

MINNESOTA STATE PARKS

JR. PARK NATURALIST

PRAIRIES



NAME _____



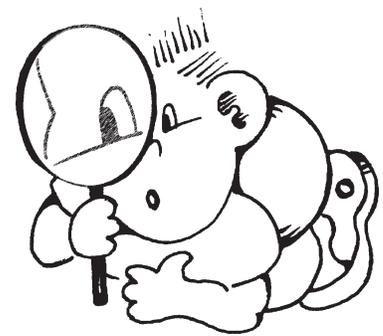
Jr. Naturalist kids
were created by
Stephen Seefeldt.

WHAT ARE THE PRAIRIES?

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



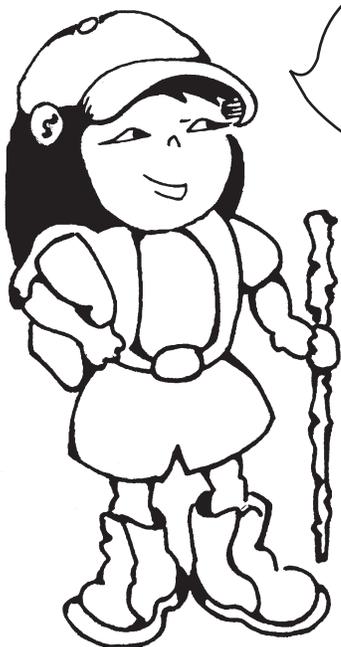
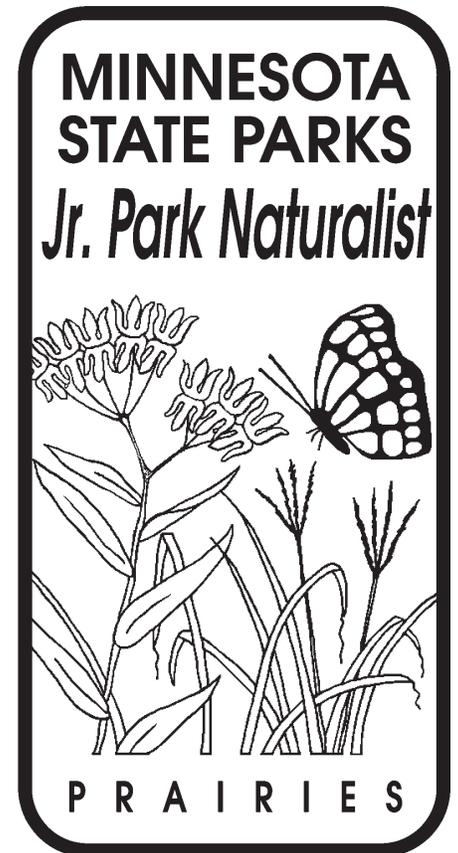
What's a biome? Think of it as a large area of plants and animals that live together.



BECOME A JUNIOR PARK NATURALIST IN THE PRAIRIES

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

When you have completed all the requirements to become a Junior Park Naturalist in the Prairies, bring your completed scorecard to any Prairies 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 Hardwoods, too!

Role of Adults

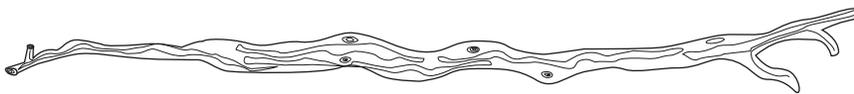
After a child completes an activity, an adult should review the activity with the child. The adult should then record the appropriate information in the scorecard and initial the box for the child to receive credit.

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 Prairies, 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 Prairies Too, page 16 _____ Park _____ Date _____	Adult's Initials	<input type="checkbox"/>
Get to Know a Wildflower, page 18 _____ Park _____ Date _____	Adult's Initials	<input type="checkbox"/>
Sensing my Surroundings, page 20 _____ Park _____ Date _____	Adult's Initials	<input type="checkbox"/>
Habitat Discovery, page 22 _____ Park _____ Date _____	Adult's Initials	<input type="checkbox"/>
Breaking the Sod, 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

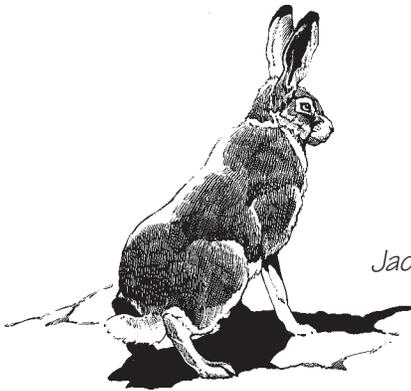
Naturalists study plants and animals. As a Junior Park Naturalist, you will observe and study the plants and animals found in the Prairies.

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 yellow-headed blackbird for a bird, and hairy golden aster or prairie smoke for plants.

