

Hunting for Treasure in the Redwoods

ACTIVITY SUMMARY

While on a field trip, students look for various things on a list.

CONCEPTS TO BE LEARNED

1. Being alert and making careful observations can help one enjoy one's environment.
2. Scientists must make careful observations.
3. Other concepts, depending on the Hunting for Treasure in the Redwoods list

STANDARDS ADDRESSED

Focus Standards:

- Grade 4: Science Investigation and Experimentation 6.a: observations
Others, depending on the teacher-generated list
- Grade 5: Life Sciences S.S. 2: Plants and animals have structures.
Science Investigation and Experimentation 6.a: classify objects
Others, depending on the teacher-generated list
- Grade 6: Depends on the teacher-generated list
- Grade 7: Life Science Structure and Function In Living Systems S.S. 5:
Anatomy and physiology
Others, depending on the teacher-generated list

ANTICIPATED OUTCOMES

1. Students will increase their ability to observe natural phenomena and objects.
2. Students will increase their ability to describe their observations.

GROUPING

Individual or groups of whatever size the teacher decides

TIME

Varies

MATERIALS (per group/team)

- Hunting for Treasure in the Redwoods Study Guide
- Hand lens/magnifier/"bug box"
- Clipboard and pencil (Pencils work better than pens when the paper is damp.)
- Plastic bag for collecting litter
- Optional: bag or other container for collecting items from the list

TEACHER PREPARATION

1. During a pre-trip visit, work with a ranger, interpreter, naturalist, or docent to develop the Hunting for Treasure in the Redwoods list.
2. Create and duplicate the Hunting for Treasure in the Redwoods list

PROCEDURE

1. Issue the Hunting for Treasure in the Redwoods Study Guide.

2. Tell the students the boundaries, time allowed, and any other limits.
3. Remind the students to be aware of poison oak, yellow jackets, etc.
4. Remind the students not to damage or kill anything.
5. Remind the students not to take anything home unless they have permission and a specific intended use. If the trip is to a park, remind the students not to take anything home.

VARIATIONS, ADAPTATIONS, DIFFERENTIATION

1. Some teachers like to encourage competition. Others do not. Use your judgment.
2. This can be done over the course of the trip, for a short time and space (15 minutes, within sight of the teacher, for example), or during a large part of the trip (after lunch, for example).

ASSESSMENT

1. Do the students follow directions?
2. Do the students describe, collect, point out, or? the items on the list?

REFERENCES AND RESOURCES

Cornell: *Sharing Nature With Children*.

Council for Environmental Education: *Project WILD® K-12 Activity Guide: "Microtrek Treasure Hunt"*

Hunting for Treasure in the Redwoods Study Guide

There is treasure to be found in the redwood forest. Listed below are a number of things that you may be able to find in the forest.

Follow your teacher's directions about whether to collect, describe, draw, or point out each of the things on the list.

Remember not to damage anything! Remember to return all natural things to the forest.

Be careful of such things as poison oak, stinging nettles, yellowjackets, etc.

Teachers: The following list is just a starting point. Work with park staff or volunteers to develop a list that will work at your site.

Suggestions for things to collect **from the ground**:

- Cones: redwood, Douglas-fir
- Acorns: tanbark oak, other oak
- A seed from a different plant (maple, berry, or?)
- Leaves: redwood, Douglas-fir, tanbark, other
- A feather
- Something round
- Something fuzzy
- Something sharp
- Something that you consider beautiful
- Something that you consider interesting (and be prepared to explain why)
- A leaf that has been chewed on (not by a person.)
- Something white, blue, red, black or?
- Two pieces of litter

Suggestions for things to point out, describe and/or draw:

- Evidence of animals (droppings, spider webs, gopher hole, bird or wood rat nest, a gnawed cone, the animal)
- Evidence of ways that humans have changed the area in the last five years
- Evidence of something that happened over 50 years ago
- Evidence of camouflage