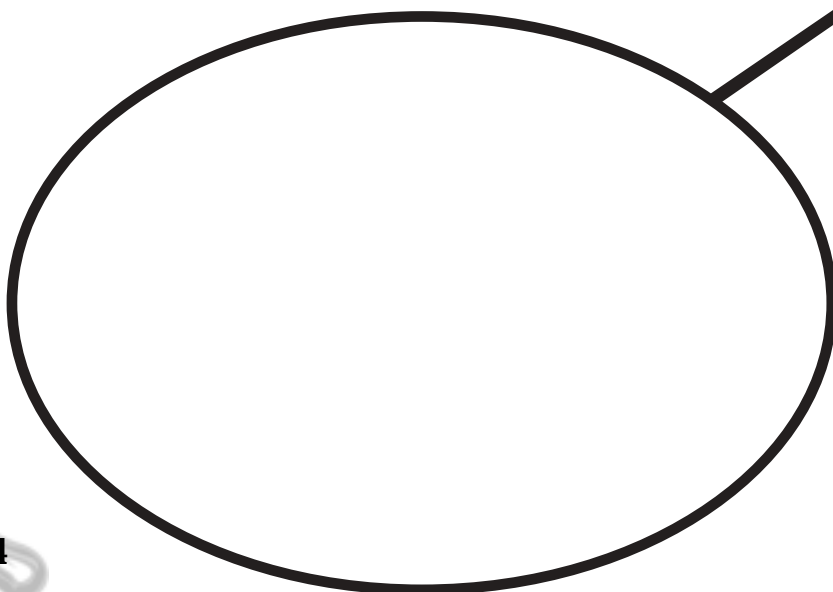
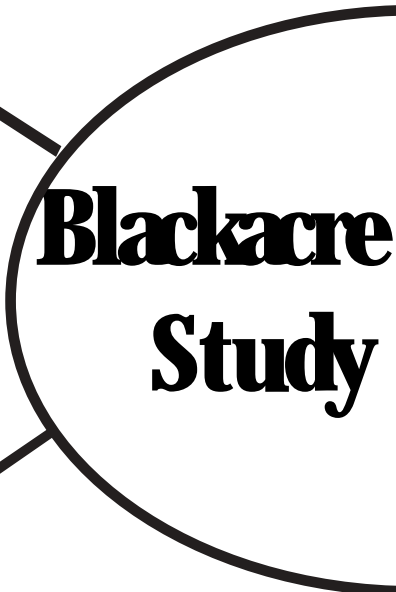
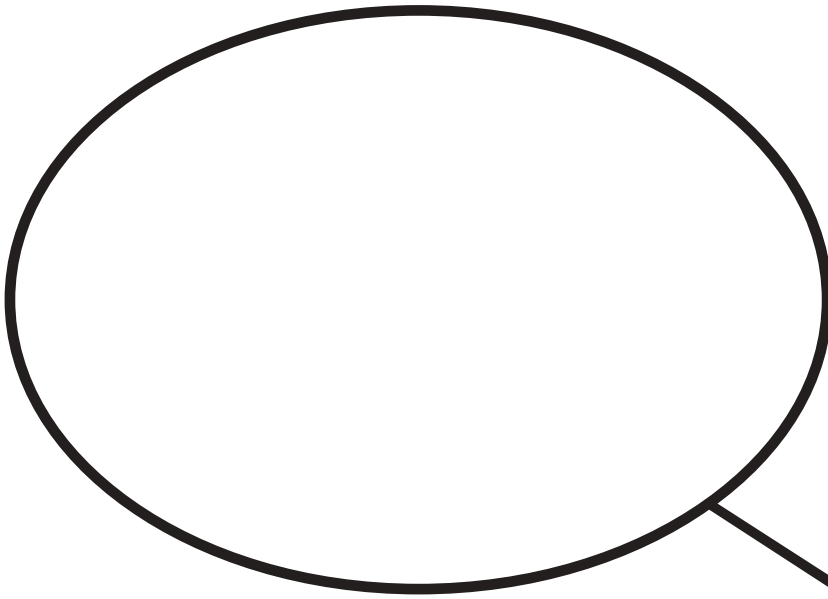
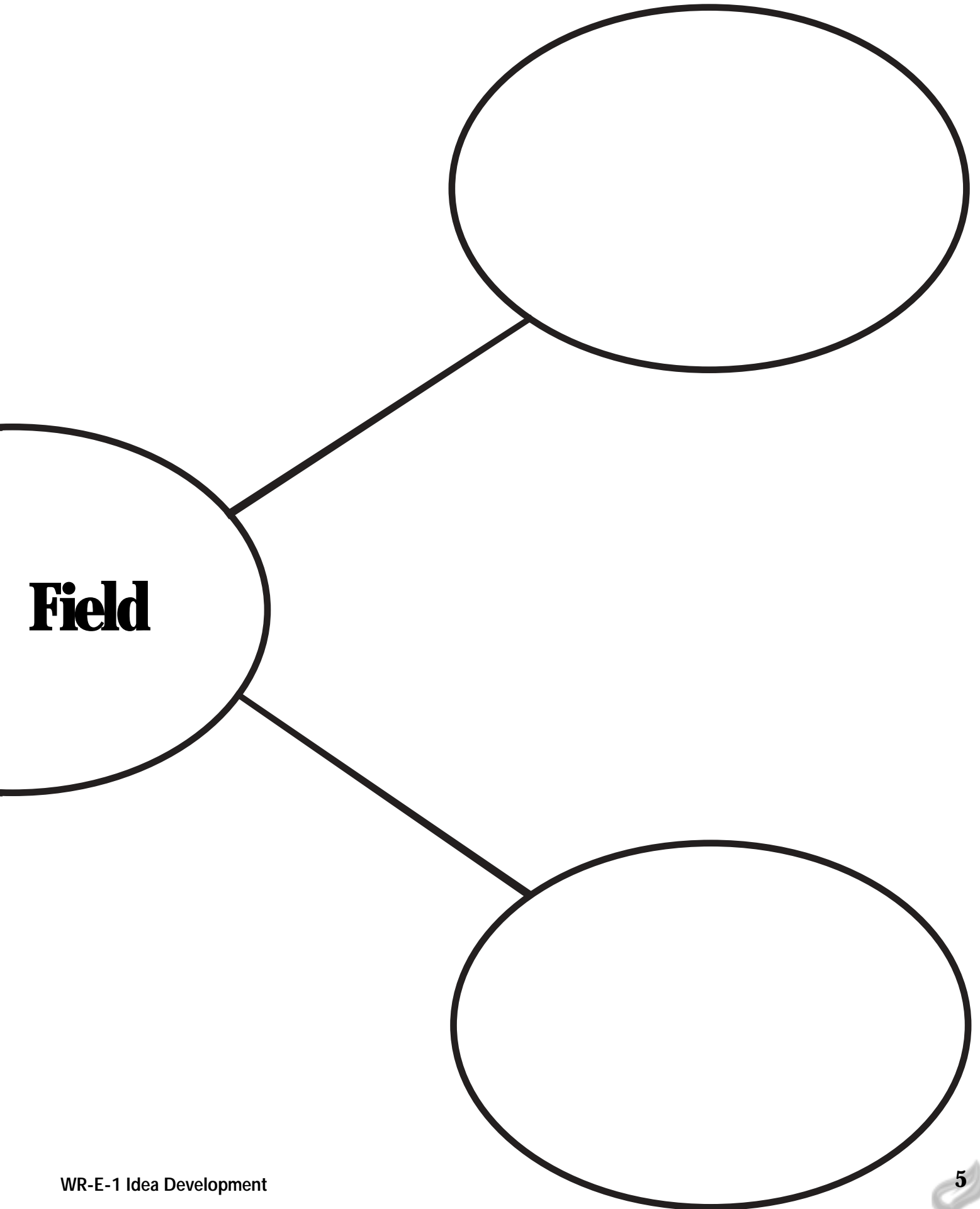


