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A Multiple Intelligences Look at Hortonville, WI

An Interdisciplinary Unit

Taught in the "Thematic Block" of classes in the Alternative Education Department

Grades 11-12

Submitted August 13, 2012

A Multiple Intelligences Look at Hortonville, WI

This unit will be taught near the beginning of the school year in a junior and senior alternative education class. The class is held for a three class period block (about 2 ½ hours) and will include English, Social Studies, and Science credit. English, Science and Social Studies skills and concepts will be taught through an exploration of the local community and will be focused to include an understanding of each student's place and importance in the community and expanded to include the importance of the local community in the larger Fox River Valley, in the state, the nation, and the world (perhaps beyond if any students are interested.) Introductions to elective material (fine arts, technology or physical education) will be used as starting points for credit recovery options that will allow students to follow up and develop skills and knowledge in elective areas by pursuing additional course work outside of class time, which is an important element of the alternative education program.

This unit will start with an introduction to Multiple Intelligences and will include assessment of each student's strengths in terms of multiple intelligences. Project planning and proposal sheets will guide students through using their strengths to choose an interest area for interviewing a community member or evaluating a community resource, and through selecting a format to present their personal explorations of the community through the lens of their chosen "intelligences." Journal entries will be used throughout the unit, are a regular part of the class structure, and will help students generate and explore ideas.

The unit will introduce students to a basic overview of concepts and tools in a variety of areas including cameras and photography; sound recording and editing equipment; research methods, tools and resources; maps, GPS and Geocaching. The unit will provide the groundwork for students to begin exploring the local and surrounding communities with more focus and through a variety of lenses that will be revisited as the class continues. Follow up activities will include building a class community-focused website that will showcase much of the work completed in this unit and in following units.

Outline

2 Weeks (2/12 hours class each day) – 9 lessons plus student work time

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|---|---|---|
| <p>Day 1 Lesson 1</p> | <p>Multiple intelligences and project introduction / planning</p> <ul style="list-style-type: none"> • Journal entry • Multiple Intelligences assessment and explanation • Project Introduction with Project Planning sheets • Discussion of Intrapersonal and Linguistic project options | <p>About 1.25 hours</p> |
| <p>Lesson 2</p> | <p>Interpersonal intelligence – interview planning</p> <ul style="list-style-type: none"> • Class discussion – choosing a subject • Contacting your subject – class discussion and role play including phone manners, email, appropriate attire and introduction to manners | <p>About 1.25 hours</p> |
| <p>Day 2 Lesson 3</p> | <p>Interpersonal – communication / interview techniques</p> <ul style="list-style-type: none"> • Journal entry • Brief discussion and class brainstorming of Interpersonal project options • Class discussion/presentation with handout, including developing a list of possible interview questions | <p>2 ½ hours (If the activity runs short, remaining class time will be allowed for project planning and research)</p> |
| <p>Day 3 Lesson 4</p> | <p>Mathematical/Logical – research and resources</p> <ul style="list-style-type: none"> • Journal Entry • Brief discussion and class brainstorming of Mathematical/Logical project options • Hortonville Facts anticipation guide (and as an optional challenge “Where You at? A Bioregional Quiz”) • Introduce students to resources that contain facts and statistics about Hortonville, WI (They can check their accuracy on their anticipation guides.) • Briefly review research expectations and organizational options (covered earlier in class introduction and expectations, along with guidelines on avoiding plagiarism) • Student / teacher conferences to trouble shoot research or organization problems and review progress on project proposals | <p>2 ½ hours (If the activity runs short, remaining class time will be allowed for project planning and research)</p> |

Outline

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| <p>Day 4 Lesson 5</p> | <p>Visual/Spatial – camera and photography basics</p> <ul style="list-style-type: none"> • Journal Entry • Brief discussion and class brainstorming of Visual/Spatial project options • Introduction to cameras with manuals and worksheets • Introduction to photography basics with sample photographs and class discussion to cover a) the rule of thirds b) perspective/point of view c) lines, shapes and diagonal d) framing and cropping e) landscape/portrait • Camera assignment – students will practice using the concepts discussed with their own photographs | <p>2 ½ hours (At the end of class if students are not done with their photography assignment they may be allowed to check out cameras to finish.)</p> |
| <p>Day 5 Lesson 6</p> | <p>Visual/Spatial and Kinesthetic – maps, compasses and GPS</p> <ul style="list-style-type: none"> • Journal Entry • Brief discussion and class brainstorming of Kinesthetic project options • Demonstration of Google Maps – creating your own map, different map views, tagging places, adding descriptions, creating routes, adding shapes to define areas, adding pictures, sharing maps • Practice opportunity for students to create maps with small assignments • Introduction to paper maps and compasses • Class discussion pros and cons of compasses VS GPS | <p>2 ½ hours (If the activity runs short, remaining class time will be allowed for project planning and research. As students complete project proposals they will meet with advisors to discuss adjustments and for project approval.)</p> |
| <p>Day 6 Lesson 7</p> | <p>Kinesthetic – geocaching</p> <ul style="list-style-type: none"> • Journal Entry • Intro to GPS units and navigation • Small group geocaching activity | <p>2 ½ hours (If the activity runs short, remaining class time will be allowed for project planning and research. As students complete project proposals they will meet with advisors to discuss adjustments and for project approval.)</p> |
| <p>Day 7 Lesson 8</p> | <p>Musical– intro to Audacity and DVR</p> <ul style="list-style-type: none"> • Journal Entry • Brief discussion and class brainstorming of Musical project options • Discussion of equipment/programs that we are not covering that students are familiar with – survey of class for experts in any of these programs, survey of student interest in learning additional programs for this project and later • Demonstration of using digital voice recorders – recording sound, creating files/folders, saving to the computer | <p>2 ½ hours (If the activity runs short, remaining class time will be allowed for project planning and research. As students complete project proposals they will meet with advisors to discuss adjustments and for project approval.)</p> |

Outline

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| | <ul style="list-style-type: none"> • DVR assignment for practice • Demonstration of Audacity – how to create a project, import tracks, edit tracks and apply labels, combine tracks and export projects so they can be used in another program • Practice opportunity for students – adding recorded sound to a pre-recorded audio track in Audacity | |
| Day 8 Lesson 9 | Naturalist – overview of area resources <ul style="list-style-type: none"> • Journal Entry • Brief discussion and class brainstorming of Naturalist project options • Google Maps presentation of local nature centers and conservation areas with links to websites • Class discussion (during presentation) to include student experiences in nature centers and conservation areas, opportunities for service learning (a graduation requirement at Hortonville High School) and calendars of upcoming events | 2 ½ hours (If the activity runs short, remaining class time will be allowed for project planning and research. As students complete project proposals they will meet with advisors to discuss adjustments and for project approval.) |
| Day 9 | Proposal conferences / Research wrap up <ul style="list-style-type: none"> • Proposals due - any students who have not already had their proposals approved must meet with their advisors to finalize proposals • Research and project time for students | |
| Day 10 | Student work time <ul style="list-style-type: none"> • All students must sign up for time to present their projects on the classroom calendar | |

Lesson 1: Multiple intelligences and project introduction / planning

Time Required: 1 hour 15 minutes (half of the 2 ½ hour class period)

Objectives:

- Students will develop writing fluency and explore the idea of the importance of knowing oneself through journal writing
- Students will become familiar with the concept of Multiple Intelligences.
- Students will understand that everyone has a combination of all of these intelligences, that each of the intelligences can be developed with practice and that each person has a unique combination of strengths and preferences in the intelligences.
- Students will determine their own strengths in Multiple Intelligences using an online assessment.
- Students will consider looking at their local community through the lens of the different intelligences, and will brainstorm possible research projects and formats that will honor their strengths and preferences.
- Students will understand project proposal requirements.

