

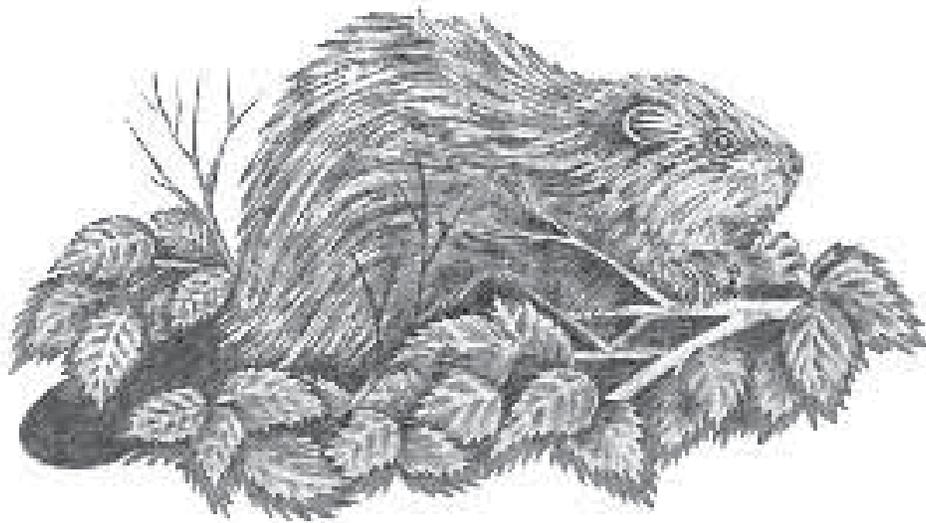
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Acadia National Park

# Animals of Acadia

An Educator's Guide



Funded by a generous grant from the  
*National Park Foundation*  
with support from *The Pew Charitable Trusts*

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## Parks as Classrooms

*"I hear and I forget. I see and I remember. I do and I understand."* Boiled down to its purest essence, that's what the National Park Service's *Parks as Classrooms* program is all about. It's a concerted nationwide initiative to utilize the wonderful resources of the parks for teaching and learning purposes - in the process, making education active, experiential and fun.

The parks, after all, *are* classrooms. They are battlefields and Presidents' houses, where history was made. They are canyons and deserts, where geological processes have been played out eon after eon. They are historic trails, over which pioneers migrated and intermingled and resettled. They are monuments to civil rights leaders, where the lessons of cultural heritage are real and vivid. They are seashores and preserves, where a million forms of life offer daily lessons in biology, botany, evolution and survival amidst an endangered ecosystem. The national parks, in essence, help textbooks and lesson plans come to life. *Parks as Classrooms* is an idea whose time has come. Visit the National Park Service's homepage (<http://www.nps.gov/>) to explore these classrooms.

### Acadia's Classroom

Acadia National Park protects close to 40,000 acres of Maine coastline. The park preserves lakes, ponds, mountains, and miles of ocean shoreline. Under Acadia's protective watch are habitats rich with plants and animals. Stories of human history are scattered throughout this park. Acadia's classroom is filled with potential lessons...

*Excited squeals at the sight of a frog...*

Exploring a pond displays a world of intricate connections as food webs come to life.

*A reflective moment listening to a sea captain's letter written over 150 years ago...*

A visit to the Islesford Historical Museum transports students to a time when Maine islands played an important role in a new nation's growth.

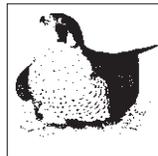
*Crouched at the edge of a tidepool...*

Acadia's shoreline offers an outstanding backdrop to witness the diverse and amazing adaptations of plants and animals inhabiting these rocky pools.

These are only a few of the multitude of experiences available to educators and their students. This guide, one in a series, was developed to help you prepare your students for their visit to the park. Through preparation, a student benefits so much more from a field experience. This guide includes background information to help you, the educator, understand more about the area you and your students will be visiting. A list of teacher resources, available for loan from Acadia's teacher resource library, as well as pre/post visit activities for the classroom are included.

