

Reading the Landscape



Audubon Center
of the North Woods

Purpose: Students will gain knowledge of local natural and historical events and how the various peoples of the region around the Audubon Center interacted with the land. They will see several historical sites located on the property and put together a class book summarizing the landscape and observations they have seen.

Concepts:

- Knowing Minnesota history helps us understand our landscape.
- Keen observations help us find historical relics.
- Historical sites, both cultural and natural, are written everywhere in the land if we just look closely.
- Drawing or writing observations will help summarize the experience of the landscape.

Learning Outcomes: Students will be able to

- Locate at least three historical sites on the Audubon Center property.
- Interpret and discuss the significance of this site in relationship to Minnesota and Audubon history.
- Learn ways to recognize hidden historical sites in their own communities.
- Construct and assemble a class book summarize the flow of the landscape observed in the class.

Minnesota Academic Standards:

Science:

- 5.4.2.1.2: Explain what would happen to a system such as a wetland, prairie or garden if one of its parts were changed.
- 5.4.4.1.1: Give examples of beneficial and harmful human interaction with natural systems.
- 6.1.3.1.1: Describe a system in terms of its subsystems and parts, as well as its inputs, processes and outputs.
- 7.1.1.2.3: Generate a scientific conclusion from an investigation, clearly distinguishing between results (evidence) and conclusions (explanation).

Social Studies 4-8th grade:

I. U.S. HISTORY

A. Pre-history through 1607: The student will understand that large and diverse American Indian nations were the original inhabitants of North America.

II. MINNESOTA HISTORY

C. Early Settlement and Statehood 1810-1860: The student will know and understand the factors that led to rapid settlement of Minnesota in the 19th century and the changes the new Minnesotans brought with them.

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CLASS LENGTH: 3 HR

AGES: K-12

SEASON: YEAR ROUND

GROUP SIZE: 10-20

SAFETY: (Light hiking along trails; potential encounters with leftover human hazards from Schwyzer farm.)

MATERIALS: CLIPBOARDS, JOURNAL PAPER WITH TWO HOLE PUNCHES, COLORED PENCILS/CRAYONS, TWINE OR STRING FOR TYING LANDSCAPE BOOK TOGETHER, PHOTOGRAPHS OF MINNESOTA HISTORICAL EVENTS

PRE-CLASS PREP:

- PREPARE TWO-HOLE PUNCH JOURNAL PAPER
- CUT SUITABLE AMOUNT AND LENGTH OF TWINE
- GATHER CLIPBOARDS AND PENS
- SELECT SITES USED FOR CLASS

CLASS OUTLINE:

I. Ten Minutes to Teaching

II. Introduction (10 min)

III. Class Experiences

- A. What is Reading the Landscape (15 min)
- B. Halfway of Time (10 min)
- C. LSI Observations (10 min)
- D. Into the Woods (90 min)

IV. Authentic Assessment

- A. The Landscape Book (20 min)

V. Reflection

VI. The Sending (5 min)