Materials:

- Journal prompt
- Computers (to access online Multiple Intelligences assessment at link below.)
<http://www.literacyworks.org/mi/intro/index.html>
- Project Options sheet (see resources.)
- Project Planning sheet (see resources.)

Procedures:

1. Journal entry:

- Distribute journal prompts and allow time for student writing.
- Allow time for response sharing.

Journal Entry

"I should not talk so much about myself if there were anybody else whom I knew as well. Unfortunately, I am confined to this theme by the narrowness of my experience."

~Thoreau / *Walden*

Explain what Thoreau means. Do we always know ourselves best? Are there times when you feel like others surprise you by knowing more about you than you realize? How is your perspective different than your friends, family and peers? Are you more optimistic or pessimistic? Do you prefer art or science? What strengths and preferences define your perspective?

Lessons

2. Teacher presentation:

Introduce the concept of multiple intelligences. Emphasize that:

- everyone has all of the intelligences.
- all of the intelligences can be developed through practice.
- Each person has a unique combination of strengths and preferences in the intelligences.

3. Student activity:

Students should take the online quiz at <http://www.literacyworks.org/mi/intro/index.html> to determine their pattern of strengths and preferences in the intelligences.

4. Project Introduction:

- Handout assignment sheet and project planning sheets.
- Have students fill in Multiple Intelligence scores on project planning sheet.
- Explain projects, answer student questions, preview what is coming up in the next two weeks.
- Explain the value of the journal entries as an Intrapersonal Intelligence activity. Brainstorm Intrapersonal Intelligence project options (use the project options sheet for starters).
- Direct attention to the quote from the journal entry. Explain that the quotes in the journal entry will come from writers that write with a focus on a sense of place. Briefly introduce the day's writer. Show students where in the building and other places they can find more of the author's work. Explain that each day will bring new writers and new quotes that will be of value to students who are interested in projects focused on Linguistic Intelligence. Brainstorm Linguistic Intelligence project options (use the project options sheet for starters).

Lesson 2: Interpersonal intelligence – interview planning

Time Required: 1 hour 15 minutes (half of the 2 ½ hour class period)

Objectives:

- Students will consider subjects to interview and resources to review for the Community Profile writing assignment and have at least three possible leads before class is over.
- Students will understand and demonstrate in role play appropriate introduction and telephone manners.
- Students will understand the importance of making positive impressions in the community and our department's expectations for behavior when contacting community members.
- Students will determine through discussion the many ways we make positive or negative impressions through written contact, manners and dress.
- Students will demonstrate an understanding of proper email etiquette and editing expectations by composing a sample request for an interview.
- Students will be aware of and practice internet safety by using the school's E-pals program and appropriate school contact information to contact community members with whom they are unfamiliar instead of using personal email as a contact.

Materials:

- computers and student email
- email assignment rubric (see resources.)

Procedures:

1. Class Discussion:

- Review Community Profile writing assignment.
- Discuss and brainstorm a list of ideas for subjects and resources that will help students find more ideas.
- Direct students to jot ideas they find useful on their project planning sheets.
- By the end of class be certain each student has at least three ideas.

2. Introduction to first impressions – class discussion

- Ask students for examples of positive or negative first impressions a) on the phone b) in person (in appearance, language and manners) c) in writing
- Discuss the importance of first impressions to our program, to our school, to students as they network for their future career and educational opportunities.
- Review expectations for appearance, language and manners as they represent our school.

3. Introduction to phone manners:

Lessons

Discuss appropriate phone manners for contacting someone students are not familiar with. List expectations and post in the classroom. Include the following as well as anything the students would like to add:

- Speak clearly. Make sure you are not chewing or eating.
- Identify yourself before asking for the person you want to talk to.
- Identify yourself by name, as a student, and that you are calling as a requirement for a class project before you explain your request.
- Have a plan before you call. Know what you want to say, and have a script ready in case you end up having to leave a message. It will increase the chances that your message will include important information, that you won't get flustered, and that you will get called back.

Assign students to write scripts in pairs including a voice mail message and an introduction of themselves when calling to request an interview. Ask for students to share and allow students to evaluate the examples and tweak their scripts as they hear examples of word choice they like better. Give students time to practice in pairs, one students answering and playing the role of the community member, and the other practicing his/her script.

3. Introducing yourself in person:

Present the basics:

- Make eye contact.
- Smile.
- Call people who are older than you or have positions of authority by titles, Mr. Mrs. Dr etc. unless and until they ask you to do otherwise. If you are unsure, err on the side of respect.
- Offer a greeting (hello, good morning, etc.) and also greet people by name when you can.
- Introduce yourself by name, even if you already did on the phone.
- After giving your name, if this is your first meeting, explain that you are a student, and very briefly explain your assignment before jumping in with your request. (I always think of the children who show up at my door and ask, "Do you wanna buy some pizzas." It makes a different impression if they tell me which organization I am supporting by buying the pizza and if they can readily give me the details.)

Give the students an opportunity to practice on each other.

4. Email Etiquette

Present basics of Email etiquette (for formal email):

- Use a greeting
- Be brief and to the point, but give all of the necessary information (including the introduction items already discussed).
- Include alternate contact information if appropriate, and state how you will follow up.

Lessons

- Include a meaningful subject in the subject line.
- Use appropriate spelling, punctuation, grammar etc. – Edit!
- Follow proper formatting guidelines (do not use all caps, text language, emoticons.)
- Read your email before sending it. Edit!

Assignment: email me a sample request for an interview. (See resources.)

5. Review safety – internet and otherwise. Include:

- Protecting personal information
- Using E-pals and school phones instead of personal email or phone numbers
- Meeting interview subjects in public places and in the company of others

Lesson 3: Interpersonal – communication / interview techniques

Time Required: One, 2 ½ hour class period. (I expect this to take less than the full 2 ½ hour class period which will give students time to work on project proposals and research.)

Objectives:

- Students will develop writing fluency and explore the idea of relationships with others through journal writing.
- Students will identify the three basic purposes of an interview
- Students will differentiate between closed and open-ended questions
- Students will understand how to use language to avoid leading questions
- Students will develop a pool of questions that fit their Intelligence areas, interview subject and are directed to explore the subject's relationship to the community.

Materials:

- Journal prompt (included in lesson)
- Project Options Sheet (see resources.)
- Fill in the blank guide to Interview Techniques Presentation (see resources.)
- Computers and/or projector

Procedures:

1. Journal entry:

- Distribute journal prompts and allow time for student writing.
- Allow time for response sharing.