Practice stewardship during your visit to Acadia National Park. Bring only memories (and students!) home and leave only footsteps behind. We hope you and your students unearth a vast array of new discoveries and find Acadia a perfect extended classroom!

Environmental Education Staff  
Acadia National Park



## Acknowledgements

(unless otherwise noted, Acadia National Park staff)

### Primary Authors

Laurie Hobbs-Olson  
Carol Peterson, Joshua Tree National Monument  
Meg Scheid  
Paul Super

### Coordinator

Laurie Hobbs-Olson

### Graphic Design

Jan Kendy-Fragas

### Illustrators

Pat Bernier, Freelance Illustrator  
Kristen Britain  
Jan Kendy-Fragas  
Ruth Williams

### Editors

Kristen Britain  
Wanda Moran  
Deborah Wade

### Contributors

Carol Peterson, Joshua Tree National Monument

### Reviewers

Patti Reilly, National Park Foundation  
Anna Catherine Wylie

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Kevin Cadrano

*Acadia National Park provides protected habitat for animals such as the endangered peregrine falcon. These four chicks were raised and banded in Acadia on Champlain Mountain in 1994. The bird on the far left grew up to raise a chick of her own on the western side of Acadia National Park at Beech Cliffs in 1996.*

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*Wildlife is abundant throughout Acadia National Park, although not always obvious. Many animals are nocturnal or secretive, and therefore go unseen. On closer inspection, however, signs of their presence are everywhere. The protection Acadia National Park provides animals and their habitat allows each of us a great opportunity to learn more about the animals that call Acadia home.*

## Loss of Habitat = Loss of Species



R. Burton

Acadia National Park provides a variety of habitats from steep cliffs for peregrine falcons to marshy areas surrounded by birch forests that are perfect for beavers.

Protecting species hinges directly on habitat preservation. Acadia National Park plays a critical role in assuring habitat is protected for all species within the Acadia ecosystem. Habitat loss is the greatest threat to plant and animal species. Changes in the landscape, primarily due to human impact, is the number one cause for a species to become threatened, endangered, or extinct. Other factors include competition with introduced species, past exploitation, pesticides and illegal killing. Species that have always been rare are also considered jeopardized. An endangered species is one in immediate danger of extinction due to low or declining numbers. A threatened species will probably become endangered if current population levels experience any further decline.

Since Columbus crossed the Atlantic to the new world, 40 bird and mammal species native to the United States have become extinct. Attitudes towards wildlife as an inexhaustible resource, carelessness, and indifference have all taken their toll. Thankfully, these perceptions have changed. Even as early as the turn of the century, conservation laws were enacted to protect seabirds. The passage of the 1973 Endangered Species Act heralded a

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new ethic geared towards maintaining wildlife diversity. An understanding has evolved that the demise of a species is not the only loss - genetic diversity and the species niche in an ecosystem vanish forever.

National parks become even more important in the face of

such concerns. Without protected lands, the rate of loss might be even greater. Acadia protects a vast array of habitats - forested woodlands; shimmering lakes; quiet marshes; bold, rocky shores; mountain cliffs; and coastal islands. A great diversity of animals inhabit each of these areas. A variety of freshwater fish, hundreds of species of invertebrates,

45 species of terrestrial mammals, 12 species of marine mammals, 17 species of amphibians, five species of reptiles and 338 species of birds have been recorded in Acadia (pew!). There are too many to write about in this guide, so here's a quick snapshot of two popular residents, the peregrine falcon and the beaver. ❖