**Use This Web
to Help Record
Memories of
Your Time at
Blackacre.**





The Sensory Experience

Poetry is a way to express your feelings and to create detailed pictures with words. Here is a poem written by a former Blackacre naturalist. Can you find the sensory experiences she put in her poem?

Welcome!

An old barn door sees many things,
from newborn lambs to owls' wings,
It feels the breath of a summer day,
it listens to the cedars sway.

As you walk down this gravel road,
dismiss your cares, forget you load.
Look up and see the clouds float by,
and watch the way the swallows fly.

Smell the grass, rub a stone, ask:
"What would I do if this land were my own?"
The barn door knows though gray and old,
it treasures the gifts that nature holds.

—Geri Flaim, Former Blackacre Naturalist

After Exploring at Blackacre:

Think of everything you sensed. Record it on the chart below. Use your sensory experiences to create a picture with words. Remember, that poetry does not have to rhyme, but it does use words to make a detailed picture in the mind of the reader.

See	Hear	Smell	Touch	Taste

Poetic Thoughts...



Reading: Literature
Additional Resource: www.poets.org
RD-E-1.0.7

Wild About Reading Environmental Literature List

Theme	Primary	Intermediate	Middle School	High School
<p>Awareness and Appreciation This section examines the similar survival needs of people and wildlife.</p>	<ul style="list-style-type: none"> • <i>Animal Tracks</i> • <i>Box Turtle at Long Pond</i> • <i>In the Tall, Tall Grass</i> • <i>Mother Earth</i> • <i>North Country Night</i> • <i>The Old Boot</i> • <i>Owl Moon</i> • <i>Spider Watching</i> • <i>Where Are You Going, Emma?</i> 	<ul style="list-style-type: none"> • <i>The Little Fish in a Big Pond</i> • <i>Old Ben</i> • <i>Paddle-to-the-Sea</i> • <i>What's Smaller Than a Pygmy Shrew?</i> • <i>Who Came Down That Road?</i> 	<ul style="list-style-type: none"> • <i>Hatchet</i> • <i>In the Language of Loons</i> • <i>John Muir: Wilderness Protector</i> • <i>The River</i> • <i>While a Tree Was Growing</i> 	<ul style="list-style-type: none"> • <i>The Collected Poems of Wendell Berry, 1957-1982</i> • <i>Into the Wild</i> • <i>Sense of Wonder</i>
<p>Diversity of Wildlife Values This section examines contributions made by wildlife to people and the environment.</p>	<ul style="list-style-type: none"> • <i>Crinkleroot's Guide to Knowing Animal Habitats</i> • <i>Dancers in the Garden</i> • <i>The Reason for a Flower</i> • <i>Wonderful Worms</i> 	<ul style="list-style-type: none"> • <i>My Side of the Mountain</i> • <i>Squish!: A Wetland Walk</i> 	<ul style="list-style-type: none"> • <i>Brian's Winter</i> • <i>Old Turtle</i> • <i>Winter Danger</i> 	<ul style="list-style-type: none"> • <i>Opposing Viewpoints: Global Resources (series)</i> • <i>Small is Beautiful: Economics As if People Mattered</i>
<p>Ecological Principles This section explores the characteristics of environments, how they work, and who and what inhabits them.</p>	<ul style="list-style-type: none"> • <i>All Eyes on the Pond</i> • <i>The Chipmunk Song</i> • <i>From Seed to Plant</i> • <i>Lizard's Song</i> • <i>Once There Was a Tree</i> • <i>Otters Under Water</i> • <i>The Salamander Room</i> • <i>When the Wind Stops</i> 	<ul style="list-style-type: none"> • <i>Butterfly Story</i> • <i>Flute's Journey: The Life of a Wood Thrush</i> • <i>The Great Kapok Tree: A Tale of the Amazon Rain Forest</i> • <i>One Day in the Woods</i> • <i>Places of Power</i> • <i>Where Butterflies Grow</i> • <i>Whisper from the Woods</i> 	<ul style="list-style-type: none"> • <i>How the Forest Grew</i> • <i>Nearer Nature</i> 	<ul style="list-style-type: none"> • <i>Henry David Thoreau: American Naturalist</i> • <i>A Sand County Almanac: And Sketches Here and There</i>
<p>Management and Conservation This section examines how wildlife and other natural resources can be managed and conserved.</p>	<ul style="list-style-type: none"> • <i>The Empty Lot</i> • <i>Pumpkins: A Story for a Field</i> • <i>Who Keeps the Water Clean? Ms. Schindler!</i> 	<ul style="list-style-type: none"> • <i>Heat Wave!</i> • <i>Saving the Peregrine Falcon</i> 	<ul style="list-style-type: none"> • <i>Brother Eagle, Sister Sky: A Message from Chief Seattle</i> • <i>Our Endangered Planet Groundwater (series)</i> • <i>Our Endangered Planet: Rivers & Lakes (series)</i> 	<ul style="list-style-type: none"> • <i>Hie to the Hunters</i>
<p>People, Culture, and Wildlife This section examines the influence of ways that human cultures affect people's attitudes toward wildlife and other natural resources.</p>	<ul style="list-style-type: none"> • <i>Night Visitors</i> • <i>The Other Way to Listen</i> 	<ul style="list-style-type: none"> • <i>Birds in the Bushes: A Story about Margaret Morse Nice</i> • <i>Dogsong</i> • <i>The Land I Lost: Adventures of a Boy in Vietnam</i> • <i>Urban Roosts: Where Birds Nest in the City</i> 	<ul style="list-style-type: none"> • <i>The Ancient One</i> • <i>The Earth Always Endures: Native American Poems</i> • <i>Great Lives: Nature and the Environment</i> • <i>Julie of the Wolves</i> • <i>When Birds Could Talk and Bats Could Sing</i> 	<ul style="list-style-type: none"> • <i>Forest of the Clouded Leopard</i> • <i>Minn of the Mississippi</i>
<p>Trends, Issues, and Consequences This section provides opportunities to explore difficult issues and their consequences.</p>	<ul style="list-style-type: none"> • <i>The Giving Tree</i> • <i>Gray Fox</i> • <i>Prince William</i> • <i>Where Once There Was a Wood</i> • <i>Window</i> 	<ul style="list-style-type: none"> • <i>Backyard Rescue</i> • <i>Lostman's River</i> • <i>Our Common Ground: The Water, Earth, & Air We Share</i> • <i>There's an Owl in the Shower</i> 	<ul style="list-style-type: none"> • <i>American Environmental Heroes</i> • <i>Our Fragile Planet: Food and Water, Threats, Shortages, & Solutions (series)</i> • <i>Our Fragile Planet: Threatened Oceans (series)</i> • <i>Vanishing Wetlands</i> 	<ul style="list-style-type: none"> • <i>The New Springtime</i> • <i>Phoenix Rising</i> • <i>Silent Spring</i>
<p>Responsible Human Actions This section provides opportunities to consider and take constructive actions as thoughtful, informed, and responsible inhabitants of our shared home.</p>	<ul style="list-style-type: none"> • <i>Do Not Disturb</i> • <i>Less is More: Every Creature Can Make a World of Difference</i> • <i>The Lorax</i> • <i>The People Who Hugged The Trees</i> 	<ul style="list-style-type: none"> • <i>A River Ran Wild: An Environmental History</i> • <i>Come Back, Salmon</i> • <i>Just a Dream</i> • <i>Milo and the Magical Stones: A Book with 2 Endings</i> 	<ul style="list-style-type: none"> • <i>Making a Better World: Protecting Our Air, Land, and Water (series)</i> • <i>The Man Who Planted Trees</i> • <i>Thunderbird</i> • <i>When the Monkeys Came Back</i> 	<ul style="list-style-type: none"> • <i>Circle Within a Circle</i> • <i>Walden</i> • <i>Watership Down</i>
<p>Wild School Sites: <i>A Guide to Preparing for Habitat Improvement Projects on School Grounds</i></p>	<ul style="list-style-type: none"> • <i>The Amazing Dirt Book</i> • <i>Compost! Growing Gardens From Your Garbage</i> • <i>The Little Island</i> 	<ul style="list-style-type: none"> • <i>Linnea in Monet's Garden</i> • <i>Looking at the Environment</i> • <i>Nature Watch</i> • <i>One Small Square: Pond (series)</i> 	<ul style="list-style-type: none"> • <i>Housing Our Feathered Friends</i> • <i>Joyful Noise: Poems for Two Voices</i> • <i>Nature All Year Long</i> 	<ul style="list-style-type: none"> • <i>The Curious Naturalist</i> • <i>The Young Naturalist</i>

