

# SESQUICENTENNIAL

STATE PARK

9564 Two Notch Road  
Columbia, SC 29223  
(803) 788-2706



We invite you and your students to visit our park and participate in an educational program. Located in rapidly growing northeast Columbia, this 1,400-acre park offers students a chance to experience the outdoors right in their own backyard. Its close proximity to many schools makes it an ideal destination for school outings and field trips. Experiencing an urban green space environment and a small tract of the ever-shrinking sand hills ecosystem allows children to learn and appreciate the natural beauty and wonder of the Midlands of South Carolina. Explore the park's trails, learn about urban wildlife, and enjoy a picnic near the lake when you visit our park for a program.

## Directions

From I-20: Take exit 74. Turn left onto U.S. 1 (Two Notch Road), travel north 3 miles, park will be on the right.

From I-77: Take exit 17. Go north on U.S. 1 (Two Notch Road), for 2 miles. Park will be on the right. (Turn left onto U.S. 1 if traveling I-77 southbound or turn right if traveling I-77 northbound.)

## Reservations and Program Information

For reservations, contact:  
Stacey Jensen  
Park Interpreter  
Phone: (803) 788-8332  
sjensen@scprt.com

Reservations must be made 14 days in advance.

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### At the Park

Please remember to bring any pre-site materials that need to be returned. The Park Interpreter will meet you in the main parking area for your specific program.

### Meeting Time

School groups should arrive at the park 15 minutes prior to the time of the field trip. This will give groups time to gather their items and go to the restrooms.

### Facilities

The park is open 365 days a year with hours varying by season. Facilities available include restrooms, 2 playgrounds, picnic areas, basketball, sand volleyball, a softball field, a ½-mile nature trail and 2-mile hiking trail. The park also offers camping, fishing, hiking, biking and seasonal boat rentals. Since the park has picnic areas, feel free to bring lunches to eat before or after the program. There are garbage cans nearby; please help keep our park clean! Outdoor grills are also available if you want to cook. If you move picnic tables, please return them when finished.

### What You Should Bring

Students:

- insect repellent
- sunscreen
- lunches

Teachers:

- first-aid kit
- water
- hand sanitizer
- nametags

### What to Wear on the Field Trip

Participants need to wear closed-toe shoes, such as tennis shoes, at all times. Sandals and flip flops are not recommended. Dress appropriately for the weather. Students will be outside so be prepared for cold, windy or rainy weather.

All students are required to have nametags. Please make sure that names are legible. A piece of masking tape works well. Remember that it can be windy and wet, so nametags need to be secure and durable.

### Rules of Conduct and Park Etiquette

Teachers: Please review the following Rules of Conduct and Park Etiquette with your students before your field trip. Students who refuse to follow the rules will be asked to leave the program. Thank you!

Rules of Conduct:

- Stay with your teacher, chaperone or the Park Interpreter.
- Listen and follow directions given to you by the Park Interpreter.
- Stay on trails.
- Do not walk on vegetation along trails.
- Do not pick any plants.
- Do not take anything you find on the park including live animals.
- Keep the park clean by picking up your trash.
- \*This is to help ensure future groups will enjoy the natural resources of our park. We appreciate your help in this matter.

Park Etiquette:

Each living and non-living part of this resource must be treated respectfully and remain on the park. Walk carefully, touch gently and explore meaningfully. Leave organisms in their homes. Carry home each item that you bring to the park (except trash that has been properly disposed of). Stay together as a group.

### Teacher and Chaperone Expectations

Teachers and chaperones are in charge of student discipline at ALL times.

Teachers and chaperones are expected to participate in all programs. \*See Chaperone agreement and letter.

Chaperones are admitted free. The required chaperone ratio (unless noted otherwise) is one chaperone for every 8 students.



# Letter to Chaperones

COPY  
ME!

Dear Chaperone,

Thank you so much for volunteering to chaperone your student's field study! We greatly appreciate your assistance with today's activities. You will be joining your first grader's class for our Discover Carolina Field Study called Plantastic. Students will explore Sesquicentennial State Park and learn about trees native to South Carolina while enjoying a nature walk and game. We will be splitting the classes up into 2 groups, one will go with me first and then we will rotate after approximately 1 hour and 30 min. During the field study we will briefly go over park etiquette and rules with students;

- Follow the park ranger at all times
- Stay on the trail
- Watch out for fire ant hills

We ask that in addition to ensuring students follow all rules that you please help make sure students **are**;

- listening
- paying attention
- following instructions
- staying behind the park ranger **AT ALL TIMES**
- respecting the park and the plants and animals that live here

Please make sure students are **not**;

- playing with something on the ground or with each other
- picking up or throwing anything
- taking anything with them
- stepping on or picking plants

\*Please remember that by following these rules as chaperones you will help set a good example for the students. If you are talking during the program students will be more inclined to do so as well.

