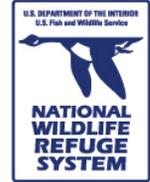


Seton Watch



Grade: 5th **Season:** Winter **Time:** 1.5 hours
Group Size: 1 classroom **Ratio:** 1 adult to 5 students

For the Teacher:

Overview	Students find out about the life of naturalist and author Ernest Thompson Seton during a PowerPoint mini-lesson. They listen to an excerpt of his writing. Outside, students sit singly and quietly to observe snow crystals, snow pack, weather, and/or ice and record their observations along with a word bank. Back inside, they share their discoveries and use their field notes to write a short poem.
Subjects Covered	Science, Language Arts
MN Academic Standards Supported	Helps support 13 standards. See section “Minnesota Academic Standards in Science” and “Minnesota Academic Standards in Language Arts.”
Skills Used	Listening, following directions, observing, recording data, measuring, map making, leaving no trace, creative writing
Performance Objectives	After completing this activity, students will be better able to... <ul style="list-style-type: none"> • Identify Ernest Thompson Seton as a naturalist. • Sit comfortably, still, and quietly outside in winter. • Make and record observations about winter. • Write a short poem using recorded field observations. • Enjoy exploring outside in winter.
Vocabulary	Naturalist, biography, Seton watch, excerpt, observe, record, poetry, couplet, haiku, cinquain, quatrain, free verse, ballad, limerick, word bank, noun, adjective, verb, adverb

For the PWLC Instructor:

PWLC Theme	The Prairie Pothole Region
Primary EE Message	The prairie pothole region is valuable and in need of restoration and protection.
Sub-message	Wildlife: <i>The prairie pothole region is home to a variety of resident and migratory wildlife.</i>
PWLC EE Objective	Wildlife and Habitat: <i>Identify the components and functions of a given ecosystem by observing, counting, and describing the animals and plants in that ecosystem.</i>
Materials	Seton PowerPoint presentation, Seton books, rulers, hand lenses, forms of poetry handout
Location	Classroom and anywhere outside

Background Information

“In the tree-sheltered country about Fergus Falls, we made good progress; but an hour later found us on the open plains of Dakota, where the blizzard, though slackening, was still in power. The limitless flat was like a snow sea, with waving drifts in endless succession.” Ernest Thompson Seton, Trail of an Artist-Naturalist

For many students of the Prairie Science Class, the Seton Watch is their favorite field activity. The purpose of this lesson is to provide students the opportunity to sit individually, quietly and still, watching as nearby winter wildlife (or conditions) resumes normal activity. They observe the living and undisturbed outdoors with their eyes, ears,

nose, skin, mind, and heart. In doing so, they not only make first-hand, intriguing scientific discoveries; they also benefit from the peace, calm, and solitude that nature offers. This lesson fits in well with classroom/school instruction related to the scientific method, famous scientists, observation, winter, seasons, survival, human interactions with the earth, health, poetry and other forms of writing such as story-telling, reports, and speeches.

The Seton Watch is named for Ernest Thompson Seton (1860-1946). Although best known as one of the founders of the Boy Scouts in England and America and the Woodcraft League of America, Seton was also an author, illustrator, and naturalist. Born in England, Seton immigrated to Canada as a child and settled in the U.S. as an adult. When traveling from Toronto to Winnipeg via Chicago as a young man in 1882, Seton was delayed by a blizzard for four days at the train station in Fergus Falls, Minnesota. (According to Chris Schuelke at the Otter Tail County Historical Museum, the first train station in Fergus Falls was a box car. In 1882, an actual station was constructed at the corner of Vine and Laurel about two blocks north of Lincoln. Around the turn of the century it was converted into a triplex tenement house. The building is still standing at the corner of Vine and Cavour by the Our Lady of Victory Catholic Church. You can still see elements of the railroad depot, especially in the roof line. It cannot be determined with certainty whether the author was stranded in the box car or the new depot.)

