



SAVE

MY

WETLAND

HOME

**BUTTON UP THE
WETLANDS**

Project CEED
University of New Orleans, College of Education
Urban Waste Management and Research Center, UNO
The Audubon Institute, Office of Environmental Policy

Global warming - ozone depletion - hazardous waste - nuclear holocaust. All of these potential environmental disasters dominate human concern, but the question is always asked: "What can I, alone, do to help the environment?" Humans tend to see the global issues as something that they can't control, yet they want to do something. It is incumbent upon universities, nature centers and other environmental educational centers to address that need and it is best answered by 1) educating people about ecosystems and how they work and 2) getting them involved, even tangentially, with decision-making and solutions.

It is the intent of Project CEED activity books to involve our children in environmental issues while they think they are involved in normal educational and recreational ventures: making buttons, designing t-shirts and bumper stickers, social action, writing poetry, learning thinking skills, etc.

We are most pleased to offer you this opportunity to make environmental learning fun and dynamic!

Yours for the Earth,

Robert A. Thomas, Ph.D.
Vice President for
Environmental Policy
The Audubon Institute
P.O. Box 4327
New Orleans, LA 70178-4327

Mary Banbury, Ph.D.
Principal Investigator, Project CEED
Department of Special Education
University of New Orleans
Lakefront
New Orleans, LA 70148

Ken McManis, Ph.D.
Director
Urban Waste Management &
Research Center
University of New Orleans
Lakefront
New Orleans, LA 70148

ACKNOWLEDGMENTS

The authors wish to thank the following for their contributions in finalizing Project CEED curricular materials: Dr. Al Knecht, Resource Manager, Urban Waste Management and Research Center; Carol Giffin-Jeansonne, Program Manager, Urban Waste Management and Research Center; and Dr. Robert A. Thomas, CEO, Society for Environmental Education. Special acknowledgement goes to Dorothy L. Haller, who served as Layout Design Coordinator.

The contents of this document reflect the findings and views of the authors. The contents do not necessarily reflect the official views or policies of the University of New Orleans, Urban Waste Management and Research Center or the U.S. Environmental Protection Agency. This document does not constitute a standard, specification, or regulation.

Proper Citation:

Wieberg, D.G., & Banbury, M.M. (1992). *Button up the wetlands*. New Orleans: The Audubon Institute, Office of Environmental Policy.

BUTTON UP THE WETLANDS

AUTHORS

Diana Griffin Wieberg
Little Woods Elementary School

Mary M. Banbury, Ph.D.
University of New Orleans
Principal Investigator, Project CEED

ILLUSTRATOR

Karen Smith-Gratto, Ph.D.

Supported by a grant from:

Urban Waste Management & Research Center
University of New Orleans - Lakefront
New Orleans, LA 70148

through a cooperative agreement with the
U.S. Environmental Protection Agency

Published by The Audubon Institute, Office of Environmental Policy, New Orleans, LA 70178-4327
(originally published by the Louisiana Nature & Science Center)

©Project CEED 1993
University of New Orleans
College of Education

BUTTON UP THE WETLANDS

Objectives:

The students will:

1. name wetland riches.
2. describe how people are dependent on the riches of the wetlands.
3. give examples of how different cultures have used wetlands.
4. describe people's dependence on wetland products.
5. name foods harvested from wetland environments.
6. discuss ways people have used wetlands in the past.
7. design a button/magnet to inform others about the value of the wetlands.



Background Information for the Teacher:

Louisiana Wetlands

John James Audubon, Henry Wadsworth Longfellow, Mark Twain, and Clementine Hunter are only a few great Americans who have preserved the mysterious beauty of our natural wetlands by engraving it in our memories through poetic verse, literary works and colorful paintings. Photographers have also immortalized the huge cypress swamps, the alligator's eyes, the white ibis' feathered flights, and the brown pelican's enormous fish catching pouch through the simple media of picture taking.