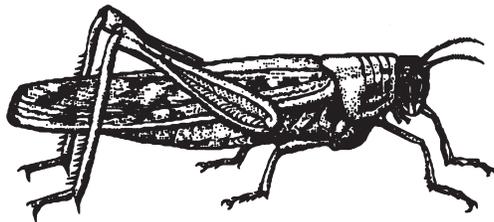
If you still want to find out the name that other people call it, ask someone for help, or look it up in a field guide.



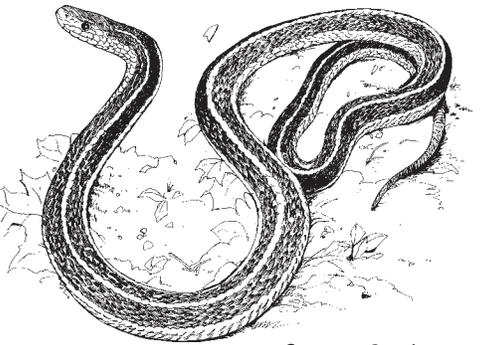
Big Bluestem



Jackrabbit



Grasshopper



Garter Snake



Sandhill Cranes

LET'S START WITH PLANTS

MY PLANT IN THE PRAIRIES

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 blade, if it is a grass.

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 a wet area, or is it growing in the water? Is there shade where your plant grows? Is the soil rocky, sandy, or black?

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

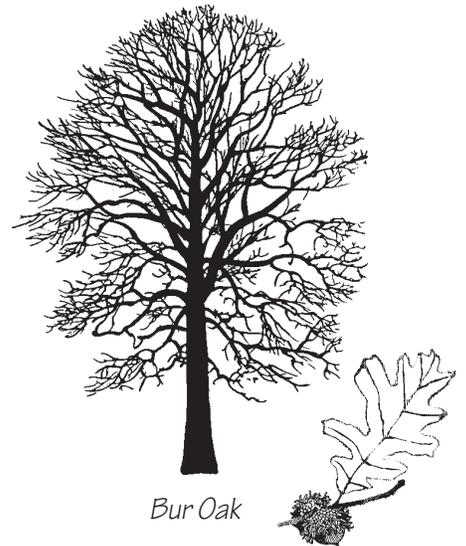


Remember...

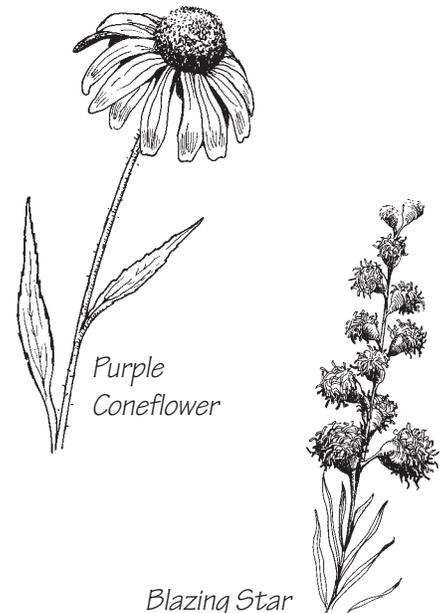
Do not pick or collect any plants. They provide homes for wildlife.

WHAT TO DO

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



Bur Oak



*Purple
Coneflower*

Blazing Star

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.

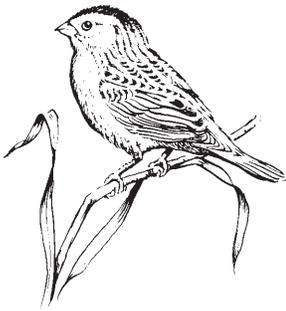
Birds also use their feet as “tools” like paddles for swimming, meat hooks for grabbing prey or rakes for scratching seeds and bugs from the ground. These “tools” are called adaptations because they help birds survive in, or “adapt” to the Prairies.

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

WHAT TO DO

- Read **Tools of the Birds**.
- Study **Birds of the Prairies**.
- 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 PRAIRIES

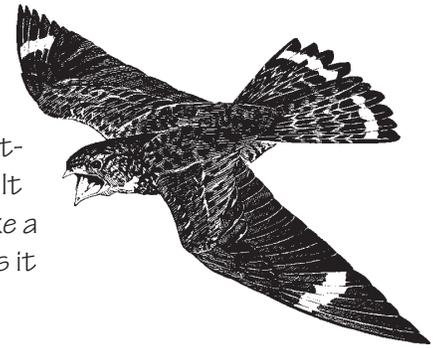


Grasshopper Sparrow

This shy little bird feeds and nests on the ground. It uses its feet to rake out seeds and insects. The name comes from its grasshopper-like, buzzy song.