## Peregrine Falcons at Acadia

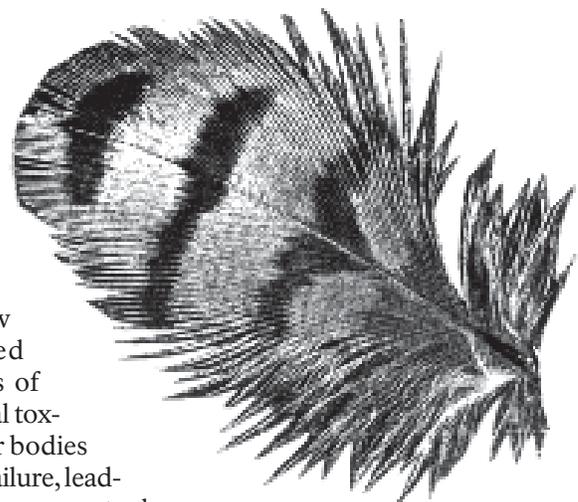
For centuries, peregrine falcons hunted the skies of the world, displaying their impressive, in-flight hunting tactics. Imagine this crow-sized raptor flying high above its quarry, then diving to attack prey at a speed of more than 100 miles per hour! Imagine the prey being struck to the ground or even killed in flight by the tremendous impact from the peregrine's outstretched talons! Imagine witnessing a peregrine chasing a dove between Dorr and Cadillac Mountains!

By the mid-1960s, researchers determined that peregrines were no longer a breeding species in the eastern United States. Today several sub-species of peregrine falcons are endangered.

Nest robbing, trapping, and shooting first contributed to their downfall, followed in the 1950s by ingestion of chemical pesticides and industrial pollutants. Occupying a position high on the food chain, peregrines are still exposed to high levels of chemical residues if they

migrate or eat migrant song birds contaminated in countries using pesticides now banned in the United States. As in all birds of prey, ingested chemical toxins accumulate in their bodies causing reproductive failure, leading to the decline and even eventual extinction of the species.

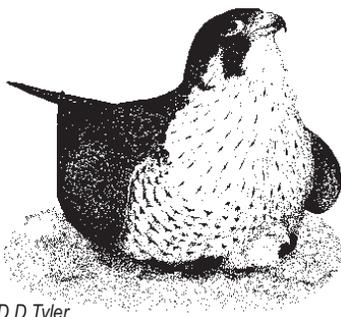
Congress passed the Endangered Species Act in 1973, mandating all federal agencies to protect endangered species and their habitats. Acadia National Park responded enthusiastically by participating in a cooperative management plan to restore a self-sustaining population of peregrines to the eastern United States. The Eastern Peregrine Falcon Reintroduction Program's goal is to reduce the peregrine's national listing from endangered to threatened by carefully reintroducing hand-reared chicks into the wild. This process is termed "hacking." Acadia first participated in the hacking program in 1984.



The reintroduction program hopes to restore 50 percent of the 350 pairs of peregrines estimated to have been present in the eastern United States during the 1940s. In 1995, 33 nesting pairs in New England produced a total of 56 chicks.

Selected adult birds are bred in captivity. The eggs are incubated and hatched in a laboratory. Chicks three to four weeks old are transferred to artificial rearing nests called hack sites.

Hack sites are staffed around the clock by trained specialists who carefully monitor, tend, and feed the chicks for approximately three

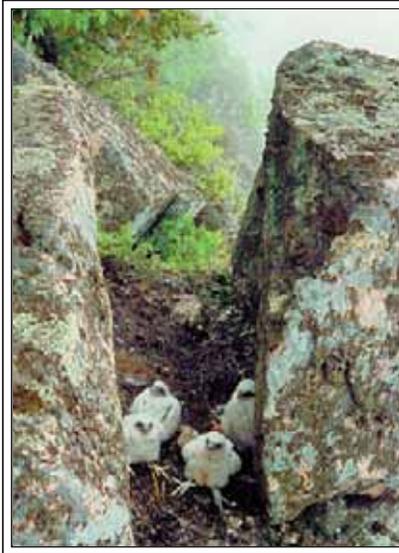


D.D. Tyler

weeks. Attendants observe only from a distance at this time. Food drops are made via a long, sloping tube, preventing the association of food and humans. When their wings are strong enough for flight, fledglings are released. The young falcons continue to eat at the hack site until they learn to hunt on their own.

Peregrines nested on Mount Desert Island at least as long ago as 1936: the last known nesting pair was reported in 1956. From 1984 until 1986, 22 peregrine chicks were successfully hacked in Acadia National Park from a high cliff face overlooking Jordan Pond.