2. Class brainstorm of Interpersonal project options (Use Project Options sheet as a reference to get started.)

3. Present Interview Techniques from

<http://www.mediacollege.com/journalism/interviews/questions.html> with projector and class discussion (or assign reading as individual assignment). Use discussion/reading guide.

4. Allow class time to develop interview questions, work on project proposals, conduct research or contact interview subjects etc.

Lesson 4: Mathematical/Logical – research and resources

Time Required: One, 2 ½ hour class period

Objectives:

- Students will develop writing fluency and explore the idea of historical patterns and conservation through journal writing.
- Students will familiarize themselves with facts about the Hortonville area with an anticipation guide and a bioregional quiz.
- Students will explore resources that compile facts and information about the community of Hortonville.
- Through their exploration students will begin to consider the characteristics of Hortonville, and consider how these characteristics compare to other places.
- Students will demonstrate effective research techniques and troubleshoot difficulties through conferences with advisors.
- Students will make decisions about their learning and set goals and procedures through project proposals.

Materials:

- *One Note (Many of my students will be using this to document their research. Other low-tech methods like notebooks and note cards work well, especially for students doing more active research where computers aren't always available.)
- A list of resources that list facts and statistics about your community (sample for Hortonville included within the lesson.)
- A projector (if you would like to walk through some of the resources with them, like the public library, historical societies, chamber of commerce etc.)
- Project proposal guide
- Computers
- Anticipation Guide (see resources.)
- Journal prompt (included in lesson)
- Project Options Sheet (see resources.)
- Copies of "Where You At A Bioregional Quiz" from <http://www.dlackey.org/weblog/docs/Where%20You%20At.htm>

* optional

Procedures:

1. Journal entry:

- Distribute journal prompts and allow time for student writing.
- Allow time for response sharing.

Lessons

Journal Entry:

Read aloud: “February” or “A Good Oak” from Aldo Leopold’s *A Sand County Almanac* (See resources)

What did you think of this essay? Which parts were most interesting to you and why? What did you think of his using the oak to create a structure for going backwards through a timeline of the area? Why do you think Leopold chose the details that he did? What patterns did you see in the timeline?

Briefly introduce Aldo Leopold and *A Sand County Almanac* to students after they share excerpts from their writing.

2. Class brainstorm of Mathematical / Logical project options (Use Project Options sheet as a reference to get started.)

3. Anticipation guides and optional challenge

- Distribute anticipation guides and give students time to fill them out.
- Distribute copies of “Where You At?” for students to challenge themselves. Challenge students to see how many they can have answered by the end of the week.

3. Review of resources:

- Walk through major local resources online like the public library, the local historical society, the local chamber of commerce, the village website, etc.
- Have available a link to other websites that list statistics and facts about the community. Let students get familiar with these resources, check the answers on their anticipation guides, and search for answers to the bioregional quiz.

Hortonville Website Samples

To walk through:

- <http://www.hortonvillelibrary.org/> (Hortonville Public Library – including Local History pages)
- <http://www.wisconsinhistory.org/localhistory/directory/viewociety.asp?id=403> (Wisconsin Historical Society – with a tiny piece on the Hortonville Historical Society)
- <http://www.hortonvillechamber.com/> (Hortonville Chamber of Commerce)
- <http://www.hortonvillewi.org/home> (The Village of Hortonville)

To supply as links (with a “consider your source” disclaimer.)

- <http://www.city-data.com/city/Hortonville-Wisconsin.html>
- <http://www.areavibes.com/hortonville-wi/city-guide/>
- <http://censusviewer.com/city/WI/Hortonville>
- http://www.clrsearch.com/Hortonville_Demographics/WI/54944/Employee-Statistics-by-NAICS-Code
- <http://www.usacitiesonline.com/wicountyhortonville.htm#statistics>

Additional paper resources from the public or school library will also be included.

Follow up: Don’t forget to see who has the most answers to the bioregional quiz on Friday.

Lesson 5: Visual/Spatial – Camera and photography basics

Time required: One, 2 ½ hour class period

Objectives:

- Students will develop writing fluency and explore the idea of important images from the local community through journal writing.
- Students will familiarize themselves with camera functions by reviewing the camera manual and taking pictures.
- Students will understand the following photography concepts by comparing supplied photographs: a) the rule of thirds b) perspective/point of view c) lines, shapes and diagonal d) framing and cropping e) landscape/portrait orientation
- Students will apply photography composition concepts while taking their own photos, including a) the rule of thirds b) perspective/point of view c) lines, shapes and diagonal d) framing and cropping e) landscape/portrait orientation

Materials:

- Cameras
- Camera Manuals (The one I used can be found at: http://support.en.kodak.com/app/answers/detail/a_id/18852/kw/easy%20share%20camera%20C713/selected/true)
- Camera Manual Review Worksheet (see resources.)
- Journal prompt (included in lesson)
- Project Options Sheet (see resources.)
- Photography assignment and rubric (see resources.)
- Photos that demonstrate: a) the rule of thirds b) perspective/point of view c) lines, shapes and diagonal d) framing and cropping e) landscape/portrait orientation (I will take my own photos of places in Hortonville for this assignment, but the following articles cover the concepts and include sample photos: http://toasterdog.com/lifehacker/lifehacker_night_school_basics_of_photography.pdf and http://photoinf.com/General/Geoff_Lawrence/Composition.html.)

Procedures:

1. Journal entry:

- Distribute journal prompts and allow time for student writing.
- Allow time for response sharing.

2. Class brainstorm of Visual/Spatial project options (Use Project Options sheet as a reference to get started.)

Lessons

3. Distribute camera manuals and worksheet, check out cameras, and give students time to review manuals and complete worksheet.

4. Presentation of Composition Basics:

- Post photos that demonstrate the rule of thirds (next to photos of the same or similar subjects that disregard the rule of thirds.) Ask students which photos they like best and why. Explain the rule of thirds and how it was used (or not) in the photos.
- Post photos that show differences in perspective or point of view. Ask students to discuss differences in the photos. Explain the differences in perspective and point of view and relate this to how this affected students' perceptions of the pictures.
- Post photos that use a variety of lines, shapes and diagonals for effect. Ask for student response and point out intentional use of lines, shapes and diagonals for effect.
- Post photos that show differences in cropping and framing (preferably photos that show the same object, but cropped or framed differently.) Prompt student discussion of the photos and explain differences in framing and cropping.
- Put up pairs of photos of the same subject in portrait and landscape orientation. Ask students to decide which is most effective for different pairs. Remind student that the camera can be held to orient pictures either way and to consider this when taking pictures.

5. Give students time to complete photography assignment.

Follow up: Make sure students know how to get photos off of the camera to the computer, and to save them in the format they need them.

Lesson 6: Visual/Spatial and Kinesthetic – maps, compasses and GPS

Time Required: One, 2 ½ hour class period

Objectives:

- Students will develop writing fluency and explore the idea of a sensory or kinesthetic sense of place through journal writing.
- Students will use Google Maps to create a sample map with tagged destinations, explanations and photographs as well as to mark a route and outline an area with shapes.
- Students will share a saved Google Map by email.
- Students will understand the variety of maps available and the variety of uses for maps.
- Students will understand in general terms how topographical maps and compasses are used.
- Students will discuss the differences between GPS devices and compasses and determine the value of each.