Help Us Add to the Wild About Reading Annotated Bibliography

The book I read is: _____

Author: _____

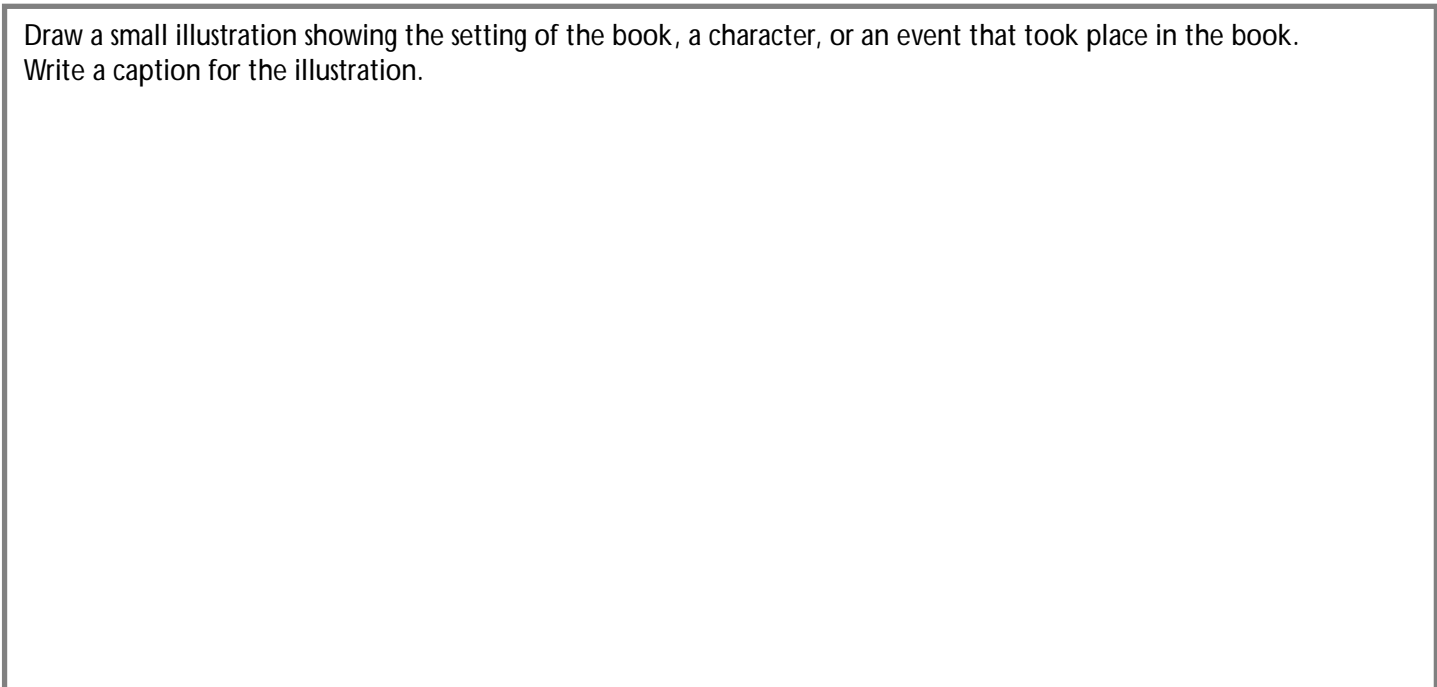
Illustrator: _____

Publisher: _____

Write a brief summary of the book. Don't give away the ending, but let us know what the book is about.

