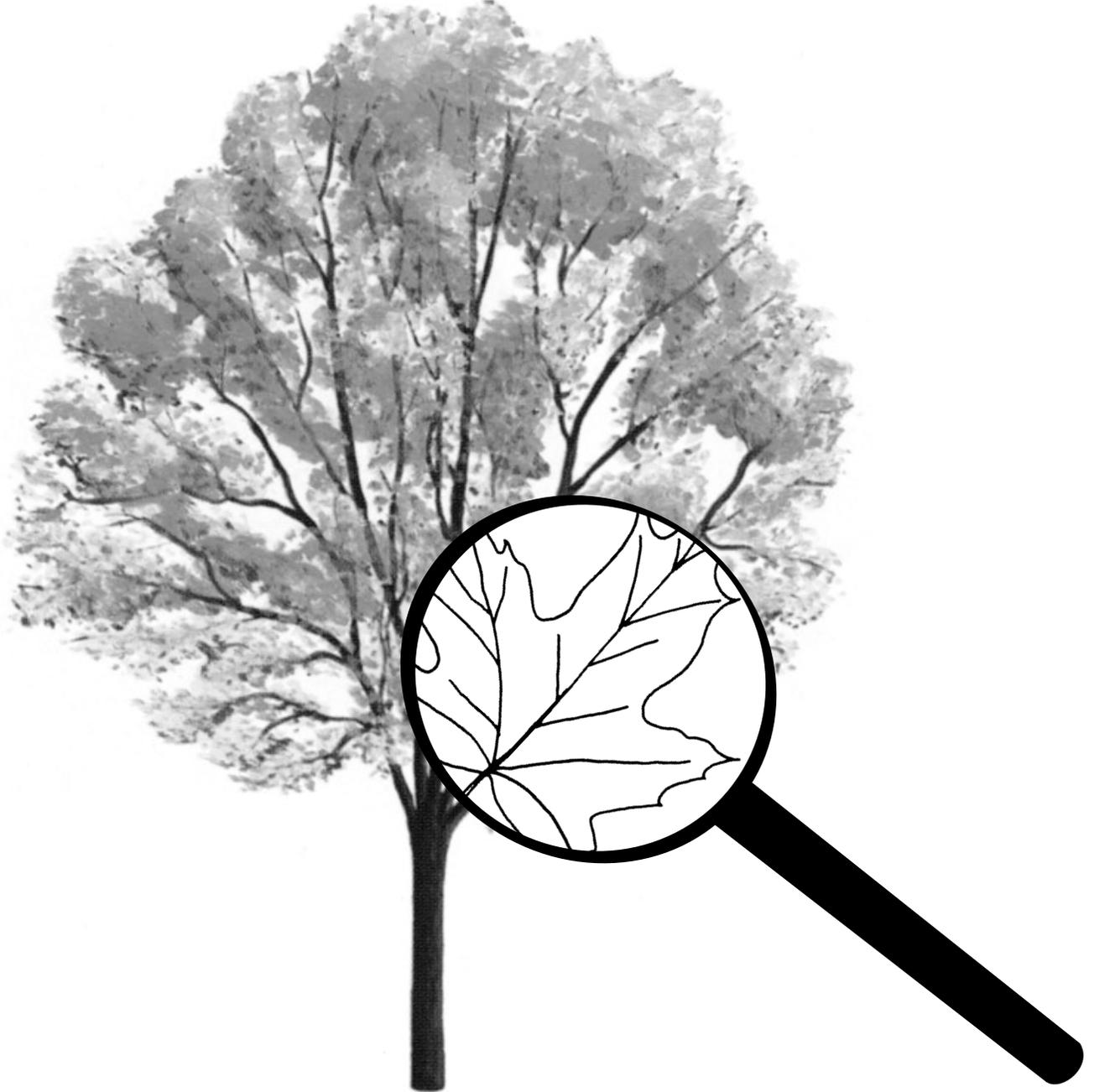


MINNESOTA STATE PARKS

JR. PARK NATURALIST

HARDWOODS



NAME _____



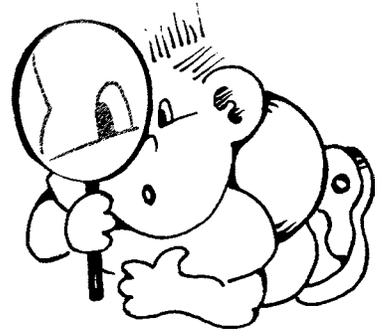
Jr. Naturalist kids
were created by
Stephen Seefeldt.

WHAT ARE THE HARDWOODS?

Welcome to Minnesota's Hardwoods biome. What makes the Hardwoods different from the Pinelands and the Prairies? Attend an interpretive program, hike a self-guided trail and complete the activities in this booklet to find out!



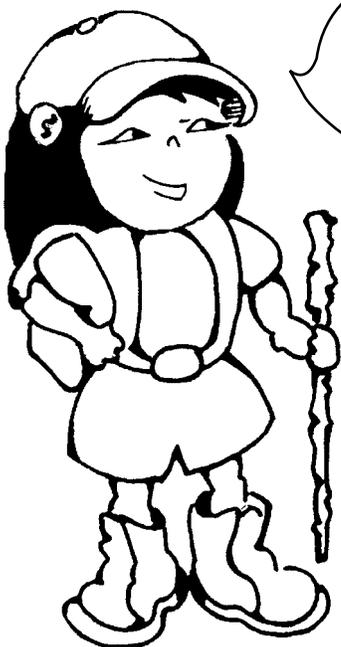
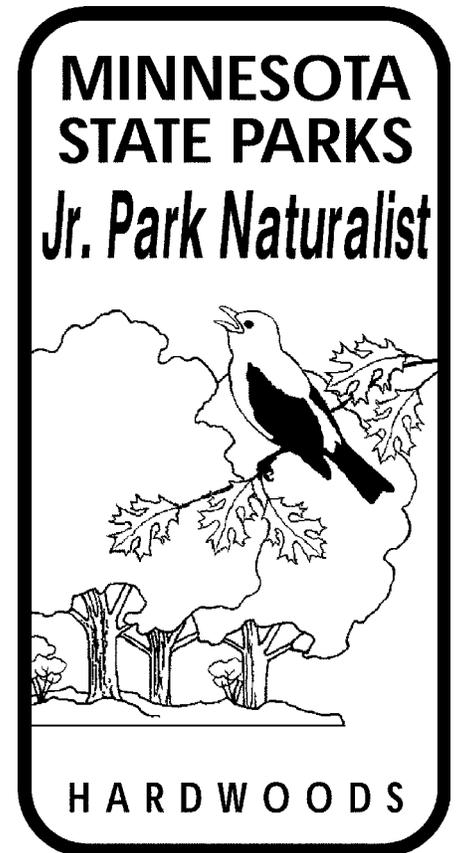
What's a biome? Think of it as a large area of plants and animals that live together.



BECOME A JUNIOR PARK NATURALIST IN THE HARDWOODS

You can work on this program at this park, or any other state park in Minnesota's Hardwoods. There is no deadline for completing the program.

When you have completed all the requirements to become a Junior Park Naturalist in the Hardwoods, bring your completed scorecard to any Hardwoods state park office or visitor center to receive your patch and a certificate.



