

MIGRATION POETRY

Teacher:

Grade Level(s): 1st -6th

Time: 1 hour

Author: Saraiya Kanning, revised by Michelle Coe

Next Generation Science Standards:	K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. 1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. 3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
Enduring Understandings:	LS2.C When the environment changes some organisms survive and reproduce, some move to new locations, some move into the transformed environment, and some die.
Content Objective:	Students will learn about migratory animals and how to make sensory observations. Students will write a poem about their observations.

Vocabulary	Materials
Migration Poetry Habitat	"Observation on the Return of Migratory Birds" by Camille T. Dungy

Seasonality: Monarch migration from Canada to Mexico begins during Autumn. Monarchs return during Spring.				
Monsoon July-Sept.	Autumn Oct.-Nov.	Winter Dec.-Feb.	Spring Mar.-Apr.	Dry Summer May-June

Engage: Guiding Question: What kinds of animals migrate? Where do they migrate? How do they migrate? Why do they migrate? When do they migrate? Have students ever seen a migratory creature? Do humans migrate? Where from and where to? Migration is *the seasonal movement of animals from one region to another*.

As students converse with each other, share images of migratory creatures and tell some brief stories about migratory species; examples include whales, monarchs, caribou, and cranes.

Explore: Give each student a copy of Camille T. Dungy's *Observations on the Return of Migratory Birds* (listed below). Invite them to highlight or underline parts that they like or that make them curious as you read the poem out loud. Read it twice. Ask students to share what they underlined. What words caught their attention?

Lead a discussion on the word "observation". Guiding Questions: What is an observation? How and what do we observe? What observations does Camille make about birds?

Explain: Today we will be writing poems about Tucson migratory species, the monarch and the bat, in a similar format as the one Camille T. Dungy uses. Did you notice any patterns in the way Dungy's poem is written? What local migratory species could we write about? Use the whiteboard or projector screen to make a word cloud as a class that is centered on migratory species in your area.

MIGRATION POETRY

Elaborate: Students will use the template below to write individual poems. Each student should have a handout and fill it in with their ideas. The instructor can walk them through each one, projecting pictures on the board. As they finish up, let students know that we will be sharing our poems. Give them time to think about anything they might want to change or add. Do they want to write a part 2 to the poem (a sequel)?

Evaluate: Invite students to read their poem aloud to the class. Discuss with the class the sensory details that students have included and work on student-led positive feedback.

MIGRATION POETRY

Excerpt:

Observation on the Return of Migratory Birds

I record each arrival. Early and late
the birds are returning. The blue jay, March 1.
Pigeons and robins, the week before my birthday.

I am only here, in this last week of April, seeing chickadees

wing back and gather nesting. I need the eye I am
when I am witnessing this small and songful resolution,
feathered collations ledge-perched, tufted shadows

skimming our alley's cobbles and then gone

and then back again. When these flitters return
to my block of the black ward one morning and stay
on into the evening, always, I notice, I smile.

Camille T. Dungy

Excerpt:

Observation on the Return of Migratory Birds

I record each arrival. Early and late
the birds are returning. The blue jay, March 1.
Pigeons and robins, the week before my birthday.

I am only here, in this last week of April, seeing chickadees

wing back and gather nesting. I need the eye I am
when I am witnessing this small and songful resolution,
feathered collations ledge-perched, tufted shadows

skimming our alley's cobbles and then gone

and then back again. When these flitters return
to my block of the black ward one morning and stay
on into the evening, always, I notice, I smile.

Camille T. Dungy

MIGRATION POETRY

Observations on Tucson Migrations

(or another title here: _____)

I record each arrival.

The monarchs are returning _____.
(what time of day?)

(Where do you see the monarch returning?)

(What is the monarch doing?)

Long-nosed bats in April,

(Where do you see the bats? What are they doing that surprises you?)

(What sound are they making? What does it remind you of?)

Buffelgrass, from _____
(Where did the grass come from? How did it get here?)

(What does it feel like? Use a simile.)

(What does this grass make you think about?)

Always, I notice.