



This group of curriculum offers lessons created by Ball State University Department of History professor, Dr. Ron Morris senior year undergrad students.

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**Unit:** What does it mean to be a property owner?

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### **Abstract**

This unit entitles learners to take a critical look at what it means to be a property owner. The children will have the opportunity to discover public and personal property. They will focus on what personal property means to them and how to take care of it. The children will engage in multiple activities that emphasize the importance of responsibility and respect to improve the environment. The children will answer the critical question that if everyone didn't take care of the community, what would happen? After engaging in a discussion, the children will know how what it means to be a property owner.

### **Focus Questions**

- 1.) What are characteristics of property owners? What do they do?
- 2.) What are similarities and differences in public and personal property?
- 3.) What can we do to help improve the community?

### **Instructional Resources**

#### **Materials:**

- Dump truck and trash realia
- Pictures of public and private property
- Pictures of No Trespassing signs
- Responsibility chart poster

#### **Books and songs:**

- *I Just Forgot* book by Mercer Mayer
- *Me on the Map* by Joan Sweeny
- *Rosie's Walk by: Pat Hutchins*
- *What if Everyone Did That?* by Ellen Javernick
- *The Way I Act* by Steve Metzger and Janan Cain
- "This Land is Your Land" by Woodie Guthrie

#### **Websites:**

- <http://www.nature.org>
- [http://www.safetysign.com/private-property-signs?&gclid=CjwKEAiAr4vBBRCG36e415-11wSJAAatjJZVZoq9K4YvIaxJsLH-00OLw76JOemxiWCTGsWyhqqYxoCqTjw\\_wcB](http://www.safetysign.com/private-property-signs?&gclid=CjwKEAiAr4vBBRCG36e415-11wSJAAatjJZVZoq9K4YvIaxJsLH-00OLw76JOemxiWCTGsWyhqqYxoCqTjw_wcB)

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<b>Benchmarks</b>	<b>Assessment Tasks</b>	<b>Key Concepts</b>
K.2.1 Give examples of people who are <i>community</i> helpers and leaders and describe how they help us. K.2.4 Give examples of how to be a <i>responsible</i> family member and member of a group with <i>ownership</i> . K.3.1 Use words related to location, direction and distance, including here/there, over/under, left/right, above/below, forward/backward and between. K.3.2 Identify maps and globes as ways of representing Earth and understand the basic difference between a map and globe. K.3.7 Recommend ways that people can improve their <i>property</i> in the <i>environment</i> , at home, in school, and in the neighborhood.	Demonstrate how to be helpers by coming to the Children of Indiana Nature Park as a community helper they would like to be one day. (Ex. policeman, firefighter, teacher, garbage man, dentist.) Children will be able to identify at least three ways they (themselves and their community helper) can help the community/ environment. (K.2.1, K.2.4, K.3.7)  Decode at least five location words used during the Hen Walk Activity (Obstacle Course). Children will discuss whether to use a map or globe to solve the maze. (K.3.1, K.3.2)	Ownership Environment Community Responsibility Property

## Teacher Made Materials

### Lesson 1: My Place in the World

Teacher or other adult will start the lesson by reading the story *Me on the Map* by Joan Sweeny to have the children develop a sense of their place in the world. The adult will have engaging questions to ask the learners during the story such as their safe place, what type of community they live in, and more. The adult will then have the children participate in a crafting activity based on place in the world. The activity will consist of the children layering circles from greatest to smallest. The circles will be labeled as: My Planet, My Continent, My Country, My State, My City, and My House. Each circle will be labeled and decorated with a representative image. The learner will be asked how they can improve their community during this activity and will represent this through their images. This will introduce the children to geography,

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environment, and the community. If the children are having a difficult time creating the crafted activity, a condensed version is acceptable. The learner may pick three of the six circles to create.

## **Lesson 2: Improving environment and community**

Teachers or other adults will facilitate a discussion with the children about the environmental impact of pollution and other ways humans impact the environment. We will discuss: What is pollution? What human activities create pollution? A good way to introduce this lesson would be. Talk about problems that may occur when garbage is not disposed of properly. Learners will have an opportunity to talk about who is affected by pollution, what kinds of things pollute our environment and ways in which we can avoid polluting our world. Children will have the opportunity to participate in a recycling center simulation. The children will sort “trash” into respective bins together and then use that “trash” for future art projects. While the children are participating in the activity, we will continue to discuss why it is important to protect our environment and why we should reduce, reuse and recycle. Children will be split into groups and each group will be asked to design a poster including ways in which we can reduce, reuse, and recycle waste. Each poster should be creative, colorful, and present at least two facts about pollution and two ways in which we can reduce, recycle, or reuse waste.

## **Lesson 3: Citizenship**

Teacher or other adults will engage in a group discussion with children on what it means to be a good citizen. The adult will make a chart of responses provided through children and previously determined responses. The chart will provide the responses that a child can be a good citizen by helping, cooperating, working hard, trying their best, following laws and rules, and making good choices. After the discussion, learners will complete a “Doing what is right” activity. This will include scenario cards while the children have to determine what the right thing is to do.

## **Lesson 4: Public Property**

To begin this lesson, listen and sing along with the tune “This Land Is Your Land” Show children pictures of public signs and ask learners what they think the word “public” means. Show pictures of public parks. Ask the children why public spaces are in the community and ask them if they can think about what a community looked like if there were only public spaces in a community. Talk to the children about the school they go to. Ask the children what the “common” areas are in the school. What areas in the school are public and what areas of the

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school are more private? (e.g.: principal's office) Ask the children to think about ways they could make common places better for everyone? Talk to children about volunteers, how do volunteers make common areas a better place? Ask learners to make a poster about how they can take care of their public commons.

### **Lesson 5: Private Property**

Ask children what they think the word “private” means as well as the term “No Trespassing.” Show the children indoor and outdoor signs that influence “private property.” The learners will have to sort street signs to private property and public property. Learners will discuss their reasoning during the sort. If children are unable to sort the property signs or need assistance, the teacher or other adult may accommodate to the learners through working in two teams. The children will list several places that are considered private property in their community. The adult will explain why it is not safe to travel in an area with a “No Trespassing” sign and what dangers there could be.