Seton homesteaded a farm near Carberry, Manitoba, with his brothers, and often explored the vast prairie for days or weeks at a time and traveled between Carberry, Toronto, and New York. By 1885, he completed 1,000 mammal drawings for the Century Dictionary of the English Language. Seton studied art in Paris, had his first book published in England (The Art Anatomy of Animals), and became a painter. He then lived in New Mexico where he published books and articles for popular magazines. At 47 years of age, Seton completed a 2,000 mile canoe trip through northern Canada, making maps which are still considered extremely accurate. Seton became a famous lecturer in the U.S. and Europe, published about 10,000 reports/articles, almost 400 magazine articles, and 60 books, and was appointed Official Naturalist to the government of Manitoba, Canada. Seton popularized nature writing, often for children and youth, by imparting a love of nature, telling stories through the eyes of the animals; this technique was well-received by readers. He lived in Connecticut and back in New Mexico later in life.

Throughout his life, Seton was known to simply go outdoors, sit, observe, and enjoy nature's happenings. He began recording his observations and sketches in journals at 19 years of age and maintained them daily until two weeks before his death, for 67 years. These journals became the basis for his published stories and scientific works.

At the PWLC, we believe famous naturalists like Seton can serve as teachers in absentia because we can read their books and learn from their lives. The Seton Watch is patterned after Seton's observation technique. Outside, students sit quietly, far enough apart so they cannot speak to each other. They initially tell their journals their

discoveries instead of each other. They remain seated for the entire time so as to calm the original ripples of disturbance through the surrounding habitat. Once wildlife resumes their normal activity, students are often surprised by something unexpected. Although they may only participate in one Seton Watch at the PWLC, this activity is easily and best repeated monthly in any location, gradually increasing the amount of time students are able to sit quietly and still. Kyler, a former 5th grade student in the Prairie Science Class who wrote about the Seton Watch, described it like this in a speech he gave: "...The first Seton Watch I went on was not the best. It took me awhile to get it, but when I did I saw more than just cattails, I saw green fuzzy stems with life. I saw little black peppers on the ground when really they were springtails...."

During the Seton Watch, students have the chance to observe events related to winter ecology, (studying relationships between living and non-living things in winter). They may look up to find sun dogs in the sky, or look at their mitten to examine the intricate pattern of a snowflake. They might feel the sheltering comfort of cattails, or listen to the wind rustling dry grasses. They may record a map of their surroundings, describe the texture of the snow, and complete a winter word bank for writing poetry. They may consider how plants and animals survive harsh winter conditions, our season of least light, the longest night, the shortest day, the most snow, cold, and wind chill. Perhaps best of all, students enjoy refreshing beauty, solitude, and peace outside in winter, something we all need in healthy balance with our noisy, rush-rush, indoor culture. A Seton Watch at PWLC may be the first time a child has sat still to observe the natural world we live in. As Kyler said, "... I think sitting with nature is a fun and calming thing to do, because I feel free when I'm outside...."

Teacher Preparation

- To maximize outdoor classroom time at the PWLC, teachers may
 - Conduct steps 2 through 4 in the section "Field Investigation Procedure" at school. Upon arrival at the PWLC, the PWLC instructor may conduct a quick review before proceeding, allowing for more time in the outdoor classroom.
 - Organize students into small groups, each group led by a chaperone.
- We highly recommend conducting one or more of the suggested extensions before your visit in order to integrate this field investigation into the classroom study of animal life, insects, migration, life cycles, adaptations, or other topics. (See section, "Teacher-Led Extensions/Adaptations/Assessment Ideas.")
- Please help save paper. Bring your students' science notebooks or journals to record their field data and discoveries in. If science notebooks are not available, please inform the PWLC staff that you will need paper and clipboards when booking your date.
- Please be prepared to team-teach steps 8 and 14 in the Field Investigation Procedure (next page) if requested by PWLC staff.
- At the PWLC in winter, teachers, students, and chaperones adapt to the weather and safely explore -- we dress in layers and wear insulated boots, winter mittens, scarves or face masks, and hats. Please ensure that students arrive prepared with all outdoor winter gear.

PWLC Staff Preparation

Gather materials and preview conditions. Given the wind speed, direction, and temperature, determine how long students may comfortably and safely sit outdoors, and select a suitable field location.

