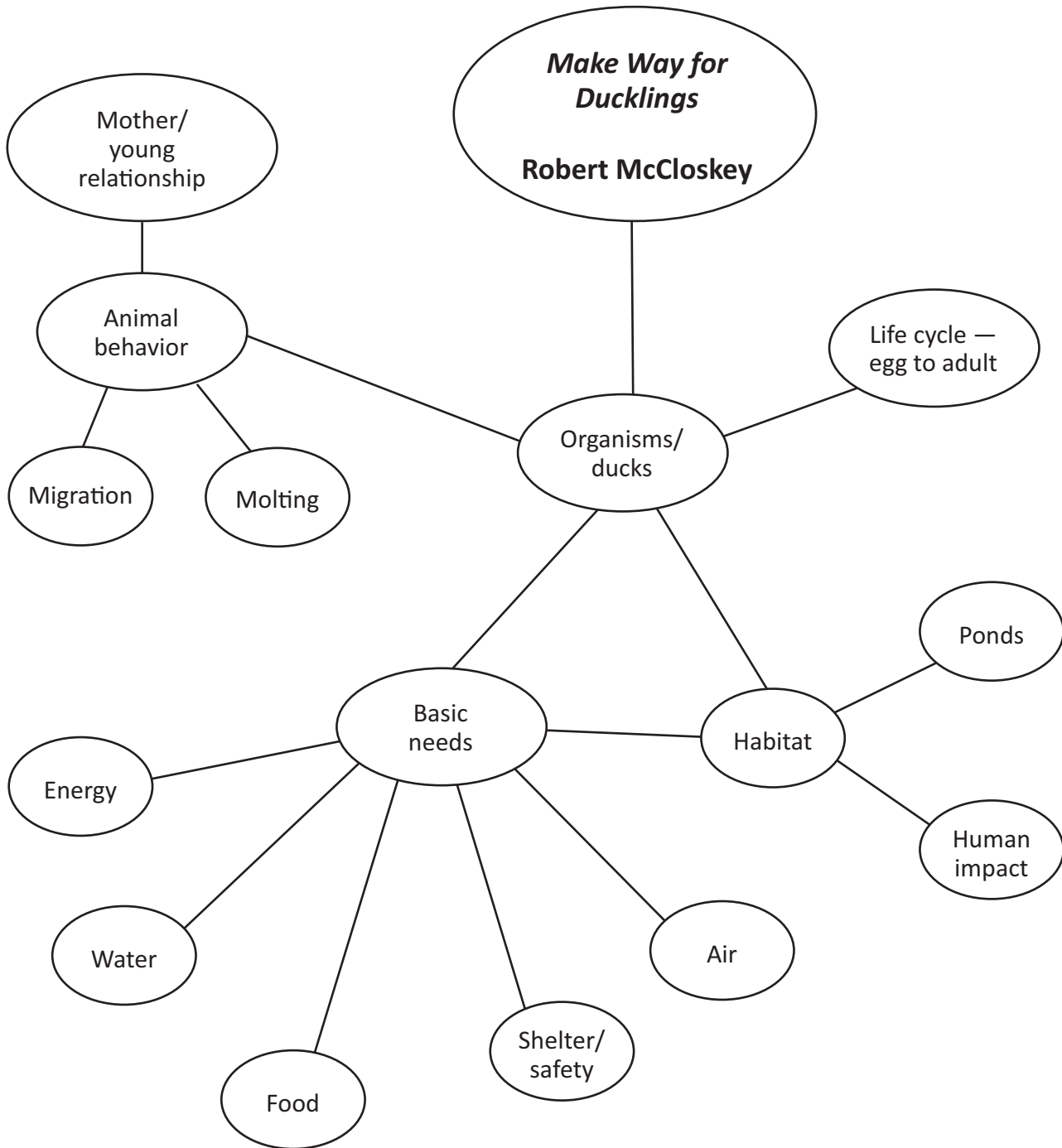
### ***Life Science***

- The Characteristics of Organisms
- Life Cycles of Organisms
- Organisms and Their Environments

### **Summary:**

Mr. and Mrs. Mallard, soon-to-be-parents of baby ducklings, want to find a perfect place to raise their new duck family in the city of Boston. The parent ducks visit several places around town to find a place that is safe and would provide all of the things they needed to make it a good home. Finally, they find a small island in the river to hatch their eggs and to start raising their family. When the ducklings are old enough, Mrs. Mallard, with the help of some policemen and the community in dodging some challenges of city life, takes the ducklings to a new home in the Public Garden, where their needs are even better met.

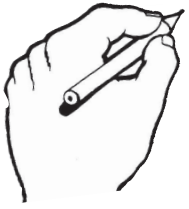
# Science Concept Map



## Thinking Questions Based on Bloom's Taxonomy: *Make Way for Ducklings*

1. **Knowledge:**  
What were Mr. and Mrs. Mallard doing as they flew around the city? Name at least two things that Mrs. Mallard did not want in her nesting habitat. From what did the ducklings hatch? What were the dangers the Mallard Family faced in the city? Where did the Mallard Family end up living?
2. **Comprehension:**  
How did the mother duck protect her young? Why did Mrs. Mallard want to make sure that there were no foxes and turtles in her nesting habitat? Why did the Mallards choose the nesting habitat they did? Which foods were naturally found in the habitat? Not naturally? Why did the "strange enormous bird" not speak to the Mallards? Why did they choose the Public Garden as their final habitat?
3. **Application:**  
Are there any habitats around your own home or school that would be "good" for a mallard duck family? What changes would have to be made? How do humans take care of their young? How does your habitat meet your needs?
4. **Analysis:**  
Think about the Mallard Family's habitat in the Public Garden. What are the most important things it provided for the ducks? How did the people affect the duck's habitat? How did the people support the duck's habitat? How did the people not support the duck's habitat? Compare the things in the duck's habitat with things you need in your own habitat as a person. How are these the same? How are they different?
5. **Synthesis:**  
Describe the "perfect" habitat that Mrs. Mallard wanted for her baby ducklings (where, what it is made of, what does it provide, etc.). What could have happened if the mother duck tried to raise her ducklings in the Public Garden? Did the Mallards do a good job picking a habitat? Explain. Why are habitats important for organisms? Explain. How do organisms "choose" their habitat?
6. **Evaluation:**  
Were the people in the story more "helpful" or "harmful" to the ducks? Why? Should humans interfere with animals and their habitat? For example, should people feed animals in a park? Explain.

## Follow-Up Activities



### *Make Way for Ducklings*

- Have students draw the different habitats the Mallards explored. Use these drawings to help students understand the differences and similarities of the habitats and why the Mallards made their decisions.
- Visit and observe various natural habitats where ducks and other birds live. Compare and contrast these animal habitats. Determine the impact of humans on these habitats and how the birds' needs are met.
- Have students pretend to be Mrs. Mallard and make a sign to post in the park with some guidelines for how people should behave in a park with baby ducks.
- Research the traditional habitats of the wild animals in your local area. Look at the history of development in their town and the impact of it on the environment. Present their findings in visual and written forms.
- Investigate how people can help protect animal populations in your area. Contact local agencies to learn about current initiatives.
- Invite a veterinarian to come and talk about how to make our environment less dangerous for animals and how we should react when we cross paths with a wild animal.
- Have students imagine living in Boston near the Public Garden. Write an article for the local newspaper telling about the Mallard duck family and how the community can support them and their habitat.
- Research other specific interests, curiosities, and basic information about animals, organisms, and their habitats. Provide and encourage the use of multiple sources of information. Have students share their learning in a variety of ways.