### **Lesson 6: Respect:**

The teacher or other adult will ask children what respect means and how it is used. The adult will show the children how they use respect in an everyday routine such as saying please and thank you. The adult and children will create a chart of what respect looks like and sounds like. The adult will read the story *The Way I Act* by Steve Metzger and Janan Cain. The adult will discuss that the way children act has repercussions. The children are responsible for their own actions and will discuss respect and responsibility for the upcoming field trip to the Children of Indiana Nature Park.

### **Lesson 7: Responsibility**

Learners will define what responsibility means to them. The teacher or other adult will explain that responsibility is doing what they think is right or doing something you are trusted to do. After this discussion, the adult will have the children show them examples of what is responsible and what is not responsible. For example: a messy vs clean desk. The adult will call on children to name responsibilities at school, home, the environment, and him or herself. The learners will then think of a responsible goal each week to help the classroom environment such as making sure the books are put away nicely and making sure the carpet is always clean. This will connect the activity to the environment, setting goals, and health.

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### **Lesson 8: Taking care of Public property**

Learners will be reminded of what public and personal property is from lesson two. After reviewing, the teacher or other adult will discuss how it is the people's responsibility to take care of the community. For example, a park cleanup project. The learners and adults will collaboratively make a list on a public place to take care that they are responsible for. After the children accomplish this, they will create a full day plan of action. This plan will lay out what they can do to help their community, where they will be going, how they will help. This will be a good opportunity for the adult to mention the Children of Indiana Nature Park with district assignments. The adult will remind the children that public property needs to be respected and involves responsibility.

### **Lesson 9: Taking Care of Private Land**

This lesson is centered on the responsibilities of taking care of land (Characteristics of property owners include: cutting grass, maintaining homecare, and recycling, feeding and cleaning up after pets, and cleaning dishes/laundry/rooms). The lesson will start with the teacher or other adult reading the children a book about responsibilities at home *I Just Forgot: A Little Critter Book* by: Mercer Mayer. This is start a discussion with the children about responsibility that they have at home. As they have the discussion the adult says something like, "I know that each of us has done many things to help around our homes, one day we will each have our own homes, "What we can do to be responsible landowners?" (Adult creates a chart with the suggestions made by learners). The children are told to create a chores list with their family so they can be more responsible. Once the children have done this they will have their parents sign a document stating that they are now responsible enough to own their own piece of land. Children will explain what they did and how that helps their home and community in class discussion the next day. The adult will then go into discussion with the children about similarities and differences of public and private property. A sample question to discuss is, "Based on the list of responsibilities we shared for being a landowner, what are some responsibilities that a school would have in common?" Sample responses include, "Cleaning up toys and materials, recycling, cutting grass". The adult could also ask, "What are responsibilities of schools that we do not do at home?" Sample responses include, "Watching after and teaching learners".

### **Lesson 10: Landowners**

The children will receive the Nature IN-Deeds from the Children of Indiana Nature Park. The teacher or other adult will say something like, "I know that each of you are responsible and know

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how to take care of land! I am trusting you to put this land to good use. Create a picture of your land, including three drawings that show what you can and will do to take care of your property from the Children of Indiana Nature Park”. Some questions the adult can ask are, “What are you going to do with your land?” “You are now a property owner. How are you going to take care of it?” “Is your land private or public property? Why?” “How does your land help the community?” Once the children have shared their drawings with the adults and other children, the adults will hand out the Nature IN-Deeds. Learners will be given the chance to go to their coordinates in the upcoming days when they take a field trip to the Children of Indiana Nature Park.

### **Assessment Task I**

**Abstract:** Children will focus on others in the community and what they do to help. People and parents are invited to come and share their experiences with the learners. Children are encouraged to ask these people questions as they speak. Children will then come to the Children of Indiana Nature Park dressed as a community helper (Examples: Policeman, Fire fighter, Doctor, Dentist, Teacher) The children will be asked to talk about who they are and how they help the community during their trip to the Children of Indiana Nature Park explaining three ways they help. The adults will give the students several options asking them to pick the best one for their community helper. End by having the students choose the best option and explain their reasoning. After this they will create a land sign for their property (no trespassing, welcome, (insert child’s name)’s home, the farm, caution) these signs are based on things that children see in their everyday life. The children will then have the opportunity to create their own map representing their piece of land. End with children placing their sign into their piece of land (given to them by the Children of Indiana Nature Park).

**Prompt:** Have several community helpers come to talk with the children that work in the community. Allow children to ask questions and inquire about how they help. Children will then choose a community helper to represent and talk about. They will also think about ways they can help the community and others can also help. Taking on the role of property owners, the children will create property signs.

**Directions:** Children will be given the option to pick a community helper. They will then talk about what they do and how this helps the community. Children must have at least three ways they help the community. Children will then create a property sign to demonstrate what they have learned. End with discussion about helping the environment.

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**Procedure:**

1. Have community helpers come to talk about their careers and how they help the community.
2. Children will then choose one community helper that they want to dress up like (The teacher or other adults will help them with choosing one).
3. Children come dressed as this helper to the Children of Indiana Nature Park and talk about what they do for the community with the rest of the children (this can be set up as a job fair or circle time depending on preference). Adults give students scenario questions and have the student pick the best choice based on their community helper. Have the student explain their choice. Example: A fireman see a cat stuck in a tree, he can help by getting a ladder and climbing to help the cat, the fireman can get the hose out and spray the cat, or the fireman can call a police officer to come and help.
4. The children then create a land sign to place into their piece of land at the Children of Indiana Nature Park.
5. Have a group discussion about ways we can all work together to help the environment (example: recycling) Write the suggestions on a large piece of paper and display how we will work together as a community at the Children of Indiana Nature Park to help the environment. Invite children to draw pictures and work together on this banner.

