

## Environmental Youth Connection Lesson Plan

Title: Hartman Creek State Park: an exploration of personal history, plants and pond life

Submitted by: Sue Eiler, Amy Lemkuil

Age level: 4<sup>th</sup> grade. In the past, Waupaca Learning Center 4<sup>th</sup> graders have arrived for a half day session. We broke them up into six groups with the following times: Time 8:45-11:10 a.m. Time: 12:00– 2:30 p.m.

8:45-9:30 5 minute switch time

9:35-10:20 5 minute switch time

10:25-11:05 5 minutes to load the bus

12:10-12:50 5 minute switch time

12:55-1:35 5 minute switch time

1:40-2:25 5 minutes to load the bus

Natural Environment required for teaching activity: Historic Hellestad House, wetlands, pond

Location: Allen Lake picnic area, pond, lakeshore and Hellestad House

Directions: Take Highway 54 west to Hartman Creek Road, follow south to park entrance

Driving time: Approximately 15 minutes.

Walk time: N/A

Bike time: N/A

Accessibility: accessible for all

Other possible park locations: none

Related subjects: Wisconsin history, written language, science

### **Service opportunity:**

Materials: Supplied by Friends of Hartman Creek State Park

Pond activity: Dip nets (40)

Tubs and plastic enclosures (6) for pond animals

Plastic cups for pond animals (40)

Study sheets (12)

Introductory sheets (2 sets)

Pioneer use of plants: action cards (25)

History: none

Additional equipment: none

Other possible supplies: Sketchbooks

Lesson Objectives: Students will:

Explore their own personal family heritage and tie into local history.

Listen to a historical recreation of the journey of Anne Hellestad

Explore a pond and recognize some of its inhabitants.

Identify some basic plants and learn of their uses and properties

District Instructional Objectives: Science Objectives: Students will: use simple science equipment, identify habitats/animals, differentiate special structures of animals, identify actions/body coverings animals have to survive, learn about aquatic animal life cycles, identify plants.

Social Studies objectives: Students will: learn about individuals in WI past, compare/contrast life styles of early WI groups of people to life styles of today, learn of transportation of early settlers, learn of culture differences between different European groups.

Performance Standards: Science Standards B.4.1, C.4.1, C.4.2, C.4.4, C.4.5, C.4.8, F.4.3, F.4.4 . Social Studies Standards A.4.4, A.4.7, B.4.1, B.4.3, B.4.4, F.4.3, F.4.4

Background Information: The Waupaca area is a community with deep immigrant ties. Many students have connections to a variety of nationalities that share the Hellestads' experience. The Waupaca area is rich in water resources. Students will gain an appreciation of the many animals not commonly known living in our lakes, ponds and streams. The Waupaca area is in the tension zone, a mixture of northern and southern plant species and making it rich in flora. Students will learn to identify some very basic plants and then be challenged to discover what uses these plants provide by reading action cards.

Management:

All park rules are explained in the introduction and welcome. All plants and animals are protected and are not to be harmed. Students must remain with their instructors and obey their rules. High school volunteers have facilitated the pond and plant programs, Friends members the history portion.

Procedure:

History: One group will be led to the Hellestad House amphitheater. Students are asked about their heritage, where their ancestors might have been when Wisconsin became a state. The history of people who homesteaded the region is discussed. Time: 18 minutes, 2 minutes switch time.

History: One group will be escorted into the Hellestad House to hear Anne Hellestad tell the story of her immigration, culture, homesteading and the Hellestad House. She will switch with other history group after 18 minutes.

Pioneer use of plants: Students will be led on a brief walk along the shores of Allen Lake to see a variety of plants including skunk cabbage, dogwood, cattails, dandelion, grapes, highbush cranberry, dogwood, strawberries, maple, birch, willow and pine trees. The idea of early settlers having to use these plants is introduced. Each student is given a card asking

them to find a plant that will supply the need they have. (See supporting sheet on plant information.)

Pond Study: Students will be introduced to animals living in and around the pond with introductory sheets (included in supplies) Nets, containers and study sheets will be used to help identify animals. See supporting background information.

Students discuss the differences in lifestyles between Anna Hellested and her family and our families today.

We may further investigate the life cycles of various animals that were discovered during the pond study.

Evaluation of lesson plan by teacher:

- How easy was this to use?  
Yes, this format is easy to follow and implement.
- Are there tasks missing or information that needs to be updated?  
No.
- Are there components or verbiage you would add or change to make this easier to use? No.