Field Investigation Procedure

1. In the classroom, welcome students, teachers, and chaperones to the Prairie Wetlands Learning Center.
2. Assemble students into their small groups, each led by a chaperone, and inform chaperones of their role in following through on instructions for students.
3. Ask students to tell you what a naturalist is. To help students begin to explain, ask them to identify and define the root word in naturalist (nature). What kind of job is that? (scientist) What does a naturalist do? (observes nature, writes things down, shares discoveries with others) Record their answers on the white board as students record them in their notebooks. Are *they* naturalists?
4. Ask students to tell you the qualities of a naturalist. How does a naturalist behave outside? Record a list on the white board and fill in any qualities they may have missed. A completed list includes prepared, quiet, observant, patient, curious, respectful, full of wonder, inquisitive, in the moment, and sharing. Students should also record this list in their notebooks.
5. Use the Ernest Thompson Seton PowerPoint presentation to lead a mini-lesson about his life as a naturalist, artist, and author. Conclude the presentation by encouraging students to write down the last statement in their own journal: "Writing a fact makes you observe it better." Observation is a life skill that everyone can use, and good observations are the basis of good science.
6. Explain to the class that Seton was famous for simply going outside, sitting down, observing nature while still and quiet, then recording his observations in his field journal. Today, they will have the chance to do the same, a Seton Watch. Chaperones will seat them about 10 meters apart. They must stay seated, stay quiet, and observe until given the signal to rise. They should tell their journal about all of their observations and exciting discoveries in the meantime.
7. Direct students to turn to the next blank page in their notebooks and title the top of the page Seton Watch. Add today's date and location, and then divide the remainder of the page into quadrants. Draw an example of the page on the white board.
8. Team-teach this step with the teacher. The teacher reviews the meanings of nouns, adjectives, verbs, and adverbs. Then resume instruction; set-up two columns for a word bank in one quadrant. Label one column Nouns and Adjectives. In the second quadrant, set up two columns and title them Verbs and Adverbs. Tell students that during their Seton Watch, they should create a word bank to use later for writing poetry based on their observations. For example, they may notice lacy snowflakes landing softly on their sleeves. In their word bank, the noun would be snowflake, the adjective-lacy, the verb-landing and the adverb-softly. Students should list as many words as they can think of in their word bank based upon their actual experience in the field.

9. Ask them to imagine they are sitting quietly outside – predict what kinds of things might they notice? Record a list of their responses on the white board. (Responses might be related to weather/conditions, sky, wildlife, plants, or how they feel.) Use their list to title the remaining two quadrants of the sample field journal page on the white board. (Additional possibilities might include wonder, thoughts, questions, or sketches.)
10. Provide any needed equipment such as rulers, hand lenses, cloud charts, etc., and briefly demonstrate their use.
11. Explain that the Seton Watch begins as we depart and continues as we travel. Each of us respects those around us by not talking while in the field. Lead the entire class to a sheltered, nearby field location for a five-minute practice Seton Watch as a whole class/large group. Ask them to turn to the next blank page of their journal, title it Practice Seton Watch, date it, and provide the location name. Students may choose what to record and how to record it on this brief sit. Seat one group of students to demonstrate for chaperones the spacing between them. Then seat yourself and begin observing and recording. Silently complete your own journal to model the positive, focused behavior you expect from the class. Should any students stand or speak, remind them to sit quietly. After five minutes, allow students to quietly stand, reinforce any needed reminders and directions, and then quietly proceed to the main Seton Watch location.
12. Allow chaperones to seat the groups, and begin the official Seton Watch. Repeat the remaining procedure in step 11 above. Upon completion, give the signal to end the Seton Watch, and quietly return indoors. (Duration will depend upon weather conditions.)
13. Allow students to share their discoveries with others in their group in share-pairs. Ask each chaperone to select one person from each group to share a discovery, and record them on the white board. Explain that there is a name for all of the kinds of observations they made: winter ecology. (Ecology means the study of our home.) Ask students to record how they felt being still and quiet outside in winter and why.
14. Team-teach this step with the teacher if desired. Provide each student with the Forms of Poetry handout. (See section, *Forms of Poetry*, below.) Invite them to select one form of poetry to try writing, using the observations they recorded during the Seton Watch. Chaperones should help the students in their groups. When finished, ask each chaperone to select one poem to be read aloud to the class. Ask them how they might share their poems with others after they leave the PWLC.
15. Encourage them to continue going outside in winter and exploring and enjoying the peace, solitude, and wonder! They may continue practicing the Seton Watch at school or home as it is a skill that improves over time. It costs no money and is interesting and fun! Thank everyone for coming, bundle up, and escort the class back to the bus.