In addition to its cultural value, wetlands also provide recreational and wildlife opportunities (Transparency #1). The wetlands are vast summer recreational resources for canoeing, swimming, boating, water skiing, bird watching, and fishing. In the winter months they are used for hunting purposes such as fur trapping. Year round they are a great source of commercial fishing. Their hardwood forests provide refuge for America's wildlife and water fowl.

Historical Highlights:

Archeology digs yield artifacts that tell of hunters and trappers who lived long ago in the wetlands. Nomadic Indians fished, hunted, and trapped the wetlands at least 10,000 years before the first Europeans arrived. They lived on shrimp, shellfish, fish, and crab. Explorers used the bayous, rivers, and lakes to explore the new world.

The wetlands acted as transportation alleys for all sorts of products. In the first half of this century, moss was gathered from boats with moss hooks and sold for furniture stuffing. Steamboats carried cotton, sugar, and other goods upstream as well as down. Mark Twain recalled these adventures of traveling the mighty Mississippi through the eyes of a riverboat pilot in *Life on the Mississippi*. John James Audubon preserved the birds of the wetlands through his magnificently detailed drawings and paintings. Later, Clementine Hunter painted wetland scenes on bottles, wrapping paper, and pieces of board before becoming a well-known artist.

Wetlands were home to unique and different cultures such as the Acadians from Nova Scotia who settled in South Louisiana, as well as pirates and smugglers, and people who practiced voodoo. Henry Wadsworth Longfellow immortalized the life of Cajuns in the wetlands with his poem entitled

"Evangeline," the story of a lost love and death from a broken heart. Legends abound about the legendary pirate, Jean Lafitte, from Barataria Country who is said to have helped General Andrew Jackson at the Battle of New Orleans. Stories and rituals about voodoo have survived for generations. For example, people today know about "Gris-gris" which is made of pebbles, pepper, and bone or alligator entrails and herbs. Gris-gris potions were tied around doorknobs or worn around the neck for good or bad luck.

The wetlands of Louisiana have become famous because of the Cajun culture found there. Cajuns maintain a pride in their culture especially through food and music. Cajun cooking evolves from the wetlands' products and people. Cajuns produce spicy and tangy dishes with fresh ingredients from products such as cayenne pepper, bananas, bird's eye peppers, and the many coastal waters' supply of fish and shellfish along with wild game, farm-raised pigs and chickens. The warm wetland climate also produces a wealth of fruits and vegetables. The Cajuns and Creoles combine a French love for delicate recipes with African okra and a Spanish taste for savory spices. They create spicy soups or gumbos and rice dishes such as jambalaya. Cajun cooking is referred to as "country cooking" and the Creole way as "city cooking" like the type found in restaurants. When the two are combined, Creole-Cajun style, the dishes produced are excellent.

Cajun music salutes the family, love, friendship, and fun. It is a contagiously happy music with a foot stomping, hand clapping beat. The traditional music uses fiddles, accordians, and triangles. More modern versions add drums, guitars, mandolins, spoons, and fiddles.

Roulez les bon temps "Let the good times roll" is a popular saying in Cajun country where they have many festivals. They race pirogues, canoes hollowed from the trunks of the cypress tree. They also race crawfish. The crawfish are placed in the center of a large circle, and the winner is the first one outside the line. They celebrate crawfish, sugar cane harvests as well as the harvests of rice, yams, strawberries, catfish, and shrimp.

