

LESSON: The Giving Trees**GRADE: 2****OBJECTIVES:****SS.K-2.PSCL.2 Understand how government affects citizens and how citizens affect government.**

- Understand the characteristics of a good leader.
- Understand respect for other's point of view.

MATERIALS & RESOURCES:

- Book, The Giving Tree by Shel Silverstein
- Websites: Alliance for Community Trees- www.actrees.org
- Arbor Day Programs of Iowa-
<http://www.arborday.org/programs/volunteers/states.cfm?state=IA;>
- Plant a Billion Trees-
<http://www.plantabillion.org/?src=CPC.AWP.CE2.AG139.CC21.CL2.MT2.KW577&gclid=CMjJkbSalK4CFcYUKgodtS1FKg>
- Iowa DNR Forestry Seedling-
<https://programs.iowadnr.gov/forestryseedlings/home/Default.aspx>
 - Whiteboard or chalkboard
 - Marker or chalk
 - Trash bags
 - Seedlings from local trees
 - Buckets of water
 - Shovels
 - Containers of soil

PRESENTATION:

How were trees important to people who first lived on the prairie of NW Iowa in the Blood Run area? Cottonwood trees grew near water. They were very tall so the people could see from far away where the creeks and other water sources were located. Trees provided shade and other benefits. How do you think the first people interacted with trees?

Read *The Giving Tree*, and discuss the story with the students. Ask questions: Was the tree good to the boy? Was the boy good to the tree? What happened to the tree as the boy grew older and kept demanding from it?

How could the boy have acted differently? Share website with students: (go to Alliance for Community Trees- www.actrees.org, click on tree tv; click on get involved; click on learn what trees do for you). Explain that students will later be able to both adopt a tree to care for and plant a seedling (which can be obtained from one of the websites listed in materials)

DIRECTIONS:

1. After viewing the link about trees, brainstorm with students and list on the board all the ways trees may have been used by the first people & how we use them today: wood for heat and building; beauty; shade; noise reduction; oxygen from the leaves; clean air (leaves filter pollution); apples and other foods for people, birds, and animals; homes for animals and birds; erosion protection; etc.
2. Visit the playground, and have each child adopt a tree as his or her own. With students divided into small groups of 5 or 6 students, have kids use trash bags to pick up any trash in the area around their tree.
3. Talk about places i.e., vacant lots, weedy patches, etc. that might benefit from having a seedling planted.
4. As a group, class will plant the seedlings. Explain that students must find a place not too close to other trees roots to plant.
5. Discuss with students how to care for their adopted tree and their seedling in the future, (watering it, keeping it free from trash).

TIME: 90 min (depending on where seedling is planted, may have to add travel time)