

Plant, Soil, & Tree Trunk

Title: Tree / Land Conservation

Subject: Writing

Grade Level: High School (9th-12th grades)

Objectives: Students will be able to write an informative or persuasive letter, speech, editorial, article, proposal, or brochure to an authentic audience about tree or land conservations (or other plant, soil, or tree topic approved by teacher).

Program of Studies: ELA-EI-W-3; ELA-EII-W-3; ELA-EIII-W-3

Core Content: WR-H-1.4: Transactive Writing

Materials:

- Following resourced included in trunk:

Fanning Tree Field Guide, BioQuest Biodiversity Tree Study Kit

- Handouts need from BioQuest Biodiversity Tree Study Kit (included):

BioQuest - Teacher Guide

BioQuest - Student Guide (one per student)

Activity Sheet (one per group)

Tree Round Information (one per student)

- Access to the Internet, school library, and other available resource books

Activity Procedure:

- 1) Pass out BioQuest Biodiversity Tree Study handouts. Working in pairs or small groups, from the BioQuest - Student Guide, have students read the introduction, gather materials needed for the activity, and follow activity procedures, including filling out the Activity Sheet.
- 2) After groups have completed the procedure activity, discuss "Questions for Review" as a class.
- 3) As a class, review the forms and elements of transactive writing: Forms include letters, speeches, editorials, articles in magazines, academic journals, and newspapers, proposals, brochures, and other kinds of practical workplace writing. Elements of transactive writing include knowledge of topic, information to engage the reader, clarity, justification and support of purpose, well organized idea development, and effective conclusions.
- 4) With suggestions taken from the students, make a list on the chalkboard of specific land and tree conservation topics and any other plant, soil, or tree topics of interest approved by the teacher.
- 5) Using the topic list created by the class, allow students to choose a topic they are interested in and research that topic further using the internet, school library, resource books, and materials available from the Plant, Soil, and Tree Trunk.
- 6) Have each student or pair of students write an informative or persuasive letter, speech, editorial, article, proposal, or brochure to an authentic audience about tree or land

conservations (or other plant, soil, or tree topic from the class topic list).

Method to Assess Objectives: Read students' transactive writing pieces. Evaluate writing pieces for knowledge of topic (facts, examples, details, diagrams), ability to engage the reader, clarity, justification and support of purpose, well organized idea development, and effective conclusions.

Accompanying Handouts/Material:

- Following resources included in trunk:

Let It Rot! composting guide, *Ten-Minute Field Trips*, Paper Potmakers Kit, Soil Sorting Sieves, Sedimental Kit, Professional Soil Test Kit, Five Leaf and Flower Press and blotting paper, *Fanning Wildflower Field Guide*, and "Let's Make Paper" paper Making Kit

- Websites relevant to this trunk: see www.nku.edu/~enved/regional.htm

References: Nasco BioQuest Tree Biodiversity Kit, Fort Atkinson, WI; *Fandex Family Field Guide of Trees* written by Steven M. L. Aronson, Copyright 1997 working publishing