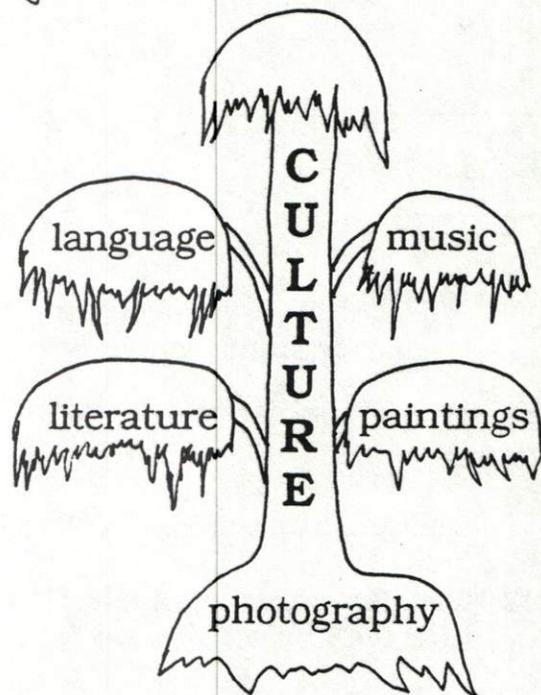
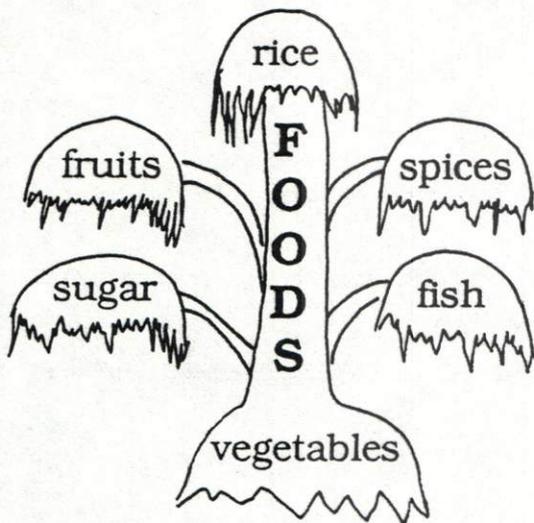
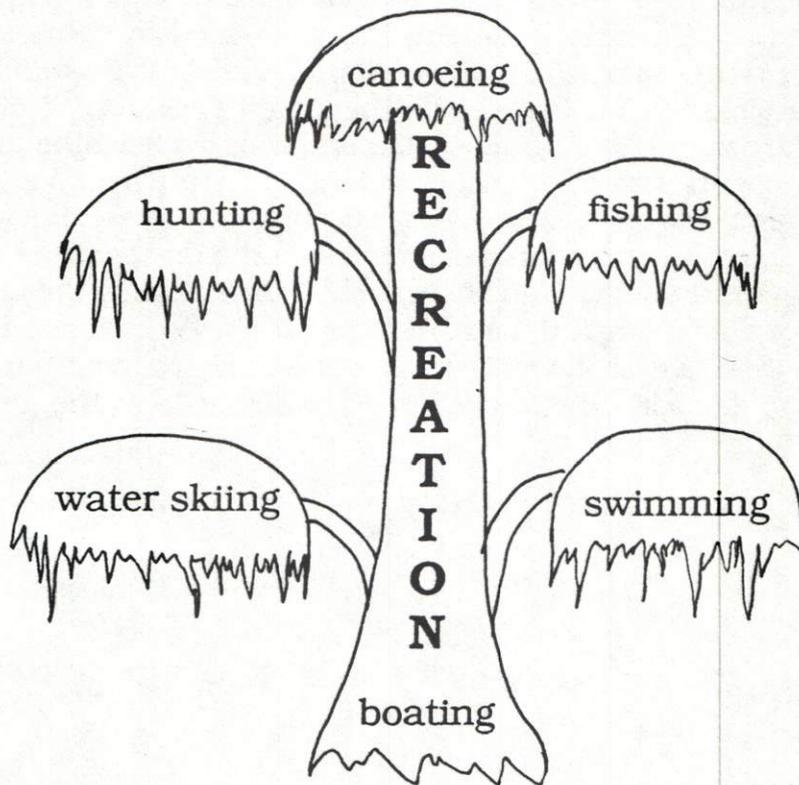
Wetlands are rich in culture; they are not wastelands. Help Button them Up!

