

Standard Four – Lesson Four

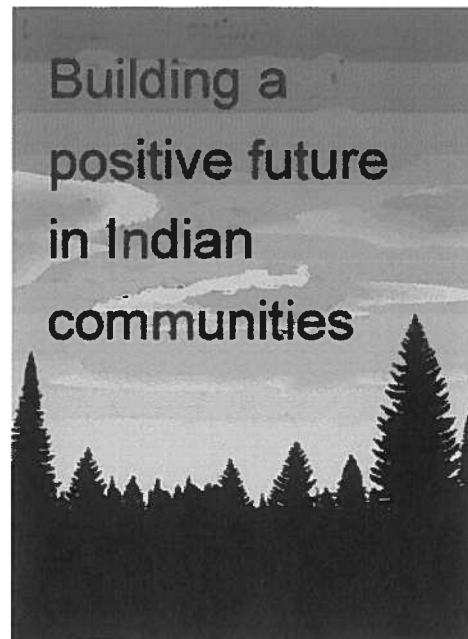
Achievement Goal:
Describe several benefits of using the lands for education, natural foods, exercise, and recreation.

Time:
Two class periods

Core:
Economics



For Grades 2-3



Background:

In the past, American Indians were very innovative in how they survived by relying on their environment. They became extremely knowledgeable about wildlife, plants and natural resources. Today, the ability to live by exclusively relying on nature has been diminished. However, land and water continue to be important sources of food and recreation. With proper care, lands will continue to be a source of nourishment and recreation for generations to come. Students will become detectives and learn through tracking and fishing about how land and water can be used as a source for natural foods, exercise and recreation.

Preparation:

- From blue construction paper layout a large area on the floor approximately 3-4 feet by 3-4 feet. This will represent a pond of water.
- Cut out large outlines of fish on heavy paper. Have enough fish to provide at least one for each student. If you wish to teach the students some basics about conservation, create more than one fish per child and fish of several sizes – some very small and some very large. Attach a large paper clip to each fish.
- Using sticks, make fishing poles by attaching a round magnet on a string dangling from the stick. Have 3 or 4 fishing poles so each student can quickly have a turn.
- Draw the tracks of different mammals on paper. Have several different mammals represented, such as the wolf, the bear and the deer. The tracks will be placed on the floor in paths leading across the room. The paths should be separated and in different areas of the room. (Samples are attached at the end of this lesson).
- Have toy stuffed animals for each of the mammal tracks represented. Pictures can be used in place of the stuffed toy animals – or other representations of these animals.

Student Activity:

Day One

- Begin the lesson by telling the students they are going to be “nature detectives”. Have a discussion about the natural gifts that land and waters provide them. Talk about natural foods. Ask the students to share stories of the times they exercised or did something recreational. This could include running, camping, biking, boating or hiking. Ask them where they did these activities.
- Tell the students they are going to track several animals that share the natural environment. Divide the students into three groups. Have each group begin tracking by following one set of tracks. The tracks will lead them to the animal they were tracking.
- Have the students return to their seats. Ask them to tell what they know about the animal their group tracked.
- Talk to the students about using land for exercise and recreation and for specific activities such as hiking, nature-watching and hunting.

Day Two

- Begin the lesson by talking about the natural gifts from water. Water can be in the form of the sea, lakes or streams. Ask the students if they like to eat fish. Ask them if they have gone fishing with friends or family. Today they will pretend to go fishing.
- Divide the students into groups – one group for each fishing pole. Have them go to the pond of water. Taking turns, they will use the fishing pole to catch a fish. The magnet on the fishing pole will grasp a paper clip. If you are teaching the children about conservation, tell students who catch the small fish to throw them back in the pond. Explain that this is done so the small fish live to grow larger, which improves the quality of the fishing for everyone.
- Have the students take their fish to the desks. Talk to them about how fish are a food source. Ask them what would happen if they did not leave any fish in the pond. Also talk to them about fishing as recreation and other water recreation such as boating, water skiing or swimming. Ask the students to share what they know about these things.
- Have the students color and decorate their fish.

Evaluation:

- Watch the students track their animals. Determine if they can follow the path to their animal. Listen as they then share what they know about that animal. Ask them about recreational uses of the land, including nature-watching and hunting.
- Listen to the students tell what they know about the sea, lakes or streams for food and for recreation.

Resources:

Book:

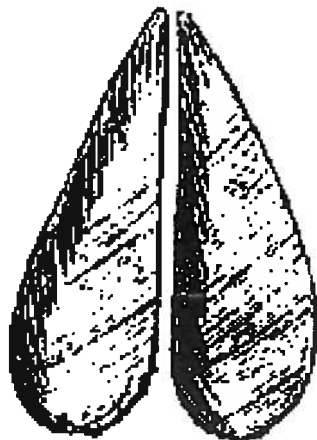
1. Halfpenny, James. A field guide to mammal tracking in North America. Boulder, CO: Johnson Books, 1986.
2. National Wildlife Federation Backyard Buddies program, <http://www.nwf.org/kidzone/kzPage.cfm?siteId=2>
3. “Beartracker’s Animal Tracks den”, personal website devoted to tracking, <http://www.bear-tracker.com/>

Sample Animal Tracks:

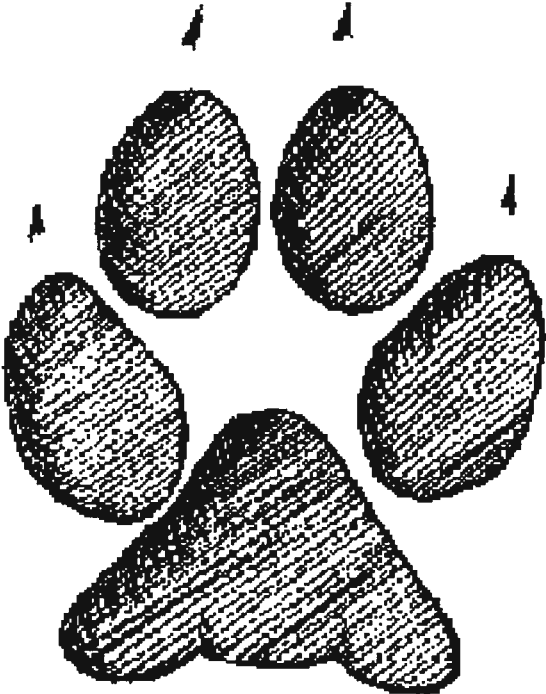
Bear:



Deer:



Wolf:



Sample Fish:

