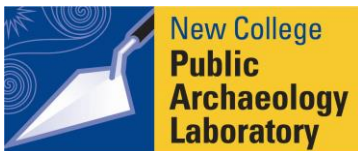


# Teaching Students Concepts of Florida Heritage and Civic Engagement with Patrick D. Smith's *A Land Remembered*



Nicole Ouellette  
New College of Florida

© 2014 Nicole Ouellette  
Printed by the New College Public Archaeology Lab



New College Public Archaeology Lab Research Report Number 3  
Uzi Baram, Director  
New College of Florida  
Sarasota, FL 32423

## Introduction

These lesson plans were created as a part of my New College of Florida senior thesis project: *Exploring Anthropology's Potential as a Catalyst for Reformation in American Pedagogy* (2014). They were created specifically for 4<sup>th</sup> grade students in the Florida public school system.

These lesson plans aim to inspire students to make a connection between *food* and *heritage*. I wanted students to be able to understand the concept of *heritage*, an important concept to pass onto each generation to better ensure the protection of historically significant sites, by introducing it through something they are all familiar with—food.

By basing the assignments on Patrick D. Smith's *A Land Remembered*, I was able to make them more accessible to public school teachers in Florida, as Smith's novel is commonly used in 4<sup>th</sup> grade curriculums across the state. Doing so also allows flexibility in terms of being able to relate the material to a variety of subject matter—English, Social Studies, Science, and even Art for instance. This flexibility helps teachers in being certain that their students meet a variety of state standards. I made sure to implement assignments that reinforced students' writing skills, as most fourth graders in Florida are required to complete a standardized essay exam. Various elements of essay writing (i.e. creating an introductory paragraph, organizing information in a manner that “flows” well, providing descriptive details) are incorporated into these lesson plans to help prepare students for a standardized essay exam.

I was fortunate enough to be able to “pilot” my lesson plans at Fruitville Elementary School in Sarasota, Florida. I spent a week with a 4<sup>th</sup> grade gifted class, administering the assignments I had created to a room full of students myself. The experience allowed me to get a feel for how effective the assignments I had crafted really are, and to see with my own eyes if the students were enjoying them. I had distributed an anonymous survey to the class on my last day there which aimed to gauge how much the students had enjoyed the lesson plans as a whole, as well as how much they felt they had learned from them. Overall, I found the students' responses to be positive, and each student seemed to have gained at least some benefit from the program as a whole.

My hope for these lesson plans is that teachers use them, in any way, whether it is as they are, or whether it is as a model for constructing new plans. Please feel free to take these lesson plans and use them as you see fit. I embrace the idea of others modifying and improving upon my work, and am open to feedback.

I want to express my gratitude toward Dr. Laura Kingsley, principal of Fruitville Elementary School, for granting me permission to put my ideas into action. Without her open mind and innovative spirit, this project would not have been possible. I would like to thank Marsha Mayers and her wonderful class of 4<sup>th</sup> graders for welcoming me into their classroom and making the experience enjoyable and unforgettable for me. I am eternally grateful for having the opportunity to work with such a bright bunch of students, whose contagious passion for learning I found to be a great source of motivation. Lastly, I want to thank New College Anthropology Professor Uzi Baram for all of his guidance and

support throughout the making of these lesson plans, as well as my entire New College career. Without his genuine excitement for my project and belief in my ability to execute my ideas, I would never have thought myself capable of producing these lesson plans (and let alone write a thesis on them!) Your ability to have me leaving your office feeling confident in myself and my competencies is one of the things I cherish most from my time at New College.