**Rubric:**

<b>Benchmark</b>	<b>High Pass 4 Points</b>	<b>Pass 3 Points</b>	<b>Low Pass 2 Points</b>	<b>No Pass 1 Point</b>
<b>K.2.1</b> Give examples of people who are <i>community</i> helpers and leaders and describe how they help us.	Learners are able to explain three ways the person they dressed as is a community helper.	Learners are able to explain two ways the person they dressed as is a community helper.	Learners are able to explain one way the person they dressed as is a community helper.	Learners are unable to explain how the person they dressed up as is a community helper.
<b>K.2.4</b> Give examples of how to be a	Learners are able to explain three ways they themselves can be	Learners are able to explain two ways they themselves can be	Learners are able to explain one way they themselves can be	Learners are unable to explain any



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<i>responsible</i> family member and member of a group with <i>ownership.</i>	community helpers.	community helpers.	community helpers.	ways they can be community helpers.
<b>K.3.7</b> Recommend ways that people can improve their <i>property</i> in the <i>environment</i> , at home, in school, and in the neighborhood.	Learners are able to share three ways to help the environment.	Learners are able to share two ways to help the environment.	Learners are able to share one way to help the environment.	Learners are unable to share any ways to help the environment.
K.3.3 Locate and describe places in the school and <i>community.</i>	Learners create a property sign for their land at the Children of Indiana Nature Park based on understanding of land ownership (Ex. no trespassing, welcome, do not enter)	Learners create 85% or more of the property sign for their land at the Children of Indiana Nature Park based on understanding of land ownership.	Learners create less than 85% of the property sign for their land at the Children of Indiana Nature Park based on understanding of land ownership.	Learners do not create a property sign for their land at the Children of Indiana Nature Park based on understanding of land ownership (Ex. no trespassing, do not enter)

## Assessment Task II

### The Hen's Walk

**Abstract:** As a class, we will read *Rosie's Walk* by: *Pat Hutchins*. This book is about a little hen who walks around town while a fox is lurking after her. Rosie goes throughout town and takes many paths to get back to her chicken coop. As a group, we will discuss the language that is used in the book: under, over, past, across, and through. The teacher or other adult will set up a representational layout that corresponds with the book. The adult will read aloud directions that are taken from the text and the children will have to perform the task as if they are Rosie.

Example: Rosie walked OVER the haystack. The learners would need to make sure they walked

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OVER whatever was represented as the haystack. This will show the adult what the children understand as location words. Throughout the Hen's Walk, the students will have the opportunity to pick a spot in the room to "live." These spots will have some sort of attribute that the children will find necessary. For example, one spot may have a river close by. One spot may have an apple orchard nearby. The students will be able to pick their place to live, and then explain to the facilitator and peers why their spot is the best (for them.) After doing this, students will create their own maps for their piece of land at the Children of Indiana Nature Park. They will need to create at least one landmark on their land (home or statue) and explain how to get to this landmark to an adult in at least three steps.

**Prompt:** Teacher or other adult will read aloud the book *Rosie's Walk by: Pat Hutchins*. The book will be read as a group. A big book will be used (Large Copy.)

**Directions:** Children will notice the room is set up with a number of obstacles. The teacher or other adult will inform the children that they are to think and act like Rosie. She walked through town and she was very quiet - so the children are to do the same. The room will be set up almost like a board game. The adult will say something like "Rosie went over the haystack and around the pond." The children would then complete that task. Each child would be able to go through the obstacles and make their way back to the chicken coop." Once completing the task, students will be asked to pick a place to "live." After they have picked their place, they will explain to their peers why their space is the best. Then, the students will be given paper to work on their own maps (including at least 3 steps and at least one landmark).

**Procedure:**

1. Read Rosie's Walk by: Pat Hutchins
2. Set up room and have every student put on their "Rosie Caps" (thinking and acting like Rosie)
3. Explain that the children are to listen carefully to the map directions and location words and then act them out.
4. Learners will start the obstacle course as Rosie did.
5. Watch to see if children seem confident in their location words.
6. When completed, ask children if it would be easier to make a picture of Rosie's walk on a map, or on a globe. Have them explain why.
7. Have students pick a place to "live." Have students explain why their spot is the best.

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8. Have children recreate Rosie's walk on a map by using arrows and symbols. Students must include at least 3 steps and one landmark that they are giving directions to.

**Rubric:**

<b>Benchmark</b>	<b>High Pass 4 Points</b>	<b>Pass 3 Points</b>	<b>Low Pass 2 Points</b>	<b>No Pass 1 Point</b>
<b>K.3.1</b> Use words related to location, direction and distance, including here/there, over/under, left/right, above/below, forward/backward and between.	Learners listen and respond to all 5 location words during the activity.	Learners can listen and respond to 3 or 4 location words during the activity	Learners can listen and respond to 1 or 2 location words during the activity.	Learners are not able to respond to any location words during the activity.
<b>K.3.2</b> Identify maps and globes as ways of representing Earth and understand the basic difference between a map and globe.	Learners are able to correctly identify a map and a globe. They are able to give 2 reasons why maps are important and 2 reasons why globes are important. Learners is able to create a map of Rosie's walk that another child could	Learners are able to correctly identify a map and a globe after self-correcting. They are able to list 1 way why maps are important and one way that globes are important. Learner is able to create a recreation of Rosie's walk	Learners are able to identify a map and a globe with adult assistance. They are able to list 1 way that either a map or a globe is important. Learner is able to create a map for Rosie's walk, but is incorrect.	Learners cannot correctly identify a map or a globe. They cannot list a reason why maps and globes are important. Learner does not create a

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follow.

via a map and is  
decodable.

map of  
Rosie's walk.

Learners are able  
to create a map of  
their land at the  
Children of Indiana  
Nature Park using  
at least 3 steps to  
get to one specific  
landmark on their  
land.

Learners are able  
to create a map of  
their land at the  
Children of  
Indiana Nature  
Park using at least  
2 steps to get to  
one specific  
landmark on their  
land.

Learners are able to  
create a map of  
their land at the  
Children of Indiana  
Nature Park using  
at least one step to  
get to one specific  
landmark on their  
land.

