



EcoQUEST

Artist Badge





A Note About the Illustrations

Unless otherwise noted below*, illustrations for this EcoQuest Field Journal and the EcoQuest Badges were created by two of our extremely talented high school Eco-Leaders, Jiali Pickering and Sadie Pickering. We thank them for their amazing contributions to EcoQuest!

Sincerely,

Ashley Alred & Amelia Goldstein

EcoQuest Authors + Educators

*Illustrations retrieved from *Eco-Inquiry* (1994) by Kathleen Hogan are cited below:

p. 16 *To be a careful observer*. *Eco-Inquiry* (1994), p. 67

p. 61 *Habitat chamber*. *Eco-Inquiry* (1994), p. 90

p. 61 *Supporting notetaking (Earthworm feeding)*. *Eco-Inquiry* (1994), p. 92

p. 62 *Food for Ants*. *Eco-Inquiry* (1994), p. 101

p. 64 *Signs of Animals Eating Plants*. *Eco-Inquiry* (1994), p. 360

p. 66 *Seed Stations*. *Eco-Inquiry* (1994), p. 103

Artist Badge

Artist (noun): A person who practices any of the creative arts, including but not limited to: painting, drawing, sculpting, music-making, writing, collaging, sewing, dyeing, gluing, building, filming, recording, singing, speaking, performing.



*Wow! So this means...everyone is
an artist in some way!
Oh, me...? I'm really into
playing the cello.*



Eco-Challenge

The mission of this badge is to use artistic techniques to explore, celebrate, and share your habitat.

To earn this **Artist** badge, you must:

- ☐ Complete at least one leaf rubbing
- ☐ Complete at least one original drawing
- ☐ Write at least one nature poem
- ☐ Create a habitat restaurant
- ☐ Write a story
- ☐ Create a collage



Visit us online for the Artist Badge! <https://padlet.com/caryecoquest/Artist>

Part 1: The Autotrophs

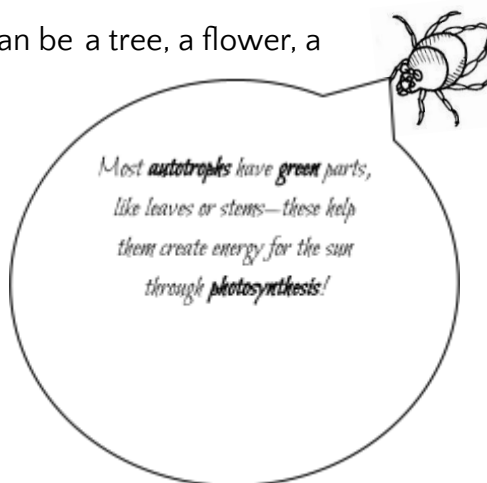
Who are the autotrophs in our habitat who feed the local heterotrophs?

An *autotroph* is an organism that makes its own energy, without having to eat any other living things. Most plants are autotrophs because they create energy using sunlight.

For this badge, you will need a *Sit Spot* again. This can be the same sit spot from your Naturalist Badge or a new one! Anywhere you can comfortably sit for about an hour.

Worm-Up #1

1. Pick an autotroph in or near your spot. This can be a tree, a flower, a bush, a blade of grass.
2. Watch this autotroph for at least a minute.
3. Write down one thing you noticed about it:



-
4. Draw the autotroph below:

5. Close your eyes and draw the autotroph again:

Now we are going to pick one leaf from our autotroph.

Look at the leaf and draw it below.



Draw the leaf *WITHOUT looking at it* below. (You can do it! It's okay if it looks silly.)

Draw the leaf and all of *its edges and shadows* without picking up your pencil/pen.
This is called a *contour drawing*.

Draw the leaf *all at once*, without picking up your pencil, *without looking*.
(Wow...can you do it? Yes, you can!)

Trace the outside of the leaf, and color in a new design to fill in the blanks.

Use the space below to make a *rubbing* of the leaf.

To make a rubbing, place the leaf right *underneath this page* and *gently* color above it using a pencil, crayon, or colored pencil.

You should see some of the details of the leaf come through to this page!

Use the space below to produce more rubbings, to tape down your leaf, or to practice any leaf drawing activities again with new leaves!

*Can you identify what kinds of leaves these are?
Try using field guides or online resources and label your drawings!*

Part 2: Poet-tree

How can we use words to celebrate our surroundings?