PWLC Staff-Led Adaptations

- Step 11 (the practice Seton Watch) may be omitted in the interest of time and simplicity for classes that have already practiced doing the Seton Watch at

school. When the class arrives, ask the teacher if they have already practiced or not and adjust the lesson accordingly.

- On a mild winter day, PWLC staff may consult with the teacher and allow for more time in the outdoor classroom at the PWLC. The teacher, then, would complete the poetry-writing back at school.

Weather Alternatives

Field investigations take place rain or shine. Everyone should dress appropriately for the weather. In the event of unsafe weather (extreme cold), everyone must limit their exposure to the cold air. PWLC staff makes every effort to make your travel worthwhile despite the weather and prepare indoor, age-appropriate plans. PWLC staff welcomes teacher input into these plans. Some possible alternatives might include:

- Go outside for a very short amount of time, even if only under the deck, to conduct a five-minute Seton Watch sitting more closely together, and record observations indoors.
- Read the excerpt from Trail of an Artist-Naturalist by Ernest Thompson Seton about Seton being stranded in Fergus Falls during a blizzard, starting at the top of page 158 (or earlier to set the stage) through the break on page 159 (or further to complete the story if time allows). Students may journal as they listen to the reading.
- Select and read an excerpt from “Reading the Trail,” Chapter 24, Trail of an Artist-Naturalist, also by Seton. Students may journal as they listen to the story. Show the illustrations that Seton created of the story. Provide students with various latex tracks and ink pads to print and label animal tracks in their journals.
- Tour the exhibit area and watch prairie wetlands videos with the objective of viewing the prairie video showing winter footage. Students may record their observations in their journals.

Teacher-Led Extensions/Adaptations/Assessment Ideas

- Back at school, create a book of winter prairie wetlands poems for your class. Make and send a copy to the PWLC to display in the exhibit area for visitors to read or for posting on the PWLC web site.
- Conduct Seton Watches at school before and/or after your PWLC visit. Start with five minutes and gradually increase their length up to an hour long or more. Use and journal about all of the five senses: taste (without eating), smell, feel (heart and physical touch), hearing. Likewise, while observing, note what is close, super close, far, and really far. Seton Watches may be especially refreshing and calming before testing, a long weekend or break, and the end of the school year. When stress or excitement cause students to be scattered, a Seton Watch helps them become focused and calm again. Try different locations and times of day and various kinds of weather. Allow for sharing and reflection time in concluding each experience.
- Lead students to discover sensory observation through existing poems before they write their own. Many resonant poems convey more than what is seen - they are multi-sensory. Try using Song of the Water Boatman and Other Pond

Poems by Joyce Sidman or visit

<http://www.apples4theteacher.com/holidays/winter/poems-rhymes/> for Children's Winter Poems.

- In writing poetry based upon journal entries, introduce and use special writing devices such as alliteration, assonance, end rhyme, metaphor, onomatopoeia, personification, repetition, rhythm, and simile. Reserve a page in their notebooks where they can record these terms and definitions, a poetry glossary of sorts. Then in the field they can easily refer to them as needed.
- Try writing a folding poem (a type of free-verse poem) as a class while still outdoors after an exceptionally wonderful Seton Watch experience. Each student should write one thought in their journal about it. Pass a sheet of lined paper around the room; no talking is allowed at this point. The first person writes their thought on the top line of the paper. The second person reads the first writer's thought, and building upon it, adds their own sentence on the next line. The second writer then folds back the line of the previous writer so only the second line of writing is visible. Then the second writer passes the paper to the third student. The process is repeated until each student in the class has added their thought, only viewing the thought of the previous writer. When complete, read the folding poem aloud and discuss the reactions of your audience. Copy the poem onto a larger poster size paper and allow students to add illustrations from their journals. Display the poem in the classroom or hallway for others to enjoy.
- Incorporate Seton Watches into a classroom unit on winter ecology. Take advantage of the season to study first-hand scientific phenomena such as snow crystals, blizzards, wind chill, freezing lakes/ponds, winter wildlife (like rabbits, deer, snow fleas, black-capped chickadees, etc.), wildlife signs, adaptations, and survival.
- Use journal records made during Seton Watches for additional projects in:
 - Language arts (reports, speeches, expository writing, descriptive writing, narrative writing, persuasive writing, creative writing, poetry, drama).
 - Art to create posters, drawings, watercolors, or paintings.
 - Music and physical education to create songs and dances.Field journals provide an excellent source of first-hand, raw data which students experienced themselves, making project more meaningful and relevant to them.
- You may integrate Seton Watching and other naturalist lessons into your school days. Assign each student a famous naturalist or scientist to research and write a biography about. Share these biographies in class with displays and speeches, even allowing students to dress the part. What do these naturalists have in common? (Many were/are collectors, writers, artists, teachers, explorers, and/or scientists.) What can you learn from these naturalists that you could do in the field with your students? For example, from John James Audubon we can find out how to study and draw birds. From Rachel Carson, we can discover and use our sense of wonder. From Aldo Leopold, we can learn how to read the land. Other famous naturalists to consider include Sigurd Olson (solitude and silence), Byrd Baylor (descriptive writing), Edward O. Wilson (insects/ants), Anna Botsford Comstock (nature study), Jane Goodall (animal behavior), Frances

