



Nature Stories Through Words and Pictures

Materials:

Activity One:

- ☆ Aldo Leopold essay.
- ☆ *Words From The Past* handout.

Activity Two:

- ☆ Pictures of extinct or endangered animals and/or plants.
- ☆ Picture books with environmental themes.

Activity Three:

- ☆ Large sheets of tissue paper in various colors.
- ☆ Scissors
- ☆ Glue
- ☆ Pipe cleaners (10-12 inches long).
- ☆ Sequins

Rationale

Students will gain an appreciation of the aesthetics of the natural world through beautiful writings and artwork with environmental themes.

Objectives

1. Students will read and contemplate the meaning of quotes from environmentalists.
2. Students will practice writing their own quotations and descriptions of nature and its organisms.
3. Students will express their feelings about endangered species and the environment

after reading and looking at nature photographs.

4. Students will produce an endangered species kite.

Activity One: The Beauty of Words

(Grades 7-12)

PROCEDURE:

1. Read the following excerpt from Aldo Leopold's, *Sand County Almanac* (Oxford University Press, 1966). Discuss the passage and investigate the implications of Leopold's words on the future. Discuss what this quotation has to do with biodiversity and endangered species in Arkansas.

"It is a century now since Darwin gave us the first glimpse of the origin of species. We know now what was unknown to all the preceding caravan of generations: that men are only fellow-voyagers with other creatures in the odyssey of evolution. This new knowledge should have given us, by this time, a sense of kinship with fellow creatures; a wish to live and let live; a sense of wonder over the magnitude and duration of the biotic enterprise.

Above all we should, in the century since Darwin, have come to know that man, while now captain of the adventuring ship, is hardly the sole object of its quest, and that his prior assumptions to this effect arose from the simple necessity of whistling in the dark.

For one species to mourn the death of another is a new thing

under the sun. The Cro-Magnon who slew the last mammoth thought only of steaks---the sailor who clubbed the last auk thought of nothing at all. But we, who have lost our pigeons, mourn the loss.

To love what was is a new thing under the sun, unknown to most people and to all pigeons. To see America as history, to conceive of destiny as a becoming, to smell a hickory tree through the still lapse of ages--all these things are possible for us, and to achieve them takes only the free sky, and the will to ply our wings."

2. Using words and quotes on the *Words From The Past* handout, conduct the following activities:
 - Choose one quotation and examine the author's meaning, what the quotation is saying and how you feel about it. You may use words, pictures or music to illustrate.
 - Compare several quotes and ask the following questions: Do the quotes convey the same message(s)? What is the central message? Are the writers contemporaries of one another?
 - Read the quotes and write a message regarding the important of preserving biodiversity for future generations in Arkansas. This message may express hope for the future, contain an explanation for any of man's or Arkansas past

acts that might have harmed the natural world in the state, speak to the animals or plants of the future, be a letter to your children and grandchildren, or simply relay your thoughts and feelings to all of Arkansas's future inhabitants.

- Compile and illustrate a class notebook of what the students agree are important quotations for good stewardship in of the earth and in Arkansas. Selected quotes may be sent to the school or community paper for publication, used in the school's daily announcements or shared with others.
- Read aloud your quotations and enjoy the beauty of the words. Have students close their eyes and think about what they read and how it makes them feel. Ask students if people can be moved closer to nature through literature and art.

Activity Two: *Some Pictures are Worth a Thousand Words*

(GRADES K-6) **PROCEDURE:**

1. Display pictures of endangered and extinct organisms (animals and/or plants) in Arkansas. These may be from the Arkansas Natural Heritage Commission, the Arkansas Game and Fish Commission, the Internet, books (*Witness, Endangered Species of North America* by

Susan Middleton and David Littschwager) and magazines.

