

Protecting Natural Places

Grade Level: High School

Concept: The importance of conserving natural places.

Subjects: Science, art,

language arts

Objectives:

Students will be able to:

- Compose a photograph of a local natural place.
- Prepare and perform a presentation about the place and its importance.

Teacher's Notes:

- This lesson is best done after watching the film and completing the lesson titled, The Life of Karl Maslowski.
- You may want to partner with your school's art teacher to get more sophisticated skills in taking photographs.

Summary: Students will learn how Karl Maslowski worked to conserve natural places he explored as he was growing up. They will photograph a local natural place and write about why it is important to them or their community. Then, they will share their photograph, map, and short presentation about the natural area.

Materials:

Film Clip: Protecting Land (3:23), https://vimeo.com/687678428

Cameras
Google Maps
Protecting Natural Places Student Page
Access to Natural Areas

Introduction: Karl Maslowski was instrumental in preserving natural areas in the Cincinnati area. He understood that the key to helping wildlife is protecting the land on which it lives. He helped found the Cincinnati Nature Center, the Oxbow Nature Conservancy, and the Edge of Appalachia Preserve System.

Procedure:

- 1. Show students the clip from the film about the lands Karl Maslowski helped protect, titled *Protecting Land (3:23)*, https://vimeo.com/687678428.
- 2. After watching ask students, why was protecting the land so important to Maslowski? (In order to protect wildlife, you have to protect habitats.)
- 3. Ask students if they have ever been to or heard of the places in the film that Maslowski helped protect: Cincinnati Nature Center, Oxbow Nature Conservancy, or Edge of Appalachia. Invite students to explore one of these areas through the websites listed in the Resources section. They can use the Protecting Natural Places student page to collect information.

- 4. Invite students to share what they have learned about these natural places. Discuss the information from the student page:
- Location
- Acreage
- Features (water, trails, forest, etc.)
- Reasons this land is important for wildlife
- Reasons this land is important to people
- Other interesting information
- 5. Ask students to share what natural places in the area they have visited. Students might mention their county parks, city parks, campsites, etc. Ask if there is a natural place that is special to them. It could be a park or even a place in their own yard or neighborhood. For homework, have them take a photograph of a natural place that is important to them and write a paragraph, poem, or list about why that natural place matters to them and/or their community.

Extensions:

Share with students that scientific studies have shown that time in nature can benefit the mental and physical health of humans. Below are some resources that support the value of "green time". Discuss with students how you might incorporate green time into the school day and into their everyday lives.

Children and Nature Research Library

https://research.childrenandnature.org/research-library/

Do Experiences with Nature Promote Learning?

https://www.frontiersin.org/articles/10.3389/fpsyg.2019.00305/full

Impact of Green Spaces on Cognition and Wellbeing

https://pubmed.ncbi.nlm.nih.gov/29890637/#:~:text=In%20conclusion%2C%20this%20pilot%2 Ostudy,cognitive%20performance%20than%20small%20parks.

Nature Contact and Mood Benefits

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Stressed? Take a 20-Minute Nature Pill

https://www.sciencedaily.com/releases/2019/04/190404074915.htm

Resources:

Cincinnati Nature Center

https://www.cincynature.org/

Edge of Appalachia Preserve System

https://www.nature.org/en-us/get-involved/how-to-help/places-we-protect/edge-of-appalachia-preserve-system/

https://www.cincymuseum.org/nature/

Oxbow Nature Conservancy

https://www.oxbowinc.org/

Academic Standards Addressed in this Lesson

Depending on grade level and course, the following standards can be addressed by taking the focus of this lesson to one or more topics below:

High School Environmental Science

ENV.ER.5: Wildlife and Wilderness

- Wildlife and wilderness management
- Endangered Species

High School Biology

B.DI: Diversity and Interdependence of Life

B.DI.2: Ecosystems • Equilibrium and disequilibrium • Carrying capacity

B.DI.3: Loss of Diversity • Climate change • Anthropocene effects • Extinction • Invasive species

Common Core English Language Arts

Reading: Informational Text, Key Ideas and Details, Grades 9-12 Writing: Research to Build and Present Knowledge, Grades 9-12

Speaking and Listening: Presentation of Knowledge and Ideas, Grades 9-12

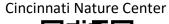
Name



Protecting Natural Places

Student Page

Using the following websites, explore one of the lands that Karl Maslowski help protect.





Edge of Appalachia



Oxbow Nature Conservancy



Choose one of the protected lands and collect information about it. Be ready to share with the class. This information might include:

- Location (You may want to use Google Maps)
- Acreage
- Features (water, trails, forest, etc.)
- Reasons this land is important for wildlife
- Reasons this land is important to people
- Other interesting information

INTO:			