We also ask that you please silence your cell phone, and if you must use your phone, please step away from the class so as not to distract the students.

Please remember while eating lunch and afterwards to pick up all trash and dispose of properly. Help students and teachers check under picnic tables and around your eating area for trash that may have blown away. Recycling bins are located near the park office, please encourage students to recycle any plastic (#1/#2), glass or aluminum.

For many children this may be their first experience in the great outdoors and we want to make it a good one! Please help us insure that all students have a safe and positive experience while visiting Sesquicentennial State Park. Thank you!

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# Sesquicentennial State Park

*Content Area:*  
Science

*Grade Level:*  
1

*Time to Complete:*  
90 minutes

*Title of Program:*  
Plantastic!

## South Carolina State Standards Addressed

### Scientific Inquiry

Standard 1.1: Indicator 1-1.1  
Compare, classify, and sequence objects by number, shape, texture, size, color, and motion, using standard English units of measurement where appropriate.

### Plants

Standard 1-2: Indicator 1-2.1 Recall the basic needs of plants (including air, water, nutrients, space, and light) for energy and growth.

Standard 1-2: Indicator 1-2.2 Illustrate the major structures of plants (including stems, roots, leaves, flowers, fruits, and seeds).

Standard 1-2: Indicator 1-2.6 Identify characteristics of plants (including types of stems, roots, leaves, flowers, and seeds) that help them survive in their own distinct environments.

## Program Description

Using plenty of observation, we'll explore the fascinating world of trees native to South Carolina. Using hands-on discovery and science-based activities, students will get to the root of how trees survive! We'll discover why it isn't easy being green as we cultivate an appreciation for all things green and growing.

## Focus Questions For Students

- 1) What are the (six) parts of a plant?
- 2) What do all plants need in order to survive?

## Program Outline

(Students are welcomed to Sesquicentennial State Park and introduced to the park educator. Park rules and appropriate behaviors are discussed.)

### Introduction to Topic

#### Label-A-Tree Activity

Students are asked to identify each of the 6 parts of a tree from a drawing. Educator discusses the function or purpose of each part with the class. Educator points out that every tree has a different type of bark, leaf, fruit and flower and provides examples of each.

#### Looking at Leaves

Students each get a real leaf from a tree in the park. Students are asked to study their leaf very closely. They should look at color, texture, shape, size and unusual markings on their leaf. Educator asks students questions about their leaves such as "Are the leaf edges pointed or smooth?" "Can you see and feel the veins in the leaf?" Questions continue until students have thoroughly studied



their leaves. This activity adapted from Project Learning Tree, p. 273 – 276.

## Outdoor Explore

### The Closer You Look

Students are told they will have an important job to do; while on a short walk through the woods, they must find the tree that their leaf belongs to. Upon finding each student's tree, the class will learn about each tree's bark, leaves, height and other characteristics, as well as interesting facts about their historical uses. Students will study several native trees found on the park.

### Maple Seed Mix-Up

When you think about how difficult it is for plants to find exactly the right conditions to survive, it is magical how many plants there are! This large-group activity (from NatureScope's Trees Are Terrific) helps students understand exactly how tricky a seed's life can be. This activity adapted from Trees are Terrific, p. 32.

### Can We Talk?

(Some questions for group discussion as a culmination to the program:)

What are the (six) parts of a plant?

What did you learn today that you never knew before?

What were your favorite discoveries?

## Pre Trip Activities

The following activities are included to enhance your students' on-site experience.

### Vocabulary Worksheet

This activity introduces students to the basics of trees, their various parts and functions. Students must draw a line to connect the part of the tree pictured to its' correct name.

### Park Manners

Students will learn about proper etiquette and behavior while in an outdoor setting by listening to a story called Trapper by Stephen Cosgrove and Robin James. The story depicts a population of seals that are collected for their beauty and taken out of their natural habitat, thus disrupting the natural ecosystem. Complete the activity, "Earth Manners" from Project Learning Tree, pages 378 – 381. If your school library does not have a copy of these books, you may check one out from the Park Interpreter's office by calling (803) 788-8332 or e-mail [sjensen@scprt.com](mailto:sjensen@scprt.com).

### Terrific Terrariums

Using 2-liter soda bottles, your students create their own terrariums to keep in the classroom or at home. This hands-on activity demonstrates what plants need in order to survive, and your class will observe their plants grow over time.

### Post Trip Activities

The following activities are included to reinforce concepts and/or skills learned during on-site activities.

### Adopt a Tree

As a class, choose a deciduous tree in your school yard and adopt it as your class tree. Visit your tree and watch it change from season to season. Have students draw a picture of their tree in each season to compare and contrast. Find out what kind of tree it is and learn interesting facts about it. Guess the tree's age and height. List ways that your tree helps people and the environment. Each student can create a notebook to include all drawings and other information about their tree. For more information see "Adopt a Tree" in Project Learning Tree, p. 97 – 101.

