

Area Study Adventure: Quarter 2

Science, English, Recreation, Art

Now that you have become familiar with your area, we want you to move a little bit deeper. We want you to continue to have drawings, photographs, and journal entries, but this quarter, instead of focusing on plants, we will shift our focus to animals. This will take a great deal more patience and it will require you to be very still and quiet. The animals are there, but you'll only see them if you are not invading their space. Remember, your area is their area first. If you don't see animals, look for animal evidence such as tracks, fur, where they have harvested berries or wood and left marks, or droppings. This will be much harder to find than just plants, but you will also discover much more about your area.

You will be expected to visit your area at least **four** times during the quarter. Plan on spending a minimum of **at least six hours** in your area over the course of the four visits.

Always make sure that your parents/guardians know where you are and when you will be back. You may share an area and visit it with another student, but you must do your own written work. If you choose to share an area with another student, make a conscious effort to have quality "solo time" on each visit. Otherwise, you will not be able to observe the plant and animal life as in-depth, nor will you be able to connect with your area in a meaningful way.

Because the weather is going to turn snowy and cold SOON, **your Area Study will be due on December 16**. This means that you will need to visit your area about once per week if you want to make it. You will also be graded on presentation, so please put it together in a nice folder or binder rather than just stapling it. Doing this project would be a great way for you to practice some of your outdoor skills such as: avoiding hypothermia, dressing in layers, using a stove, staying comfortable and safe in a cold environment.

Requirements

Title Page and Table of Contents

Have a nice cover page. This makes your area study look presentable. You may choose to organize the different components of the assignment any way you choose. However, please create a table of contents to help your audience understand your organization scheme. Put all of your papers in a 3-ring binder.

Journal Entries

Each time you go visit your area, you need to fill out a journal entry in your ROC. You will need four journal entries. Make photo copies of your entries to put in your binder or type them up and print them out. That way we don't need to take your ROC away from you. Your journal entries should be more than just, "Went up to my area. It was really pretty. I love nature!" Put some real thought and insight into your writing. You will not get credit for simply writing anything; you will be graded on the quality, courage, and thinking involved.

A. Each day include the same information for Nature Journaling:

- a. Name
- b. Date and Time
- c. Place
- d. Weather/Temperature
- e. First Impressions
- f. Wind (draw the compass)
- g. Clouds

B. Drawing

- a. Day 1: Do 3-4 ground observations. Draw the plants, rocks, etc. that you see around you. Draw these fairly detailed, but don't get bogged down with detail. Take ten minutes to do all of the drawings.

- b. Day 2: Do two blind contour drawings and two contour drawings of things you see in your area.
- c. Day 4: Do a detailed sketch of the most dominant tree in your area. Include shape of trunks and branches. What texture is the bark? Trace a leaf from the tree. Identify the tree. (It would be even better in color- especially with the fall leaves.)
- d. Day 5: Do a landscape of your area. Don't worry about too much detail, but DO concentrate on accurately representing lines and shapes of the mountains, trees, meadow, river, etc.

C. English

- a. Day 1: Describe your area using your 5 senses: see, hear, feel, smell, and taste. Be as descriptive as possible. Make it so someone could recognize your area just by the descriptions.
- b. Day 2: Describe your feelings while in your area. How do your feelings here differ from at work, school, home, etc.? How are you coming to know your area? How is it coming to know you?
- c. Day 3 and 4,: Choose one each day from the following-
 - i. Write a poem about your area.
 - ii. Choose a song you like that fits your area. Write the lyrics and explain why it matches with your area.
 - iii. What would your area have looked like 100 years, 50 years, 20 years ago? How will your area change in another ten years?
 - iv. Write about your area from the perspective of a plant. What do you notice from its point of view?
 - v. Download. Set your watch and spend a minimum of 10 minutes just writing. I don't care what you write, but you have to write the whole time. Let it all out.
 - vi. Stream of Life. Just sit and listen and watch- longer than 30 minutes. Observe and record every event that you can notice. Animals, leaves rustling, birds flying across, wind shifts, smells changing, sounds, etc.

D. Questioning:

Each time you go to your area and write in your journal, include a column on one page for questions. As you look around your area, try to figure out what things you know and what you still need to learn. By writing down the questions, it will help motivate you to find out the answers and learn more. Try to write down answers from your previous visit in later entries as you find them out.

Comprehensive Plant Species List

This quarter we will focus on the plants living in your area. Collect samples, take pictures and draw sketches of every plant living in your area. Look closely at the plants large and small. You may use the field guides we have in class to identify the plants in your area during class time. Your final list will need to include the common and scientific name of each species you observe.

Note: Although we are focusing on plants this quarter, pay attention to evidence of animals such as tracks, scats, feathers, fur, etc. because you will be compiling lists of animals in the future.

Vegetation Map

To help you start recognizing the relationships between living organisms and the ecosystems in which they live, you will need to create a vegetation map that shows where different plants live within the boundaries of your area. You will need to create some type of key to make clear what is living where. Also indicate what the habitat is like visually. You may draw this by hand, or create it on the computer. Write very neatly, and include a written explanation.

Power Point Presentation or Video

Each of you throughout the quarter (some every week) will have the opportunity to introduce your area to us. This will not be a final assessment, rather it is a chance to return and report what you area is like and some of the experiences that you have been having there. Prepare some of your journal entries to read to the class, pictures or videos to help us see it, scan drawing that you have made there, show us your map and your plant collections. Take us to this place. Then the class will have an opportunity to give you feedback. Share with us your successes; share with us some of your failures. This is about providing a sharing opportunity and a chance to reflect and learn.

Final Checklist for Quarter 1

Due Date:

- Title page
- Table of contents
- Journal Entries for each visit (at least 4, written in your ROCs)
- Drawings for each journal entry
- Plant Species List (common and scientific names, typed)
- Vegetation Map (clearly labeled)
- Explanation of Vegetation Map
- Power Point Presentation or video

Area Study Rubric: Quarter 1

• Title page	5	
• Table of contents	5	
• Journal Entries for each visit (5 entries)	40	
• Drawings for each visit	40	
• Vegetation Map (map and explanation legible)	30	
• Comprehensive Plant Species list with Rationale (includes common and scientific names and explanation of evidence of the animal living in the area)	30	
• Power Point or Video	30	
Total	180	