REFERENCES

- Braus, J. (1989). *Wading into Wetlands*. Washington: National Wildlife Federation.
- Finch, P. A. & Dewey P. (1990). *Kind Teacher*. East Haddam, CT: The National Association for Humane and Environmental Education.
- Forbes, S. (1990). *New Orleans: A Photographic Journey*. New York: Crescent Books.
- Grisewood, J. (1985). *The Simon and Schuster Illustrated Dictionary Encyclopedia*. New York: Simon and Schuster.
- Koebner, L. (1991). *For Kids Who Love Animals*. Los Angeles: Living Planet Press.
- Lockwood, C.C. (1986). *Discovering Louisiana*. Baton Rouge: Louisiana State University Press.
- Lockwood, C.C. (1984). *The Gulf Coast*. Baton Rouge: Louisiana State University Press.



VALUE OF THE WETLANDS



PROJECT CEDD

Activity #1 THINKING ABOUT THE WETLANDS

Use the background information and library media as a springboard for brainstorming/researching the Wetlands as a vast resource of cultural riches. The educational model "Bloom's Taxonomy" may be used to help students discover the culture richness of America's wetlands. This activity will develop higher level thinking skills as it focuses on cognitive behaviors. It provides structure for the learning while guiding students through a learning process. Bloom's Taxonomy consists of six levels of thinking, ranging from knowledge to evaluation. Students may complete the following activities individually, with partners, or in small group settings. Afterwards the teacher may wish to share the resulting creativity through collectively brainstorming the answers on the chalkboard or displaying finished products on a bulletin board display. The teacher should guide the students through the research and prepare them to design a button to advocate the importance of wetlands and the necessity to stop their destruction.

Materials:

- ☛ Handout #1 "Wetland Cultural Richness: Now It Can Be Told!"
- ☛ Pencils
- ☛ Library references

Getting Ready:

- ☛ Distribute copies of Handout #1 and allow students time to research each question and record their thoughts.

Process:

1. Define culture (See glossary).
2. Have students complete Handout #1, Wetland Cultural Richness: Now It Can Be Told! worksheets.
3. Ask students to give oral reports on their research. Record important details on chalkboard.

WETLAND CULTURAL RICHNESS: NOW IT CAN BE TOLD!
(Bloom's Taxonomy)

I. KNOWLEDGE: Recalling, telling, or recognizing information.

Select one question to answer.

1. Name products people use that are found in the wetlands.
2. List festivals that are unique to the wetlands. Find their location on the map.
3. Describe the cultures that have settled or use the wetlands as their homes.

II. COMPREHENSION: Understanding or translating information.

Select one topic to research.

1. Research some of the ways wetlands have influenced our lives throughout time. In particular, focus on the economic impact of wetlands.
2. Tell how wetlands played an important part in the settling of America.
3. Compare the cultures of Cajuns and Creoles.

III. APPLICATION: Making a product using what you have learned.

Select one assignment to complete.

1. Design a newspaper ad to promote saving wetlands for their cultural riches.
2. Classify the many uses people have for the wetlands and their products.
3. Create a catchy slogan, song, or rap to sell a wetland product.

WETLAND CULTURAL RICHNESS: NOW IT CAN BE TOLD!

IV. ANALYSIS: Breaking down information into parts, finding relationships, and organizing research.

Select one question to answer.

1. What would happen if the wetlands were no longer available for recreational activities?
2. What would occur if the Cajun culture were to move to the Rocky Mountains?
3. What problems would occur if cities were built in the middle of America's wetlands?

V. SYNTHESIS: Creating an original product or solution.

Select one assignment to complete.

1. Draw a poster illustrating the important cultural contributions of the wetlands.
2. Design a bumper sticker or grocery bag to promote saving the wetlands for their cultural riches.
3. Imagine and describe what would have happened if the wetlands were settled as the original thirteen colonies? How would our history be different?

VI. EVALUATION: Making a judgement based on your standards and defending your opinion.

Select one position to defend.

1. Justify our desire to save the wetlands for their cultural richness.
2. Evaluate the pros and cons of wetland preservation.
3. Tell who should be responsible for the preservation of wetland culture.

Activity #2: WETLAND TURNABOUTS

This activity will stimulate students' creative visual powers as they think about, discuss, and describe hypothetical possibilities or imaginary turnabouts through a series of provocative questions. Students may complete the following activity individually, with partners, or in small group settings. Afterwards the teacher may wish to share the resulting creativity through collectively brainstorming the answers on the chalkboard or displaying finished products on a bulletin board display.