Materials:

- Computers
- Google Maps assignment (see resources.)
- A variety of maps (or links to a variety of online maps)
- At least one topographical map of the area
- Compasses
- Journal prompt (included in lesson)
- Project Options sheet (see resources.)

Procedures:

1. Journal entry:

- Distribute journal prompts and allow time for student writing.
- Allow time for response sharing.

2. Class brainstorm of Kinesthetic project options (Use Project Options sheet as a reference to get started.)

3. Teacher demonstration of Google Maps.

Demonstrate how to:

- Start a new map.
- Find locations by searching or by shifting and zooming the map.
- Tag destinations.
- Add name and description to destinations.

Lessons

- Add photographs.
- Map a route with a line.
- Define an area with a shape.
- Share a map by email.

4. Hand out Google Maps assignment and allow students time to complete.

5. As students finish, give them the opportunity to view paper maps (or go through links to online maps, although because this introduces Kinesthetic intelligence it is appropriate to include something they can touch/handle), and briefly explain the variety of maps and their uses. Use this link for examples:

<http://geography.about.com/od/understandmaps/a/map-types.htm>.

6. Introduce compasses:

- Have students shut their eyes and at the same time point themselves in the direction they think is north.
- With a Compass demonstrate using the red needle, and orienting arrow to find magnetic north. Have students follow the same directions.
- Explain the difference between magnetic north and true north.
- Ask students to determine which map is a topographic map that would be useful with a compass.
- Using the map to calculate declination, adjust compasses and adjust position to face true north.
- Point out features on the map that can be used to orient the map and let the students orient the map according to the features.
- Demonstrate how to orient the map using true north and vertical lines on the map.
- Demonstrate how to determine with the map and compass which bearing to use to travel to a certain place (in our classroom we will pretend we are hiking to the Greenville Lions Park – which will have been used in the Google maps introduction, and which our students will all know the location of.)
- Once bearings are determined, go outside. Have the students face the way they think they should go to walk to the destination, and then use compasses to adjust and see how close they were.
- Demonstrate with the map and compass how triangulation could be used to find your position on a map.
- At the end emphasize that this was a very quick introduction to map and compass use, and that if they find some of it confusing that is ok. They will not be expected to work more with a map and compass without more practice unless they want to. Remind them that they should definitely have more practice and be certain they can use these skills accurately before using a compass/map like this off of trails or out of known areas.

(This lesson is adapted from (sped up and abbreviated) a lesson from the Outdoor Foundation at <http://www.outdoorfoundation.org/lead/orienteering/modules/mod2.swf>)

Lessons

7. Ask students which they find more useful and/or practical, a map and compass or a GPS. Have them brainstorm lists of pros and cons for each. Leave it on the board for tomorrow.

Lesson 7: Kinesthetic – Geocaching

Time required: One, 2 ½ hour class period

Objectives:

- Students will develop writing fluency and check their progress and reflect on their experiences through journal writing.
- Students will practice using GPS, coordinates and geocaching clues to find geocaches.

Materials:

- Journal prompt (included in lesson)
- Computer and projector
- A GPS for each small group of students
- A set of clues and coordinates for each small group of students

1. Journal entry:

- Distribute journal prompts and allow time for student writing.
- Allow time for response sharing.

Journal #6

Checking in:

How have the activities we've completed so far changed the way you look at Hortonville, if at all? Explain which activities you liked best, liked least and how this matched your Multiple Intelligences results. Are you making progress on your research and proposal? What would help?

2. Demonstrate how to use the GPS.

3. Introduce students to the website <http://www.geocaching.com/> and walk them through basic functions of the website. Explain the basics of geocaching as you review the website.(Use a projector. I have been advised not to have all of my students get geocaching.com accounts or to take them to real geocaches to prevent uninterested students from meddling with the geocaches.)

4. Hand out coordinates and clues to small groups. (We will be using geocaches set up near the school campus (one is actually at our building and has been there for a couple years without our students knowing it) that have been set up by another teacher who has offered to let me use the coordinates and clues. This is to attempt keeping them from messing with "real" geocaches.)

Lessons

5. Let students practice finding geocaches. When they find theirs they can return, swap clues and coordinates, and try the next.

6. Revisit the pros/cons of GPS and compasses to see if students can add.

Lesson 8: Musical– Intro to Audacity and DVR

Time required: One, 2 ½ hour class period

Objectives:

- Students will develop writing fluency and explore the idea of sounds in the community through journal writing.
- Students will use a DVR to record a sound and transfer it to the computer, saved as an MP3 file.
- Students will import a song and a recorded sound clip to Audacity.
- Students will edit a song track to include a sound clip as part of the song and add at least two effects in an Audacity project, then export the project as an MP3 file.
- Students will consider the sounds and music that define their community and generate a list of each.

Materials:

- Journal prompt (included in lesson)
- Project Options sheet (see resources.)
- Digital Voice Recorders
- Computers
- Sound recording assignment (see resources.)

Procedures:

1. Journal entry:

- Distribute journal prompts and allow time for student writing.
- Allow time for response sharing.

Journal Entry:

Read aloud: “September” or “The Choral copse” from *A Sand County Almanac* by Aldo Leopold.

Leopold clearly knows the sounds of the variety of birds in his community. What sounds (natural or man made) indicate to you that your are “home” or that you are in Hortonville? Which sounds might we hear here, but not be as likely to hear other places?

Lessons

2. Class brainstorm of Musical project options (Use Project Options sheet as a reference to get started.)

3. Demonstration:

How to:

- Record sound on the DVR
- Save the sound to a file
- Transfer the file to the computer and save it as an MP3 file

Assignment: Record an identifiable sound. Save it to the computer as an MP3 file.

4. Class discussion:

- What music programs or sound editing programs are students already familiar with? Do we have any resident experts on any useful programs?
- What have they used recording or sound editing programs for?
- What programs are students interested in learning?
- Are students familiar with Audacity? If so, what have they created with it?

5. Audacity demonstration:

How to:

- Start a project.
- Import a track.
- Add a second track.
- Selecting a portion of a track.
- Adding effects to your selections and tagging your changes.
- Exporting a project as an MP3 file.

Assignment: Import a sound clip and a song to audacity. Add the sound to the song and add at least three effects to the project. Export the project as an MP3 file.

Lesson 9: Naturalist – overview of area resources

Time required: One, 2 ½ hour class period

Objectives:

- Students will develop writing fluency and explore the idea of conservation or love of nature through journal writing.
- Students will share experiences at community nature centers and conservation areas.
- Students will become familiar with the variety of area resources in conservation and natural resources.

Materials:

- Google Map of local nature centers and conservation areas.
- Projector
- Journal prompt (included in lesson)
- Project Options Sheet (see resources.)

Procedures:

1. Journal entry:

- Distribute journal prompts and allow time for student writing.
- Allow time for response sharing.