Remember...there's a Junior Park Naturalist program in the Pinelands and the Prairies, too!

Role of Adults

After a child completes an activity, an adult should review the activity with the child. The adult should then record the appropriate information in the scorecard and initial the box for the child to receive credit.

SCORECARD

To earn your patch and certificate, complete all of the activities listed in this scorecard.

Some parks have their own specific activities, self-guided trails or exhibits for you to enjoy. Ask about them at the visitor center or park office.

Interpretive Program or other activity _____ Park _____ Date _____	Adult's Initials	<input type="checkbox"/>
Interpretive Program or other activity _____ Park _____ Date _____	Adult's Initials	<input type="checkbox"/>
Interpretive Program or other activity _____ Park _____ Date _____	Adult's Initials	<input type="checkbox"/>
Park Protector Pledge, page 6 _____ Park _____ Date _____	Adult's Initials	<input type="checkbox"/>
Let's Start with Plants, page 8 _____ Park _____ Date _____	Adult's Initials	<input type="checkbox"/>
Match the Tools With the Bird, page 10 _____ Park _____ Date _____	Adult's Initials	<input type="checkbox"/>
Animals of the Hardwoods, page 12 _____ Park _____ Date _____	Adult's Initials	<input type="checkbox"/>
What is a Habitat? page 14 _____ Park _____ Date _____	Adult's Initials	<input type="checkbox"/>
People are Part of the Hardwoods Too, page 16 _____ Park _____ Date _____	Adult's Initials	<input type="checkbox"/>
Get to Know a Tree, page 18 _____ Park _____ Date _____	Adult's Initials	<input type="checkbox"/>
Clearing the Land, page 20 _____ Park _____ Date _____	Adult's Initials	<input type="checkbox"/>
Sensing My Surroundings, page 22 _____ Park _____ Date _____	Adult's Initials	<input type="checkbox"/>
Who Lives Here, page 24 _____ Park _____ Date _____	Adult's Initials	<input type="checkbox"/>
Keeping Track of Time, page 26 _____ Park _____ Date _____	Adult's Initials	<input type="checkbox"/>



JUNIOR PARK NATURALIST PARK PROTECTOR PLEDGE

So future generations can enjoy Minnesota State Parks, it is important to take good care of them now. As a friend of our Minnesota State Parks, I want to do all that I can to protect them. When I visit the parks, I pledge that...

1. I will stay on the paths and trails in the park.
2. I will not litter. I will pick up any trash I see and leave the park cleaner than when I arrived.
3. I will not feed, chase, or scare birds or other animals.
4. I will not pick wildflowers, break off limbs, peel bark off trees, or harm any plants.
5. I will talk to my friends and family and encourage them to protect the park with me.

Signature of Park Protector

Witness to the Park Protector Pledge:

Signature of Adult

WHAT TO DO

- Read the **Park Protector Pledge**.
- Explain the pledge to the others visiting the park with you.
- Clean up your campsite or the area you are using.
- Adult: Review and fill in the Scorecard on page 5.



Remember...

- Take an adult with you as you do these activities.
- Move slowly and quietly—you'll have a better chance to see animals.
- Don't pick or collect anything.
- Be careful! Some plants are poisonous.
- Never touch or feed any animal in the park.

JUNIOR PARK NATURALIST ACTIVITIES

Naturalists study plants and animals. As a Junior Park Naturalist, you will observe and study the plants and animals found in the Hardwoods.

You might not know the name of every plant or animal you observe — don't worry! The important thing is that you saw it! If you can't identify it, make up a name based on what you saw! That's how the names of some plants and animals were chosen. Some examples are black-backed three-toed woodpecker for a bird, and hairy golden aster or dutchman's breeches for plants.

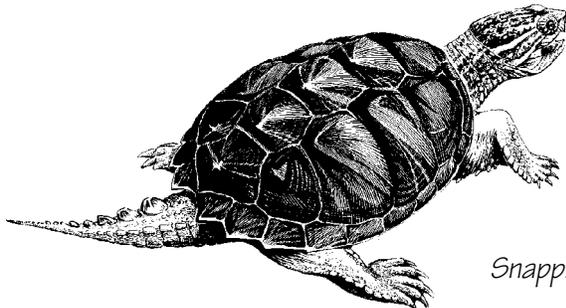
If you still want to find out the name that other people call it, ask someone for help, or look it up in a field guide.



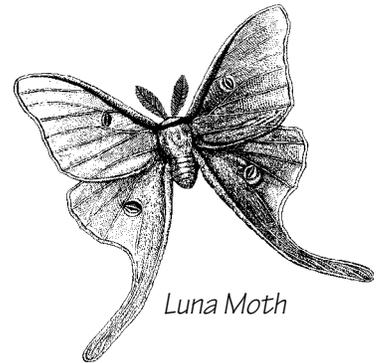
*Morel
Mushroom*



*White-tailed
Deer*



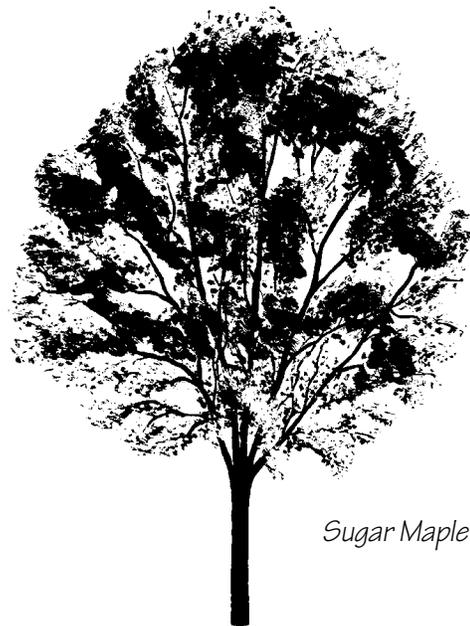
Snapping Turtle



Luna Moth



Scarlet Tanager



Sugar Maple

LET'S START WITH PLANTS

MY PLANT IN THE HARDWOODS

Find a plant that you like. The plant can be short, the same height as you, or tall!

Describe the shape and edge of its leaf or needles.

Do you see any flowers, seeds, or fruit? What do they look like?

What does it smell like?

How could animals use this plant?

Describe the area where you found your plant. Is it wet or dry? Is your plant growing in the open or in a forest? Is the soil rocky, sandy, or black?

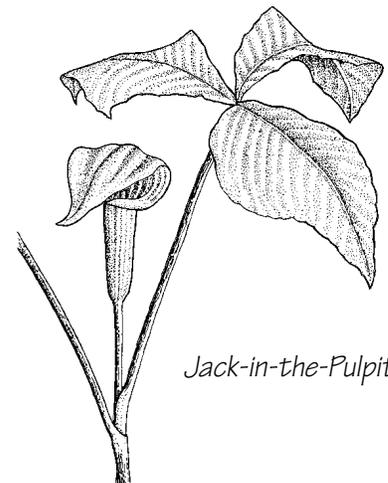
Do you know the name of this plant? If not, what name would you give it?

WHAT TO DO

- Find a plant.
- Answer the **My Plant in the Hardwoods** questions.
- Draw your plant on page 9.
- Adult: Review and fill in the Scorecard on page 5.