Materials:

- ✎ Handout #2 "Wetlands: Unsolved Mysteries"
- ✎ Pencils
- ✎ Library references

Getting Ready:

- ✎ Distribute copies of Handout #2 and explain to the students that they are to let their imaginations "run wild" in the answering of the questions.

Process:

1. Discuss the importance of "dreaming" in the solving of problems.
2. Accept all answers. Encourage "flights of fancy."
3. Have students complete Handout #2, "Wetlands: Unsolved Mysteries."
4. Provide opportunities for students to share their creative responses.

WETLANDS: UNSOLVED MYSTERIES

1. How is the wetland culture like an ice cube?

2. If the wetlands had a "Top 40" on the radio, what would be their number one song and who would sing it?

Number 2 song?

3. How is a wetland canoeing trip like a major league baseball game?

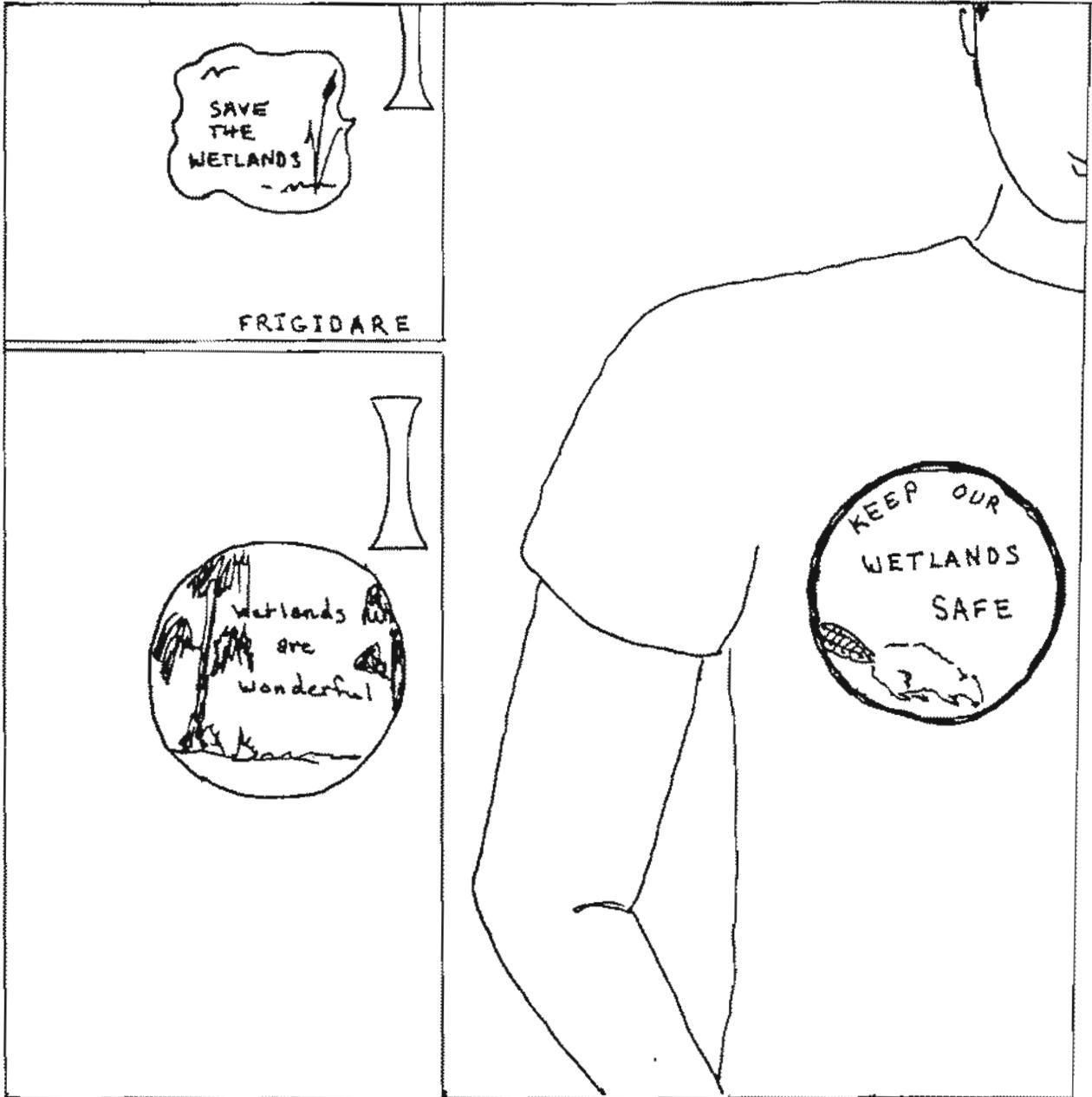
4. What if wetlands became the cooking capital of the world?