What do you think about this book? Give a recommendation and review. _____

Draw a small illustration showing the setting of the book, a character, or an event that took place in the book. Write a caption for the illustration.



Be a Historian!

Here's some interesting information about the 200-year-old pioneer farm at Blackacre.

Use this and the information you collect on the following pages to **be creative!**

In 1780, Edward Tyler and his family came down the Ohio River to the Falls of the Ohio. He and his wife Nancy set out to build a new life in the frontier region called Kentucky. By 1785 he bought more than 1,000 acres of land. Blackacre is part of that land he bought. One of his sons, Moses, began building on this land by 1790. In 1979 Moses Tyler's farm became Blackacre State Nature Preserve.

As you explore the old farm, look for the first building built by Moses Tyler. Look at the size of the logs inside the building. Imagine how hard it was to lift them into place. When you walk into the main door, you are standing in a place called the dogtrot. On each side, there are storage areas called cribs, for corn and hay. There are ladders going up to the hayloft, another area where hay is stored. The places where animals are kept are called stalls. This building is the _____.

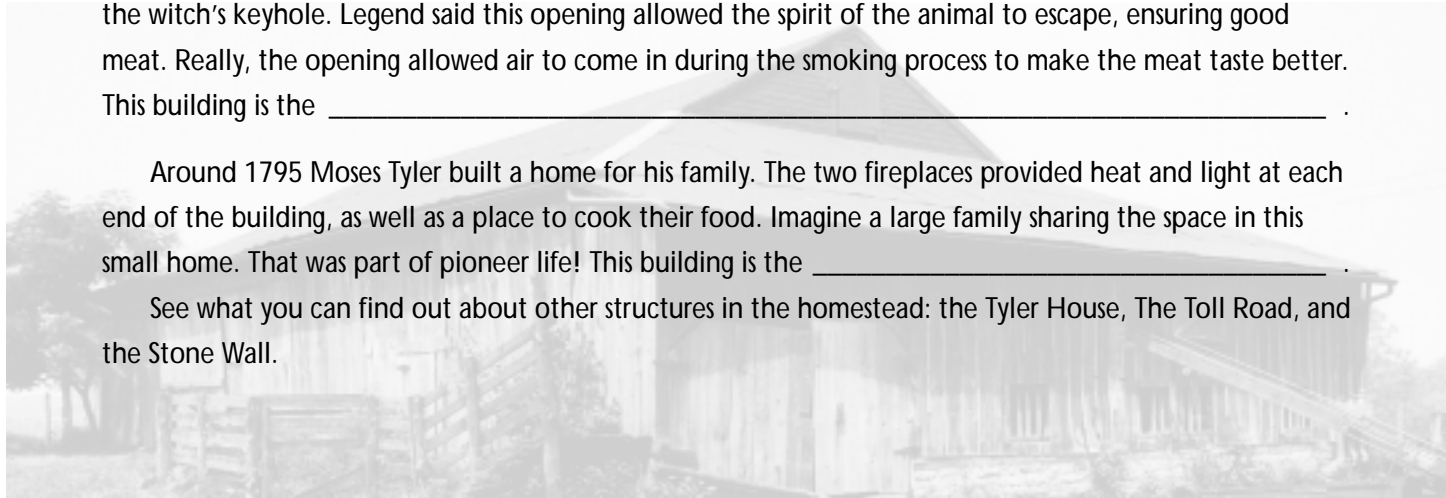
Another building you'll see was first a home. Later, it became a place where carriages were stored. Some of the carriages were lifted off the wheels and axles, and hung from the rafters to make more room. When you go in this building, look at the rafters to see parts worn away by ropes holding the carriages. This building is the _____.

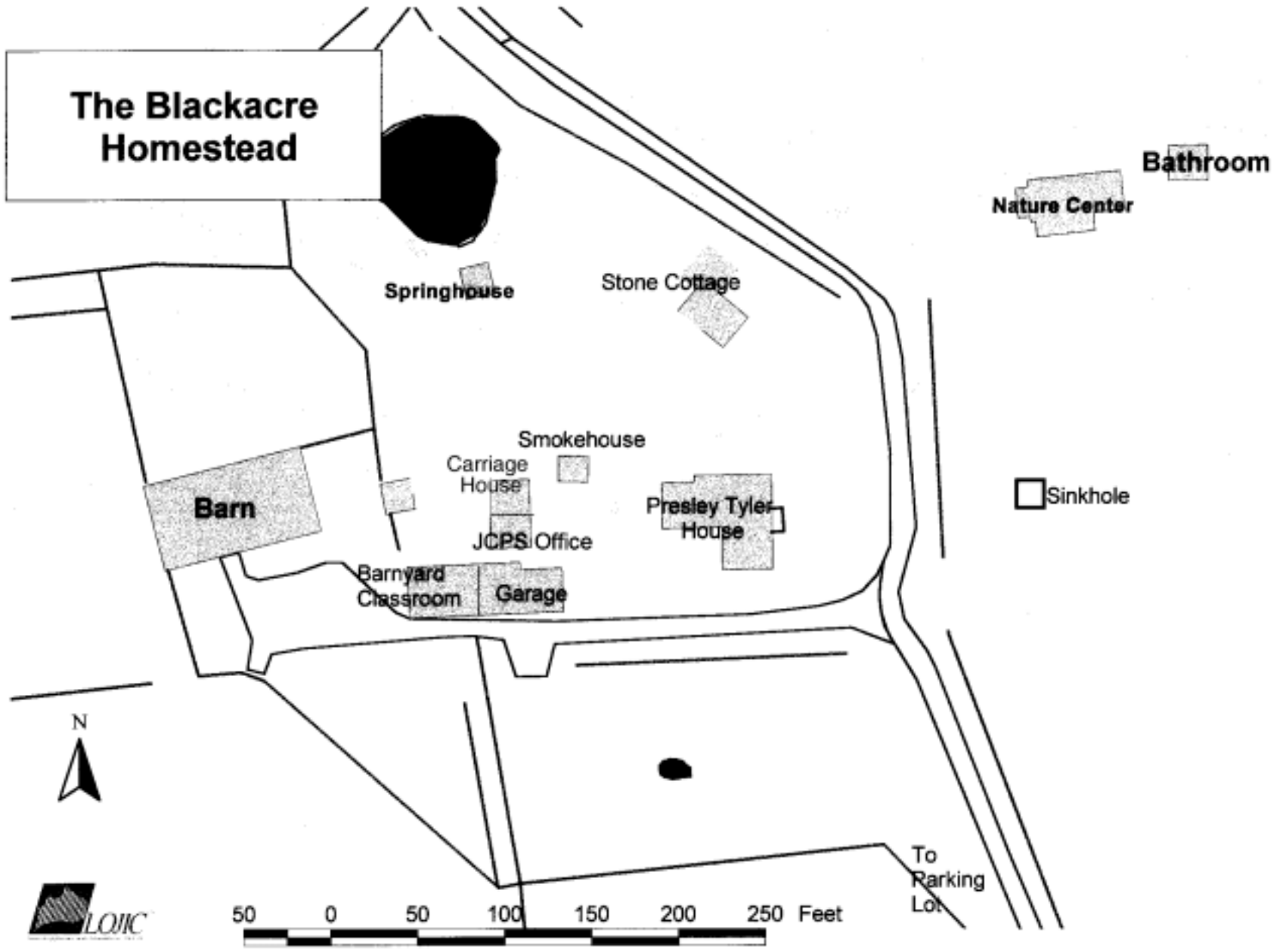
Pioneer farmers like the Tylers used underground water supplies to keep food chilled as well as to provide cool drinking water. They constructed a building right over the top of this water supply to hold in the air cooled by the cool water. Eggs and crocks of cream and butter were stored on the lower level right in the water. The second story was used for foods that didn't spoil so quickly like cider, salted or smoked meat, jellies, jams, and pickles. This building is the _____.