Bloodroot



Jack-in-the-Pulpit



Remember...

Do not pick or collect any plants. They provide homes for wildlife.

DRAW YOUR PLANT HERE



MATCH THE TOOLS WITH THE BIRD!

TOOLS OF THE BIRDS

Birds have special bills or beaks to help them get food. These can be thought of as “tools” like a nut cracker, a knife, or a drinking straw.

Birds also use their feet as “tools” like paddles for swimming, meat hooks for grabbing prey or rakes for scratching seeds and bugs from the ground. These “tools” are called adaptations because they help birds survive in, or “adapt” to the Hardwoods.

In this next activity, you will match tools of Hardwoods birds with common human tools.

WHAT TO DO

- Read **Tools of the Birds**.
- Study **Birds of the Hardwoods**.
- Complete the **Match the Tools with the Birds** activity on page 11.
- Adult: Review and fill in the Scorecard on page 5.

BIRDS OF THE HARDWOODS



Cardinal

This bright red bird is about the size of a robin. Its powerful jaws and heavy beak are used to crack open tough seeds for its meal.

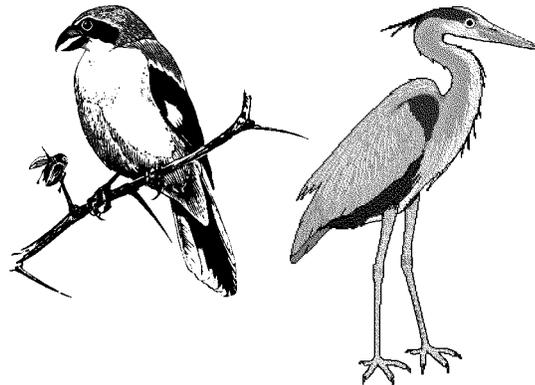
Hairy Woodpecker

This black and white bird uses its sharp beak like a chisel or “drill” to dig for insects and carve out nesting holes. Look for a red spot on the back of the male bird’s head.



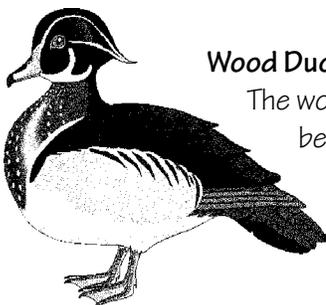
Loggerhead Shrike

This rare gray, white and black bird has a very sharp bill which it uses to catch its prey. This bird actually uses a tool. It impales its prey on the sharp barbs of bushes.



Great Blue Heron

This blue, gray, and white bird is one of the tallest in Minnesota. It is often seen wading in shallow waters of the Hardwoods lakes and marshes, where it uses its long sharp beak to spear fish.



Wood Duck

The wood duck is one of the most beautifully colored birds of the Hardwoods. Its powerful webbed feet are used to propel it through the water.

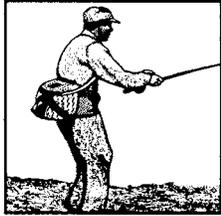
Great-horned Owl

Its “binocular” vision gives this owl depth perception to help it locate its prey. When hunting, it swoops down on silent wings to “hook” mice or other prey with its sharp claws.

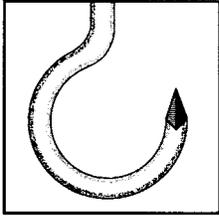


Draw a line connecting the tool to the bird that uses it. Write the name of the tool and the bird under the picture.

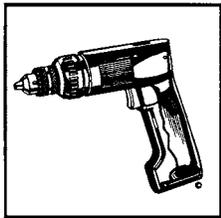
THE TOOLS



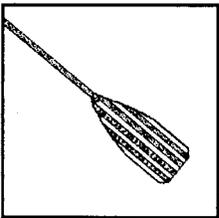
Waders



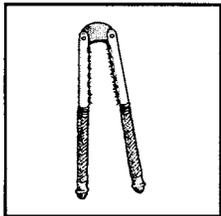
Meat Hook



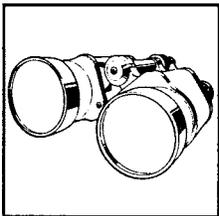
Drill



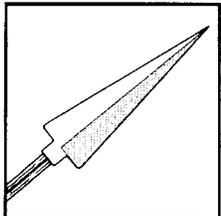
Paddle



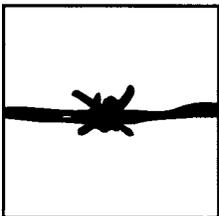
Nutcracker



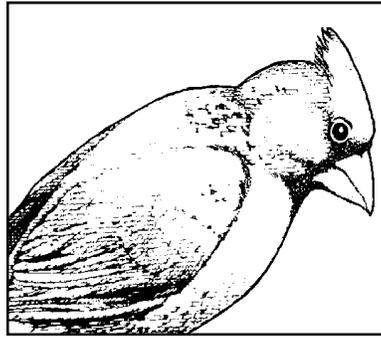
Binoculars



Spear



Barbed Wire



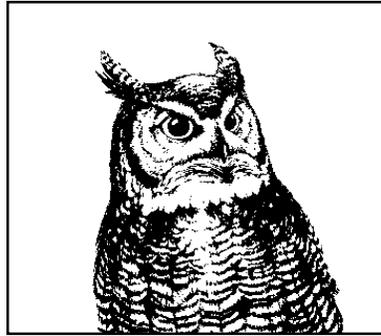
Tool: Nutcracker

Bird: Cardinal



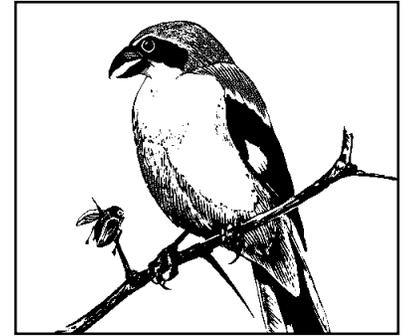
Tool: _____

Bird: _____



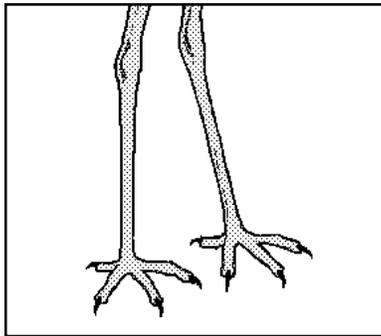
Tool: _____

Bird: _____



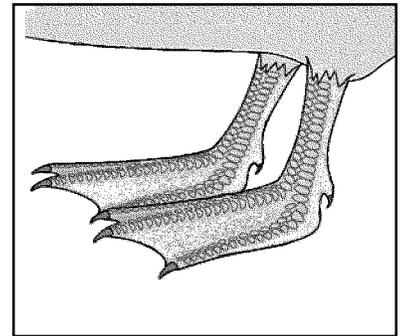
Tool: _____

Bird: _____



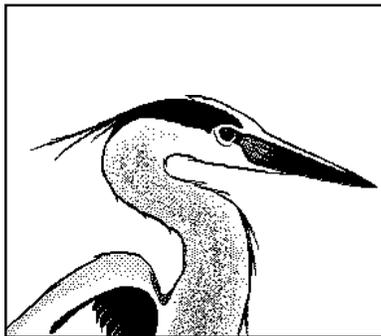
Tool: _____

Bird: _____



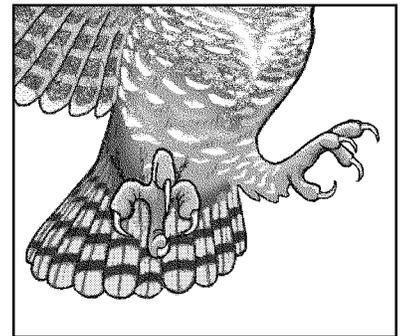
Tool: _____

Bird: _____



Tool: _____

Bird: _____



Tool: _____

Bird: _____

ANIMALS OF THE HARDWOODS

How many animals do you think live in this park? There might be more than you think! An animal is any living creature except plants. Here are a few of the animals you might see in the Hardwoods.

