



2012 Massachusetts Arbor Day Poster Contest

Sponsored by

Massachusetts Department of Conservation and Recreation (DCR)
United States Forest Service (USFS)
Massachusetts Tree Warden's and Forester's Association (MTWFA)

Lesson Plans & Contest Rules

Dear Educator,

You are invited to join other fifth grade teachers across Massachusetts in the 2012 Arbor Day Poster Contest sponsored by the Department of Conservation & Recreation, U.S. Forest Service and the Massachusetts Tree Wardens and Foresters Association. This year's theme, "**Treemendous Massachusetts...the Forest We Live In**" is designed to increase students' understanding of the urban forest and its similarities to traditional forests.

Trees are the dominant feature of all forest communities and can be found everywhere in our daily lives. They exist in parks, schoolyards, backyards, and along our roads. The urban forest is so ubiquitous that we often don't stop to think that we are actually part of a forest community and have a complex relationship with its ecosystem. Increasing students' understanding of their relationship with the urban forest is an important step towards appreciation of trees and the environmental benefits they provide us.

The use of part or all of the activities in this guide is encouraged, but not mandatory, for participation in the contest. You may adapt, alter, or supplement these activities to meet the needs of your class. Follow the contest rules as they appear on page 8. Make sure every poster is signed and the school winner has a winner report form completed and affixed to the back.

Due date for the Poster Contest is April 20, 2012

Details are also available on the Internet. Visit our site at www.mass.gov/dcr/stewardship/forestry/urban/urbanBranch.htm and view past state winners, or download other great activities.

State winners will be announced by the DCR Urban & Community Forestry Coordinator.

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“Treemendous Massachusetts” Activities Overview

I. Discover Treemendous Massachusetts Activity

- Students will discover and compare the similarities and differences between traditional forests and the Urban Forest.

Student Learning Objective:

- Identify structural components of an Urban Forest and compare them to traditional forest ecosystem
- Students name at least three of the largest mammals found traditionally in forest that can also be found in today’s urban forest.
- Explain the benefits trees provide to humans and other members of the urban forest community

II. Extension Activity:

- **Run the Tree Benefits Calculator**
- **Explain how components of the urban forest interact with the air, water, plants, insects, fungi and animals that live in the urban forest.**
- **As a member of the urban forest community, have students describe the role of humans in the urban forest ecosystem.**

III. Create a Poster:

Student Learning Objective:

- Students will create a poster that reflects their understanding of the Urban Forest they live in.

Activity

- Ask students to create a poster that reflects his or her understanding of the similar roles trees have in the urban forest and traditional forest
- Before beginning their posters encourage students to think about their relationship with the urban forest community

National Science Standards Correlation:

Students will develop an understanding of:

- **Structure and function in living systems**
- **Populations and ecosystems**
- **Populations, resources and environments**

I. Discover Tremendous Massachusetts



Instructional Sequence

Anticipatory Set:

Question #1 ask if any of them have ever been to a forest and where it was, then write down their responses off to the side.

Question #2 ask the class what kind of plants animals you might find in the forest, write down their responses.

Question #3 ask the class what might a forest feel like, sound like or smell like (*if they need prodding, is it hot or cool, is the ground soft or hard, sound of wind or animals, what happens to all the rain water or snow when it melts, what happens to trees and animals when they die? write down their responses.*)

Using a chalkboard or overhead projector transparency draw a large amorphous outline and label it “Forest” and state that it’s equal in size to your city or town. Ask the class if there are any lakes, ponds rivers or streams in their community and draw them into the forest.

ACTIVITY: Using the same amorphous forest outline and beginning from one edge of the forest draw a thin meandering line into the forest outline, call it a deer run (a path deer and other large animals have used for generations to move about the forest). Ask the class what animals besides deer might use the path to move about the dense forest.

Now beginning from the edge of the forest trace a thicker line over part of the deer run into the forest and call it a dirt access road. Ask the students to raise their hands if they would still consider this a forest (keep a running tally of yes and no hand counts for each of the following scenarios).

Next place a dot at the end of the thick line (dirt road) and call it a cabin, then continue tracing the thicker line (dirt road) further into the forest. Again ask for hands of yes and no votes, ask several students why they do or don't consider this a forest. Ask the students where they think wood for building the cabin came from? How might the cabin be heated? Where the food and clean water might come from?

Repeat this process each time adding more: cabins, homes, dirt and paved roads power lines, athletic fields etc. (you could ask students to sketch in some these features found in their community such as the school).

After repeating the process until the hand count of yes and no vote are equal to or lean more towards no it is not a forest. Explain that the transition zone from forest to urban development is called the Urban Forest Interface and that inside the urban forest interface boundary is "the urban forest we live in".

Now write the name of your community and the word urban in front of the word forest on your diagram. *Example, Boston's Urban Forest*

Question #1 ask if any of them have ever been to a urban forest and where it was, then write down their responses off to the side.

Question #2 ask the class what kind of plants animals might they find in the Urban Forest, write down their responses.

Question #3 ask the class what might a urban forest feel like, sound like or smell like (*if they need prodding, is it hot or cool, is the ground soft or hard, sound of wind or animals, what happens to all the rain water or snow when it melts, what happens to trees and animals when they die, write down their responses.*

Thought -provoking questions:

- What changes might happen to the urban forest animals' behavior, might the forest feel and sound or smell different in the urban forest.
- What do animals of the urban forest eat?
- Where do the animals of the urban forest live?
- Ask the students where they think wood for building the urban forest came from?
- How are the buildings heated today?