## **Teaching Students Concepts of Florida Heritage and Civic Engagement with Patrick D. Smith's *A Land Remembered***

### **Lesson 1: An Assessment of Students' Current Understanding of Florida Food Heritage Through Expository Writing**

**Lesson prepared by:** Nicole Ouellette  
New College of Florida

#### **Objectives:**

- To assess the students' current understanding of Florida food heritage
- To assess the students' current understanding of the relationship between civic engagement and historic preservation
- To have students practice and develop expository writing skills

#### **Educational Standards Addressed:**

- CCSS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

#### **Required Materials:**

- (1) spiral or compositional notebook for each student
- (1) handout of Assignment 1 for each student
- labels for spiral or compositional notebooks (optional, make sure that labels are easily removed)

#### **Activity (30 minutes):**

Hand each student a spiral or compositional notebook. This will serve as their writing journal for the duration of these lessons. Students will write their responses to the assignments in these journals. They may also take notes in them if they choose to do so. At the completion of the lessons, these journals will be collected for an analysis of students' progress. For the sake of the students' privacy, they should not have their names on or anywhere in their journals. On the first page, they should indicate what state they were born in, and how long they have resided in Florida. This will be the only personal information collected.

This first assignment will serve as an assessment for research purposes. Students will be writing a brief expository response to a prompt, answering a set

of questions that aim to gauge how well they understand concepts of heritage and historic preservation by relating these broad concepts to something that can be easily broken down: food. The first question asks them where they find oranges. This question aims to have them consider the association a particular food can have with a place. The second question asks them if Florida would be different without oranges and why. This question serves to see if they understand the importance of preservation. The third question asks them if there are any other foods that they link with Florida. This question aims to get them thinking about the connection between food and heritage, as they consider *why* oranges are associated with Florida.

The response should consist of one paragraph that acts like an introductory paragraph for a hypothetical essay on the relationship between Florida and oranges. This assignment should strengthen students' ability to organize ideas into a coherent piece of writing, ultimately building their expository writing skills.

After students have completed their paragraphs, encourage them to read what they have written aloud for the rest of the class to hear and to comment on.

### **Assignment 1**

**Directions:** Pretend that you are preparing to write an essay about the relationship between Florida and oranges. Write what would be the first paragraph in your pretend essay, while answering the questions below. Your introductory paragraph should make it clear to readers what your essay is going to be about. Please make sure to answer all of the questions below in your paragraph.

1. Where do you find oranges? (Think, do you see them in grocery stores? Do you see them growing outside?)
2. Would Florida be different without oranges? Why?
3. Are there any other foods besides oranges that you link with Florida?

Write your response in the journal that was handed to you.

# Teaching Students Concepts of Florida Heritage and Civic Engagement with Patrick D. Smith's *A Land Remembered*

## Lesson 2: Writing Journal Entries as Characters from Patrick D. Smith's *A Land Remembered*

Lesson prepared by: Nicole Ouellette  
New College of Florida

### Objectives:

- To have students build their team work skills
- To have students build their narrative writing skills
- To have students reflect upon pioneer and Seminole life in Florida, especially in regards to subsistence

### Educational Standards Addressed:

- CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- CCSS.ELA-Literacy.RL.4.2 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- CCSS.ELA-Literacy.FL.4.4 Determine the meanings of words and phrases as they are used in a text.
- SS.4.A.4.2 Describe pioneer life in Florida

### Required Materials:

- (1) spiral or compositional notebook for each student
- (1) handout of assignment 2 for each student
- copies of *A Land Remembered* by Patrick D. Smith (optional)

### Activity (30-45 minutes):

Hand each student his or her notebook. The notebooks should already be labeled temporarily with students' names from the prior lesson. Instruct students to turn to the next clean page in their notebook and to write the date on the top. Students should not write their names, or any information that could be used to identify them inside of their notebooks.

Divide the class into two teams for a vocabulary activity. Write the following words on index cards:

- **hankerin'**
- **afore**

- mite
- skeeters
- plumb
- critters
- vittles
- varmints
- shinny
- bushwack
- ain't et
- ouden
- allapattah
- chickee hut
- koonti flour
- sofkee
- Pay-Hay-Okee
- cabbage palm
- cocoplum bush
- collard
- cracklins
- cure meat
- dutch oven
- poke greens
- smokehouse
- swamp cabbage
- coontie bread
- dressed cows
- gorging
- huckleberries
- knead
- lard
- roasting spit
- slaughter

Put all of the index cards into a container and mix them up. Have one student from one team come up and draw a word from the container. The other team must deliberate and have one of their team members give a definition. The definition can be either true or false. The team that drew the card must then decide if the definition is true or false. If they are correct, then they are awarded one point. If they are incorrect, give them the correct definition and do not award any points. The definitions of the words are provided on a separate sheet. Continue until all of the words have been defined. The team with the most points at the end wins.