WHAT TO DO

- Read **Animals of the Hardwoods**.
- Write your notebook entry on page 13.
- Draw an animal and its home on page 13.
- Adult: Review and fill in the Scorecard on page 5.

ANIMALS OF THE HARDWOODS

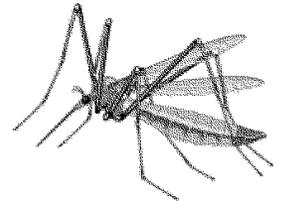


Gray Squirrel

While holes in trees are their favorite dens, some squirrels build large nests of leaves at the tops of trees.

Mosquito

There are over 50 kinds of mosquitoes in Minnesota. They are an important source of food for birds, bats, fish and even other insects.



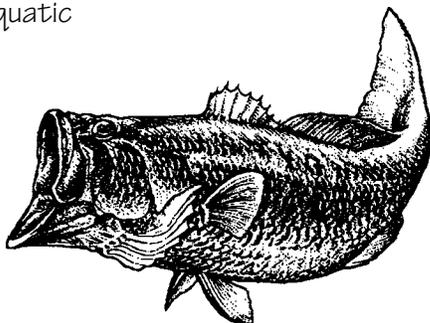
Beaver

The beaver is the largest member of the rodent family in North America. Gnawed trees are a sign that beaver are in the area. They eat the bark and use the rest of the tree to build dams and lodges.



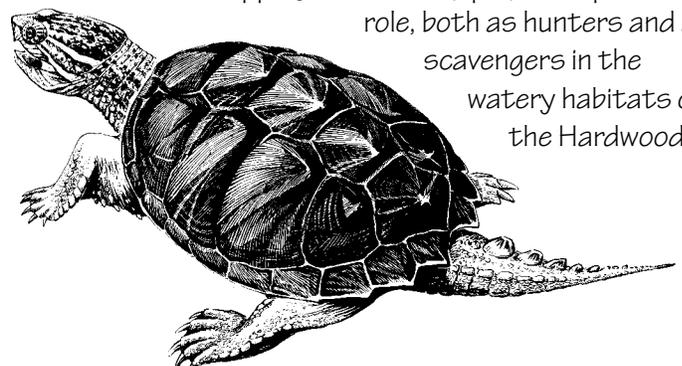
Largemouth Bass

This popular game fish is at home in weedy lakes, ponds, and streams of the Hardwoods. It feeds on small fish, aquatic insects, and crayfish.



Snapping Turtle

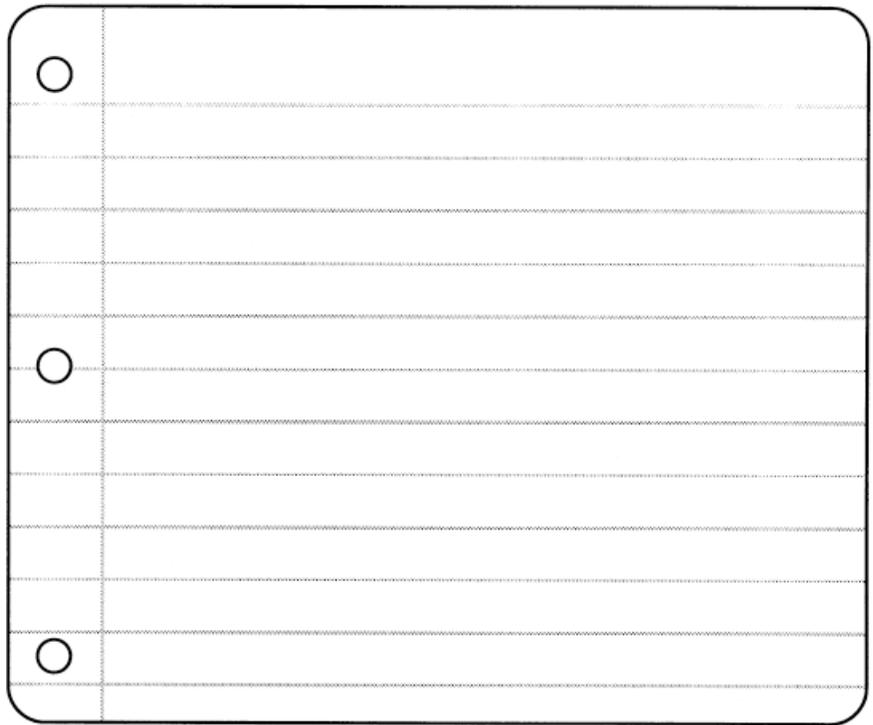
The large head, powerful jaws, and long tail help you identify the snapping turtle. They play an important role, both as hunters and as scavengers in the watery habitats of the Hardwoods.



NATURALIST'S NOTEBOOK

One of the things
naturalists do is
keep notes on
animals they see.

On the notebook page
to the right, write down
your description of an
animal you saw and
what it was doing.



MY HARDWOODS ANIMAL

Now, make a drawing of your animal. Include plants, water, and any other things around the animal that you saw.

WHAT IS A HABITAT?

A habitat is where plants and animals find the food, water, space, and shelter they need to live.

Maple-Basswood forests are one type of habitat in the Hardwoods. However, there are more than just forest habitats in the Hardwoods!



This picture shows 17 animals: bass, bat, beaver, deer, fox, frog, grouse, hummingbird, owl, rabbit, robin, shrike, skunk, squirrel, turtle, woodpecker, and worm.