Learners are  
unable to  
create a map  
of their land  
at the  
Children of  
Indiana  
Nature Park  
using at least  
3 steps to get  
to one  
specific  
landmark on  
their land.



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**Unit:** Making Nature Ours Again

**Abstract**

In this unit students will discuss the importance of nature and exploring the outdoors. The students will give their opinions about why they think people spend less time outdoors and discover different benefits of interacting with nature. Students will have the opportunity to test their knowledge of Indiana's nature and wildlife and discover some of the beautiful state parks all around Indiana. Students will learn how they can help take care of the environment, create ads to promote spending time outdoors, and finally engage in a debate on the benefits of technology and the benefits of nature.

**Focus Question**

Why are people spending less time outdoors in today's society?

How can nature and humans benefit each other?

If you could do one thing to improve our environment what would it be? Why?

<b>Benchmarks</b>	<b>Assessment Tasks</b>	<b>Key Concepts</b>
<p>SS 6.1.17 Discuss the benefits and challenges related to the development of a highly technological society.</p> <p>SS History 6.1.20 Analyze cause and effect relationships, keeping in mind multiple causations, including the importance of individuals, ideas, human interests, beliefs and chance in history.</p> <p>SS History 6.1.22 Form research questions and use a variety of information resources to obtain, evaluate and present data on people, cultures and developments in Europe and the Americas.</p>	<p>Research a park in or around your county. Create a presentation that explains where the park is located, what specific things you can do at the park, how you can keep the park clean and why parks are important to citizens of Indiana (SS 6.1.20, SS 6.3.13)</p> <p>Spend time outside exploring and discovering the benefits of the outdoors and then create an ad to present and be displayed in the school explaining how nature and spending time outdoors can benefit humans (SS 6.1.20, SS 6.1.22)</p>	<p>Nature                      Technology                      Exploring Environment                      Parks</p>

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SS Geography 6.3.13 Explain the impact of humans on the physical environment in Europe and the Americas.	Engage in a debate with one group of students supporting the benefits of technology and the other group of students supporting the benefits of nature. Arguments should demonstrate why technology and nature are important to society. (SS 6.1.17, SS 6.1.20)	
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### **Instructional Resources**

University of Minnesota. (2014). *How Does Nature Impact Our Wellbeing*. Retrieved October 5, 2016, from Taking Charge of Your Health & Wellbeing:

<http://www.takingcharge.csh.umn.edu/enhance-your-wellbeing/environment/nature-and-us/how-does-nature-impact-our-wellbeing>

American Society of Landscape Architects. (2016). *Health Benefits of Nature*. Retrieved October 5, 2016, from American Society of Landscape Architects:

<https://www.asla.org/healthbenefitsofnature.aspx>

Department of Natural Resources. (2016). *Parks & Lakes*. Retrieved October 5, 2016, from DNR: <http://www.in.gov/dnr/parklake/2392.htm>

State Symbols USA. (2016). *Indiana*. Retrieved October 5, 2016, from State Symbols USA: <http://www.statesymbolsusa.org/states/united-states/indiana>

The Nature Conservancy. (2016). *Get The Deeds*. Retrieved October 5, 2016, from Children of Indiana Nature Park: <http://www.ilovemyland.org/deeds>

### **Catalog of Lessons**

#### **Lesson 1: Why Are We Not Spending Time Outdoors?**

Students will first be asked to name as many different types of flowers, birds and trees that they can remember. This will help activate background knowledge, and show the teacher the students' current knowledge. Students will state how much time they spend using technology versus how much time they spend outdoors. Students will then write a

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short paragraph about why they think people have started to spend less time outdoors. Students will also write one paragraph about what kinds of things they could be missing out on by not spending time outdoors.

### **Lesson 2: How Nature Benefits Humans**

The class will go outside and explore nature. After the students are given some time to walk around and explore, we will sit in a circle and discuss how nature benefits humans. We will ask the students questions about how they feel while they are outside. Do they feel calm? Do they feel happy? Do they feel active? We will talk about how nature can benefit humans emotionally, physically and mentally. After discussing why it is important to spend time in nature we will go back inside, and the students will create an advertisement that will persuade people to spend more time in nature. Students will be able to create this ad using a video, speech, or poster.

### **Lesson 3: Exploring Our Nature Parks**

The students will learn about deeds and what they are for and then they will go online to <http://www.ilovemyland.org/deeds> and collect their personal Nature IN-Deed for their county. The students will then do research to see if there are any state or regional parks in or around their county. Students will split into groups and each group will choose a park that is either in or around their county. The students will have to find out things that you can do at the park, how you can take care of it, and each group will give their own explanation of why nature parks are important to Indiana.

### **Lesson 4: Keeping Our World Clean**

Now that students understand how nature is beneficial, we will discuss how we can take care of the environment. We will discuss littering, recycling, healthy habitats, replanting trees, and “keeping it better than you left it.” We will discuss how littering can be harmful, and provide examples of what we can do about it! Then, the students will be part of a community clean up. We will go to a local park and pick up trash. After the community clean up, we will ask students how they can help take care of the environment every day (recycling, picking up trash, planting trees).

### **Lesson 5: Let’s Debate**

The students will take part in a debate that will push the students to analyze the benefits of both technology and nature. Students will need use key ideas from the unit to support their argument. We will split the class into two teams. One team will argue the benefits of technology, and the other team will argue the benefits of nature over technology.

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## Assessment Task 1

### Abstract

This task is designed to make students aware of the nature resources around them and to teach them how to do research and collect information.

### Prompt

Use the website <http://www.ilovemyland.org/deeds> to introduce students to the idea of deeds and different counties. Have students print their own Nature IN-Deed from the website. Students can use the school newspaper, library, or credible websites to do research.

### Directions

“We are going to look at what deeds are and even collect our own personal deed for our county. We are then going to take a look at the different state parks in and around our county. You all are going to get the opportunity to look at these state parks and do some research/presentations in groups. While you are researching your group’s state park, ask yourself these questions:

1. Where is this state park located?
2. What can you do at this specific state park?
3. How can you help keep the park clean?
4. Why are state parks important to Indiana?