2. Class brainstorm of Naturalist project options (Use Project Options sheet as a reference to get started.)

3. Class presentation on Google Maps with links to websites for local nature centers. Encourage class discussion of their experiences in these places. Include a look at calendars of events and volunteer opportunities.

4. Lab time: Continue proposal conferences, research and project work.

MULTIPLE INTELLIGENCES PROJECT RUBRIC

Task: To create a project that is research based, that focuses in format and subject matter on your chosen intelligence(s) and presents a unique understanding of the Hortonville area community through the lens of your focus intelligence.

| | | |
|--|---|--|
| <p>Proposal 10 possible Points</p> | <ul style="list-style-type: none"> • All parts are clearly completed • Proposal include sufficient detail to define the project • Proposal includes thoughtful and relevant research questions • Proposal is okayed by teacher/advisor before project is too far underway | |
| <p>Evidence of Research (Ideas) 35</p> | <ul style="list-style-type: none"> • Notes are completed, organized and handed in with the project • Research questions are clearly ,thoroughly and accurately answered through the final project • | |
| <p>Organization 10</p> | <ul style="list-style-type: none"> • Organization of project allows the audience to easily follow ideas • Ideas are well-balanced throughout project • Heading, titles, subtitles, captions etc. are used consistently and effectively | |
| <p>Use of technology and “intelligence” concepts 15</p> | <ul style="list-style-type: none"> • This may be different for everyone based on format and focus intelligences. Discuss this during your proposal conference. | |
| <p>Presentation 10</p> | <ul style="list-style-type: none"> • Quality of project presentation • Neatness, finishing touches | |
| <p>Sense of Hortonville 10</p> | <ul style="list-style-type: none"> • The project focused on a relationship to/in the local community • It was obviously a project about the Hortonville area | |
| <p>MUGS (Mechanics, Usage, Grammar, Spelling) 10</p> | <ul style="list-style-type: none"> • Your project is well-edited and basically error-free | |
| <p>Total score 100 possible</p> | | |

Name _____

Resources

Resources

MULTIPLE INTELLIGENCES PROJECT PLANNING – Use this sheet to jot down ideas as you come up with them.

| Intelligence (rank order your intelligences in this column) | Related People / Places / Resources In Hortonville | | | Possible Projects |
|---|--|--------|-----------|-------------------|
| | People | Places | Resources | |
| Interpersonal | | | | |
| Logical/Mathematical | | | | |
| Visual/Spatial | | | | |
| Kinesthetic | | | | |
| Musical | | | | |
| Naturalist | | | | |
| Intrapersonal | | | | |
| Linguistic | | | | |

Resources

PROPOSAL GUIDE: Name _____ Intelligence(s) for focus _____

General project format (photography portfolio, music soundtrack, map etc.) _____

Program or platform for project completion (print, MediaPlayer, Google Maps etc.) _____

Number and type of items (15 photos and one poem, or one map with 25 locations etc.) _____

Additional details and description: _____

Research questions (Which plants and animals are most common in the area? Where do most people who live in Hortonville work? Who is the most famous person to have grown up in Hortonville? What books have been written that include Hortonville? Which buildings in Hortonville are significant architecturally? Why did they drain Black Otter Lake? And was it successful? How did the Wiowash Trail get there?)

Resources:

I will learn _____

_____ and demonstrate that I know how to _____

COMMUNITY PROFILE WRITING ASSIGNMENT:

Getting ready:

Before completing your writing assignment you will be required to interview either a community member who will be the subject of your writing, or a community member who is an expert on your subject.

Selecting a subject:

Pick a subject that makes sense for your focus in the multiple intelligences. For example if you are focusing on Interpersonal intelligence you could interview a psychologist, counselor, politician, human resources person etc. If you are focusing on Visual/Spatial Intelligence you could interview someone who runs a pottery studio, a photographer and so on. Your subject can be a person or a resource such as a place (the library, the feed mill, the high school, bus garage etc.) or an organization (The Lions, The Black Otter Lake District, The Friends of the Hortonville Library, The Hortonville Historical Society etc.)

Interviewing your subject:

Focus on your subject's:

- History in Hortonville
- Contributions to and importance to Hortonville
- Future in Hortonville
- Connections to others in Hortonville
- Characteristics that help make Hortonville unique
- Ability to connect Hortonville to other places

Remember to go into your interview knowing some background information and ask genuine (and polite) questions that you really want to know the answer to.

Writing Your Paper:

Your paper should be at least a full page typed.

The focus of your paper will be determined by what you learn in your interview. Don't just tell the story of your interview though. It should be written as a descriptive essay and not as a question/answer interview, although you may use quotes. When you use quotes be sure to accurately represent your subject's words. Write your paper in a way that honors your subject and presents your subject's importance to the community. Focus on the subject's contribution in terms of your focus intelligence.

Grading:

- Your grade will be based on the district 6-trait rubric.
- Your rubric score will be converted to a percentage score (it is a converted percentage, not a straight percentage – see me if you have questions)
- The written portion of your assignment is worth 70 points
- Your interview notes and/or recording are worth 30 points

Resources

HORTONVILLE AREA SCHOOL DISTRICT / WRITING RUBRIC -- GRADES 3-12

| | 1 Experimenting | 2 Developing | 3 Effective | 4 Advanced | Rating |
|---|---|---|--|--|---------------|
| IDEAS The meaning and development of the message | <ul style="list-style-type: none"> • Searching for a topic • Information limited or missing (too brief) • No meaningful details • Disconnected thoughts | <ul style="list-style-type: none"> • Identified topic but broad • Lacks relevant information • Vague details • Glimmer of main point | <ul style="list-style-type: none"> • Narrowed topic • Content clear but more information needed • Detail support attempted • Begins to develop theme | <ul style="list-style-type: none"> • Focused and manageable topic • Content is clear; paper is meaningful • Relevant, accurate details • Shows connections/insights | |
| Organization The internal structure of the piece | <ul style="list-style-type: none"> • No lead or conclusion • Sequencing and pacing not present within body • Connections are confusing or not present • Void of transitions | <ul style="list-style-type: none"> • Ineffective lead and conclusion • Sequencing and pacing within body attempted but confusing • Awkward connections • Transitions attempted but not effective | <ul style="list-style-type: none"> • Effective lead and conclusion • Mostly logical sequencing and pacing within body • Clear connections • Some effective transitions | <ul style="list-style-type: none"> • Inviting lead and satisfying conclusion • Effective sequencing and pacing within body • Thoughtful connections • Effective transitions | |
| Voice The way the writer brings the topic to life | <ul style="list-style-type: none"> • No sense of audience • Purpose not present • No evidence of writer's personality or point of view | <ul style="list-style-type: none"> • Occasionally connects with the reader • Purpose lacks conviction • Occasional evidence of writer's personality and point of view | <ul style="list-style-type: none"> • Reader/writer connection consistently present • Purpose is credible • Writer's personality and point of view are identifiable but not compelling | <ul style="list-style-type: none"> • Dynamic reader/writer connection • Purpose is powerful, passionate and engaging • Strong evidence of writer's personality | |
| Word Choice The specific vocabulary the writer uses to convey the meaning | <ul style="list-style-type: none"> • Vocabulary limited and simple • Words used incorrectly and do not convey meaning • No figurative language | <ul style="list-style-type: none"> • Vocabulary is functional; passive verbs and ordinary nouns • Words generally used correctly and meaning is clear; overuse of common words • Figurative language attempted but ineffective | <ul style="list-style-type: none"> • Vocabulary includes some active verbs and precise nouns • Words used correctly and some enhance meaning • Figurative language apparent and appropriate | <ul style="list-style-type: none"> • Vocabulary consists of lively and powerful verbs and nouns • Language choices create a vivid picture that lingers in the reader's mind • Figurative language present and original | |
| Sentence Fluency The way the words and phrases flow throughout the text | <ul style="list-style-type: none"> • Choppy, run-on, or incomplete sentences • Oral reading difficult • Sentences begin the same way | <ul style="list-style-type: none"> • Sentences are simple in structure and length • Parts invite oral reading • Limited variety in sentence beginnings | <ul style="list-style-type: none"> • Sentences are usually constructed correctly with varied structure and length • Can be read aloud easily • Most sentences begin differently | <ul style="list-style-type: none"> • Strong and varied sentence structure and length results in an easy flow • Invites expressive oral reading • Overall sentence structure enhances meaning | |
| Conventions The mechanical correctness of the piece | <ul style="list-style-type: none"> • Spelling errors impede readability • Incorrect punctuation and capitalization • Many usage and grammar errors • Lack of paragraphing | <ul style="list-style-type: none"> • Spelling correct on common words • End punctuation and easy capitalization mostly correct • Grammar errors evident but do not impede meaning • Paragraphing irregular | <ul style="list-style-type: none"> • Spelling generally correct • Punctuation and capitalization usually correct • Grammar and usage are generally correct • Paragraphing correct | <ul style="list-style-type: none"> • Spelling correct even on more difficult words • Accurate punctuation and capitalization • Grammar and usage contribute to clarity • Paragraphing enhances style * <i>Minor errors are acceptable due to complexity and/or length</i> | |