5. How would the wetlands be changed if the next Olympic competition were held in the wetland environment?

Extensions:

1. Visit a local wetland, nature center, aquarium, or zoo.
2. Write a letter to the local newspaper emphasizing the importance of saving wetlands for their cultural richness. Send copies to your senator or representative.
3. Create a Social Studies Project or Science Project that emphasizes the importance of saving wetland cultures.
4. Sponsor a "Wetlands Fair" and have several classes participate in displaying projects dealing with wetland issues.
5. Write, film, and edit a commercial on saving the cultural riches of the wetlands. Show it to your school through your library media center.
6. Prepare a visual presentation on the cultural richness of the wetlands. Present it to your class and several other classes in your school. Draw pictures, take photographs, or create filmstrips. Develop and tape an audio dialogue complete with Cajun music to play along with the presentation.
7. Develop a poster contest at your school with the theme of "Wetlands Hide Their Cultural Riches." Play lively Cajun music as the winners are recognized.
8. Stage a class debate from the pros and cons of wetland destruction. Divide into teams. Let your teacher moderate.
9. Have a "Wetlands' Feast" with each student bringing in a wetlands dish and the recipe for a cookbook. Play Cajun music in the background and display pictures of wetland scenes. Teach simple cajun dancing and enjoy!
10. Design and make an edible wetland habitat using wetland products. Share it with the class. Bon Appetite!

HOW TO



MAKE BUTTONS

Family/Community Participation:

1. Keep a daily log for one week of every product your family uses or activity they do that involves the use of wetlands in some way or another.
2. Visit a grocery. Walk up and down every aisle and list all products that have passed through the wetlands.
3. Visit your local pharmacist and find out what medicines and treatments have their origin in wetland culture.
4. Attend a Cajun Festival or concert in your city. Try new and various foods with different wetland spices.
5. Organize a "A Walk for the Wetlands" or a "Wetland Cultural Festival" in a local park or nature center. Contact the media for coverage. Find local sponsors to pay for the costs.



READ MY BUTTON

Designing and Making A Button

After learning about the cultural richness of wetlands, have students design a button to inform others of the valuable assets our nation's wetlands provide. Discuss appropriate slogans, sayings, illustrations, quotes, etc. Have students color designs with markers, crayons, or colored pencils in the colors desired.

Materials:

- ☛ Handouts #3, Planning My Button, and #4 Making My Button
- ☛ Crayons, markers, colored pencils
- ☛ Scissors
- ☛ Glue
- ☛ Magnets (small round or magnetic strips)
- ☛ Cardboard or tagboard
- ☛ Button design sheet
- ☛ Clear contact paper or laminating film

(Optional) Button making kit with:

- ☛ Button making hand press
- ☛ Assembly rings
- ☛ Metal fronts and pin backs
- ☛ Clear plastic covers
- ☛ Hot glue gun
- ☛ Pin backs

Getting Ready:

- ☛ Copy Button design sheets for each student. (Handouts #3 & #4).
- ☛ Have materials readily available.
- ☛ Discuss the use of buttons to deliver messages about the value of wetlands.
- ☛ Show samples of buttons and discuss elements such as catchy slogans, logos, use of color, size of print, length of message.
- ☛ Have students complete Handout #3, "Planning My Button."