Adult peregrines often return to areas near their original hack sites. Acadia discontinued the hacking program in 1987 when adult peregrines returned to the area, for it was feared these adults would prey



Kevin Cadzaro

upon any released chicks. From 1987 to 1990, adult peregrines returned to Acadia but did not produce young. 1991 marked the first successful nesting at Acadia in 35 years. Peregrines have returned to raise three to four chicks each year since then. In 1995, a second pair of peregrines raised a chick on the west side of the island. In 1993, 1994, and 1996, the chicks were banded to reveal more about peregrine migration, habitat use, and longevity.

Each year, in early spring, park resource managers watch intently for signs of returning peregrines. If mating or nesting behavior is suspected, certain trails may be temporarily closed to avoid disturbance to the nesting area. Hopefully, these measures will help this magnificent falcon make a triumphant comeback in Acadia National Park.

## Field Marks

**Wings:** Long, pointed, sickle shaped. All falcons in a dive appear to have sickle shaped wings. Wing shapes depend on the degree to which the bird is soaring or diving. Be careful in making identifications.

**Head:** Small with dark "helmet and sideburns."

**Size:** Crow-sized, female larger than male

**Feet:** Large (hence the nickname *big-footed falcon*). *Adult*—yellow. *Immature*—light green.

**Plumage:** *Adult*—White breast, dark gray back. *Immature*—Streaked breast, brown back.

## Behavior

**Feeding:** Hunts most vigorously at dawn and dusk in open areas; shores, marshes, and valleys. Hunting is often accompanied by a series of sharp, aggressive, territorial calls, "kee, kee, kee, kee, kee,—kee, kee, kee, kee, kee." Plucks feathers from the prey as it feeds.

**Strikes:** Usually in mid-air, knocking the quarry to the ground. Less commonly, it will strike and grab prey and fly away.

**Nesting:** Mostly on precipitous cliffs, but will also nest under suspension bridges and atop tall city buildings. Eggs are laid on a sand or gravel covered ledge that has been scratched in preparation for the clutch. This area is called a *scrape*.

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You can help to protect peregrine falcons and to promote their conservation in Acadia by:



- Learning characteristic field marks and behavior to make a positive identification.
- Reporting your sightings to any park information station.
- Keeping away from areas where peregrines are nesting and by reporting any person who fails to do the same. Avoid observing the birds from a location higher than nest site. Adult peregrines generally won't tolerate people above them and may dive at intruders, particularly if they are defending a nest or chicks.

## The Beaver's Tale

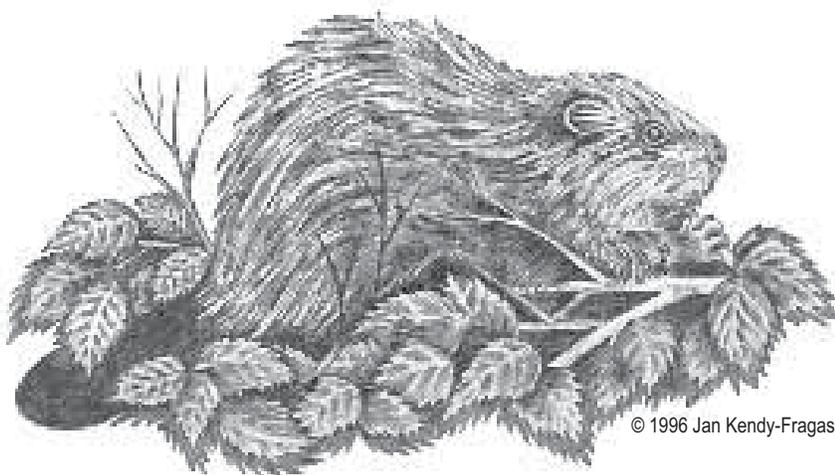


P. Bernier

An excursion to a beaver pond in Acadia National Park one evening may reward the visitor with a glimpse into the industrious world of North America's largest rodent. During the autumn, a frenzy of

activity can be observed as beavers prepare for the winter. Tree harvest is at its peak, providing the beaver with the essentials for survival - immediate food, building materials, and food for winter.