Imagine the smell of hickory smoke as you near the small, brick building. In this building, pork and beef were put through the smoking process to keep the meat from spoiling. The opening on the back is called the witch's keyhole. Legend said this opening allowed the spirit of the animal to escape, ensuring good meat. Really, the opening allowed air to come in during the smoking process to make the meat taste better. This building is the _____.

Around 1795 Moses Tyler built a home for his family. The two fireplaces provided heat and light at each end of the building, as well as a place to cook their food. Imagine a large family sharing the space in this small home. That was part of pioneer life! This building is the _____.

See what you can find out about other structures in the homestead: the Tyler House, The Toll Road, and the Stone Wall.





Buildings on a Pioneer Farm

Building	What does the building look like?	What do you see around the building?	Why was this building important?
Barn			
Springhouse			
Carriage House			
Stone Cottage			
Smoke House			

Comparing How People in the Past and Present Satisfy Their Basic Needs

People need food, clothing, shelter, and water to survive. Think about how you and your family take care of these needs. Then think about how the Tyler family provided for their basic needs at Blackacre in 1800.

Basic Needs	Present (2000)	Past (1800)
FOOD		
WATER		
SHELTER		
CLOTHING		

Wants (luxuries)	Present (2000)	Past (1800)

Natural Resources and Basic Needs

The Tyler family chose Blackacre as a good site for a farm because of the natural resources.

What natural resources did they use to make the buildings? _____

What natural resources helped Blackacre to be a good place to grow food and raise animals? _____

The wildlife at Blackacre also must have the basic needs in order to survive. The needs of wildlife do not include clothing but include water, food, and shelter. As you walk through the woods, fields, and near the ponds, think about how these animals use natural resources to provide for their basic needs.

Animal	Shelter	Food	Water
Squirrel			
Frog			
Wyandotte Ants			
Birds			

Pioneer Tools

Find the following pioneer tools that are on exhibit in the barn and sketch them.

Visualize a modern tool or power tool in place of the pioneer tool.

Is there still a need for each tool you see? Why or why not?

<p>Froe-A knife-type wedge used to split shingles, laths, and clapboards</p>	<p>Mallet-Once in wide-spread use due to the rarity of iron hammers in early American history</p>	<p>Scorp-A finishing tool to hollow out wood for bowls</p>	<p>Auger-A tool to make a hole in wood</p>
<p>Gouge-A round chisel</p>	<p>Crossdraw Saw-Used in cutting logs into sections after a tree has been downed</p>	<p>Scythe-A blade on a bent lever to cut tall grasses or grains</p>	<p>Hayfork-A tool to move hay or grains from one location to another</p>
			<p>Adze-A tool that made surfaces smooth on a beam after being prepared by a broadaxe</p>

Create a Landscape Showing a Pioneer Farm



Blackacre/Farm Words

Buildings

stone cottage
 farmhouse
 springhouse
 tool shed
 smokehouse
 carriage house
 barn
 hayloft
 dogtrot
 crib
 stall
 field

Garden Flowers

marigolds
 zinnias
 four o'clocks
 bee balm
 red salvia

Blackacre History/Pioneer Life

Toll road
 Tyler Family
 Sewing
 Food preservation
 Quarry
 Flax
 Wool
 Weaving
 Candle-making
 Farm chores
 Basic needs

Garden

plow
 tractor
 hoe
 shovel
 compost
 mulch
 weeds
 soil
 dirt
 field
 plants

Vegetables

corn
 tomatoes
 beans
 green peppers
 lettuce
 broccoli
 cauliflower
 spinach
 zucchini
 potatoes

Orchard

apple trees
 peach trees
 pear trees
 beehive
 honey

Meadow

grass
 sunny
 cedar trees
 insects
 wildflowers
 ant hills
 deer trails
 undergrowth
 humus
 tree canopy
 leaf litter

Wild Animals

deer
 fox
 coyote
 squirrel
 snake
 ground hog
 raccoon

Environment

recycling
 stewardship
 ecosystem
 flora
 watershed
 geology
 preserve
 food chain
 habitat

Nature Preserve Words

Woods

trees
 maple
 sassafras
 redbud
 honey locust
 tulip poplar
 oak
 amphibian
 reptile

Birds

cardinal
 blue jay
 woodpecker
 sparrow
 hawk
 robin
 turkey vulture

Other Words I Need

Stream

moving water
 algae
 frog
 bank
 salamander
 water strider
 watershed

Wild Flowers

bloodroot
 toothwort
 larkspur
 golden rod
 trillium
 wild violets
 aster

Pond

cattails
 fish
 turtle
 dock
 dragonfly
 watercress
 algae

Micro-Communities

rotting logs
 sinkholes
 ravine
 cave

My Blackacre Word Wall











WEATHER REPORT

Date: _____

Temperature:
Morning: _____
Afternoon: _____

Wind: _____

Weather Symbols

Clear		Nimbus	
Cirrus		Snow	
Cumulus		Thunderstorm	
Stratus		Sleet	

Cloud type: _____
Precipitation: _____

How did the weather affect your day at Blackacre?