Process:

Method #1

Review the following directions with your students:

1. Design a button with a message on the design sheet in the circle provided (Handout #4).
2. Add color.
3. Cut out.
4. Trace around button design on cardboard or tagboard.
5. Cut out cardboard or tagboard.
6. Glue design to same size cardboard or tagboard.
7. Cover with clear contact paper or laminating film.
8. Trim excess paper or film.
9. Hot glue a small magnet or magnetic strip to the back of the cardboard or tagboard. Allow to dry.
10. Stick your button on the refrigerator at home or file cabinet at school!

Method #2

This method for producing a button requires the purchase of a button making machine. One such manufacture is Badge A Minit, 342 North 30th Road, Box 800, LaSalle, Illinois 61301-0800. Their toll free number is 1-800-223-4103. However, other companies are listed in the back of Education magazines, and any button making machine may be used. If this method is used, follow the directions accompanying the button making kit.

Process:

Method #3

Review the following directions with your students:

1. Design button on design sheet in circle provided.
2. Add color.
3. Cut out.
4. Trace around button on cardboard or tagboard.
5. Cut out cardboard or tagboard.
6. Glue button design to same size cardboard or tagboard.
7. Cover with clear contact paper or laminating film.
8. Trim excess paper or film.
9. Hot glue a small pin back to the back of the cardboard or tagboard.
Allow to dry.
10. Wear your button out or give it as a gift.

PLANNING MY BUTTON

1. What message about the wetlands do I want to deliver?

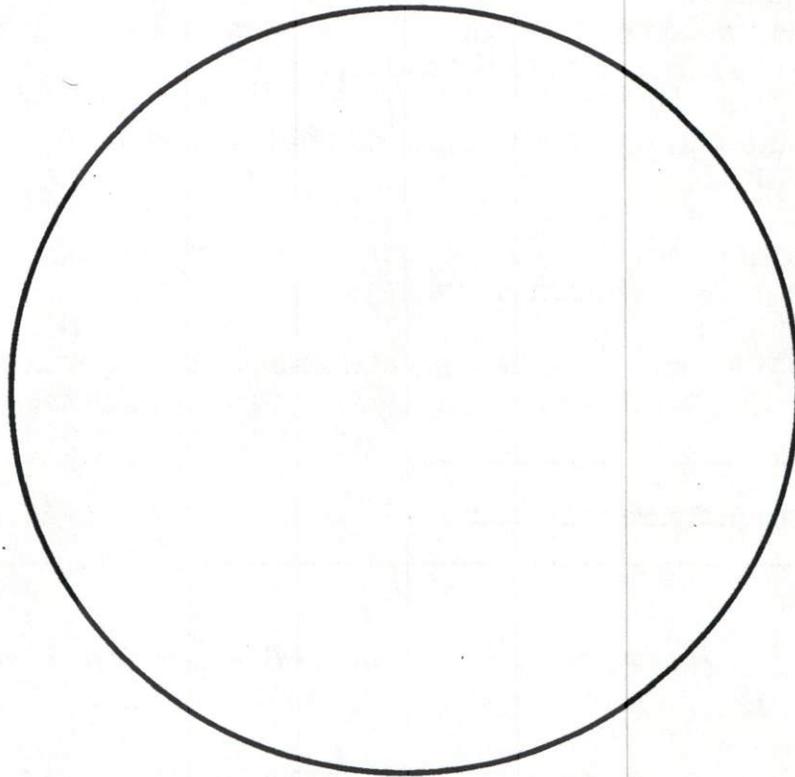
2. What "catchy" slogan, quote, or saying will I use to grab the reader's attention?