“Once you have completed your research you may begin putting together your presentation using posters, power point, videos or prezis.”

### Procedures

The teacher gives a mini lesson about land and deeds to the students and then has them go online to <http://www.ilovemyland.org/deeds> to collect their personal Nature IN-Deed for their county. While online, students will research to see what parks are in and around their county. Students will also research and discuss two beneficial and two negative aspects of a dirty park. This will require students to consider alternatives and opposing viewpoints. The students will eventually discuss and research to conclude that clean parks are more beneficial than a dirty park. The teacher will bring the students back and split them up into groups of two or three. Each group will pick a park that is in or around their county and create a short presentation about the things you can do at that park, how to keep it clean, and each group will explain why they think parks are important to Indiana. Students can create posters, videos, stories, power points or prezis to present their information. At the end of the week the students will present their park projects to the class. The projects the students created may also be displayed in the public library.



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<b>Benchmark</b>	<b>1 No Pass</b>	<b>2 Low Pass</b>	<b>3 Pass</b>	<b>4 High Pass</b>
SS History 6.1.20 Analyze cause and effect relationships, keeping in mind multiple causations, including the importance of individuals, ideas, human interests, beliefs and chance in history.  SS Geography 6.3.13 Explain the impact of humans on the physical environment in Europe and the Americas.	The student did not explain where the state park is located, 0 things to do at the park, 0 ways to keep the park clean no paragraph about why state parks are important o Indiana.	The student did not explain where the state park is located, 1 thing to do at the park, 1 way to keep the park clean, and only 4 sentences about why state parks are important to Indiana.	The student explained where the state park was located, 2 specific things to do at the park, 2 ways to keep the park clean, and 1 paragraph about why state parks are important to Indiana.	The student explained where the state park is located, provided 3 or more specific things to do at the park, 3 or more ways you can impact the environment by keeping the park clean, and 1 or more paragraphs about why state parks are important to Indiana.

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## Assessment Task 2

### Abstract

Students will work in pairs to create an advertisement to persuade people to spend more time in nature. The purpose of this activity is for students to examine the importance of nature. However, students will also consider reasons why some people may argue nature is not important. Students will conduct research or surveys to support the final conclusion of how nature is ultimately beneficial to humans emotionally, physically and mentally. Students will need to be creative to spread this message to others. The student's advertisements will be displayed in the school library, as well as the school website (the advertisements and link to the school website could also be mentioned in the local community newspaper.)

Students can use the following websites to help begin their research process:

<http://www.takingcharge.csh.umn.edu/enhance-your-wellbeing/environment/nature-and-us/how-does-nature-impact-our-wellbeing>

<https://www.asla.org/healthbenefitsofnature.aspx>

### Prompt

Prior to this assessment task the class will spend time exploring nature. The class will have a discussion on how nature can benefit humans emotionally, physically and mentally. The students will then be put into pairs to create an ad (adding a layer of previous discussions about technology) to spread a message to people about the importance of nature.

### Directions

The teacher will split the class into pairs or small groups. Each pair or group will be given the option of creating an ad using video recording, poster paper or presenting a speech. Materials for each of these different options will be provided. Students will be informed that their ad should focus on the benefits of nature on humans, and should persuade the audience that nature is important. The ads should also be creative and interesting in order to capture the audience's interest.

### Procedures

The teacher will have all materials needed for this activity on a table. These materials should include video cameras, poster paper, markers, construction paper, scissors and glue. The teacher will then split the class into small groups and explain to the students that they will be creating an ad that will persuade people to spend more time in nature.

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This ad should be creative and include some of the benefits of nature that the class had previously discussed. The teacher will then tell the students that they can create a poster, video recording or speech. The students will also have access to a computer if they want to use sound effects or images. If there is no available computer, the teacher can provide images that can be used. Students may also be able to go outside and take their own pictures of nature. After the students have finished, each group will show the class their ad.

<b>Benchmark</b>	<b>1 No Pass</b>	<b>2 Low Pass</b>	<b>3 Pass</b>	<b>4 High Pass</b>
SS History 6.1.20 Analyze cause and effect relationships, keeping in mind multiple causations, including the importance of individuals, ideas, human interests, beliefs and chance in history.	Student's ad does not include any examples of how nature can benefit humans.	Student's ad does not include any examples of how nature can benefit humans.	Student's ad includes two examples/reasons that nature benefits humans.	Student's ad includes three or more research based examples/reasons that nature benefits humans. These examples/reasons cover varying benefits (emotional, physical and mental).
SS History 6.1.22 Form research questions and use a variety of information resources to obtain, evaluate and present data on people, cultures and developments in Europe and the Americas.				Student's ad uses common interests of the community to persuade local citizens to spend more time in nature.

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### Assessment Task 3

#### Abstract

The students will be dividing into two groups. One group will be speaking about the benefits of technology and the other group will be speaking about the benefits of nature. The students will engage in a debate using what they have learned throughout this unit. The teacher will take pictures of the debate to be displayed on the school website. Students will write a brief paragraph stating the final conclusion of the debate, and a few of the arguments that were discussed. This paragraph can be provided with the pictures on the school website.

#### Prompt

Students can use the website <http://www.takingcharge.csh.umn.edu/enhance-your-wellbeing/environment/nature-and-us/how-does-nature-impact-our-wellbeing> to gather information about the benefits of nature. Students do more research to find other articles and websites to help support their case of either the benefits of technology or the benefits of nature.

#### Directions

“Throughout this unit we have looked at the many benefits that nature can have on our lives and health. We have also discussed that the reason we miss out on some of these things is because technology has become a bigger part of our world than ever before. We are going to split the class up into two groups and hold our own debate about the benefits of both technology and nature.”

#### Procedures

The teacher splits the class into two groups and assigns one group as the technology group and the other group as the nature group. The students are given two days to research and collect information that they can use to support their claims during a debate. Once the two days are up, the students will come together and engage in a debate presenting what they found in their research to challenge the other debate team.