WHAT TO DO

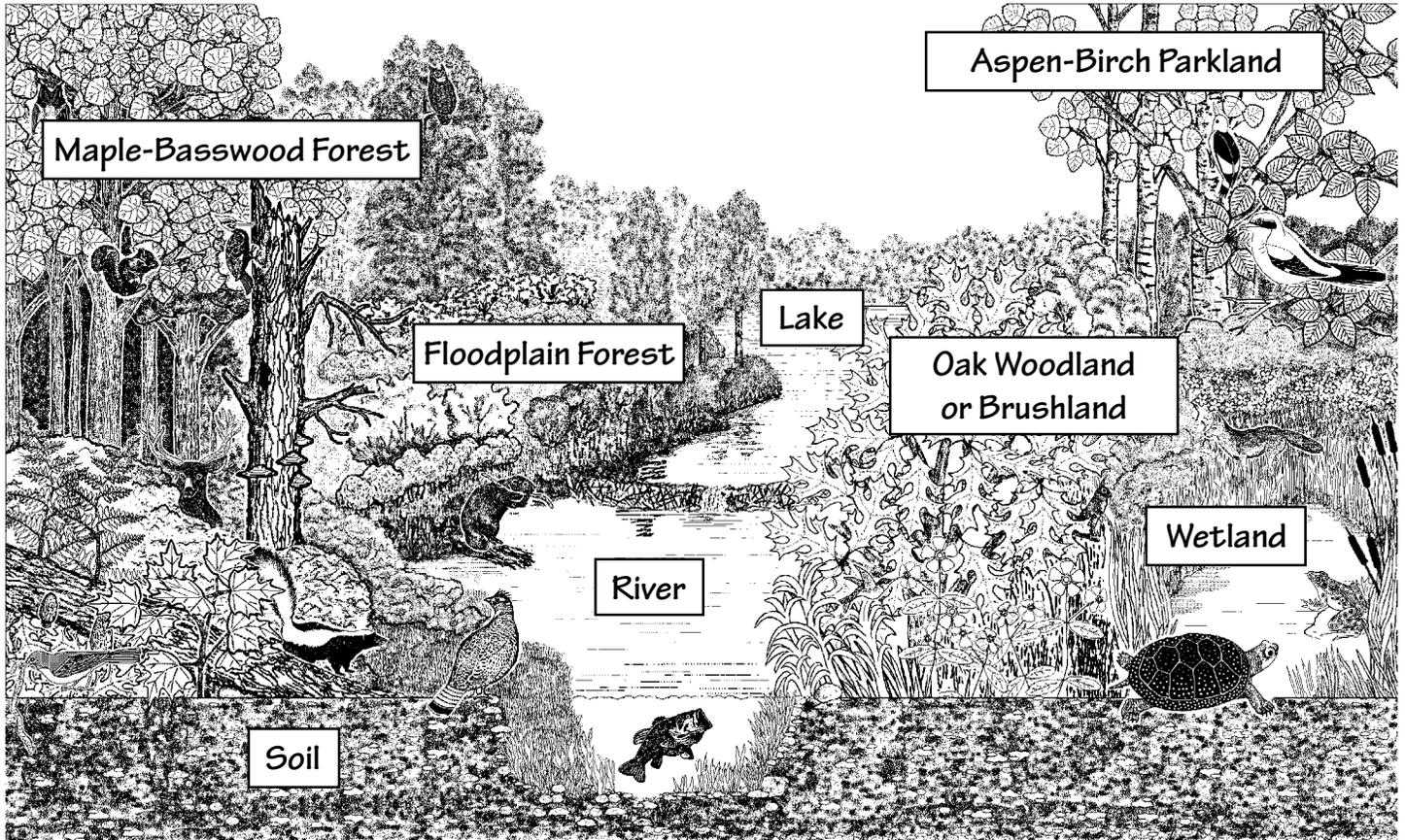
- Read **What is a Habitat?** and study the picture.
- Find the animals in the picture and write them in the correct habitat box.
- Adult: Review and fill in the Scorecard on page 5.

Maple-Basswood Forest

Floodplain Forest

Oak Woodland or Brushland

Habitats of the Hardwoods



Look closely at this picture. Do you see the animals in each habitat?
Write each animal you find in the correct habitat box below.

Aspen-Birch Parkland

Soil

Aquatic (Lake, Rivers, Wetland)

PEOPLE ARE PART OF THE HARDWOODS, TOO!

THE EARLY PEOPLE

People learned to use the resources of the Hardwoods thousands of years ago for shelter, tools, and food.

The forests, river valleys, lakes, and wetlands provided food. Lakes and streams provided beaver, muskrat, waterfowl, and fish. In the spring, maple trees were “tapped” for their sap which was made into maple sugar.

Rocks were used to make knives, spearpoints, hammers and other tools. Clay was made into pottery for cooking and storing food.

PEOPLE FROM OTHER LANDS

Centuries ago, people of the Hardwoods traded with people who lived hundreds of miles away. How? By canoeing the rivers. They traveled the Mississippi, Saint Croix, Cannon, and Minnesota Rivers to reach faraway lands.

When Europeans came in the 1600s, they wrote about meeting American Indians known as the Dakota. The Dakota were as much a part of the habitat as the lives of the deer and the bison.

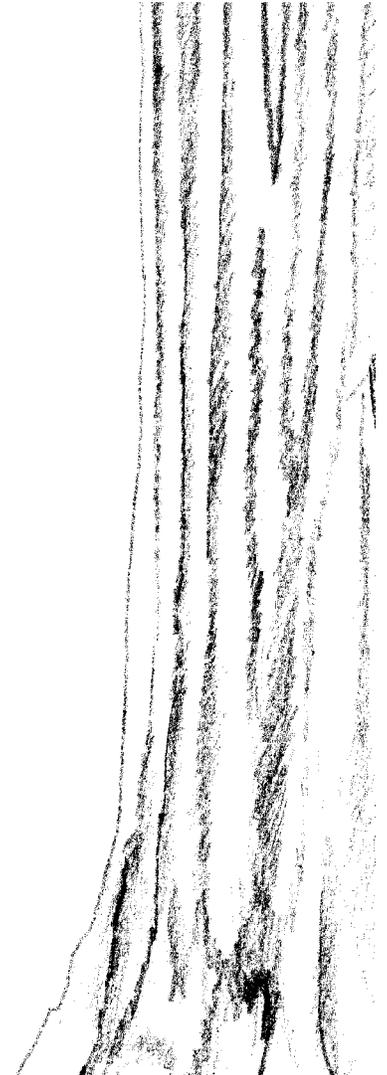
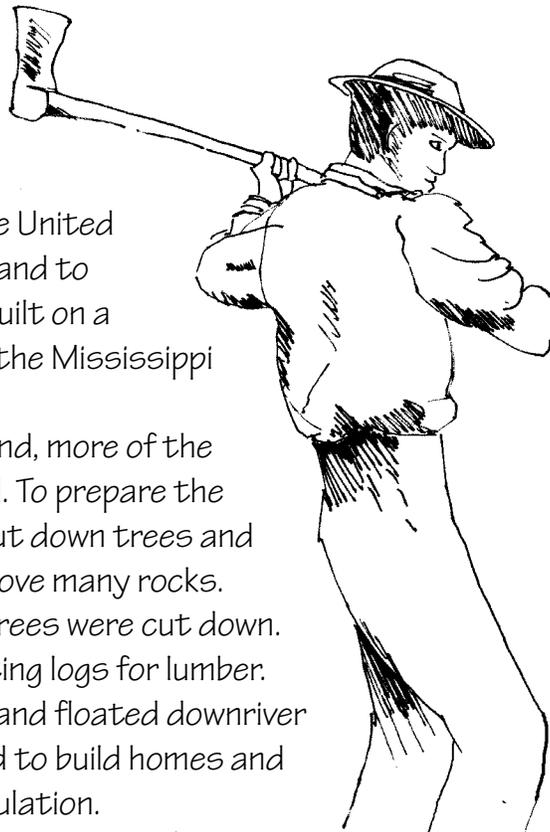
In 1805, the Dakota and the United States signed a treaty giving land to build a fort. Fort Snelling was built on a hill overlooking the spot where the Mississippi and Minnesota Rivers meet.

