

Plants and People - 2hrs

The focus of this program is the many uses of plants and the various relationships between plants and people. Students rotate among three stations for different aspects of the topic.

Before you go

Inform students that they will be visiting Carpenter Nature Center to learn about the relationship between plants and people. Make sure that they are prepared for the weather because a majority of the time will be spent outside.

Timeline

After a brief introduction students will be divided into groups and rotate through three stations; a hike to CNC's prairie, a review of CNC's integrated pest management techniques at the orchard, and a brief look at how Native Americans used plants for dyeing cloth materials.

0:00-0:30	Introduction—Learn about the relationship between plants and humans by listing various things humans get from plants and how wildlife relies on plants to meet their basic needs
0:30-1:00	Station 1
1:00-1:30	Station 2
1:30-2:00	Station 3

After You Leave

Have each student pick a prairie plant to focus on for an independent project.

Wisconsin Standards

Carpenter Nature Center address and partake in performance standards to help meet content standards. Additional classroom activities may be needed to complete performance standards.

Fourth Grade:

Code	Performance Standard
A.4.1	When conducting science investigations, ask and answer questions that will help decide the general areas of science being addressed
B.4.2	Acquire information about people who have contributed to the development of major ideas in the sciences and learn about the cultures in which these people lived and worked
C.4.1	Use vocabulary of unifying themes to ask questions about objects, organisms, and events being studied
C.4.7	Support conclusions with logical arguments

Code	Performance Standard
C.4.8	Ask questions that might help focus or further an investigation
E.4.8	Illustrate human resources use in mining, forestry, farming, and manufacturing in WI and everywhere
F.4.4	Using science themes, develop explanations for the connection among living and nonliving things in various environments
G.4.1	Identify the technology used by someone employed in a job or position in WI and explain how the technology helps

Fifth and Sixth Grade performance standards are listed on the back.



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Fifth and Sixth Grade:

Code	Performance Standard
A.8.1	Develop their understanding of the science themes by using the themes to frame questions about science related issues and problems
A.8.2	Describe limitations of science systems and give reasons why specific science themes are included in or excluded from those systems
B.8.1	Describe how scientific knowledge and concepts have changed overtime in the earth, space, life, environmental, and physical sciences
C.8.11	Raise further questions which still need to be answered
E.8.1	Using the science themes, explain and predict changes in major features of land, water, and atmospheric systems

Code	Performance Standard
E.8.6	Describe through investigations, the use of the earth's resources by humans in both past and current cultures, [particularly how changes in the resources used for the past 100 years are the basis of efforts to conserve and recycle renewable and non renewable resources
G.8.1	Identify and investigate the skills people need for a career in science or technology, and identify the academic courses that a person pursuing such a career would need
G.8.2	Explain how current scientific and technology discoveries have an influence on the work people do and how some of these discoveries also lead to new careers



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