Resources

PROJECT OPTIONS

| Intrapersonal | Linguistic | Interpersonal | Mathematical / Logical | Visual / Spatial | Kinesthetic | Musical | Naturalist |
|---|--|---|--|--|--|---|--|
| <p>Combine this with your next highest intelligence:</p> <p>A photo portfolio of your favorite places</p> <p>An edited version of your journals with photos, highlighted quotes and epigraphs</p> | <p>A reading journal comparing the author's sense of place to your place</p> <p>An essay or poem in the style of one of your selected authors / poetry to go with a photo-journal of Hortonville</p> <p>Explore a folk-tale popular in Hortonville – write up an urban legend that originates here</p> | <p>Study a cultural practice in Hortonville – where did the holidays, celebrations and traditions practiced here come from – how widespread are they?</p> <p>Create a documentary interviewing decision makers in the town</p> <p>Find out what social organizations operate in Hortonville. What are their purposes?</p> | <p>Compare/contrast Hortonville by generations. Predict what it will be like for your grandchildren/children.</p> <p>Create a timeline of newsworthy events and figures.</p> <p>Analyze factors or resources that impact Hortonville socioeconomically.</p> <p>Look at Hortonville's community ratings – evaluate the accuracy of their measurements and use evidence to support or refute their rating.</p> | <p>Create a photo - journal that analyzes an aspect of Hortonville (biology, people, architecture, historical sites etc.)</p> <p>Work in Google Maps to document places that are important in a particular way for Hortonville, or that show how Hortonville is important in a particular way.</p> | <p>Create a walking tour of Hortonville. Document your tour in Google maps – take photos as you go.</p> <p>Create a set of geocaches for important places in the area. Follow etiquette and get permission.</p> <p>Create a multi-sensory profile of Hortonville with food, scents, sounds, textures and images particular to Hortonville.</p> | <p>Create a soundtrack for Hortonville. Include music that represents the area in some way and/or sounds that are a part of this place.</p> <p>What local musical opportunities does the community offer? How can they be explored?</p> | <p>Evaluate a conservation area or a nature center. Spend some time there. What are we preserving in terms of resources? Plants? Animals?</p> <p>Evaluate the impact of hunting and fishing on the community of Hortonville.</p> <p>Choose a natural area to conduct a plot study.</p> |

Resources

EMAIL ASSIGNMENT:

Email a sample request for an interview to Mrs. Brinkman.

10 points:

Include a greeting.

Introduce yourself as a student and explain why you are requesting the interview.

Include information about how to follow up, or how you will follow up.

Include an appropriate subject.

Include an appropriate closing and signature.

Be brief and polite.

Edit. Twice. Before sending.

PHOTOGRAPHY ASSIGNMENT:

| | | |
|---|--------------------------------------|--|
| Take two pictures of the same subject from the same place. Take one in portrait and one in landscape orientation. | 2 points each | |
| Hand in one picture that demonstrates the rule of thirds. Print your picture and draw the gridlines. | 5 points | |
| Photograph the same subject from at least three different perspectives. Attach an explanation of which you like best and why (at least 5 sentences). | 2 points each 5 point explanation | |
| Hand in one picture that makes the use of lines, shapes or diagonals. Attach a 3 sentence explanation of what you want me to see. | 7 points (including explanation) | |
| Hand in two picture of the same subject that show a difference in cropping (NOT as an edit after the fact, as an element of composition) or framing. | 3 points each | |

Resources

Interview Guide (Based on info from <http://www.mediacollege.com/journalism/interviews/tips.html>)

Three possible purposes of an interview are:

1.

2.

3.

What is one thing that could go wrong if you go unprepared or without background information?

Which of these is an open-ended question?

- Do you like living in Hortonville?
- Describe what it was like growing up in Hortonville.

What is the most famous open-ended question?

Why should you avoid leading questions? Give two reasons.

How can you tell which questions are leading questions?

Which of the additional tips did you find most likely to be helpful? Why?

ANTICIPATION GUIDE

1. Hortonville has MORE or LESS than 100 acres of parks, trail and recreation land? _____
2. Hortonville has MORE or LESS than 3,000 residents? _____
3. The population of Hortonville has grown MORE or LESS than 10% since 2000? _____
4. The median household income was MORE or LESS in 2009 than 2000? _____
5. MORE or LESS than 50% of the people over 15 years old in Hortonville are married? _____
6. The crime index in Hortonville is MORE or LESS than the national average? _____
7. When comparing Hortonville to other places Hortonville scored MORE or LESS points for cost of living than crime index? _____
8. MORE or LESS than 90% of the people in Hortonville are identified as white? _____
9. MORE or LESS than 80% of Hortonville is defined as rural? _____
10. MORE or LESS than 5% of the population is 5years old or less? _____
11. Hortonville has MORE or LESS people employed in construction than agriculture? _____
12. The amusement index in Hortonville is MORE or LESS than the average? _____
13. Hortonville is MORE or LESS than 10 square kilometers? _____
14. Hortonville was founded BEFORE or AFTER 1800? _____
15. Hortonville's average summer temperature is MORE or LESS than 75%? _____

Where You At? A Bioregional Quiz

Developed by Leonard Charles, Jim Dodge, Lynn Milliman, and Victoria Stockley.