As settlers needed more land, more of the hardwood forests were cleared. To prepare the land for farming, they had to cut down trees and “grub out” the stumps and remove many rocks.

Over the years, millions of trees were cut down. Rivers were used for transporting logs for lumber. The logs were tied into “rafts,” and floated downriver to sawmills. The wood was used to build homes and communities for a growing population.

WHAT TO DO

- Read *The Early People* and *People from Other Lands*.
- Fill out the Journal on page 17.
- Adult: Review and fill in the Scorecard on page 5.



YOU ARE PART OF THE HARDWOODS, TOO!

Explorers, traders, and “settlers” wrote about their lives in journals. They were all an important part of Hardwoods History. You are a part of this history too.

Here’s your chance to write about your visit to the Hardwoods in a journal, just like the people of the past. It’s also a fun way to see how your life is different from those who lived in the Hardwoods before us.

MY HARDWOODS JOURNAL

My name is _____

Today’s date _____

Town you live in (or near) _____

How did you get to the State Park you are in today? _____

If these were the 1600s, how would you have gotten here? _____

Did you have a meal or a snack while you were in a Hardwoods State Park? What did you have? _____

Where did you get this food? _____

What do you think you would have eaten if you lived here hundreds or even thousands of years ago? _____

Where and how would you have gotten the food? _____

Describe something you did while you were in a Hardwoods State Park: _____

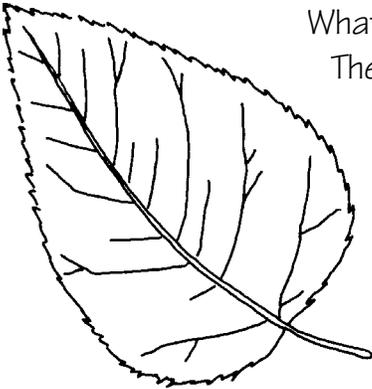
What do you think you would have done in the area of this State Park if it were the 1800s?

GET TO KNOW A TREE

Find a tree that you really like. Look at it as though you'd never seen a tree before! Use the eye of a photographer. Take "pictures" in your mind of the parts of a tree. Use an artist's eye to see colors, shapes, and shadows. Use an ant's-eye-view to examine roots, fallen leaves, or pine cones.

Step back to see the tree sway in the wind. Walk around the tree. Lie down under the tree's branches and look up.

Trees come in many different shapes and sizes.



What did you notice about the tree's trunk?

The trunk is important for two reasons. It holds the tree up and gives it shape, and it carries water and food from the roots to the leaves and back again. The outer layer of the trunk is the tree bark.

Tree bark can be smooth, scaly, rubbery, flaky, craggy, or bumpy. Some tree bark has holes, scratches, or nicks in it. These may be caused by animals, disease, or injuries. What do you think caused them in your tree?

While you were looking at your tree, did you notice what kind of leaves it had? Some are needle-leaved and others have "broadleaves." All plant leaves have the same job — to make food for a tree. During this food-making process called photosynthesis, the leaves release the oxygen we need to breathe.

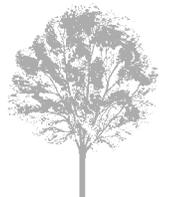
Trees are also important because they provide homes and food for wildlife, help stop soil erosion, and much, much more.



WHAT TO DO

- Read **Get to Know a Tree and Sharing Corner...**
- Draw your tree and answer the questions on page 19.
- Adult: Review and fill in the Scorecard on page 5.

SHARING CORNER...



You may know that trees are used for wood products like boards, furniture and baseball bats. You may also know that trees are used to make paper. But did you know that many medicines, makeup, rubber and different types of food also come from trees?

Now that you know more about trees, draw your tree and answer these questions:



Do you see any animals in your tree? Don't forget birds and insects.

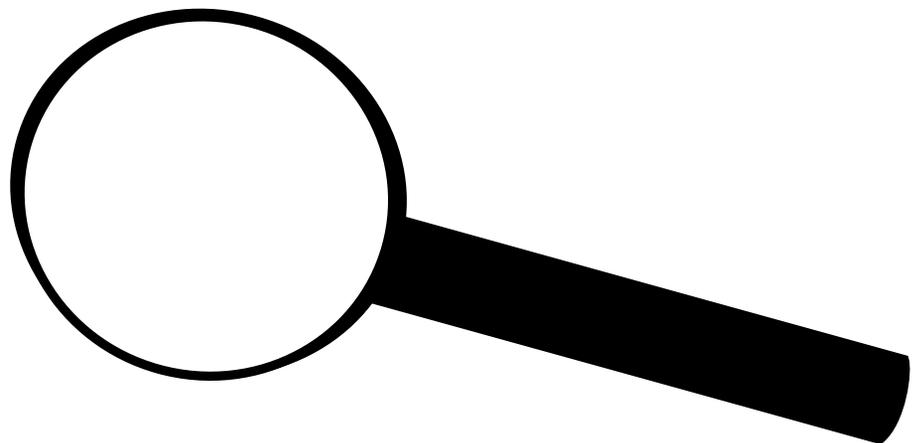
Do you see any fruit, flowers, seeds, or cones on your tree or on the ground?

Are there any holes, scratches, or nicks on the bark?

Feel the trunk of your tree. List 3 words that describe what you feel.

Closely examine a leaf or the needles. Draw them under the magnifying glass.

Can you think of 4 words that describe this leaf?



CLEARING THE LAND

Clearing the land meant hard work for early Minnesota farmers. They had to cut through thick, tangled roots of grasses and trees to get to the rich soil. It could take years for a farmer to remove all the tree stumps from his land! All this hard work was done by hand or with a team of oxen.

Every member of a farm family had chores to do. Usually the men did the heavy work in the fields. After clearing the land, they would plant, tend, and harvest the crops. They also repaired buildings and tools, built fences and cared for the family's animals.

The women cooked, cleaned and cared for the small children. They made many of the things that the family needed such as soap and candles. The women also sewed and mended clothes and preserved fruits and vegetables. If the family had a cow, the woman would make butter and cheese. She also cared for the chickens and the family vegetable garden.

Children were also expected to help. Older children helped in the fields and cared for younger brothers and sisters. Other children might be asked to watch the farm animals, gather firewood, bring water from the well, and weed the garden.

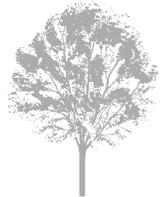
While early farmers worked very hard, they looked forward to better times. They planned for the future when their own hard work would make it easier for their children and their grandchildren.



WHAT TO DO

- Read **Clearing the Land** and **Sharing Corner...**
- Do the **Diary of an 1860s Farm Family** activity on page 21.
- Adult:** Review and fill in the **Scorecard** on page 5.

SHARING CORNER...



From 1873 to 1877, farms in the western part of Minnesota suffered from an invasion of grasshoppers. The insects ate everything in sight. Farm families found themselves without crops and had no money to buy food and clothing. Letters were sent to the governor begging for help. The government and the people of Minnesota responded by collecting food and clothing and sending them to families in western Minnesota. Eventually, the grasshoppers left as mysteriously as they appeared.

