



School Program Description

Spring Beauties

Level: 4th Grade & up

Saginaw Bay Visitor Center Bay City State Recreation Area

PROGRAM DESCRIPTION:

Students will take a close look at Michigan's woodland wildflowers. The program will begin with a 45 minute slide talk presentation with photos of the delicate blossoms of spring, their folklore and medicinal and food value will be explored. Next, we'll take a hike through the wooded wetland forest to look at the wildflowers of Tobico, the wildlife who live there and the ecology of the forest. Students will be composing a sketchbook of the blossoms which they discover.

PROGRAM GOALS:

Designed to stimulate an awareness and appreciation for woodland wildflowers and their wetland habitat.

PROGRAM OBJECTIVES:

1. Students will be able to identify three typical spring wildflowers
2. Students will be able to discuss why wildflowers should not be picked in a state park interpreter
3. Students will be able to list three ways man has used wildflowers
4. Students will be able to describe special adaptations of spring wildflowers
5. Students will be able to label the parts of a wildflower
6. Students will be able to give one reason why wetlands are special

PRE-VISIT SUGGESTIONS:

1. Each student should have a sharpened #2 pencil.
2. Read aloud to your class a wildflower legend from the book, The Tree in the Moon and Other Legends of Plants and Trees, Kerven, Rosalind, Cambridge University Press, New York, NY.
3. Have your students sketch flowers in bloom around your school or their homes.
4. Discuss the structure of a flower, its anatomy, how they are fertilized.
5. Each student should be dressed for the weather conditions, which are generally 10 degrees cooler near the Bay. Wind can be much harsher and a jacket or coat should be worn regardless of weather conditions at your school. Bring a box of trash bags with square bottoms to use as emergency rain ponchos. Shoes should be selected for outdoor explorations and boots worn when weather is snowy or muddy.
6. Project Learning Tree: Earth Manners – students develop a set of guidelines for exploring and enjoying nature and then compose an Earth Manners Coloring Book page which can be all be combined into a pre-visit coloring book for each student or for a younger class.

POST-VISIT SUGESTIONS:

1. Draw a class woodland wildflower mural where each student draws (or makes a wildflower out of tissue paper and construction paper) his/her favorite wildflower to compose a woodland scene.
2. Have students work in teams to make up their own folktales about a wildflower they sketched on their field trip.
3. Have a "Wild Food Banquet" utilizing cattail flowers, cattail roots, dandelion greens, elderberry flowers, burdock shoots, wild asparagus and other local wild foods.
4. Project Learning Tree: Tree Treasures – adapt this activity to get your students to learn just how much we depend upon flowers! Pass the Plants Please – an activity to get your students thinking about just how big a part plants play in our daily diets. The Native Way – students will explore some traditional Native American attitudes and lifestyles with respect to the land and its resources.

COORDINATING WITH THE MICHIGAN SCIENCE GRADE LEVEL CONTENT EXPECTATIONS:

Science. Inquiry Process: S.IP04.11, S.IP.04.12, S.IP.04.13, S.IP 04.14, S.IP.04.15, S.IP.04.16, S.IP.05.11, S.IP.05.12, S.IP.05.13, S.IP.05.14, S.IP.05.15, S.IP.05.16, S.IP.06.11, S.IP.06.12, S.IP.06.13, S.IP.06.14, S.IP.06.15, S.IP.06.16, S.IP.07.11, S.IP.07.12, S.IP 07.13, S.IP.07.14, S.IP.07.15, S.IP.07.16

Science. Inquiry Analysis & Communications S.IA.04.11, S.IA.04.12, S.IA.04.13, S.IA.04.14, S.IA.04.15, S.IA.05.11, S.IA.05.12, S.IA.05.13, S.IA.05.14, S.IA.05.15, S.IA.06.11, S.IA.06.12, S.IA.06.13, S.IA.06.14, S.IA.06.15, S.IA.07.11, S.IA.07.12, S.IA.07.13, S.IA.07.14, S.IA.07.15

Science . Reflection& Social Implications: S.RS.04.11, S.RS.04.14, S.RS.04.15, S.RS.04.15, S.RS.04.16, S.RS.04.17.S.RS.04.18, S.RS.04.19, S.RS.05.11, S.RS.05.12, S.RS.05.13, S.RS.05.15, S.RS.05.16, S.RS.05.17, S.RS.05.19, S.RS.06.11, S.RS.06.12, S.RS.06.13, S.RS.06.14, S.RS.06.15, S.RS.06.16, S.RS.06.17, S.RS.06.18, S.RS.06.19, S.RS.07.11, S.RS.07.12, S.RS.07.13, S.RS.07.14, S.RS.07.15, S.RS.07.16, S.RS.07.17, S.RS.07.18, S.RS.07.19

Physical Science. Properties of Matter:

P.PM.04.23

Physical Science. Changes in Matter.

P.CM.04.11

Physical Science. Energy:

P.EN.07.43

Life Science. Organization of Living Things:

L.OL.06.51, L.OL.04.15, L.OL.04.15, L.OL.06.51, L.OL.07.62, L.OL.07.63

Life Science. Evolution:

L.EV.04.21, L.EV.04.22, L.EV.05.12

Life Science, Ecosystems:

L.EC.04.11, L.EC.06.11, L.EC.06.21, L.EC.06.22, L.EC.06.23, L.EC.06.31, L.EC.06.32, L.EC.06.41, L.EC.06.42

Earth Science. Earth Systems:

E.ES.07.41, E.ES.07.81

Earth Science. Earth Space & Time:

E.ST.04.12, E.ST.04.21, E.ST.04.32

Earth Science. Solid Earth:

E.SE.06.11, E.SE.06.12

COORDINATING WITH M.E.A.P. SOCIAL STUDIES CONTENT STANDARD BENCHMARKS:

Geographic Perspective

II.1—I.e.2

II.2—I.e.1, I.e.2, I.e.3, I.e.4, m.s.2, m.s.3, m.s.4, m.s.5, h.s.2

II.4—I.e.5, h.s.3

II.5—I.e.1, m.s.1, h.s.2