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<b>Benchmark</b>	<b>1 No Pass</b>	<b>2 Low Pass</b>	<b>3 Pass</b>	<b>4 High Pass</b>
SS 6.1.17 Discuss the benefits and challenges related to the development of a highly technological society.  SS History 6.1.20 Analyze cause and effect relationships, keeping in mind multiple causations, including the importance of individuals, ideas, human interests, beliefs and chance in history.	The students state 1-2 items from their research to support their team's claim. The students have 0 rebuttals during the debate.	The students state 3 items from their research to support their team's claims. The students have 1 rebuttal during the debate.	The students state 4 items from their research to support their team's claims. The students have 2 rebuttals during the debate.	The students state 5 or more items from their research to support their team's claims. The students have 3 or more rebuttals during the debate. At least one of the team's claims identify an important interest to humans to support their claim.



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**Abstract**

Students will discover what boundaries are, and what kinds exist in nature and their community. Students then will compare and contrast the land and environment of their community through maps and photos. Students will discover how our choices can impact nature and then come up with ideas and solutions to protect the boundaries of nature. Lastly, students will write newspaper articles to collectively make a class magazine about their learning experience through the unit.

**Focus Questions**

1. How are we using our land and the environment?
2. How are we using boundaries to protect our environment?
3. How have our communities changed over time representing to human-environment interaction?

**Instructional Resources:**

*About the Park | Children of Indiana Nature Park.* (2016). Retrieved September 20, 2016, from <http://www.ilovemyland.org/about-the-park>

*"Boundaries."* West's Encyclopedia of American Law. 2005. Retrieved September 23, 2016 from Encyclopedia.com: <http://www.encyclopedia.com/doc/1G2-3437700596.html>

Centerville, Indiana Map. (n.d.). Retrieved September 29, 2016, from [http://www.waynet.org/maps/map\\_centerville.htm](http://www.waynet.org/maps/map_centerville.htm)

D. (2014, July 19). *Boundaries in Nature.* Retrieved September 23, 2016, from <https://natureandwildlifepics.com/2014/07/19/boundaries-in-nature/>

*Indiana Department of Natural Resources.* (n.d.). Retrieved September 20, 2016, from <http://www.in.gov/dnr/parklake/7243.htm>

Obenchain, K. M., & Morris, R. V. (2007). *50 social studies strategies for K-8 classrooms.* Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Spooner, A. M. (n.d.). *What Environmental Protection Laws Exist in the United States? – dummies.* Retrieved September 23, 2016, from <http://www.dummies.com/education/science/environmental-science/what-environmental-protection-laws-exist-in-the-united-states/>

Wayne County 1893 Indiana Historical ... - Historic Map Works. (n.d.). Retrieved

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September 29, 2016, from

[http://www.historicmapworks.com/Atlas/US/7770/Wayne County 1893/](http://www.historicmapworks.com/Atlas/US/7770/Wayne%20County%201893/)

*Welcome to an Engaged Community.* (2006). Retrieved September 20, 2016, from

<http://www.town.centerville.in.us/>

West, K., & Evers, J. (2012). *Boundary*. Retrieved September 23, 2016, from

<http://nationalgeographic.org/encyclopedia/boundary/>

**Teacher Made Resources:**

- maps and photo collections of community and/or park (Lesson 2)  
(<https://www.google.com/maps/place/Centerville,+IN+47330/@39.8138502,-85.0019132,4538m/data=!3m1!1e3!4m5!3m4!1s0x886aabbbd1e3634d:0x70cfba84dde8be0!8m2!3d39.8178246!4d-84.9963518>)  
([http://www.historicmapworks.com/Atlas/US/7770/Wayne County 1893/](http://www.historicmapworks.com/Atlas/US/7770/Wayne%20County%201893/))  
([http://www.waynet.org/maps/map\\_centerville.htm](http://www.waynet.org/maps/map_centerville.htm))  
(<http://www.ilovemyland.org/getattachment/about-the-park/Tab-1/Visit-the-Park/Getting-to-the-Park/Learn-more-about-the-deeds-on-the-property/ChildrenOfIndianaNatureParkAllTrailsCounties.pdf.aspx?lang=en-US>)

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- items to use for ‘trash’ in Lesson 4 game: paper, school supplies, books (items that have a lighter weight to them)
- decision tree or decision grid models to show students (pg. 82-83 from Obenchain, K. M., & Morris, R. V. (2007). 50 social studies strategies for K-8 classrooms. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.)

**Catalog of Lessons**

**(If needed, some lessons can be split between 2 days)**

**Lesson 1: What are Boundaries? Stations**

The class divides into even groups and visit stations with role-playing to help students discover what boundaries are. After all the groups have visited each station, students will discuss the different types of boundaries that can be seen around a community, what other boundaries might be seen around their own community. While in the stations, allow students a few minutes to discuss why these boundaries might be needed. Example stations can include: a dog inside an electric fence with a person walking just outside the fenced area (with students acting as the dog, the electric fence, and the person), two

<b>Benchmarks</b>	<b>Assessment Tasks</b>	<b>Key Concepts</b>
<ul style="list-style-type: none"><li>• Describe how your <u>community</u> has changed over time and how it has stayed the same. (SS 3.1.8-History 2014)</li><li>• Explain the importance of being a responsible citizen of your community, the state and the nation. Identify people in your community and the state who exhibit the characteristics of good <u>citizenship</u>. (SS 3.2.5- Civics &amp; Government 2014)</li><li>• Use a variety of resources to demonstrate an understanding of regional <u>environmental</u> issues and examine the ways that people have tried to solve these problems. (SS 3.3.12-Geography 2014)</li><li>• Identify and describe how human systems and physical systems have impacted the local <u>environment</u> and its <u>boundaries</u>. (SS 3.3.13-Geography 2014)</li></ul>	<p>Students will write at least three newspaper articles based on the following topics (based on the benchmarks):</p> <ul style="list-style-type: none"><li>• At least one informational/ research article</li><li>• At least one persuasive/opinion article</li><li>• At least one piece about the <u>environment</u> and/or how we interact with it</li><li>• At least one piece about <u>boundaries</u> in a <u>community</u></li><li>• At least one piece about being a good <u>citizen</u></li><li>• At least one piece about our community contract (problem/solution)</li></ul> <p>Students may combine ideas from above in one article as long as the topic is covered (except the persuasive and informative pieces must be separate).</p> <p>(All benchmarks covered with details for measuring in the assessment task rubric.)</p>	Boundary Citizenship Community Environment