Leaves, twigs, and inner bark or branches of many deciduous trees make up a beaver's meal, leaving the woody leftovers for building. With these "modified 2 x 4's," beavers construct their lodge (sturdy, dome-shaped home) and dam. The dam, built in response to the sound of running water, creates a pond deep enough to 1) cover the entrances to the lodge; 2) prevent water from freezing to the bottom of the pond during even the coldest part of winter; and 3) provide deep water storage for their winter food supply. Underwater, just outside the lodges, beavers anchor a cache of uneaten branches - their main source of winter food.



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As a rodent, the beaver must continue chewing to keep its ever-growing teeth filed.

The beaver is wonderfully adapted to its lifestyle of part logger / part scuba diver. Beaver teeth are divided into 8 molars for grinding and 2 incisors for cutting in each jaw. The chisel-like incisors can take a small tree down in about 20 minutes. The outer or front surface of the incisors has a thin layer of

very hard, usually orange-colored enamel attached to a thick backing of softer dentine. The action of chewing wears away the softer dentine, leaving a shell-like edge of very sharp enamel. Incisors are curved and rootless, and therefore grow continuously. In spite of constant growth, however, incisors remain the same length because of constant wear.

For a life dominated by water, the beaver comes equipped with its own waterproofing supplies and grooming tools. The anal glands contain a viscous, straw-colored secretion, not soluble in water,

which is used by the beaver as a waterproofing agent for the fur. The second toe of each hind foot has a split nail used as a fine comb for collecting oil and combing it through the fur. When a beaver sits, often with the tail in front, the anal glands are exposed and the oil is readily accessible.

### Raising a Family

Even though the pond surface may be a sheet of ice, the beavers are still active beneath this frozen ceiling. The annual reproductive cycle of the beaver is timed so

mating generally occurs in the winter - January, February, and sometimes March. Peak breeding season occurs during the middle two weeks of February. Kits are born in the spring - April, May, and June. Weaning generally occurs in the summer, approximately six weeks after birth.

A litter of kits ranges between one and eight, averaging three or four, although nine have been known to be born at a time. With only four nipples, an adult female may have difficulty nourishing nine kits. At birth, kits weigh about one pound (.37 kg), are born with fur, open eyes, and teeth cut. Kits are very buoyant due to air trapped in their fur and can float within hours of birth; however, more weight is needed for diving. Kits generally reach sexual maturity between one and three-quarters and two years of age and commonly leave the colony around age two when a new litter is born in the spring. In the summer, therefore, a colony will consist of parents, (adult male and female), kits (young of the current year), and yearlings (young of the previous year). Beaver colonies generally range in total number from five to 12 members.

It is commonly thought that two year old beavers are “driven” from the lodge by their parents. These beavers are assumed to be the noticeable transient population seen during late spring and mid-summer, the ones to establish new colonies - if they survive to do so. However, other research indicates that two year old beavers disperse due to innate tendencies rather than being driven out by adults.



Ruth Williams

A beaver can take a small tree down in about 20 minutes. Harvesting trees provides both food and shelter for North America's largest rodent.

Beavers, through the use of scent-mound communication, are able to establish their own territory. Scent-mounds are constructed from mud at the bottom of a pond, lake, or stream; are located at the edge of the water; and may range up to two feet in height. Beavers then deposit castoreum, an oil from the castor gland, on these mounds. Some researchers believe that scent-mound communication

is a mechanism to prevent two year old beavers from over-populating an area.

When it comes to changing the landscape, the beaver ranks second only to humans. Today we are discovering that beavers' ability to build has earned them more than their reputation as nature's original engineers; they are also nature's great conservationists.