Hamerstrom (prairie birds), Meriwether Lewis and William Clark (exploration), Louis Agassiz (comparative anatomy), Carl Linneaus (classification), Maria Sibylla Merian (insect metamorphosis), Jacques Marquette and Louis Joliet (exploration), Sacagawea (exploration), Joseph Nicollet (exploration/mapping), John Burroughs (nature writing), Theodore Roosevelt (conservation), Roger Tory Peterson (birds), Wilson A. Bentley (snowflakes), George Washington Carver (plants/soil), and many others.

2009 Minnesota Academic Standards in Science

This lesson helps support the following state standards.

Strand 1 THE NATURE OF SCIENCE AND ENGINEERING

Substrand 3 Interactions among Science, Technology Engineering, Mathematics, and Society

Standard 2 Men and women throughout the history of all cultures, including Minnesota American Indian tribes and communities, have been involved in engineering design and scientific inquiry.

Benchmark 5.1.3.2.1 Describe how science and engineering influence and are influenced by local traditions and beliefs.

Standard 4 Tools and mathematics help scientists and engineers see more, measure more accurately, and do things that they could not otherwise accomplish.

Benchmark 5.1.3.4.1 Use appropriate tools and techniques in gathering, analyzing and interpreting data.

Benchmark 5.1.3.4.2 Create and analyze different kinds of maps of the student's community and of Minnesota.

Strand 3 EARTH AND SPACE SCIENCE

Substrand 4 Human Interactions with Earth Systems

Standard 1 In order to maintain and improve their existence, humans interact with and influence Earth systems.

Benchmark 5.3.4.1.3 Compare the impact of individual decisions on natural systems.

Strand 4 LIFE SCIENCE

Substrand 1 Structure and Function in Living Systems

Standard 1 Living things are diverse with many different characteristics that enable them to grow, reproduce and survive.

Benchmark 5.4.1.1.1 Describe how plant and animal structures and their functions provide an advantage for survival in a given natural system.

Substrand 2 Interdependence Among Living Systems

Standard 1 Natural systems have many components that interact to maintain the living system.

Benchmark 5.4.2.1.1 Describe a natural system in Minnesota, such as a wetland, prairie or garden, in terms of the relationships among its living and nonliving parts, as well as inputs and outputs.

Substrand 4 Human Interactions with Living Systems

- Standard 1** Humans change environments in ways that can be either beneficial or harmful to themselves and other organisms.
- Benchmark 5.4.4.1.1** Give examples of beneficial and harmful human interaction with natural systems.

2010 Minnesota Academic Standards in Language Arts

Strand READING

Substrand Reading Informational Text K-5

Standard Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Benchmark 5.2.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Substrand Reading Foundational Skills K-5

Standard

Benchmark 5.3.0.4 Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Strand WRITING

Substrand Writing K-5

Standard Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Benchmark 5.6.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Use literary and narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.

Standard Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Benchmark 5.6.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Standard Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Benchmark 5.6.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- Independently select writing topics and formats for personal enjoyment,

interest, and academic tasks.

Strand Speaking, Viewing, Listening, and Media Literacy

Substrand Speaking, Viewing, Listening, and Media Literacy K-5

Standard Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Benchmark 5.8.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- e. Cooperate and problem solve to make decisions as appropriate for productive group discussion.

