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Audubon Classroom Program – NY and PA

Before the Audubon presenter comes:

Please review the Curriculum Integration Guide information and materials with your class. We don't need you to teach the lesson, but it helps if students have some basic background in the concepts that we are teaching.

When the Audubon presenter is in your class:

Please remember that we are guests in your school. We appreciate you being present during the lesson, helping with discipline, and making connections between our lesson and other things that your students are doing.

After the Audubon presenter leaves:

Please keep the learning going. There is a post-visit activity, along with other ways to continue to explore this topic.

There is a teacher survey at <https://auduboncnc.org/classroomevaluation/> that you can complete to tell us how we are doing and what we can do to better suit your needs.

Town Meeting

Curriculum Integration Guide

Pre-visit Activities

- Discuss the general guidelines and procedures for constructing and presenting an argument and listening to others.
- Practice reading bar and line graphs.

Extend the Learning

- Use the post-visit activity to reflect on the lesson.
- Brainstorm other ways to use a vacant piece of property and the pros and cons of each idea.
- Research local environmental or land use issues, such as Chautauqua Lake, wind and solar energy development or land use in the Allegheny National Forest.

Other Resources

- *Hoot* by Carl Hiaasen. A story about a popular pancake restaurant trying to develop a property that is already inhabited by endangered owls and the kids who work to save the owls.
- A WTTW news story about the environmental value of vacant lots in Chicago. 5:46 minutes.
<https://interactive.wttw.com/urbannature/intricate-ecology-vacant-lots#!/>
- The story of how a school in Virginia used some of their land to solve a problem and create an outdoor classroom.
<https://campbell.apsva.us/about-us/outdoor-classroom/the-wetlands-learning-lab>

New York State Science Learning Standards

Science and Engineering Practices

- Analyzing and Interpreting Data
- Engaging in Argument from Evidence
- Obtaining, evaluating, and communicating Information

Pennsylvania Science Standards

Science as Inquiry

- Use appropriate tools and technologies to gather, analyze, and interpret data and understand that it enhances accuracy and allows scientists to analyze and quantify results of investigations.
- Develop descriptions, explanations, and models using evidence and understand that these emphasize evidence, have logically consistent arguments and are based on scientific principles, models, and theories.

Objective of the Program

Students will take on the role of a community group to develop a vacant lot in a fictional town. Using a map, data, and background information, students will construct and present an argument for their proposed use of the lot.

Town Meeting

Post-visit Activity

Today you learned about constructing and presenting an argument to support one option for a vacant lot. Complete the questions below to reflect on the experience.

What stakeholder group did you represent?

What was your proposed use of the vacant lot?

What are two things your group did well?

What is one thing your group could have done to improve?

Other than your group, which group do you think made the strongest argument? Why?