Inform students that you are going to write the words on the board, and that they are not required to copy down what you write, but they may if they want to. They may also take notes in their journals.

Write the following list of words on the board for students to see:

- hankerin'
- afore
- mite
- skeeters
- plumb
- critters
- vittles
- varmints
- shinny
- bushwack
- ain't et
- outen

Create another list of words next to that list. Include:

- allapattah
- chickee hut
- koonti flour
- sofkee
- Pay-Hay-Okee

Create a third list of next to the other two of the following words:

- cabbage palm
- cocoplum bush
- collard
- cracklins
- cure meat
- dutch oven
- poke greens
- smokehouse
- swamp cabbage
- coontie bread
- dressed cows
- gorging
- huckleberries
- knead
- lard
- roasting spit
- slaughter

Explain to students that the three lists consist of words found in Patrick D. Smith's *A Land Remembered*. Explain how the first list is comprised of words that are specific to the Florida Cracker/Cowhunter dialect. Ask students why the author decided to use these words. Explain to students how these words are used by the author as a literary technique to describe the setting of his novel, as well as a way to portray certain characters as being Florida Crackers.

Explain to students that the second list consists of Seminole words. Explain to students how the author's inclusion of these terms achieves a similar effect, as these terms also illustrate the Florida setting for Smith's novel.

Explain to students that the third list is of words that relate to preparing, cooking, and eating food. Mention that the flora is specific to the setting of the novel.

Hand each student a sheet explaining the second assignment. Read the directions for the assignment out loud.

Allot students around 30 minutes to work on the assignment. After the allocated time has passed, encourage students to read their works out loud for the rest of the class to hear and to comment on.

## Assignment 2

**Directions:** Choose one character from the novel *A Land Remembered* by Patrick D. Smith and write one journal entry from the point of view of that character. You can choose to be one of the Maclveys, a Seminole, a Florida Cracker/cow herder, or any other character that you like.

Pretend that the character of your choosing has a journal that they write in every day. In their journal, they write about what happens to them and how they feel. For this assignment, your character will be writing about food. For example, you can write as if you are a Seminole character preparing sofkee, Emma Maclvey making biscuits with her dutch oven, or Tobias Maclvey trapping coons in the scrub. These are just examples. You can choose to write as any character you want, just as long as you remember to have them reflect on food.

You can use the words listed on the board to help you. You may also look through Patrick D. Smith's *A Land Remembered*. Use the example that was handed out to you as a guide. Feel free to be creative and have fun!

### Assignment 2 Example

October 1863

Tobias Maclvey

*I ain't et for a good while. My dang stomach won't stop making noises. I sure hope Emma's cooking up sumthin' real good for supper. I'm so sick of poke greens I could vomit. What I'm really hankerin' for some beef. Poor Emma does the best she can with what we got, and Lord knows we ain't got much. I haven't been able to trade for anything with the coonskins I got. What I need is a horse and a dog.*

## **Teaching Students Concepts of Florida Heritage and Civic Engagement with Patrick D. Smith's *A Land Remembered***

### **Lesson 3: Compare and Contrast the Florida Pioneer Lifestyle and Seminole Lifestyle as Discussed in Patrick Smith's *A Land Remembered* to Present-Day Florida**

**Lesson prepared by:** Nicole Ouellette  
New College of Florida

#### **Objectives:**

- To have students develop and strengthen their ability to formulate an opinion by supporting their opinion with relevant examples from that text
- To have students practice organizing information in preparation for writing
- To have students build their confidence in participating in class discussion
- To have students reflect upon the effects of development in terms of environmental and social impact
- To have students improve their reading comprehension

#### **Educational Standards Addressed:**

- SS.4.A.4.1 Explain the effects of technological advances on Florida.
- CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing influences from the text.

#### **Required Materials:**

- (1) spiral or compositional notebook for each student
- (1) set of copies of the excerpt "Tawanda Shows Zech Pay-Hay-Okee" for each student
- (1) set of copies of excerpt 9 from *A Land Remembered Goes to School* by Tillie Newhart and Mary Lee Powell for each student
- (1) handout of Assignment 3 for each student

#### **Activity (45 minutes):**

Hand each student his or her notebook. The notebooks should already be labeled temporarily with students' names from the prior lesson. Instruct students to turn to the next clean page in their notebook and to write the date on the top. Students should not write their names, or any information that could be used to identify them inside of their notebooks.

Hand each student one copy of Excerpt 2 and Excerpt 9 found on pages 32 and 33, respectively from *A Land Remembered Goes to School* by Tillie Newhart and Mary Lee Powell.

Choose a few volunteers to read Excerpt 2: “Tobias meets Keith Tiger, Bird Jumper, and Lilly at a Ft. Pierce camp” out loud. After the passage has been read, choose a volunteer to answer the first multiple-choice question on the page. Continue this process until all five multiple-choice questions have been answered.

Choose a few volunteers to read the excerpt, “Tawanda shows Zech Pay-Hay-Okee” out loud. After the passage has been read, choose a volunteer to answer the first multiple-choice question on the page. Continue this process until all five multiple-choice questions have been answered.

Choose a few volunteers to read Excerpt 9: “Rift Between the Brothers-Sol Tells Toby that He Has a Farm in Okeechobee” out loud. After the passage has been read, choose a volunteer to answer the first multiple-choice question on the page. Continue this process until all five multiple-choice questions have been answered.

Draw a large table with two columns on the board. Label one side “Arguments for Clearing the Land.” Label the other side “Arguments Against Clearing the Land.” Divide the classroom in half. Inform one half of the students that they will come up with arguments that support Sol’s desire to clear the land for development. Inform the other half of students that they will come up with arguments that support Toby’s desire to leave the land untouched.

Give students 5-10 minutes to brainstorm in their groups. Tell them to find supporting arguments in the excerpts that were handed out.

Have students read their arguments out loud, and fill in the table on the board.

Ask students to raise their hand if they support development. Ask the ones who raise their hands why they support development of the land.

Ask students to raise their hand if they are in favor of preserving the land. Ask a few of the students who raise their hands why they support preservation.

Discuss how there are pros and cons to each side of the argument. Emphasize how important preservation is, and how there must be a balance between preservation and development. Discuss how difficult this is to achieve in our society, but reiterate that it is not impossible. Explain how the public must do their part in preserving what they find important.

Distribute the third assignment. Instruct students to write their response to the assignment in their personal journals that are specific to this set of lessons. Students can start on it if there is enough time left in the class period. In this assignment, students will be asked to write a brief response to what was discussed. The assignment asks them to write 3-5 sentences on their opinion of Sol's choice to clear the land for his farm with support from the text. Reassure students that they can have mixed opinions on this subject, and that they will not be graded on their opinion; the assignment is solely looking for their ability to back up their argument with textual evidence.

### **Assignment 3**

**Directions:** Write 3 to 5 sentences that explain your opinion on Sol clearing the land to build his farm. Use the notes from today's class to help you. Make sure to support your opinion with examples from the text. Use quotations when you copy words from the text.

**Example:** *I believe that Sol was wrong in clearing the land for his farm because he took the land away from people and animals that used the land for food. Toby told Sol, "Animals have to eat too, and so do birds, and so do we!" Sol even admitted that he made a poor choice. "Sol couldn't take it any longer. He said regretfully, 'I'm really sorry...Toby.'"*

## **EXCERPT: Tawanda Shows Zech Pay-Hay-Okee**

On the bank there was a long dugout cypress canoe and two thin poles. They pushed the canoe into the water; then Zech stood in front and Tawanda in the rear, and they poled the slim craft down the creek. At first it was tricky for Zech, and he almost lost his balance. Tawanda laughed at him until finally he gained confidence and pushed the canoe with ease.

The stream twisted and turned, sometimes just wide enough for the canoe to pass, and several times it led into small ponds covered with lilly pads where turtles and alligators moved away as they glided by. Then suddenly the swamp ended, as if a line had been drawn to separate swamp from marsh, and looming before them was Pay-Hay-Okee, a land so overwhelming in its vastness it caused Zech to blink his eyes in wonderment.

Sawgrass stretched on and on, broken only by small island hammocks of hardwood trees and cabbage palms. Flights of egrets and herons drifted for miles, dwarfing what Zech had seen at Okeechobee or elsewhere...

As they poled the canoe, Zech watched with interest as an Everglades kite glided over them, its huge wings extended, moving so slowly it seemed to be suspended in midair. Then a flight of small birds swooped in and harassed it, diving and pecking, until the kite shot downward into the sawgrass and disappeared...

When they reached the place where Ishmael was tied, they pulled the canoe back onto the bank. Zech said, "I'm glad you brought me here, Tawanda. I'll always remember this place."

*(Excerpt from Volume I, Chapter Twenty)*

1. What feeling did Zech have for Pay-Hay-Okee?

- a) anger
- b) sadness
- c) awe
- d) dread

3. What kind of landform did Zech and Tawanda have to cross to reach Pay-Hay-Okee?

- a) mountains
- b) swamp
- c) desert
- d)

3. What did Zech and Tawanda use to reach Pay-Hay-Okee?

- a) a canoe
- b) a wagon
- c) they did not use anything to reach Pay-Hay-Okee
- d) a horse

## EXCERPT 8: Sol's Vegetable Farm

The two tracts of land Zech had purchased south of Lake Okeechobee were right in the middle of what was to become the most extensive farmland in south Florida. Sol suspected this when he rode his horse onto the section southeast of the lake and examined the rich soil and the lushness of the vegetation. As he gazed out over the land and then explored it, riding past ponds and sloughs filled with snakes and alligators and turtles, coming to areas of open places where the shadows of egrets and herons and ibises glided over the sawgrass, his first thought was, "How do you turn a place like this into a farm?"

He hired dredges to gash the earth and drain it, paying with Spanish gold, then the men and saws and machines to rip out the giant bald cypress and the hickory and the oak and the cabbage palm and the palmetto and the cocoplum bushes, pushing mounds of dirt over the sawgrass and the seas of violet-blue pickerelweed. It took more than a year, but he gradually turned hammocks and Everglades into fields stretching as far as the eye could see, soil so black it looked like soot. Then he formed the MacIvey Produce Company and hired workers to plant tomatoes, beans, squash, celery, corn, cucumbers, lettuce, and okra, eventually becoming a supplier of vegetables to the growing cities of Palm Beach, Fort Lauderdale, Miami, Fort Myers, Tampa, and Saint Petersburg, also shipping vast quantities by rail to markets in Chicago, New York, and Boston.

*(Excerpt from Volume II, Chapter Thirty-nine)*

## Multiple Choice Questions:

- Sol prepared the land for planting vegetables by
    - killing all the wild animals
    - spreading chemicals
    - draining and clearing the trees
    - flooding the land
  - Sol formed a produce company and hired workers to plant
    - oranges and grapefruit
    - tomatoes and other vegetables
    - figs and pineapples
    - custard apples
  - The vegetation that was growing before Sol cleared the land was
    - cypress, cabbage palm, and oak
    - peach and apple trees
    - sugarcane and okra
    - wheat fields
  - Sol decided to use the land for a farm because
    - the soil was rich
    - there were no snakes and alligators
    - there were no ponds or sloughs
    - nothing was growing there
  - Sol sent the vegetables to
    - France and Germany
    - Cuba
    - Chicago, New York, and Boston
    - California
- 6a. Describe how Sol built the vegetable farm.
- 6b. Explain how Sol's development of the land was both good and bad for Florida.