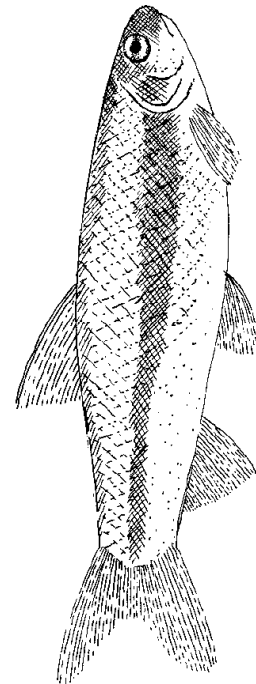
Activity Three: *Endangered Species Kites*

(Grades K-8)

PROCEDURE: Fish kites are illustrated, but any endangered Arkansas animal could be used.

1. Fold a piece of tissue paper in half lengthwise without creasing.
2. Lightly outline the desired shape on the paper and cut through both layers at one time.
3. Unfold the paper and put a line of glue along the short, straight edge.
4. Place a pipe cleaner next to the line of glue on the side toward the body. Fold the glued paper over the pipe cleaner and press it down.
5. Turn the paper over and decorate your animal (ex: glitter, sequins, bits of paper and stickers). Do not forget that your kite will be folded down the middle, therefore decorate both sides.
6. Hold the kite by the pipe cleaner end and carefully bend it into a circle mouth. Twist the ends together.
7. Run a line of glue along one long edge of the kite and press the other edge of the paper over the glue. Leave the tail end open.
8. Tie kite string to the mouth to form a bridle. Tie the bridle to a two foot long string and attach your kite to a long pole (such as a cane fishing pole) or just use string and run with your kite to make it fly.

9. As an extension of the kite project, create endangered and extinct species in Arkansas banners and hang them around the room or in the halls. Give other classes an endangered species tour.



Correlation to **Arkansas Frameworks**

Social Studies: 1.1.2., 1.1.7.,
2.1.3., 2.1.4.

Words From the Past

“When Daniel Boone goes by, at night,
The phantom deer arise
And all lost, wild America
Is burning in their eyes.”

—*Stephen Vincent Benet*
(1790-1871)

“The world needs an embodiment of the frontier mythology, the sense of horizons unexplored, the mystery of uninhabited miles. It needs a place where wolves stalk the strand lines in the dark, be cause a land that can produce a wolf is a healthy, robust and perfect land.”

—*Robert B. Weeden*

“I had long seen the country in the hands of a few shrewd, crafty, covetous men under whose man agement one of the most lovely sections of America remained a comparative desert.”

—*William Lyon Mackenzie (1834)*

“Wilderness is an anchor to windward. Knowing it is there, we can also know that we are still a rich nation, tending to our resources as we should-not a people in despair searching every last nook and cranny of our land for a board of lumber, a barrel of oil, a blade of grass, or a tank of water.”

—*Senator Clinton P. Anderson,*
New Mexico

“Only when there is a wilderness can man harmonize his inner being with the wavelengths of the earth. When the earth, its products, its creatures, become his concern, man is caught up in a cause greater than his own life and more meaningful. Only when man loses himself in an endeavor of that magnitude does he walk and live with humility and reverence.”

—*Justice William O. Douglas,*
U.S. Supreme Court

“For every creature there is a paradox at the heart of the necessary ‘struggle for existence’ and the paradox is simply this: Neither man nor any other animal can afford to triumph in that struggle too completely.”

—*Joseph Wood Krutch, naturalist*

“The natural landscape is eloquent of the interplay of forces that have created it. It is spread before us like the pages of an open book in which we can read why the land is what it is, and why we should preserve its integrity. But the pages lie unread.”

—*Rachel Carson, author*

“When the last individual of a race of living things breathes no more, another heaven and another earth must pass before such a one can be again.”

—*William Beebe, scientist*

“We are on the threshold of a new revelation, a new awakening. But what we have accomplished up to this time must be multiplied a thousandfold if the great battles are to be joined and won. Man must affirm his spiritual kinship with the eternity of Nature.”

—*Ansel Adams, photographer*

“To many Americans, the wilderness is little more than a retreat from the tensions of civilization. To others, it is a testing place—a vanishing frontier where man can rediscover basic values. And to a few, the wilderness is nothing less than an almost holy source of self-renewal. But for every man, woman and child, the ultimate lesson that nature teaches is simply this: man’s fate is inextricably linked to that of the world at large, and to all of the other creatures that live upon it.”

—*National Wildlife Staff*