WEATHER REPORT

Date: _____

Temperature:
Morning: _____
Afternoon: _____

Wind: _____

Weather Symbols

Clear		Nimbus	
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

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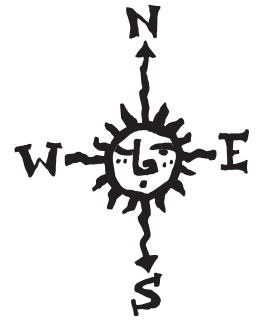
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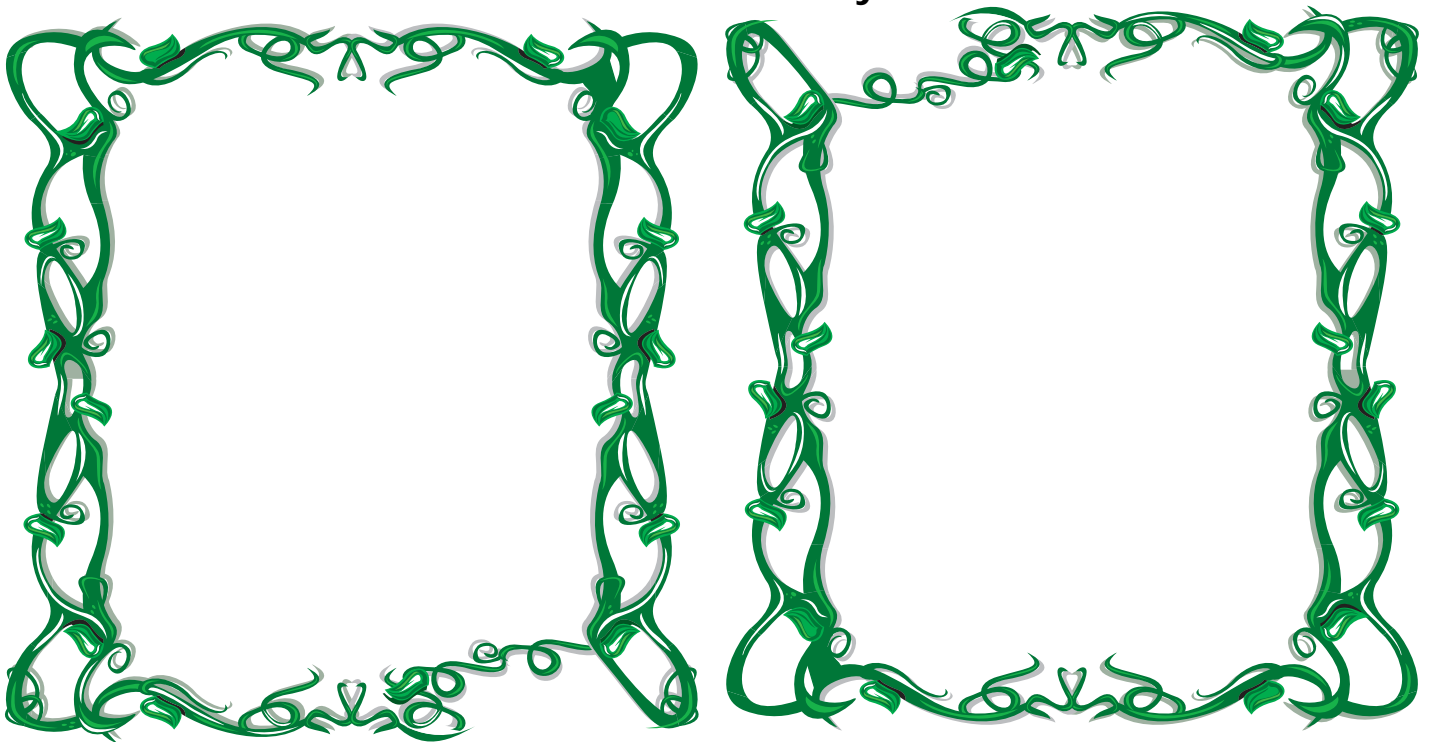
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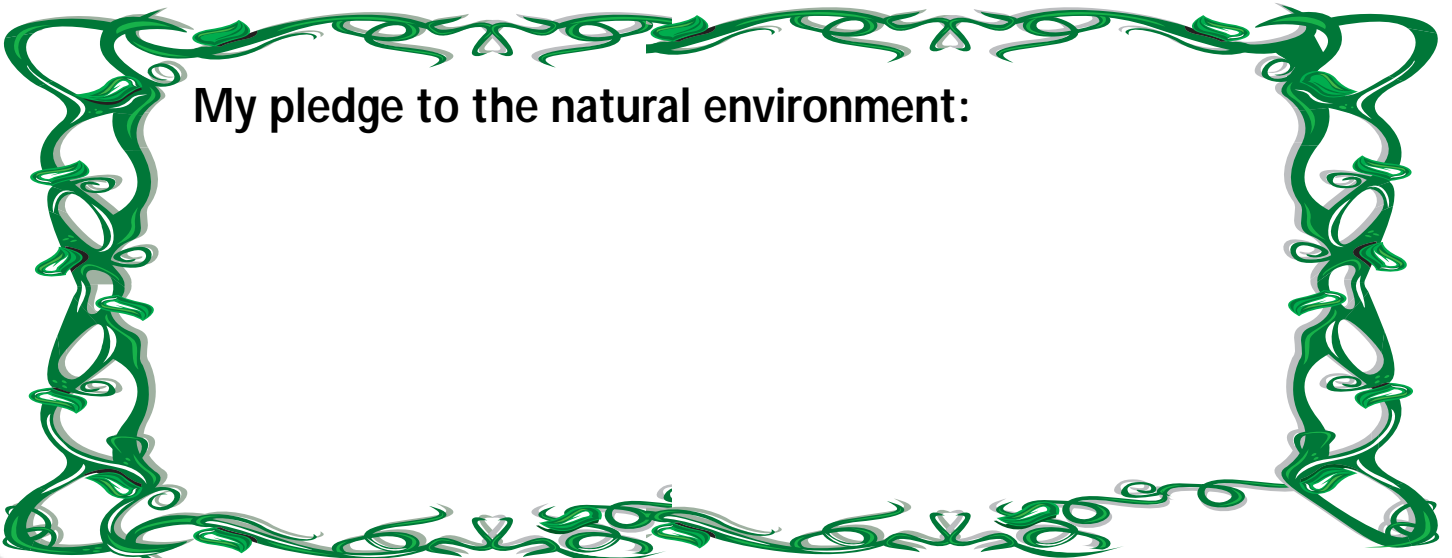
My Reflections



This page is for you to write about how learning outdoors at Blackacre has changed you. Do you think about the environment differently? Did you discover different ways to learn? In what ways have you discovered the “naturalist” in you?