Coevolution Quarterly 32 (Winter 1981): 1.

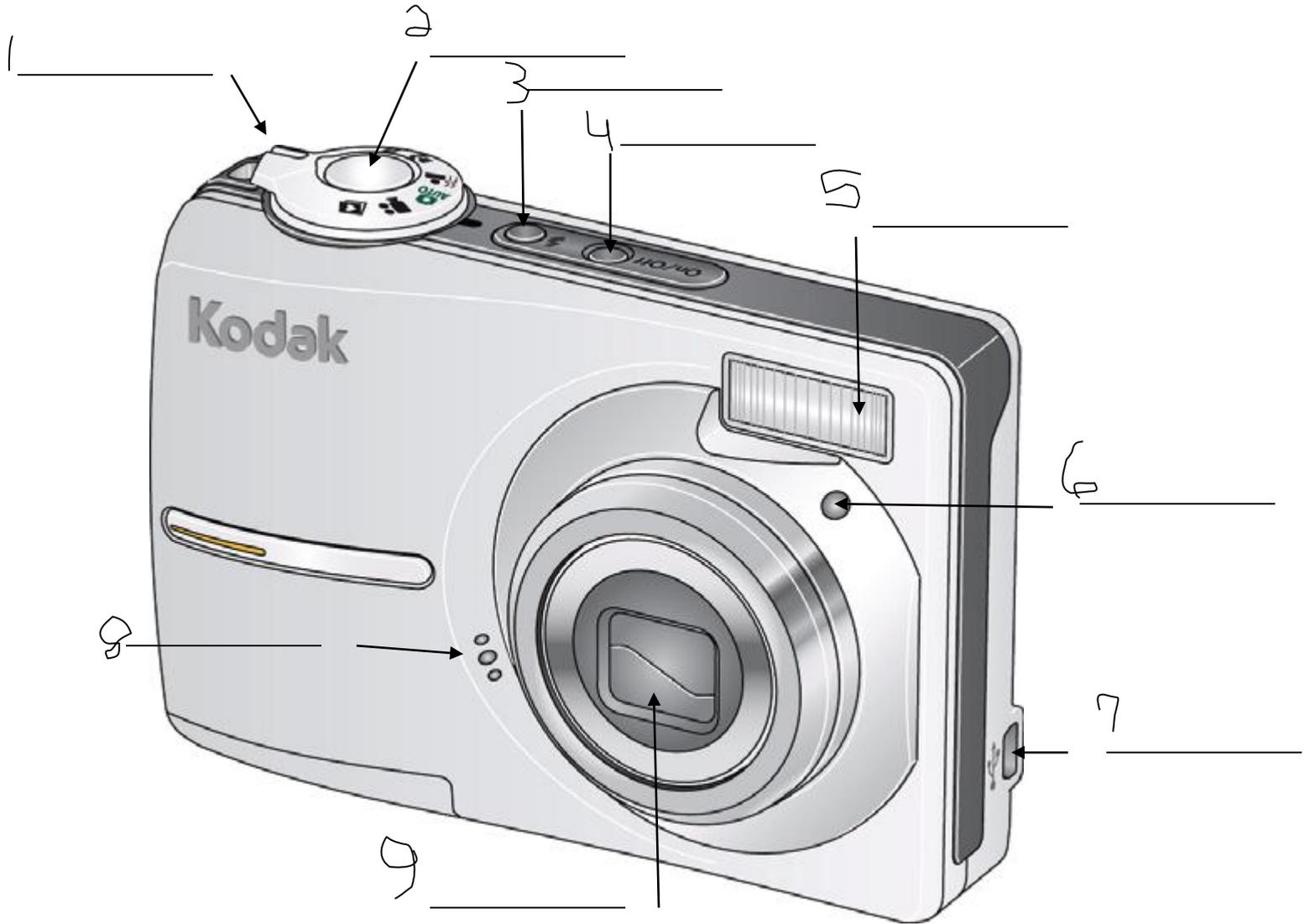
1. Trace the water you drink from precipitation to tap.
 2. How many days til the moon is full? (Slack of 2 days allowed.)
 3. What soil series are you standing on ?
 4. What was the total rainfall in your area last year (July-June)? (Slack: 1 inch for every 20 inches.)
 5. When was the last time a fire burned in your area?
 6. What were the primary subsistence techniques of the culture that lived in your area before you?
 7. Name 5 edible plants in your region and their season(s) of availability.
 8. From what direction do winter storms generally come in your region?
 9. Where does your garbage go?
 10. How long is the growing season where you live?
 11. On what day of the year are the shadows the shortest where you live?
 12. When do the deer rut in your region, and when are the young born?
 13. Name five grasses in your area. Are any of them native?
 14. Name five resident and five migratory birds in your area.
 15. What is the land use history of where you live?
 16. What primary ecological event/process influenced the land form where you live? (Bonus special: what's the evidence?)
 17. What species have become extinct in your area?
 18. What are the major plant associations in your region?
 19. From where you're reading this, point north.
 20. What spring wildflower is consistently among the first to bloom where you live?
-

Scoring

- 0-3 You have your head up your ***.
- 4-7 It's hard to be in two places at once when you're not anywhere at all.
- 8-12 A firm grasp of the obvious.
- 13-16 You're paying attention.
- 17-19 You know where you're at.
- 20 You not only know where you're at, you know where it's at.

