

9. Find the sandhill cranes.

Sandhill cranes (*Grus canadensis*) are naturally gray, but use minerals in the mud to stain their feathers. Looking at the display, suggest why.

10. Find the squirrels.

In Ann Arbor, you may see squirrels that are members of the *Sciurus carolinensis* species. What is their common name?

11. Find the gray wolf.

Canis lupus is the scientific name of both the wolf and the domestic dog. What does the fact that they have the same scientific name mean?

12. Find the *How do Fungi Reproduce?* case

What is the difference between a spore and a seed?

Are fungi more closely related to orchids or humans? Give at least two reasons for your answer.

Discovery Guide
Michigan Wildlife
for High School

Directions: The answers to this Discovery Guide can be found on the 3rd Floor. Some questions may require further discussion after reading labels. This activity is meant to be completed by the student while walking the exhibit with a chaperone.

1. Find the songbird cases.

Most bird species exhibit sexual dimorphism (or variation), with the male being more brightly colored than the female. Why? Hint: think about the female’s coloring as well as the male’s.

Darwin famously studied bird’s beaks while developing his theory of evolution. Why are different species of bird’s beaks different?

How does different beak shape help maintain biodiversity (the variety of living things) in birds?

2. Find these birds: Greeb, Cormorant and Loon.

These beaks look similar due to ‘convergent evolution’. What does this mean?

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3. Find the birds of prey case.

Look closely at both the Great Gray Owl and Bald Eagle. How are they similar?

The owl has looser, “frayed” edges to its flight feathers. This reduces air turbulence and noise as it flies. What could be the evolutionary benefit of this?

4. Find the *Musseled Out* case.

Zebra mussels are an invasive species. What is an invasive species?

How might zebra mussels affect a food web?

5. Find the *Alien Invasion!* case.

Sea Lamprey (*Petromyzon marinus*) was introduced into the Great Lakes and is affecting native species. How are their numbers being controlled?

Could there be any issues with this method?

6. Find the fish cases.

How much of the world’s fresh water is in the Great Lakes?

How many species of fish are found in the Great Lakes?

7. Go to the *Life in a Michigan Pond* diorama.

Read about these plants and animals on the diorama label, then arrange the species below to show energy flow in the system they are all part of.

Snail Great Blue Heron Algae Pumpkinseed

_____ → _____ → _____ → _____

Read the pond label. What is the role of the producer?

8. Find the *Life in a Single Drop of Pond Water* diorama.

Why is the role of decomposers so important?

What can the numbers of *Oscillitoria* tell us about the water?

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