My pledge to the natural environment:



Be a Naturalist at Blackacre!



**Habitats, Plants, Animals, Geology,
Food Chains, Tree Identification,
Water Cycle,
Weather, Gardening
Find Out More!**

Environment Exploration

Date: _____

Time: _____

Weather: _____

Circle the environment you are studying: Field Forest Pond Stream Meadow

Plants	Animals	Description of the Ground	Other Observations

Draw a picture of the _____.

Word Bank

sunny	water	leaves	dry	cattails	bushes	wet
algae	shady	grass	fish	trees	insects	dock
squirrel	moss	cedar trees	frog	numus	wildflowers	bank
birds	brown	dragonfly	dirt	black	ants	
eggs	salamander	nest	riffle	pool	sandy	

Science: Organisms and Their Environment SC-E-3.3.2

Additional Resource: www.eNature.com

Science: Process Skills: Observation

Environment Exploration

Date: _____

Time: _____

Weather: _____

Circle the environment you are studying: Field Forest Pond Stream Meadow

Plants	Animals	Description of the Ground	Other Observations

Draw a picture of the _____.

Word Bank

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Science: Process Skill: Observation

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Draw a picture of the _____ .

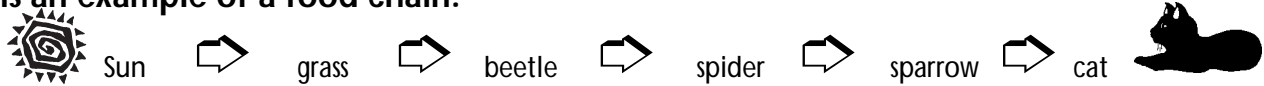
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eggs	salamander	nest	riffle	pool	sandy	

Food Chains

Food chains are systems of energy transference. What is the energy source of any food chain?

Here is an example of a food chain.



Go to Jackson's Pond. Look for a food chain that is a part of the pond habitat. Make a drawing and label each part as a producer, consumer, or decomposer.

Make a food chain that might be found in the meadow or woods habitat.

Blackacre Geology Trail

Trail Sites	Observations
Site No. 1: Spring Does the water come out between definite rock layers?	
Site No. 2: Cave How do you think the cave was formed?	
Site No. 3: Sinkhole What causes sinkholes?	
Site No. 4: Gully What is the difference in the way the cave was formed and the way the gully was formed?	
Site No. 5: Waterfalls How will the waterfalls be different years from now?	
Site No. 6: Rock Quarry What evidence do you see that this is not a natural formation?	
Site No. 7: Streambed How are the outside curves and the inside curves different?	
Site No. 8: Boulders How can trees affect boulders? Describe.	
Site No. 9: Stone Cottage/ Stone Fence Where did the stones in the cottage and fence come from?	
Site No. 10: Toll Road How has erosion affected the gravel and cobblestones?	
Site No. 11: Soil Profile Pit How is the top layer different from the bottom layer?	



Use the Internet to find eNature.com. This Web page gives you access to field guides for all kinds of plants and animals.

On the eNature home page, choose a field guide. Which field guide did you start with (i.e., birds, amphibians, trees)?

What did you select on the next menu?

Name the specific plant or animal you found.

What did you find out that is most interesting to you? _____

Draw a picture of the plant or animal you chose. Make it look as realistic as possible.



Create a Database

Using the information from your scientific observations and research, create a plant or animal database with five fields of your choice. Include ten records. You might need to survey classmates to get your ten records.

Remember, that a *record* is an individual account of a person, place, or thing.

A *field* gives specific information about the person, place, or thing.

Example: I want to create an animal database.

For my fields I want to include the following:

1. The animal **name**
2. The **location** where it was seen
3. What the animal was doing (its **behavior**)
4. The **date** it was seen
5. The **time** it was spotted

My first record might look like this.

	Animal	Location	Behavior	Date	Time
1.	Deer	Meadow	Running	5/9/01	9 a.m.
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Design a plant database. What fields would you include?

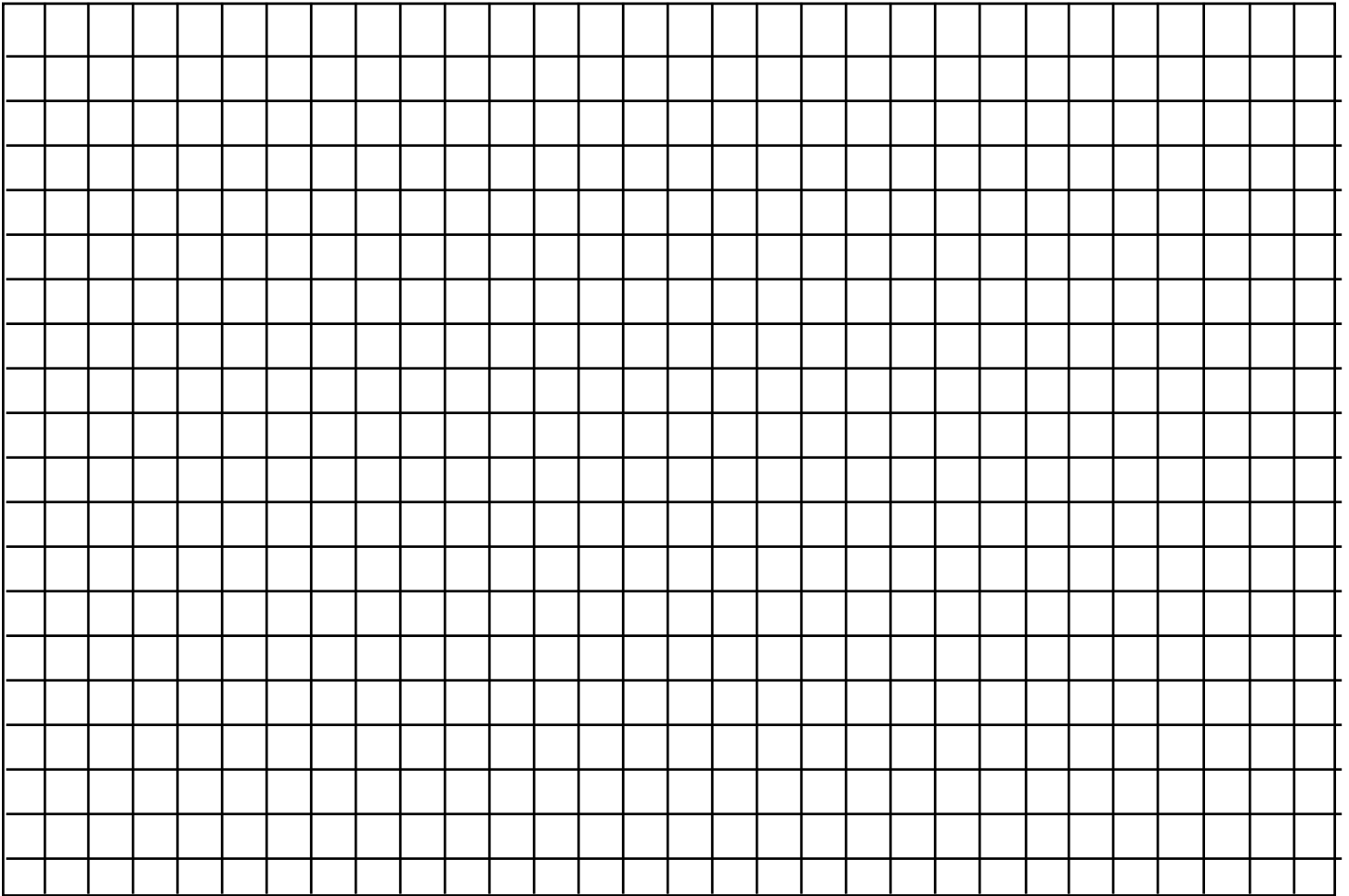
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1.				
2.				
3.				
4.				