This activity is adapted from *Northern Lights: The Story of Minnesota's Past* by Rhoda R. Gilman. St. Paul: Minnesota Historical Society Press, 1989. The Northern Lights two-volume set is an excellent source of information and activities about Minnesota's peoples and resources.

BECOME A MEMBER OF AN 1860S FARM FAMILY!

Choose a farm family member from the descriptions below. Imagine you are that person. Write a diary entry describing a day in the life of your character.

What would you feel, think, and do as a member of the Brown family? What would make you happy or afraid? What do you dream about? When you have finished your entry in your diary, share your writing with a friend or family member.

Mr. Matthew Brown

Mr. Brown worked hard to clear the land for his farm. He's worried that the prices of crops will drop now that the Civil War is over.

Mrs. Sarah Brown

Mrs. Brown is a hard worker and she is terribly lonely. She misses having neighbors nearby, and her family that lives in the east.

Laura Brown

Laura is 11 years old. She usually does all of her chores cheerfully, but once in a while she just wants to play.

Thomas Brown

Thomas is 9 years old. He likes to play tricks on his sister, yet he knows when it is time to work.

Draw a picture of your house here.



_____, 1867

DEAR DIARY,

SENSING MY SURROUNDINGS

The animals that live in the Hardwoods are very good at hearing and smelling. For example, snakes have a very good sense of smell, using their tongue to do most of their “sniffing.” Foxes and wolves can identify thousands of different scents.

Use your senses to appreciate nature. Choose three different places to do the activity on the next page.

USING YOUR SENSES

Find a place you would like to explore. Choose a comfortable place to sit. Fold your hands in your lap and close your eyes.

Listen to the sounds around you.

Smell the odors in the air. Feel the warmth or coolness of the temperature. With your eyes still closed touch the ground. Rub your hands along the ground. Remember: we do have poisonous plants in the parks. Be careful about what you touch.

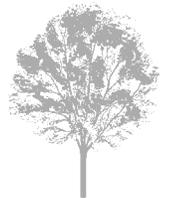
Now — open your eyes. Look at a plant near you. Look at its stem. What do you think it would feel like? Look at its leaves or flowers or fruit. What colors are they? Smell it. Are there any insects crawling on it?



WHAT TO DO

- Read **Sensing My Surroundings** and **Sharing Corner...**
- Do the **Use Your Senses** activity on page 23.
- Adult: Review and fill in the Scorecard on page 5.

SHARING CORNER...

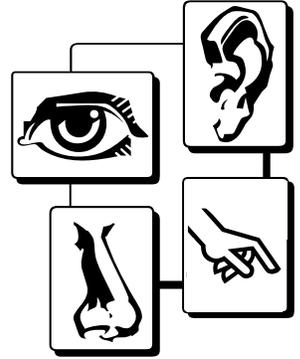


Experience the natural world’s wonders by using your senses. You can even sharpen your senses to experience things more like the animals do. To sharpen your hearing, cup your hands behind your ears. Closing your eyes helps you to hear better as well. To sharpen your sense of smell, moisten the undersurface of your nose and the entire upper lip area. To sharpen your seeing, use “soft” seeing by trying not to focus on one object. Next, blur your eyes to sense the entire area around you. Then change to “hard” seeing by focusing on one particular object such as a leaf on a plant. Try using your senses at night. There’s a very different world of nature in the dark!

USE YOUR SENSES TO GET TO KNOW THE HARDWOODS

Choose three different locations in the park. Sit quietly for ten minutes in each place.

Describe what you see, hear, smell and feel in the boxes below.



No. 1: Among trees or shrubs

I saw	_____	I smelled	_____
	_____		_____
	_____		_____
I heard	_____	I touched	_____
	_____		_____
	_____		_____

No. 2: In a field or open area

I saw	_____	I smelled	_____
	_____		_____
	_____		_____
I heard	_____	I touched	_____
	_____		_____
	_____		_____

No. 3: Near water

I saw	_____	I smelled	_____
	_____		_____
	_____		_____
I heard	_____	I touched	_____
	_____		_____
	_____		_____

WHO LIVES HERE

This state park you is home to insects, birds, reptiles, and mammals. Trees, bushes, water, and even the ground provide homes for animals. However, it takes more than just a hole in a tree or in the ground to make a home. An animal's home must provide food, water, shelter, and space. The place where an animal can find all of these things is called its habitat.

As a Junior Park Naturalist, you will need to use your eyes, and ears, and nose to figure out which animals live in this park.

HERE ARE SOME HINTS TO HELP YOU FIND ANIMAL HOMES:



Look for holes in the ground. Many animals use these as homes. For example, woodchucks dig tunnels with many "rooms" to live in and store food. Snakes may use the holes dug by other animals.



Look for fallen trees. They can be the home for beetles or ants. Salamanders can find food and shelter in a rotting log.



Look for lodges of beavers and muskrats in the wetlands.



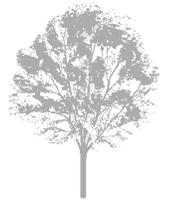
Look for spider webs on tall grasses, bushes, or between trees. While the web is not the home of the spider, it will show where a spider is hunting for food.



WHAT TO DO

- Read **Who Lives Here?** and **Sharing Corner...**
- Do the **Finding Hidden Homes** activity on page 25.
- Adult: Review and fill in the Scorecard on page 5.

SHARING CORNER...



Birds may have the greatest variety of homes of any of the animals. We usually think of a bird's nest built on a branch, made of grass, twigs and mud. But birds have very different homes. Look for woodpecker holes in trees. Since they usually drill a new nest hole each year, look for other birds such as owls and wood ducks living in the old holes. Look for other birds' nests on the ground in the Hardwoods – the wood thrush, the ovenbird, or the woodcock. Look for sparrow, warbler, or flycatcher nests down low in bushes. In the wetlands, many of the ducks and geese make their homes on the ground in nests built of reeds, grasses, or sticks. Red-winged blackbirds weave nests among the cattails.

FINDING HIDDEN HOMES

Find what might be the home of an animal. Remember to look for homes on the ground, under logs, in bushes, in wetlands, or in trees. Always be very careful not to scare the animal that lives there or destroy any part of its habitat.

Now, pretend that you are an animal and this is your home. Answer the questions, then make a drawing of your home.

MY HIDDEN HOME

1. Where is your home located? _____
2. What did you use to build your home? _____
3. How are you protected from rain, snow, and wind? _____

4. Where do you find food? _____
Water? _____

5. Do you store food? If so, where? _____
6. Who are you? _____

Draw a picture of your home here.

KEEPING TRACK OF TIME

We use a calendar to tell what day it is and a watch to keep track of hours and minutes.

Many years ago, the Anishinaabe Indians kept track of time with a counting stick. Each night a notch was carved into the stick. A large notch could mean the first night of a new moon and smaller notches could mean the days in between. This helped plan for work like planting and harvesting.

The Dakota Indians kept track of time by counting nights or “sleeps”. They would measure the distance between one place and another by the number of sleeps it took to get there.

The Dakota counted years by winters. They would think about the most important or unusual event of the past twelve months and draw a picture of it on an animal hide. These drawings were both calendar and history of the tribe and were known as the winter count.