Worm-Up #2

Fill this box with *as many words you can use to describe* the living things you have seen in your Home Habitat! You can always ask an adult for help!

For an extra challenge, try to fill up the whole box in only **2 minutes**.

For an extra **extra** challenge, **draw something** to go with each word.

TO BE A LEAF MUST FEEL SO FREE
TO FALL FROM ALL
ANY LOCAL TREES AND STICK
LOCAL FRUIT AND SLIP THROUGH ALL THE
UNUSUAL SIZES CAUSING
ALL YOUR NEARBY
SWEETIES CRUNCHING UNDER FRIENDLY
SHOES AND LA
DOWN IN A FRIENDLY
SMOOTH

Below are some examples of nature poetry.

Read each poem, or ask someone to read them to you. It's fun to listen to poems while closing your eyes! Then, answer the questions.

PINE TREE TOPS

by Gary Snyder

in the blue night
frost haze, the sky glows
with the moon
pine tree tops
bend snow-blue, fade
into sky, frost, starlight.
the creak of boots.
rabbit tracks, deer tracks,
what do we know.

What do these poems make you think of?

How do they make you feel?

FOR THE CHILDREN

by Gary Snyder

The rising hills, the slopes,
of statistics
lie before us.
the steep climb
of everything, going up,
up, as we all
go down.

In the next century
or the one beyond that,
they say,
are valleys, pastures,
we can all meet there in peace
if we make it.

To climb these coming crests
one word to you, to
you and your children:
stay together
learn the flowers
go light

What **images** pop into your
mind? (Feel free to draw!)

What **words** stand out? Circle
them!

Going out to the Garden

By Alice Walker

Going out to the garden
this morning
to plant seeds
for my winter greens
-the strong, fiery mustard
& the milder
broadleaf turnip-
I saw a gecko
who
like the rest of us
has been
reeling
from the heat.

Geckos like heat
I know this
but the heat
these last few days
has been excessive
for us
& for them.

A spray of water
from the hose
touched its skin:
I thought it would
run away.
There are crevices
aplenty
to hide in:
the garden wall
is made of stones.

But no
not only
did the gecko
not run away
it appeared
to raise
its eyes
& head
looking for more.

I gave it.

Squirt after
squirt
of cooling
spray
from the green
garden hose.

Is it the end
of the world?
It seemed to ask.
This bliss,
is it Paradise?

I bathed it
until we were both
washed clean
of the troubles
of this world
at least for this moment:
this moment of pleasure
of gecko
joy
as I with so much happiness
played Goddess
to Gecko.

Now it's time to write your own nature poetry! Below are a few types of poems for you to try.

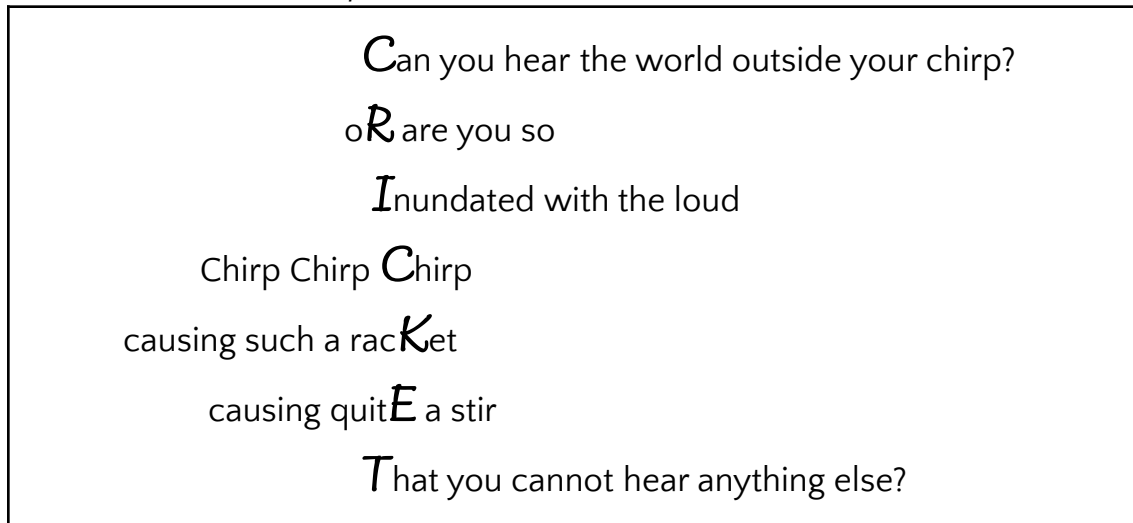
The Acrostic

Step 1. Pick one of the heterotrophs in your spot that you have identified already.