How Big Is an Acre?

- Estimate a square acre. Pace off your estimate in the field and mark the corners with orange flags. Use the trundle wheel to measure your estimate.
- The actual measurement of my estimate is a square with _____ ft. on each side.
- Leave the flags showing your estimate in place.
- Next, use the trundle wheel to measure a square 208.5 ft. on each side. This is a square acre. Mark the corners with white flags.
- Is your estimate close to the actual measurement, smaller, or larger? _____ .

Use the grid below to show your estimate of an acre and the actual acre. Label each.
Decide on the scale. For example, each square on the grid equals 20 feet.



How many square feet are in an acre? _____ .

Native-American Mathematics

It is said that this method was used to measure the height of a tree to determine if it were tall enough for tipi (lodge) poles.

1. Locate a tree.
2. Walk away from the tree.
3. Face away from the tree.
4. Bend over and look between your legs.
5. If you can't see the top of the tree, walk a few steps further away; then repeat the process for sighting the top.
6. When the top of the tree comes into view, stand up and walk back to the trunk of the tree, counting paces as you go. The number of paces to get back to the trunk should be the approximate height of the tree.
I walked _____ paces to get to the trunk of my tree.
7. Convert your paces to standard measurement by measuring the length of each pace, using a yardstick or tape measure. My pace is _____ inches long.
8. If I multiply the number of paces times the number of inches in each pace, I will find out how many inches tall the tree is.
9. How can you figure out how many feet tall your tree is? _____

10. Make a drawing of how you measured the approximate height of your tree.

Do a Census!

As you hike, explore, sit, observe; keep your eyes open for the birds of Blackacre.
Keep a tally going; then graph your findings.

Cardinal _____

Blue Jay _____

Chickadee _____

Hawk _____

Crow _____

Goldfinch _____

Robin _____

Turkey Vulture _____

Titmouse _____

Red-Bellied Woodpecker _____

Downy Woodpecker _____

Eastern Bluebird _____

Barn Swallow _____

Other _____

Make a bar graph or line graph of your findings.



Write a description of the information the graph shows. What did you learn about the birds of Blackacre by watching and counting them? _____

What else can you do a census of? _____

Map Reading

Using a map of Blackacre, plan a hike. Draw the route on the map. Use the legend and the compass rose to describe the hike.

What is your point of origin?

In what direction will you be traveling first? Describe what you see as you walk on this part of the hike.

When you change directions, in what direction will you be walking? Does the land look different? Tell what you might see.

Does your hike pass by a pond? Are there any other features listed in the legend that you will pass on your hike?

Use the scale to measure the approximate length of your hike.

A mile is 5,280 feet. Is your hike more than a mile, less than a mile, or about a mile long?

Naturalist Checklist

You can identify a child or adult who has a strong naturalist intelligence through observation. Usually a naturalist is a person who:

- is very comfortable outdoors
- chooses to read books and watch programs about animals and the ecosystem
- nurtures living things (plants and animals)
- readily follows cyclic phenomena such as tides, seasons, phases of the moon, and climate
- recognizes patterns, colors, and classifications
- automatically uses senses to explore the environment
- observes patiently
- feels a definite connection and relationship with nature
- feels an affinity for natural habitats such as oceans, forests, deserts, and wetlands
- wants to view and appreciate the aesthetics of nature
- favors natural settings over the human-influenced environment
- is renewed by visiting natural settings
- is constantly aware of surroundings
- touches and explores "yucky things"
- enjoys collections of rocks, minerals, leaves, flowers, shells, feathers, and so on
- seeks music related to nature
- prefers to go to a zoo over an amusement park
- sets up feeding stations for birds, small mammals, and other wildlife
- participates in volunteer projects that benefit plants, animals, watersheds, or Earth
- uses binoculars, telescopes, microscopes, and hand lenses when observing
- feels satisfaction in learning names of flowers, trees, animals, rocks and minerals, cloud types, volcanoes, and so on
- collects articles, posters, pictures, figurines, stuffed animals that relate to wildlife or nature
- grows plants (gardens, window boxes, indoor plants, herbs)
- photographs or sketches animals, plants, habitats (places)
- shares observations with others (enjoys showing something such as a flower blooming or small insect)
- shows a sense for detail and notices even the smallest things
- manipulates equipment to find out more about environmental water test kits, butterfly nets, plant presses, and so on
- makes crafts and projects of natural materials (dried arrangements, plant presses, shells, and wood)
- documents by sketching, photographing, or listing natural phenomena
- names pet stores, aquariums, wild life parks, zoos, farms, and so on as "special places"
- enjoys recreations such as hiking, fishing, mountain or rock climbing, cross country skiing, camping, sailing, scuba diving, and so on