Beavers positively impact the ecology of the area they inhabit. Their dams and canals control stream flow and erosion, decrease siltation downstream, accumulate rich soil upstream, and create a marshy habitat beneficial to many species of wildlife. Mammals, amphibians, fish, reptiles, and many other vertebrates and invertebrates benefit from the ecological and industrious ways of the beaver. ❖

*Acadia National Park offers wonderful opportunities to watch peregrine falcon chicks take flight for the first time or to observe a silently, gliding beaver swim towards its lodge in the early evening light. The visitor witnessing the peregrine's flying antics, the beaver's industrious work, or the activities of any of Acadia's wildlife will take home memories that will last a lifetime.*

*But these memories are not the only rewards. In a rapidly developing world, the protection offered by national parks like Acadia to all creatures great and small through habitat preservation is a huge reward. Within our national parks, animals fill their niche in the natural world, unfettered by development and human influence. The intricate connections of park ecosystems remain undisturbed for generations to come.*

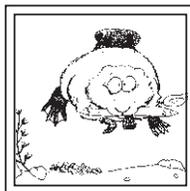


### Glossary

**Niche:** The role a species plays in an ecosystem.

**Ecosystem:** Community of different species interacting with one another and their environment.

**Hacking:** The process of introducing hand-reared bird of prey chicks into the wild.



### Activity One

## Beaver Video

(Pre-visit) One 45-minute period

**Objectives:** *Students will:*

- Name 3 beaver adaptations.
- Describe preferred habitat of the beaver.

**Materials:** Video and background information

**Preparation:** Obtain video from the Environmental Education Coordinator at Acadia.

**Activity:** Watch video with students and discuss.

**Questions:** What do beavers eat? Why do they build dams? Describe several special adaptations of beavers.



P. Bernier

**Optional:** Use beavers as a theme for research papers. Students can use the field trip as a fact finding trip for their papers. ❖

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## Activity Two

# Peregrine Falcon Bulletin Board

(Pre-visit) Time varies

**Objectives:** *Students will:*

- Name 3 characteristics of peregrine falcons.
- Describe a park biologist's work.

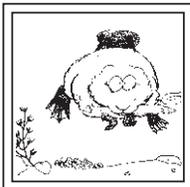
**Materials:** Peregrine photos, drawings, and journal entries, crayons, markers, etc.

**Preparation:** Obtain peregrine materials from the Environmental Education Coordinator at Acadia National Park. Copy and distribute drawings, photos, and fact sheets.

**Activity:** Use journal entries and pictures to create a bulletin board about peregrine falcons in Acadia. Students can color the drawings then match them and the photos up with the journal entries. Information can be displayed all at once or in weekly segments to mimic the week by week observations of the park biologist.

**Questions:** *Describe what a park biologist's job is like. Why does the park close the Precipice Trail? What*

*is an aerie? What is a scrape? What do peregrine falcons eat? Why is the peregrine endangered? ❖*



## Activity Three

# Animal Classification

(Pre-visit) Two 45-minute periods

**Objective:** *Students will:*

- Name characteristics of the five groups of vertebrates.

**Materials:** Animal Classification Sheet, Vertebrate Classification Sheet, Animals of Acadia Word Search. (pages 10, 11, 12)

**Preparation:** Make copies of the worksheets. Prior to teaching lesson, teachers should review vertebrate classification.

### Part One: Critter Classification

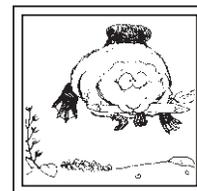
Distribute Vertebrate Classification Sheet and discuss with students the different characteristics of animals. Define vertebrates as animals with backbones. Ask students to point to their backbones. Review animal

groupings; discuss what makes one group different from the other. Have students name characteristics of each vertebrate group.

### Part Two: Word Search and Classification

Distribute Animals of Acadia Word Search and Animal Classification Sheet. Have students complete the exercises.

**Questions:** *Are all vertebrates alike? How are they different?*



## Activity Four

# Animal Password

(Post-visit) One 45-minute periods

**Objective:** *Students will:*

- Describe different types of animals and their habitat requirements.