- Do the trees of the urban forest regenerate (seed in naturally) like the trees in the forest? How did the trees in your school yard get there?
- Where does our food and clean water come from in the urban forest?
- If their urban forest has any lakes, ponds rivers or streams are they as clean as the forest lakes, ponds, rivers or streams? How might trees help clean the water?

II. Extension Activity:

- Students will identify by common name one or more of the largest trees on school grounds, then measure the DBH of the tree then enter this information into the online National Tree Benefits Calculator.

Objectives:

Students will be able to:

- identify tree by common name through twig and bark id
www.arboday.org/trees/whatTree
- name several environmental benefits trees provide
- demonstrate the ability to measure trees DBH correctly (DBH, diameter at breast height which is measured at 4.5 feet above the ground)
- recognize the difference between circumference and diameter

Time Recommended:

- 60 - 90 minutes

Materials Needed:

- measuring tape or DBH tape
- long string if no measuring tape is available
- pencil and paper
- computer with internet connection
- www.treebenefits.com/calculator
- LCD projector or color printer

III. Create a Poster

Ask each student to create a poster around the theme “**Tremendous Massachusetts....the Forest We Live In,**” that reflects his or her understanding of their relationship with the urban forest and the functions they serve to help the tree live and grow. Before they create their poster, encourage students to think about the different benefits trees provide to people, animals, and the environment.

Students should make sure their poster follows the contest rules by using the checklist on page 8. You may select the winner or have a judging panel for the classroom and school contest. Judges could include other students, garden club members, nursery personnel, arborists, the city forester, teachers, PTA members, or individuals with an interest in trees who are willing to volunteer some time.

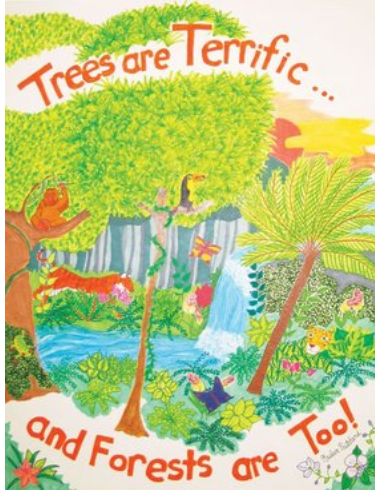
Poster Contest Prizes

First Place

- A tree is planted on the grounds of the winner’s school (valued at \$200)
- a certificate for \$100 in art supplies
- and more...

Second Place, Third Place and 4 Honorable Mention Winners receive art supplies and many other prizes at a ceremony for all the winners.

Winner’s teacher will also receive prizes that include educational materials that will support continued learning about forests and natural resource conservation.



An Arbor Day Poster with a Past Year's Theme

Use this checklist to make certain all entries are eligible for judging. Entries not meeting these guidelines will be disqualified.

Poster Contest Rules

1. All entries must be original artwork created by a student who is currently in the fifth grade. A student may enter the contest only once.
2. The student's first and last name must be **written** or **signed** in the lower right-hand corner on the front of the poster.
3. a) Entries may be done in marker, crayon, paint pens, watercolor, ink, acrylic, colored pencil, and/or tempera paint.
b) Collages are not acceptable. (Do not glue anything on your poster.)
c) Computer or photo generated art and/or printing is not acceptable.
4. Entries must be no smaller than 8 1/2 x 11" and no larger than 14 x 18."
5. Entries must be done on paper that will allow for duplication, display, and framing.
6. The poster must be related to the contest theme in some way. The theme "**Tremendous Massachusetts...The Forest We Live In**" must be on the poster. All words must be spelled correctly.
7. Entries should not be matted, mounted, laminated, framed, or folded.
8. **Submit entry by designated deadline to DCR's Urban and Community Forestry state coordinator Eric Seaborn as described on the "School Winner Report Form."**

School Winner Report Form

**All information should be complete to expedite contact of winners.
All artwork becomes the property of contest sponsors.**

After selecting a school winner, copy and complete this form, attach to the back of the winning poster, and send to:

*Eric Seaborn
251 Causeway St. 9th floor,
Boston, MA 02114*

Winner's Name _____

Winner's Home Address _____

City State ZIP _____

Winner's parent or guardian name _____

Teacher's Name _____

Teacher's e-mail address _____

School Name _____

School Address _____

City County State ZIP _____

School Phone () -

Important:

***Please indicate the number of posters entered or drawn in the school contest _____.**

***Number of teachers in school who participated _____.**

Celebrate Arbor Day

Since 1872, Arbor Day has been celebrated throughout the United States and Arbor Day celebrations in schools have always played an important role. An Arbor Day celebration can be:

- Simple** – Plant a tree in honor of your school poster contest winner or to recognize an outstanding volunteer.
- Inspiring** – Have your graduating class plant a tree with the younger students. This is a tradition that honors the students leaving and gives new students something to enjoy throughout their years!
- Entertaining** – Students could compose poems about trees or perform an Arbor Day play (a sample play is available at www.arborday.org/arbordayplay). This could be performed for fellow students, families, or senior citizens. Whatever you choose for your celebration – go outside and enjoy the trees and environment that surround you!

Get your students outside and celebrate Arbor Day!

Visit www.arborday.org/arborday for more ideas on how your classroom can celebrate Arbor Day.