Step 2. Write its name, but vertically (up and down).

Step 3. Fill in words that using the letters of its name.

See this "CRICKET" example!



Write your acrostic below. What animal did you choose? _____

The Shape Poem

Step 1. Pick one of the organisms you found and identified.

Step 2. Draw an outline of this organism without filling it in.



Step 3. Fill the inside of the shape with the words about your organism.

*Bonus: Color your creation, draw a background, add its habitat, or add a friend.

1.

The Rhyme

Pick a heterotroph (something that eats something else) you have identified that you wish to write about. You can write your poem however you wish—it just needs to rhyme!

Example Rhyming Poem:

*If I lived inside a birch
I'd never leave you in the lurch
If I were stuck inside a tree
Would you have stayed to play with me?*

The Letter

Pick a heterotroph that you found and identified already:

Give a name to this creature: -----

What do you notice about this creature? What do you find interesting or curious?

<i>I notice...</i>	<i>I wonder...</i>
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Starting with “Dear _____,” write a letter to this creature. Ask or tell it anything you want.

*Bonus: Make it rhyme or give it a fun shape!

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Share your favorite poems on the [Artist Badge Padlet](#) webpage!

Part 3: Critter Characters

Who are the creatures around us? What is their story?

Warm-Up #3

Earlier, we asked you to find a rock. In the space below, tell us more about your rock. Name it, draw it, give it some clothes, give it a story. How old is it? What time did it wake up this morning? Where is it from? What are its favorite things to do? What is its favorite food?

These activities are all about *storytelling*. You will develop a story about the different creatures in your habitat.

Step 1. Characters

Use the space below to sketch and name some of the characters that live in your habitat.

Now that you've named your characters, use arrows to show their *relationships*, just like you did on page 29 when you made a food web. Are they predator and prey? Are they friends? Family? Enemies?

Step 2. Setting

By now, you are an expert on the habitat where your story will take place. Use the space below to **jot down some words** or characteristics that *describe this habitat*, the *setting* of your story.

The name of this habitat is _____.

Step 3. The Plot

Use the space below to illustrate a timeline of events in your story, from beginning to end. Make sure to include at least one exciting event or problem!

beginning

end

Step 4. Tell the Tale

Using words, drawings, or a combination of both, *tell the story* you have created about your creature characters in their habitat.

You may use a video or audio recording instead of paper.

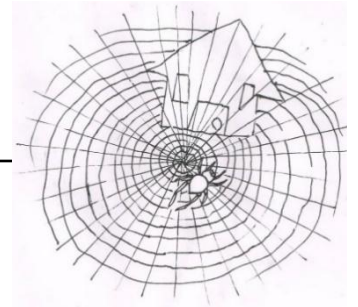
You may write a poem or script.

You may need some extra paper.

It's up to YOU!

Part 4: Il Ristorante Naturale

Who's coming over for dinner?



Warm-Up #4

Create an advertisement that shows off your *Sit Spot*. Why is it the best spot ever?

Throughout this program, you have looked for *evidence* of animals eating plants, you have asked *who eats what*, and you have watched different animals come and go. In other words, you have observed a *habitat restaurant*.

If your spot really were a restaurant, what would it be called?

What kind of restaurant would it be? How would it look? Draw it below.

Looking through the observations you have made throughout your EcoQuest, see if you can use what you have learned to design the *menu* for your habitat.

Be as creative and imaginative as you can, but make sure to use some of the observations you made to inform your menu! You could even MAKE a restaurant out of recycled materials!

Menu

Part 5: Nature's Palette

What can you use to create art?

Warm-Up #5

Pens and pencils are old news. *What else can you use to make marks on paper?*

See if you can use *leaves, mud, rocks*, or any other natural item you find outside to create markings on this sheet, or even create a *masterpiece*.

Part 1. Plant Presses

Sometimes, when an ecologist finds a plant they really like, they press it flat so that they can preserve it forever. This is called a *plant press*.

Materials:

- Pieces of paper, newspaper, or magazine paper
- 2 pieces of cardboard
- Extra books or boxes

Step 1. Pick a plant you like! Try to figure out what kind of plant it is.

Step 2. Find two pieces of paper (or newspaper). They can be small, but must be bigger than the plant you have chosen.