**Materials:** Copies of Animal Password Worksheet (page 13)

**Preparation and Activity:** See instructions on Animal Password Worksheet. ❖

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## Resource List

(Available from Acadia's Educator's Resource Library)

### Animals of Acadia Teacher Literature

- Brust, Beth Weagner. *Zoobooks - Dolphins and Porpoises*. San Diego, CA: Wildlife Educators, Ltd., 1994.
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# Vertebrate Classification



## Birds

- lay eggs with hard shells
- breath with lungs
- have a covering of feathers
- have two wings and can fly
- are warm-blooded
- have hollow bones

*Examples: blue jay, peregrine falcon, bald eagle, chickadee, owl, heron*



## Mammals

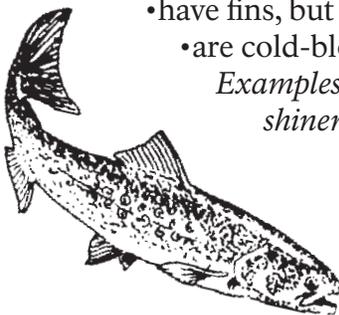
- give birth to young and feed them with milk
- breath with lungs
- have hair on at least part of their body
- have four legs with toes ending in claws, nails or hooves (except whales)
- are warm-blooded

*Examples: skunk, squirrel, deer, beaver, fin whale, human*

## Fish

- lay eggs without shells in water
- breath with gills
- have a covering of scales or smooth leathery skin
- have fins, but no legs or toes
- are cold-blooded

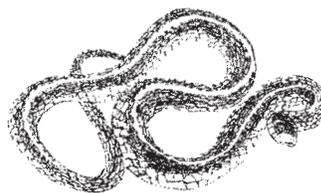
*Examples: trout, bluegill, shiner, eel, mackerel, shark*



## Reptiles

- lay eggs with leather shells or give birth to fully-formed young
- breath with lungs
- have a covering of scales
- have no legs or four legs with clawed toes

•are cold-blooded  
*Examples: garter snake, snapping turtle, painted turtle*



# Animal Classification



How much have you learned about animal classification? The Acadia animals from the Acadia Word Search are listed below. Put them in the right groups.

Great blue heron  
Coyote  
Red squirrel  
Milk snake  
Spring peeper  
Cormorant  
Mink  
White-tailed deer

Lake trout  
Snowshoe hare  
Bat  
Salamander  
Red fox  
Osprey  
Green frog  
Mackerel

Painted turtle  
Porpoise  
Loon  
River otter  
Bald eagle  
Beaver  
Peregrine falcon  
Porcupine

## Mammals

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_
- 11 \_\_\_\_\_

## Reptiles

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_

## Birds

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

## Amphibians

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

## Fish

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_

# Animals of Acadia Word Search

R E N O R E H E U L B T A E R G D K  
 S E P A M P A I N T E D T U R T L E  
 P W E O H U E S C T N A R O M R O C  
 R R E D S Q U I R R E L I L G I T B  
 I F R E D N A M A L A S O K F V X E  
 N Q D J V E I Y L S Z O S P R E Y O  
 G G O N O C L A F E N I R G E R E P  
 P O C T K E N I P U C R O P E O H O  
 E R L E R E K C A M W B Y V C T Q R  
 E F N A S T U O R T E K A L J T X P  
 P N V H X C O Y O T E E Y T L E Z O  
 E E E L G A E D L A B T O N D R F I  
 R E D F O X I C G E R M I N K L H S  
 N R M I L K S N A K E P A H R I J E  
 L G B K W N E R A H E O H S W O N S

The names of these animals are hidden in the letters above. How many can you find? Circle them. All of these animals are found in Acadia National Park and the area around it.



Great blue heron  
 Coyote  
 Red squirrel  
 Milk snake  
 Spring peeper  
 Cormorant  
 Mink  
 White-tailed deer

Lake trout  
 Snowshoe hare  
 Bat  
 Salamander  
 Red fox  
 Osprey  
 Green frog  
 Mackerel

Painted turtle  
 Porpoise  
 Loon  
 River otter  
 Bald eagle  
 Beaver  
 Peregrine falcon  
 Porcupine



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## Clues for Acadia National Park Animal Password

### Milk Snake

1. My young are hatched from eggs.
2. I like to eat mice.
3. I am cold-blooded.
4. I have scales.
5. The motion of my scales allows me to move.
6. Sometimes people mistake me for a poisonous relative.

### Porpoise

1. I am found in saltwater.
2. My favorite food is fish.
3. I am about 6 feet long and weigh about 110 pounds.
4. I give birth to live young.
5. One of my relatives is the largest animal in the world.
6. The bottle-nosed dolphin is a close relative of mine.