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neighbors' yards separated by a fence (with students acting out as the neighbors and the fence itself), cars driving around in a parking lot near a busy street (with students acting as the cars, markers for the parking lot, other objects on the busy streets such as other cars or people). Adults can rotate and observe the centers to make sure students are getting the big idea about how boundaries are meant to keep us safe and to be aware of our surrounds (such as a parking lot is meant for cars, not for children; an electric fence to keep a dog from running off or chasing someone; and to let people know where your property is and how far it reaches-land wise). Have students document their reflections and insights about the use and purpose of boundaries in their nature journals (Day 1). As an extension, or if time permits, help students research and find their deed to the Children of Indiana Nature Park (Nature IN-Deed) and see where they are on the map of the park. (Will eventually need this information for later lessons.)  
<http://www.ilovemyland.org/deeds>)

#### **Lesson 2: How Have Our Boundaries Changed?**

Provide students with older and recent maps of the neighborhood/town/city and the Children of Indiana Nature Park –Centerville. Or follow the link provided, or search Centerville on Google Maps, go to satellite view and show students the map and photos provided. (<https://www.google.com/maps/place/Centerville,+IN+47330/@39.8138502,-85.0019132,4538m/data=!3m1!1e3!4m5!3m4!1s0x886aabbbd1e3634d:0x70cfba84dde8be0!8m2!3d39.8178246!4d-84.9963518> ) Have students compare and contrast different about how the layout of the land has changed over time. (They can document their findings in their nature journals-Day 2a) You could split students into groups in needed or pairs depending on amount of materials and copies. If you have pictures of the community buildings (before and after photos), present them to show change over time (for example: if a building was build more recently, what used to be there-land?) Discuss with students why the layout has changed over time-what was the purpose(s)? Was it due to human/environment interaction? How drastically has the land changed? How are we making use of our land and resources? Briefly give some examples of boundaries in nature (water/river paths, wildlife sanctuaries, forests). Discuss with students ways to enjoy nature. Talk with students about their piece of land in the Children of Indiana Nature Park (their Nature IN-Deeds), as one example of how to enjoy nature. Have them discuss how the park might have changed to give them their land deeds, or how the parkland is still changing (updating the trails). In their nature journals (Day 2b), have them draw an illustration of how their parkland could change over time if the nature boundaries were not in place.

#### **Lesson 3: Community Maps and Outdoor Bill of Rights**

Split the class in half. Have large poster paper or butcher paper, markers, pictures of Children of Indiana Nature Park and community, materials to make mini models, and

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other arts supplies ready. Refer back to the maps of the Children of Indiana Nature Park and neighborhood or community you referenced to in lesson 2. Students will be making either two-dimensional or three-dimensional maps (based on your preference or storage) of their community and your county's area of the Children of Indiana Nature Park. (Either students will have already or you will provide their deeds to the Children of Indiana Nature Park, i.e., Nature IN-Deeds, with their specific location in the park.) Have groups switch maps halfway in between so students get to view and work on both maps. Have students label the maps, show locations, show the boundaries/borders for buildings, their land plots, nature, and examples of human and environment interaction. Then, go over the Outdoor Bill of Rights with your students (follow this link: <http://www.in.gov/dnr/parklake/7243.htm>) Afterwards, have students look over their maps again and see if their communities allow them to follow all their rights as outdoor children. Have them think again about how the land is being used and its purpose. Which community is helping students be outside more, and do they as students take those opportunities to be outside? How might the maps look different if the land was used with another purpose? What if a new purpose that was meant to protect the environment? (If time permits, have students go back to the map and create new barriers and borders to give life or protect nature. What if the protective boundaries did not exist? Have students write and/or draw their reflections and answers to the above questions in their journal (Day 3). (Extension: on the Outdoor Bill of Rights website, there is a link where you can print off certificates for students and a checklist of the Bill of Rights for students to keep and mark off as they complete.)

#### **Lesson 4: Trash Trail Game**

You can have the whole class play as individuals or in small teams. Each student or team gets a backpack or bag that can hold a decent amount of weight. These start off empty. Find and use various objects of different weights or mass that could be used as "trash". Students or teams will draw a card (or could be picked from a category like a jeopardy board-could use technology or write the categories on whiteboard-you have the cards to match). The cards have examples, scenarios, or questions that involve breaking a nature/environmental boundary, harming the environment, helping the environment, or helping to keep a nature/ environmental boundary. If they pick a negative scenario for example, or they get a question wrong; they earn so many pieces of trash depending on the point value of the card (you can assign or the other students/teams can). If they get a positive scenario for example, or get a question right; they either do not gain a piece a trash, or can take a piece(s) of trash out of their backpack. As you go through these questions or scenarios, discuss as a class how it could impact the environment. The students or teams are playing the role of the environment in this game. As their weight grows, that is the burden humans can put on it if we do not take care of it. Decide how long you want to play or game or whenever you run out of cards or trash. The winner is whoever has the

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least amount of trash, and is dubbed the healthiest environment. In their nature journals (Day 4), have students document their experience while playing. What did they learn? Perhaps have them write a persuasive short piece about why they would want to be the clean environment or would not want to be a bad environment. What are the advantages and disadvantages to littering?

### **Lesson 5: Mini Society**

Your students will lead a town hall discussion about the environmental issues and problems happening in your communities. Have students help you come up with members of your mini society that would be helpful to have at this town meeting (town officials, environmental experts, families (parents and children), or nature park officials. You could even turn this into a panel discussion of community members talking to experts. Students come up with the environmental problem (could be fictional, but try to have them choose a real issue either affecting their community, their nature park community, or the nature park itself. Have students discuss what it takes to be a good citizen to nature. Students will then create and evaluate decision trees based on how they value the problem at hand and what possible solutions could take place. Then as a class, to end the town meeting, they can create a community contract that involves conserving and protecting their community and environment. Have students talk about one of their solutions, one of the ideas of the community contract, and the decision making process about being a good citizen to nature in their nature journal (Day 5).