GET FAMILIAR WITH YOUR CAMERA

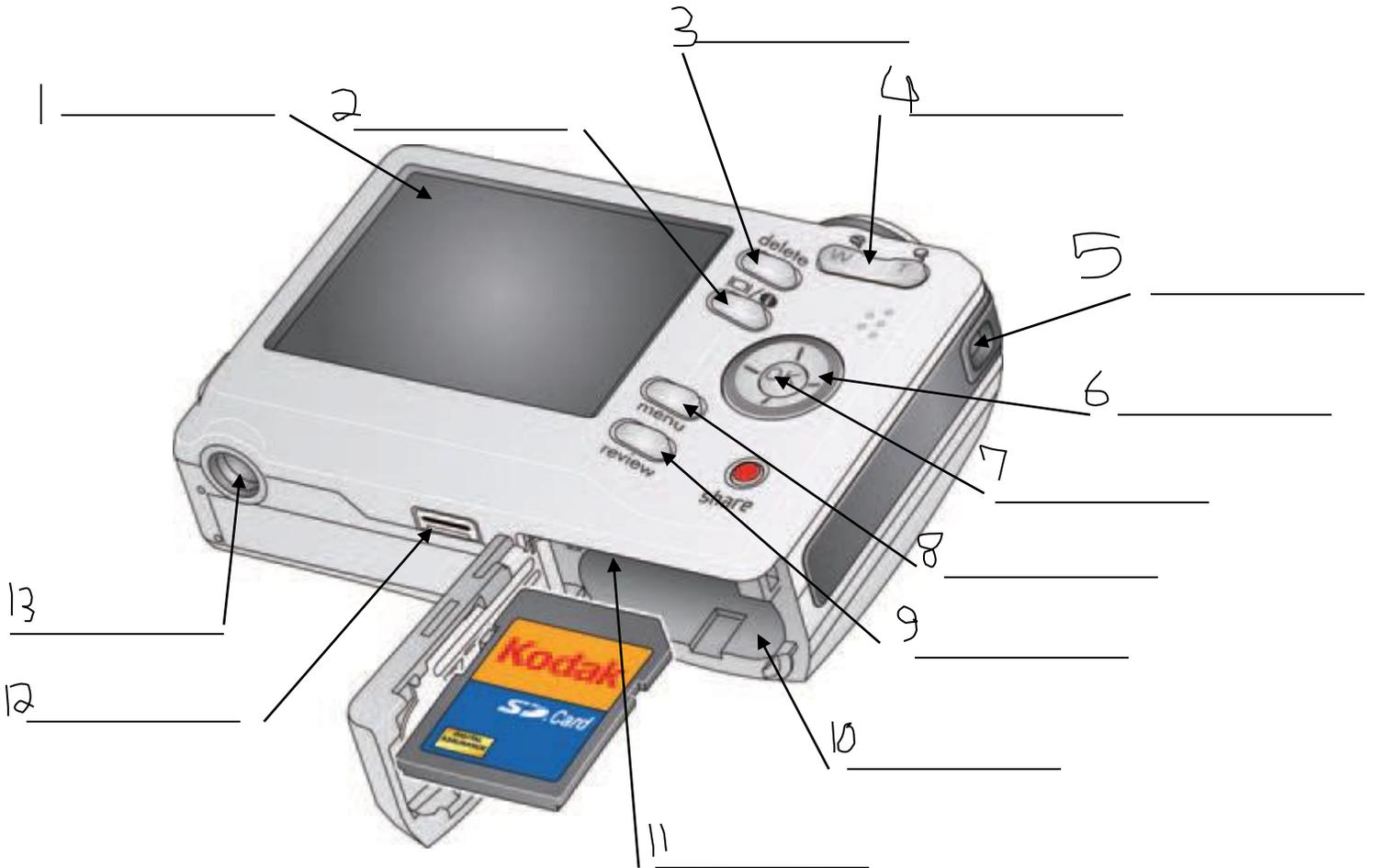
- Use the “Front View” diagram of your camera to label the parts in the picture below.
- While you fill this out, find the corresponding parts on your camera.



Pay attention to the on/off button (because obviously you will use it to turn your camera on and off.) Also pay attention to the button that changes the flash setting. We will learn when to use which flash settings. We will also learn the uses of different shooting modes that you will indicate with the mode dial. The shutter button is simply the button you will use to focus and take your pictures. The lens is important because whatever is in front of it will be in your picture. This sounds obvious, but your camera strap, your fingers, dust or water splatters will all show on your pictures if they get in front of (or on) your lens.

Resources

- Use the “Back View” diagram of your camera to label the parts in the picture below.
- While you fill this out, find the corresponding parts on your camera.



Read the “Taking pictures / videos” section of your manual to answer the following questions. It’s best to preview the section before you answer the questions, because the questions may not be presented in the same order as the material in the manual.

1. When you press the shutter button half way down, what happens? _____

_____ How can knowing this help you take better pictures?

2. When the framing marks turn green, what does this mean? _____

Resources

3. The camera tries to focus on objects in the _____. If it focuses on something an object other than your subject you should: _____

4. The 'T' you use to zoom in on a subject stands for _____, and the 'W' used to zoom out stands for _____.

5. How should you change your distance to the subject as you use the camera's zoom feature? _____

6. How close can you be to your subject when you are not using zoom? _____

7. Match the following flash symbols with their descriptions:

a.



b.



c.



d.



1. _____ This means the flash is off and will not fire.
2. _____ This means the flash is on and will always fire.
3. _____ This means the flash will fire if there is not enough light and it's necessary.
4. _____ This means the flash will fire before the picture is taken and then again when the picture is taken.
5. _____ This is the setting you would use when your subject is backlight or is in shadow.

8. Where can you find what your flash setting is? _____

9. The button(s) you use to change flash setting is/are on:

- a) the top of the camera b) the front of the camera c) the back of the camera

10. The top of the page titled "Using the flash" lists three situations in which you should use flash. List 2:

1. _____
2. _____

Resources

Use these camera modes for 11-15 a)  **AUTO** b)  c)  d) **SCN**

11. Which camera mode is simplest for general picture taking and lets the camera choose settings automatically? _____
12. Which camera mode does the manual suggest using available light instead of flash? _____
13. Which camera mode allows the user to select automatic settings for special conditions? _____
14. Which camera mode is for use at close range? _____
15. Which camera mode does the camera use zoom position to determine focus? _____
16. When your camera is set for Scene mode, what do you use to select the appropriate Scene mode? _____

17. Which button do you use when you have the desired Scene mode selected? _____
18. Which two scene modes are for photographing people?
_____ And _____
19. Which of the scene modes suggest using a tripod or setting the camera on a flat surface?

20. Which scene mode is designed for objects in motion? _____
21. Which scene mode turns off your flash and sound? _____
22. Which scene mode is for taking picture of small objects in bright light? _____
23. Which scene mode is for people indoors, without a great deal of light? _____
24. Which scene mode catches action pictures in bright light? _____
25. Which scene mode do you think you will use most often? Why?

Resources

GOOGLE MAPS PRACTICE ASSIGNMENT

20 points total

Start a new map and name it. (1 point)

Tag five places you are familiar with in Hortonville. (1 point each)

Give each a name and a two sentence description. (1 point each)

Use a line that creates a route that connects your five places. (2 points)

Use a shape to outline an area. Give it a name and description. (3 points)

Add a photo that you took to the place where you took it. (3 points)

Share your map with Mrs, Brinkman (1 point)

Wisconsin State Standards Addressed

Common Core State Standards for English Language Arts:

- 6- 12 Writing Standard 4
- 6-12 Writing Standard 5
- 6-12 Writing Standard 6
- 6-12 Writing Standard 7
- 6-12 Writing Standard 10

(These standards are wordy and bulky. Feel free to read the full standards here: <http://dpi.wi.gov/cal/pdf/ela-stds.pdf>)

Wisconsin Model Academic Standards for School Counseling:

- Academic Development Domain/ Content Standard C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.
- Personal/Social Development Domain / Content Standard E: Students will make decisions, set goals, and take necessary action to achieve goals.

Wisconsin Model Academic Standards for Social Studies :

- A.12.2 Analyze information generated from a computer about a place, including statistical sources, aerial and satellite images, and three-dimensional models.
- B.12.8 Recall, select and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States and World history.

Wisconsin Model Academic Standards for Information and Technology Literacy:

- A.12.3 Use a computer and productivity software to organize and create information
- A.12.4 Use a computer and communications software to access and transmit information
- B.12.1 Define the need for information
- B.12.3 Locate and access information source
- B.12.5 Record and organize information
- B.12.6 Interpret and use information to solve the problem or answer the question
- B.12.7 Communicate the results of research and inquiry in an appropriate format
- C.12.1 Pursue information related to various dimensions of personal well-being and academic success
- D.12.2 Use information, media, and technology in a responsible manner
- D.12.3 Respect intellectual property right

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