### Leaf Rubbings

As a class, do leaf rubbings from trees around your school. If possible, use leaves



that have already fallen on the ground, or selectively pick leaves from the trees, careful not to pick every leaf from the same tree. See if you recognize any from your field study to Sesqui. When your page is filled with different rubbings, label it across the top as "Trees of \_\_\_\_\_ (your school name here) Elementary School."

## Enrichment Activity

### Tree Tales

Share the book, *Once There Was a Tree*, by Natalia Romanova and Gennady Spirin, with your class and students will learn the importance of trees and some of the many uses they provide. If this book is not available at your school library you may check one out from the Park Interpreter's office by calling (803) 788-8332 or e-mail [sjensen@scprt.com](mailto:sjensen@scprt.com).

### **Resources for Teachers**

Project Learning Tree: Pre K-8 Environmental Education Activity Guide; American Forest Foundation, 2009.

Ranger Rick's NatureScope: Trees Are Terrific!; National Wildlife Federation, 1998.

Cosgrove, Stephen and Robin James. Trapper. Los Angeles, CA: Price, Stern, Sloan Publishers, 1978.

Romanova, Natalie and Gennady Spirin. Once There Was a Tree. New York, NY: Puffin Books, 1985.

[www.kidsgardening.com](http://www.kidsgardening.com)

[www.stormthecastle.com](http://www.stormthecastle.com)



# Vocabulary

COPY ME!

## Plantastic Vocabulary List

Directions:  
Draw a line connecting each part of a tree with the correct name.

### Stem

Supports the tree

### Fruit

Protects the seeds

### Roots

Take in water and nutrients from the soil, support the tree

### Leaf

Makes food for the tree through photosynthesis

### Flower

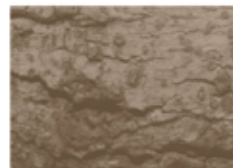
Helps the tree to reproduce

### Bark

Protects the tree

### Seed

Helps the tree to reproduce



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# Terrific Terrariums Instructions

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Using 2-liter bottles, your students fabricate their own terrariums to keep in the classroom or at home. This hands-on activity demonstrates what plants need in order to survive and your class will observe their plants grow over time.

## Materials/Equipment Needed:

- Clear, plastic 2-liter bottles, labels removed (clean with soap and water, dry completely)
- Gravel
- Activated charcoal, not charcoal used for grilling (optional)
- Potting soil
- Seeds
- Scissors
- Markers
- Slow release fertilizer pellets (if not already in potting soil) (optional)

## Teacher Preparation:

- 1) Have each student supply their own 2-liter plastic bottle
- 2) Gather all other materials needed for project

## Background Information:

Building terrariums is a simple, hands-on way to teach students what plants need to survive and grow. Plants that are small and prefer humid environments are recommended. You may use seeds of your choice, but here are few suggestions:

African violet	spider plant	strawberry begonia
oxalis	Swedish ivy	pink polka dot plant
prayer plant	artillery fern	small ferns
small peace lilies	jade plant	small philodendrons

The gravel added to the bottom of the container acts as a rock layer found naturally under soil, and allows for proper drainage. The activated charcoal helps reduce odors and control humidity. Using sterilized potting soil is recommended to avoid mold and fungus growth inside the terrarium. You may add water to the potting soil prior to placing it in the container, making sure it has enough moisture but not too much. If it drips when you squeeze it, it is too moist, just add more potting soil. Soil should stick together when moist enough. Check your terrarium for the first few days to make sure the moisture level is correct. Moisture level is good when water droplets are present inside terrarium. If plants are not visible through plastic cover, the moisture level may be too high. If no water droplets appear on sides then water needs to be added. Remember to check your terrarium periodically, you may have to add water, and prune any part of the plant that touches the sides of the container.



# Terrific Terrariums Instructions (continued)



\*For more background information on this activity visit [www.kidsgardening.com/2006.kids.garden.news/jan/pg3.html](http://www.kidsgardening.com/2006.kids.garden.news/jan/pg3.html).

## Procedure:

Step 1: Use your marker to draw a line around each bottle approx. 8 inches from the bottom

Step 2: Use scissors to cut along each line and cut each bottle in half

Step 3: Cut a ½ inch slit into edge of the top half of each bottle

Step 4: Layer gravel in bottom of bottle approx. 1 inch thick

Step 5: Add a small amount of charcoal if desired

Step 6: Fill container approx. half full with potting soil

Step 7: Plant seed or seeds in each container, following directions on seed packet

Step 8: Water, being careful not to over saturate the soil

Step 9: Take the top half from your bottle and place it gently on top of your container, making sure it fits tightly

Step 10: Place terrariums in an area with indirect sunlight or under an artificial light. Too much direct sunlight will cause moisture to evaporate too rapidly

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