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### Assessment Task 1

#### Abstract

Students will write a series of newspaper articles based on the topics of: impacts on the environment, their community boundaries, being a good citizen, our classroom community contract, and their experience of their learning from their nature journals. Students will combine these articles together to make a classroom magazine: Conserving Our Community.

#### Prompt

For this unit, we have been documenting our findings and experiences in our nature journals. We have been discovering what boundaries are, compared and contrasted our community over time, built community maps to illustrate how we use our land, played a game to see the positive and negative impacts on the environment, and we made a community contract to help preserve our environment and community. Now, imagine if we could share our knowledge to make a difference. Remember our mini society town hall meeting? We discussed problems in our environment of our community. Everyone can choose one of those problems to solve, for example littering! Imagine if the mayor could hear some of our solutions we created in our community contract. Imagine if the community could hear about everything we learned. Well, we are going to help them, by writing a class magazine: Conserving Our Community. Then we can send copies all around the neighborhood! We could even send a copy to our friends at the Children of Indiana Nature Park! You can refer back to your nature journals for insight, information, and to remember your experiences to help you while you are writing.

#### Directions

Students must write at least *three* articles, but may combine ideas from below in one article as long as the topic is covered (except the persuasive and informative pieces must be separate).

- At least one informational/ research article
- At least one persuasive/ opinion article
- At least one piece about the environment and our interaction with it
- At least one piece about boundaries in a community
- At least one piece about being a good citizen
- At least one piece about our community contract (problem/solution)

Students will use the different modes of research: Internet, reference books, and their nature journals to help them write and make a solution to their nature and environment problem they have chosen. Students will get into groups and these will be their peer

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editing and writing groups. They will help each other choose an environmental problem to discuss and solve, gather ideas, look at example newspaper and magazine articles, research, peer edit, and answer questions. Once all the articles are finished, students will help design the layout of the magazine, such as which articles should be grouped together by topic, what should the cover look like, and other added details in the publishing process.

**Procedure**

Materials needed: writing draft sheets, packets with assessment materials (blank timeline sheet included to fill out with students, along with a copy of the rubric for students to view, and a packet that explains the directions for the project), examples of good magazines and newspapers, access to a computer lab, and pens for the editing process. Hand out a packet that explains the project information, rubric, and the timeline for completing the articles and magazine. (Do this after the prompt, so students are not distracting looking at it while you are speaking.) This project may take around a week or so to complete, depending on the amount of time worked on inside and outside of class time. Also, collaborate with students about what an appropriate timeline for the project might look like, then set and plan that as a class. If your students are still trying to grasp the concepts of persuasive and informative writing, either give or refer them to a packet, booklet, or other classroom material to guide and aid them. Please remind students about the different modes of research they could be using: Internet, reference books, nature journals, and their classroom experience. Help students come up with a list of problems in nature or the environment (or refer back to your mini society town hall problems discussed back in Lesson 5) to give them ideas of problems they can solve and write about for their articles. Students can get into groups (the size of the group can be up to your discretion, as well as if groups are chosen by students or assigned) and these will be their peer editing and writing groups. They will help each other gather ideas, look at example newspaper and magazine articles, research, peer edit, and answer questions. You are the facilitator, are there to guide and aid in questions, and help keep students on track. You in the end will be taking the articles and the ideas from the students to publish and create the vision they had for the class magazine. Then, you will send out the magazines.

(Possible extension: if the Mayor is willing and available, perhaps invite him to be a guest speaker or even Skype with the class, after he/she has read through some of the articles, so he/she can address some of the ideas the students had for solutions. If the Mayor is not available, try other community members or a park representative.)

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Benchmarks	Score			
	1 No Pass	2 Low Pass	3 Pass	4 High Pass
<ul style="list-style-type: none"> <li>Describe how your community has changed over time and how it has stayed the same. (SS 3.1.8-History 2014)</li> <li>Explain the importance of being a responsible citizen of your community, the state and the nation. Identify people in your community and the state who exhibit the characteristics of good citizenship. (SS 3.2.5- Civics &amp; Government 2014)</li> <li>Use a variety of resources to demonstrate an understanding of regional environmental issues and examine the ways that people have tried to solve these problems. (SS 3.3.12-Geography 2014)</li> <li>Identify and describe how human systems and physical systems have impacted the local environment. (SS 3.3.13-Geography 2014)</li> </ul>	<p>Writes 0 articles.</p> <p>0-3 topics are included in articles.</p> <p>Did not reference their nature journal or classroom experience.</p> <p>No demonstration of knowledge of unit information is provided.</p> <p>No outside research is evident or cited.</p>	<p>Writes 1-2 articles.</p> <p>4 or 5 topics are included in articles.</p> <p>Referenced either their nature journal or classroom experience.</p> <p>Articles somewhat demonstrate knowledge of information provided in our unit.</p> <p>Outside research is evident and/or cited. (1 source)</p>	<p>Writes three articles.</p> <p>All the topics are included (6):</p> <ul style="list-style-type: none"> <li>At least one informational/ research article</li> <li>At least one persuasive/ opinion article</li> <li>At least one piece about the environment and our interaction with it</li> <li>At least one piece about boundaries in a community</li> <li>At least one piece about being a good citizen</li> <li>At least one piece about our community contract (problem/solution)</li> </ul> <p>Referenced their nature journal and classroom experience.</p> <p>Articles clearly demonstrate knowledge of information provided in our unit.</p> <p>Outside research is evident and cited. (At least 2-3 sources)</p>	<p>Writes more than three articles.</p> <p>All the topics are included and other topics are included. (6+)</p> <p>Referenced their nature journal, classroom experiences, and outside the school experiences.</p> <p>Articles clearly demonstrate knowledge of information provided in our unit.</p> <p>Outside research is evident and cited. (More than 3 sources)</p>