3. What illustrations or pictures will I use to enhance my message?

4. What colors will I use to highlight my message?

5. What other design elements will I use to get people to "Read My Button?"

DESIGNING MY BUTTON



MAKING MY BUTTON

Extensions:

1. Make buttons to sell to classmates and friends. Send the proceeds to local wetland organizations or nature centers. Write to the National Association of Nature Center Administrators, c/o The Louisiana Nature and Science Center, P. O. Box 870610, New Orleans, LA 70187-0610, for a list of where to send the money.
2. Personalize buttons with names and slogans, such as "Pete is wild about wetlands!"
3. Make buttons as gifts for friends and family. Create different designs and slogans to match holidays and seasons.
4. Make a "Button Up The Wetlands" display at school or at a community center. Hold a button designing contest and display the winners.

Family/Community Participation:

1. Ask your PTA or PTO to assist in wetland awareness. Develop a visual presentation and sell or give buttons to participants.
2. Attach buttons to small 3x5 size cards with some interesting wetland culture facts. Sell or give away at local malls, libraries, nature centers, etc. Be sure to ask permission first!
3. Design a wetlands' button and ask your family and friends to wear or display the button several hours a week.

GLOSSARY

Acadian:	French Canadians who were forced from Canada and settled in South Louisiana
Bayou:	a marshy natural canal connected to a lake or river
Cajun:	a descendant of French-Canadian immigrants who settled in South Louisiana
Creole:	a person of mixed French or Spanish and African-American descent.
Culture:	the skills, art, and heritage of a given people in a given period of civilization
Cultural riches:	valuable contributions of civilizations
Cypress tree:	tall deciduous water loving tree with light green, fern-like foliage
Gris-gris:	a voodoo charm for good or bad luck
Gumbo:	a thick soup made from vegetables, meat, and seafood
Jambalaya:	Creole-Cajun casserole of rice with vegetables, meat, and seafood
Natural resource:	those forms of wealth as supplied by nature
Preservation:	keeping safe from harm, lasting a long time
Recreation:	enjoyable exercise, refreshment of mind and body
Wetlands:	areas of waterlogged soil or areas covered with relatively

CONTRIBUTORS

Mary M. Banbury, Ph.D., has worked extensively in the field of special education for the past twenty years. In addition to teaching classes in the areas of gifted and mild/moderate handicapping conditions, she has edited a book, published three monographs, six book chapters, and numerous articles. Her film "The ACBs of Learning Disabilities" funded by the Foundation for Children with Learning Disabilities" and the American Federation of Teachers shows how to modify instructional methods, curriculum, materials, and the environment to accommodate the special learner. Recently, Dr. Banbury has coordinated a federal grant developing an alternative science curriculum for children with exceptionalities. She is presently the principal investigator for the state grant "Project CEED: Coastal Education for Economic Development." Dr. Banbury has received awards for her community service and her teaching. She recently received the first Outstanding Faculty Award from the College of Education, University of New Orleans.

Diana Griffin Weilberg has been an elementary school teacher in Missouri, Virginia, Georgia, and Texas. She has also taught for the Department of Defense European Division in Brunssum, The Netherlands. She has a Master of Education degree from Georgia State University in Atlanta and is currently teaching gifted students at Little Woods Elementary School in New Orleans, Louisiana. Diana is active in the New Orleans Academic Games League and coached the 1990 National Academic Games Elementary Sweepstakes Championship Team. She has taught at the University of New Orleans Mini-College, participated in the Louisiana State Department of Education's Model Career Options Program (MYCOP) for teachers rated Superior by the LaTip/LaTep Evaluation Program, and received numerous awards and honors throughout her teaching career. She is one of the contributing authors of *Welcome to the Wetlands - An Activity Book for Teachers* published by the Louisiana Nature and Science Center and Project CEED.

Karen Smith-Gratto received her Bachelor of Arts degree from Christopher Newport College in Newport News, Virginia and her Master of Education and Ph.D. from the University of New Orleans in New Orleans, Louisiana. She has taught elementary gifted students and high school computer literacy and programming in the New Orleans area. Karen was chosen as Teacher of the Year at George Washington Elementary School for 1991-1992. She has published several articles and is a member of the ASCD and the Louisiana Evaluators Association.

1000