**EXCERPT 9: Rift Between the Brothers—Sol Tells Toby that He Has a Farm in Okeechobee**

Toby's eyes flashed surprise. He said, "You mean it is you who is destroying the land? I cannot believe this, Sol. Father would have never put an ax to the custard-apple trees. He loved that place. Why is it you are doing this?"

Sol was shocked by the reaction. He said hesitantly, "Like I said, Toby, I'm turning it into farmland. People in the new cities have to eat, and there's beginning to be more and more of them. I'm growing vegetables in the fields."

"Animals have to eat too, and so do birds, and so do we!" Toby said angrily. "Will your infernal machines not stop until they come here and crush my mother's grave? I hope they never enter this swamp, or go into Pay-Hay-Okee. If they do, you will have destroyed us too, all of us!"

Sol got up and said, "I'm sorry you feel this way, Toby. But it's my land now, and I have the right to do whatever I want with it."

"You are a traitor to the wishes of your father!" Toby snapped.

Sol couldn't take it any longer. He said regretfully, "I'm really sorry you said that, Toby. I've only done what I thought was right, but no matter what a person does, he can't please everybody. Someone will object. I'm sorry."

Then he mounted his horse and rode out of the village.

*(Excerpt from Volume II, Chapter Thirty-nine)*

**Multiple Choice Questions:**

1. Toby became angry with his half-brother Sol because he
  - a. cleared the forest for a farm
  - b. became a trapper
  - c. never married
  - d. shot his favorite dog
2. Toby wanted to save the land for
  - a. animals and birds
  - b. the Indian people
  - c. future generations
  - d. all of the above

3. Sol's father Zech bought the custard-apple forest so that
  - a. it could be cleared
  - b. no one could ever put an ax to it
  - c. he could plant an orange grove
  - d. he could trap raccoons
4. Moon vines grew
  - a. on pine trees
  - b. on custard-apple trees
  - c. in Lake Okeechobee
  - d. on the dike
5. Sol was able to clear the land by using
  - a. slaves
  - b. machines
  - c. Cuban laborers
  - d. cowboys

- 6a. Was Sol sorry about destroying the land? Explain Sol's feelings about what he did.

- 6b. Explain why Toby was angry with Sol.

# Teaching Students Concepts of Florida Heritage and Civic Engagement with Patrick D. Smith's *A Land Remembered*

## Lesson 4: Encouraging Action Outside of the Classroom

Lesson prepared by: Nicole Ouellette  
New College of Florida

### Objectives:

- To have students realize the impact that the public can have on preservation
- To have students recognize the importance of preservation
- To encourage students to participate in civic engagement

### Educational Standards Addressed:

- SS.4.C.2.1 Discuss public issues in Florida that impact the daily lives of its citizens.
- SS.4.C.2.2 Identify ways citizens work together to influence government and help solve community and state problems.
- SS.4.C.2.3 Explain the importance of public service, voting, and volunteerism.

### Required Materials:

- (1) spiral or compositional notebook for each student
- PowerPoint presentation on how the public can participate in historic preservation
- (1) handout of Assignment 4 for each student

### Activity (30-45 minutes):

Hand each student his or her notebook. The notebooks should already be labeled temporarily with students' names from the prior lesson. Instruct students to turn to the next clean page in their notebook and to write the date on the top. Students should not write their names, or any information that could be used to identify them inside of their notebooks.

Show students the PowerPoint presentation. The PowerPoint shows visual representations of the impact of development on The Everglades. This aims to help students make the connection between one of the core issues discussed in Patrick D. Smith's *A Land Remembered*, the conflict between development and preservation, from the past to the present. Discuss how development has negatively impacted the native species in The Everglades' ecosystems, as well as how depletion of resources has also impacted humans who have depended on The Everglades for sustenance. After the PowerPoint presentation, ask

students what they think they can do to preserve their environment. Emphasize the influence that the public can have in preserving what they find important.