Standard Adapt speech to a variety of contexts and communicative tasks, demonstrating of formal English when indicated or appropriate.

Benchmark 5.8.6.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

References and Resources

For Children

- [A Crow Doesn't Need a Shadow, a Guide to Writing Poetry from Nature](#) by Lorraine Ferra
- [I Am Phoenix, Poems for Two Voices](#) by Paul Fleischman
- [Joyful Noise, Poems for Two Voices](#) by Paul Fleischman
- [Secrets of a Wildlife Watcher](#) by Jim Arnosky
- [Song of the Water Boatman and Other Pond Poems](#) by Joyce Sidman
- [Track Pack: Animal Tracks in Full Life Size](#) by Ed Gray
- [Tracks, Scats, and Signs](#) by Leslie Dendy
- [Wild Animals I Have Known](#) by Ernest Thompson Seton
- [Wintersigns in the Snow](#) by Gerald Cox
- [Writers Express, a Handbook for Young Writers, Thinkers, and Learners](#) by Dave Kemper, Ruth Nathan, Carol Elsholz, and Patrick Sebranek

For Adults

- [By a Thousand Fires, Nature Notes and Extracts from the Life and Unpublished Journals of Ernest Thompson Seton](#) by Julia M. Seton
- [Last Child in the Woods, Saving Our Children from Nature-Deficit Disorder](#) by Richard Louv
- [Trail of an Artist-Naturalist](#) by Ernest Thompson Seton

- “Folding Memories” by Janine Newhouse, Strides Leopold Education Project newsletter, Winter 2006
- “Packed to the Hilt” by Jeff Hull. Audubon magazine, November-December 2010
- Seton Watch, Murray State University, Center for Environmental Education
- Biographical Information about Ernest Thompson Seton, <http://www.etsetoninstitute.org/SETONBIO.HTM>
- Children’s Winter Poems, <http://www.apples4theteacher.com/holidays/winter/poems-rhymes/>
- Ernest Thompson Seton, http://www.aloveoflearning.org/ernest_thompson_seton
- Great Naturalists/Web Quest, <http://www.greenhearted.org/great-naturalists.html>
- Winter Ecology Pre-Visits, <http://www.uwsp.edu/cnr/cwes/PreandPosts/Winter%20Ecology%20Pre-Visit%20Activities.pdf>
- Winter Ecology Teacher’s Guide, <http://www.nps.gov/glac/forteachers/upload/Winter%20Ecology%20Teacher%20Guide%202010.pdf>
- Winter Feels Good www.winterfeelsgood.com and <http://www.winterfeelsgood.com/flash/2007/Learn/roomain2.swf>

Credits

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Student material follows.



Prairie Wetlands Learning Center

Forms of Poetry

Haiku

A 3-line poem about nature with a certain number of syllables per line.

Example:

Line 1	Sparkling crystals	5 syllables
Line 2	Bald eagle floats overhead	7 syllables
Line 3	Chickadee stops, tilts	5 syllables



Cinquain

5 lines long with a certain number of words or syllables in each.

Line 1	Title	2 syllables or words
Line 2	Description or example of title	4 syllables or words
Line 3	Action about title	6 syllables or words
Line 4	Feeling about the title	8 syllables or words
Line 5	Synonym of title	2 syllables or words

Example 1:

Line 1	<u>Black-capped Chickadees</u>	2 words
Line 2	Round bellies and heads	4 words
Line 3	Constantly moving and whirring, lively blur	6 words
Line 4	Warming me January 28 th in the bare oaks	8 words
Line 5	Courageous chatterboxes!	2 words

Example 2:

Line 1	<u>Fluff Balls</u>	2 syllables
Line 2	Quick chickadees	4 syllables
Line 3	Hammer steel frozen seed.	6 syllables
Line 4	Delighted by their smart, sharp taps,	8 syllables
Line 5	I cheer!	2 syllables

Ballad

Tells a story in stanzas 4 lines long. Often the 2nd and 4th lines rhyme.

Example:

Line 1	Sketching quickly,
Line 2	Chickadees alight and <u>peck</u> .
Line 3	Bald eagle floats over oak skeletons.
Line 4	The chickadee pauses, tilts its <u>neck</u> .

