

CLASSROOM STUDIES

The following activities have been designed for use in the classroom. They cover various concepts in the biology and ecology of peregrine falcons, raptors in general, as well as exercise in math, science, geography and writing. They were designed to be adaptable to a broad range of age levels, and many of the activities or follow-up questions can easily be modified to meet specific objectives. Students can use this website, or links provided on this site, to obtain detailed information on peregrine falcons as an aid in completing the activities. Format includes an introduction followed by the activities and a series of follow-up questions.

GRAPHING SUCCESS

Introduction

Peregrine falcon populations declined during the 1950's and 1960's to the point where they were considered to be no longer breeding in the eastern U.S. by 1975. This decline was due to the effects of DDT and other pesticides on reproductive success. However, with the ban on DDT and success of re-introduction programs, the peregrine falcon has made a remarkable comeback in the eastern U.S.

The Falcon's Comeback

Have your students use information from the table below to graph and analyze the comeback of the peregrine falcon in the eastern U.S. The table includes data collected as part of the falcon re-introduction effort.

Table modified from Endangered Species Technical Bulletin V. XI (3), 1986.)

Year	Nesting Pairs of Falcons	Number of Young Fledged
1980	3	4
1981	7	10
1982	10	12
1983	17	23
1984	27	30
1985	40	46

Have your students answer the following:

- Would you say the increase in nesting pairs of falcons between 1980-1985 was gradual or rapid? Why?
- Approximately how many young did each falcon pair successfully produce? (1)
- What was the percent increase in number of nesting pairs between 1983 and 1984? (58.8%)
- What factors do you think might affect nesting success in any given year?