### Red Squirrel

1. The forested areas of the park are some of my favorite places to live.
2. I usually make a nest in a tree.
3. My favorite foods are seeds, nuts, and berries.
4. My tail is almost as long as my head and body.
5. I make a chattering noise that sounds a little like a bird.
6. I have reddish fur.



### Lake Trout

1. If you want to find me, look for water.
2. I am cold-blooded.
3. I am a meat-eater, or carnivore. I eat mostly insects and the smaller of my kind.
4. I am a strong, fast swimmer.
5. I am slim and sleek.
6. Part of my name tells you where I live.

### White-Tailed Deer

1. You may see me in both grassy and wooded areas.
2. I am warm-blooded.
3. Sometimes you might find my trails in the woods.
4. My predators include coyotes and bobcats.
5. I have a white tail.
6. The males of my species grow antlers each year.



### Beaver

1. You may find me in streams, rivers, and lakes.
2. Years ago there were none of us left on Mount Desert Island. Today there are many because the park provides protected places to live.
3. My teeth are always growing.
4. I am known for my feats of construction.
5. My favorite foods are the bark and tender shoots of the aspen tree.
6. I have a broad, flat tail which is very useful.

### Bald Eagle

1. Because I like to eat fish, I usually live near the water.
2. Watch for me soaring overhead.
3. My nesting site in the park is protected, so no one can build close to it. I may use the same nest for many years.
4. I suffered from the use of DDT and other chemicals.
5. I was removed from the endangered species list in 1994.
6. I am the symbol of our country.



## Green Frog

1. I live in or near water.
2. I am cold-blooded.
3. My skin is moist.
4. My eggs are laid in water in a jelly-like mass.
5. When I am young, I breathe with gills.
6. My color allows me to hide easily.

## Cormorant

1. I am usually found in saltwater areas.
2. I am warm-blooded.
3. My favorite food is fish.
4. My young are hatched from hard-shelled eggs.
5. I can dive to deep depths very quickly.
6. I am black and have a long neck.

## Painted Turtle

1. Ponds and lakes in the park provide many good places for me to live.
2. I am cold-blooded.
3. Insects are my favorite food, but I also eat plants.
4. I have scales.
5. In nice weather, I like to sunbathe.
6. I carry my protection with me.

## Loon

1. Watch for me on or near the water.
2. I am warm-blooded.
3. My favorite food is fish.
4. I am an excellent diver.
5. In the summer I usually live on lakes. In winter I move to saltwater.
6. Many people think I have a beautiful voice.



## Red Fox

1. You may find me in a variety of habitats.
2. I can run very fast for short distances.
3. I eat smaller animals. I also like nuts and berries.
4. My tail is long and bushy.
5. I often have my den in a rocky slope.
6. Most of us have red fur, but you may also see silver or black.

## Rules for Animal Password

Divide the group into two teams, sitting on opposite sides of the room. Put the following list of animals on the board: coyote, white-tailed deer, loon, porpoise, snowshoe hare, little brown bat, beaver, cormorant, porcupine, red squirrel, painted turtle, great blue heron, river otter, red fox, salamander, green frog, lake trout, bald eagle, milk snake, peregrine falcon.

Explain that you have a set of six clues for 12 of the animals listed. (There are eight extra animals that won't match clues.) The first clue in each set is worth 6 points, the second clue worth 5 points, etc. The object of the game is to be the first team to figure out which animal fits the clues.

Decide which team will go first and read the first clue to that team (#1). Encourage the team to discuss the clue before answering. If they answer correctly, they receive six points. If they answer incorrectly, read the second clue to team #2. (A correct answer on the second clue is worth 5 points.) Continue alternating clues and teams until the correct answer is given.

Then start the next set of clues. (This time, give team #2 a shot at the first clue.) After you have gone through all the clues, the team with the most points at the end of the game wins.

(Adapted from Ranger Rick's NatureScope - Amazing Mammals: Part I, published by the National Wildlife Federation, © 1986.)