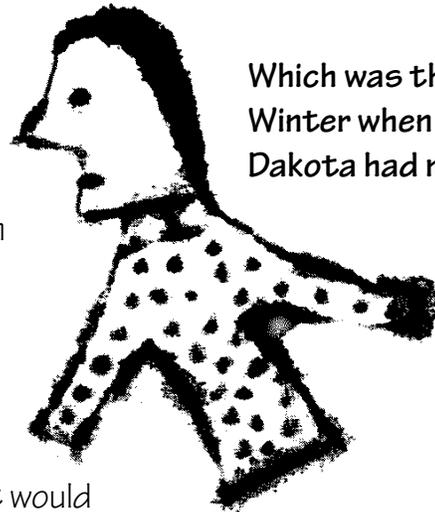
DO A WINTER COUNT FOR YOUR FAMILY

On the animal “hide” on the next page, create your own winter count. Think of an important event that happened for each year since you were born. Be sure to talk to your family! They will be able to help you with the events in the years you were just too young to remember.

Start at the outside and work your way in toward the center just as the Dakota keeper of the winter count would do. After you have completed your drawing of your own winter count, decide on a phrase or short story that explains each year. Memorize your stories or phrases and present them to your family. . . then you will be the keeper of the winter count!

WHAT TO DO

- Read Keeping Track of Time and Sharing Corner...
- Do the Do a Winter Count activity on page 27.
- Adult: Review and fill in the Scorecard on page 5.



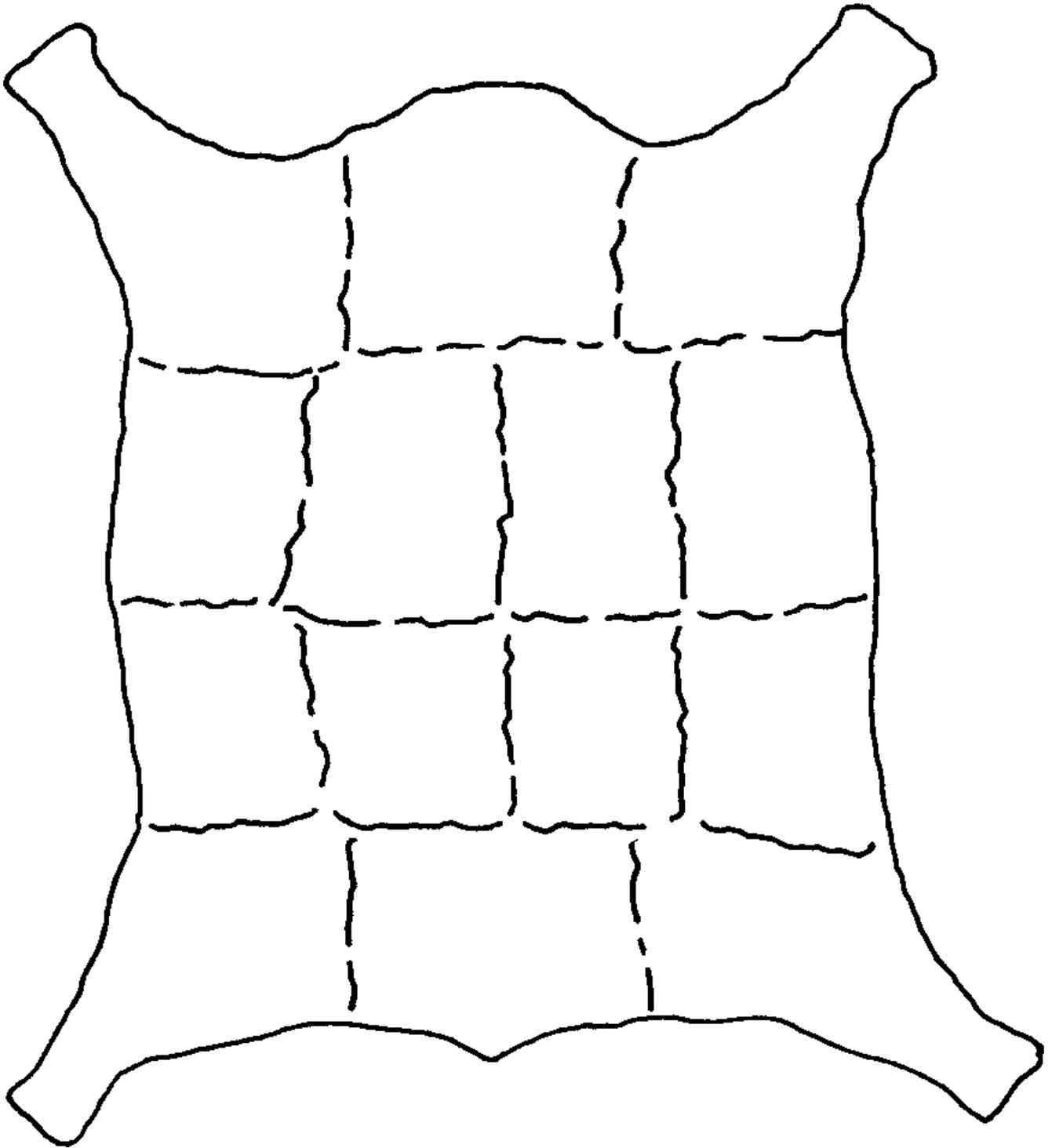
Which was the Winter when many Dakota had measles?



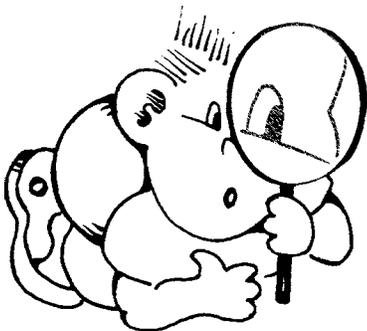
Which was the Winter of the Large Meteor?

This activity is adapted from *Northern Lights: Going to the Sources* by Stephen Sandell.

St. Paul: Minnesota Historical Society Press, 1989. The *Northern Lights* two-volume set is an excellent source of information and activities about Minnesota's peoples and resources.

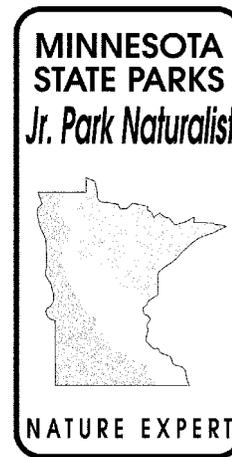


CONGRATULATIONS!



You have completed all the requirements to become a Junior Park Naturalist in the Hardwoods. To receive your patch and certificate, present your completed scorecard at any Hardwoods state park office or visitor center.

BE A NATURE EXPERT



LEARN ABOUT MINNESOTA'S OTHER BIOMES!

Become a Junior Park Naturalist in the Pinelands and the Prairies. When you complete all three biomes, you will be a Nature Expert and earn a Nature Expert patch.

HEY KIDS...

Explore more of Minnesota's nature, history and geology with the Explorer Series booklets on sale now at the park office or call the DNR Information Center.

For Minnesota State Parks Information: www.mnstateparks.info

DNR INFORMATION CENTER

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1-888-MINNDNR (646-6367) (MN Toll Free)
www.dnr.state.mn.us

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