Step 3. Sandwich the plant between two pieces of paper.

Step 4. Sandwich the plant and paper between two pieces of cardboard.

Step 5. Weigh down your press by putting books or boxes on top of it. This should flatten your plant.

Step 6. Leave your plant press *for at least a few days*. After about a week, your plants will be fully dry!

Part 2. Eco-Collages!

If you can tape it down, you can collage it. A collage is a type of art made by *mixing a lot of different materials* into one big image.

Materials:

- Natural materials

- Scrap paper and other craft materials
- Paper, cardboard...something to be your “canvas”
- Scissors
- Tape and/or glue

Step 1. Find as many materials as you can that you would use to make a collage. Some should be natural materials from your habitat, but others might come from around your home.

Step 2. Find something to stick them down with. This can be glue or tape or both.

Step 3. Find something to stick them down *onto*. This can be paper, poster paper, cardboard, or anything your parents/guardians will let you stick things to.

Step 4. Have some fun collaging! Can you use the materials you gathered to create an image? Or do you want to create something *abstract*?

Step 5. Name your creation. Take a picture and *share* it!

Artist Badge Eco-Challenge Check

When you complete this check-list, scan or take a photo of it and send to caryeducation@caryinstitute.org.

	<i>Challenge Steps</i>	<i>Eco-Explorer Signature</i>	<i>Adult Initials</i>
	Complete at least one leaf rubbing		

	Complete at least one original drawing		
	Write at least one nature poem		
	Create a habitat restaurant		
	Write a story		
	Create an eco-collage		



Thank You! We at Cary Education created EcoQuest as a way to provide families with a fun ecology education opportunity since we had to cancel Cary Eco-Discovery summer camps during the COVID-19 Pandemic in

2020. We are incredibly grateful to all the families, teachers, and students who participate in this brand new program, as well as to our amazing team of high school Eco-Leaders for their creative ideas and dedicated educational contributions.

We are excited to inspire—and be inspired by—children discovering the ecosystem of their own homes and schoolyards.

Thank you for supporting our educational endeavors!

With Gratitude,

Cary Education

References

Hogan, Kathleen. *Eco-Inquiry: A Guide to Ecological Learning Experiences for the Upper Elementary/Middle Grades*. Kendall/Hunt Publishing Company, PO Box 1840, 4050 Westmark Drive, Dubuque, IA 52004-1840., 1994.

Cary Education Teaching Materials: <https://www.caryinstitute.org/eco-inquiry/teaching-materials>

About the Authors

The Cary EcoQuest (2020) curriculum and accompanying online materials were created by Ashley Alred and Amelia Goldstein, with priceless guidance from Dr. Alan Berkowitz, *Cary Head of Education*, and Shelly Forster, *Cary Educator*.

Ashley Alred, Cary Education Program Leader

Before joining Cary, Ashley served as a k-12 environmental educator at the Urban Ecology Center in Milwaukee, Wisconsin. She received her MS in Science Literacy Research at the University of Nebraska-Lincoln ('16) and her BS in Fisheries & Wildlife Biology from the University of Georgia ('12). Over the years, her academic research interests have ranged from captive chimpanzee behavior to understanding how undergraduates make decisions about conservation issues. She has been an environmental educator in five different states across the country.

As Education Program Leader, Ashley is excited to devote her skills in education, ecology, and research to teaching youth using inquiry-based and data-driven methods during local school field trips and summer camp, while also contributing to innovative ecology education research. Her career focus is to inspire youth to think critically and creatively about ecology and cultivate meaningful, fun connections to their local environment.

Amelia Goldstein, Cary Summer Camp Instructor

Amelia's path to becoming an ecology teacher began in college where she studied the *Sociology of Science*--that is, how scientists act, what rules they follow, who gets to be a scientist and how. She became passionate about making sure that everyone who *wanted* to do science *could* do science. She realized that the best way to make science accessible to everybody was to teach it! When in graduate school for *Biology Education*, Amelia discovered the incredible world of ecology, and she loved that there was room for everybody in it. There was no turning back!

Last year in summer 2019, Amelia became a summer camp instructor for the Cary Institute of Ecosystem Studies where kids spend every day outside exploring ecology. We were lucky enough to have Amelia back for a second summer as an instructor for EcoQuest. During the school year, Amelia is a high school science teacher. This fall, Amelia will be teaching a trifecta of Biology, Ecology, and Environmental Science to high school students at Oakwood Friends School in Poughkeepsie, New York.