Hand each student a sheet with the directions for Assignment 4. Students will be drawing gardens. This aims to encourage students to think about preservation, to be conscious of Florida ecology, and to take what they learn outside of the classroom. The act of drawing also incorporates the art and design aspect of STEAM. Show students pictures of native Florida flora and encourage them to think carefully when they plan their garden about how the various species that they “plant” will interact with the environment. If possible, take students to see your school’s garden as a model.

After students have finished the assignment, encourage them to share what they have drawn with the class, and to explain what flora they chose and why. Give students a list of Internet and book resources that they can use to gather more information to start their own garden at home.

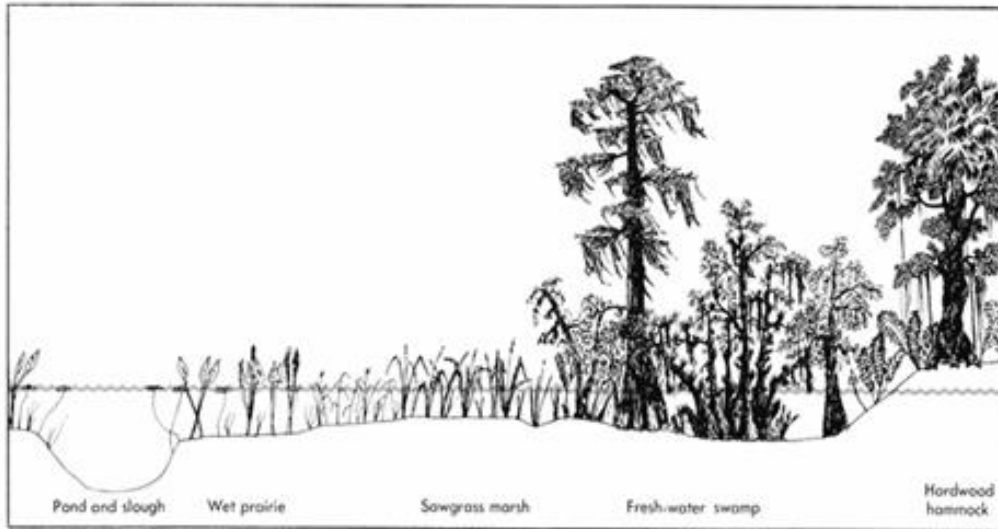
A Power Point Presentation on the Everglades

# The Everglades





# Ecosystems in the Everglades





## A Home for People Too!



*Seminole Indians in the Heart of the Florida Everglades*

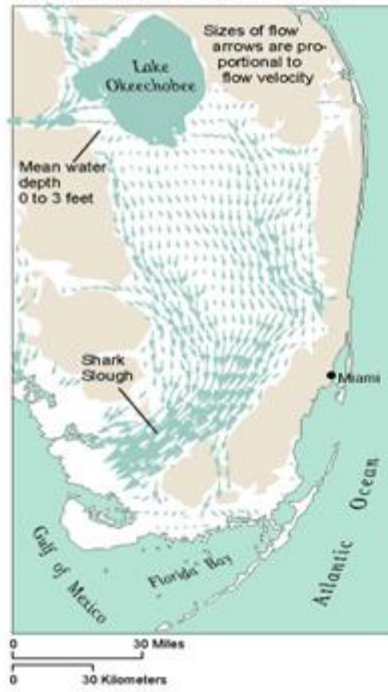


**WELCOME**  
**BIG CYPRESS SEMINOLE**  
**RESERVATION**  
**SEMINOLE TRIBE OF FLORIDA**  
FORMALLY DEDICATED  
1936





NATURAL FLOW PATTERNS (ca. 1900)



CURRENT FLOW PATTERNS (ca. 1990)





## Assignment 4

**Directions:** Draw a garden. When you are deciding what plants you want to put in your garden, think of what those plants will do to the environment. Will they provide a source of food? Will they attract birds, insects, or other animals? Will your garden have native species?