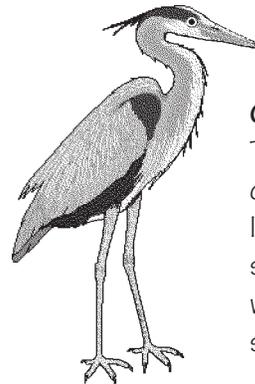
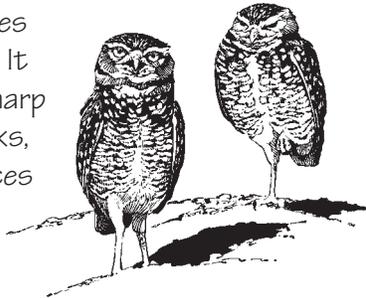
Nighthawk

You may hear the high, buzzing call of the Nighthawk before you see it. It uses its large mouth like a net to catch insects as it swoops through the evening sky



Burrowing Owl

This rare, long-legged owl lives in burrows on grassy plains. It catches its food with its sharp claws shaped like meat hooks, and carves it into small pieces with its knife-sharp beak.



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 Prairie wetlands, where it uses its long sharp beak to spear fish.

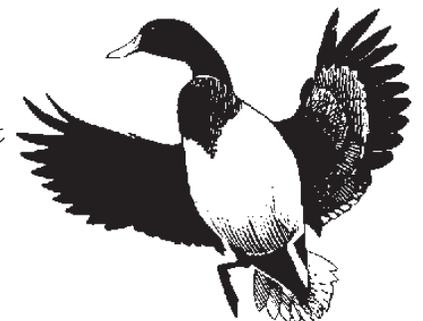


Northern Flicker

Watch for the Flicker as it chisels or “drills” a hole in a dead tree for its nest. It usually feeds on the ground, using its long, sticky tongue to catch ants.

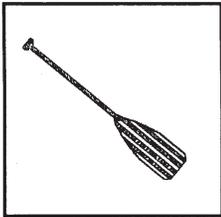
Mallard

Look for the metallic-green head of the male Mallard. One of the most common “puddle ducks,” the Mallard uses its powerful webbed feet to swim through the water.

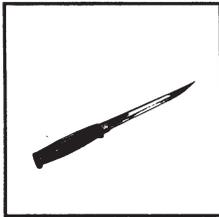


Draw a line connecting the tool to the bird that uses it. Write the name of the tool and the bird under the picture.

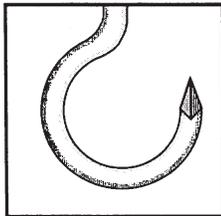
THE TOOLS



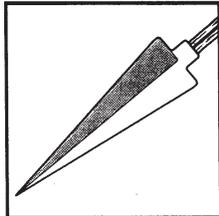
Paddle



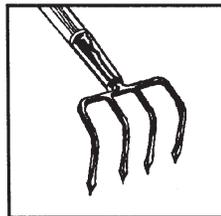
Carving Knife



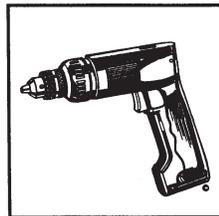
Meat Hook



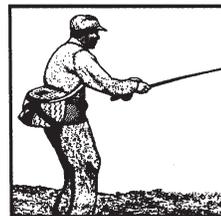
Spear



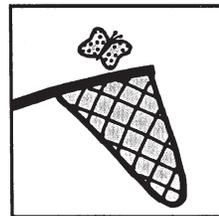
Rake



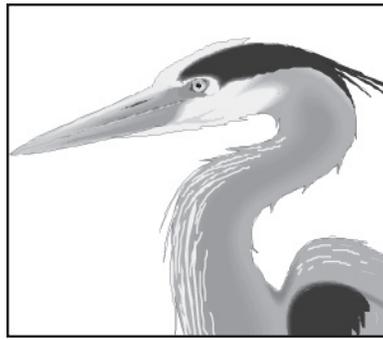
Drill



Waders

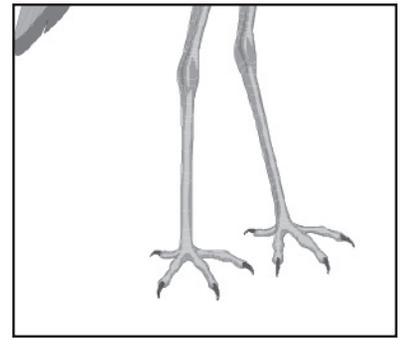


Butterfly Net



Tool: Spear

Bird: Heron



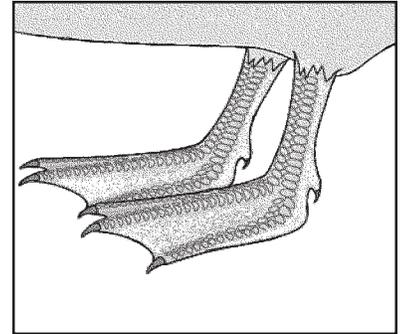
Tool: _____

Bird: _____



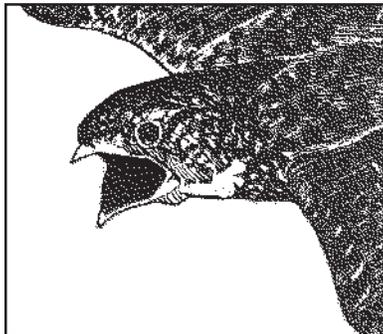
Tool: _____

Bird: _____



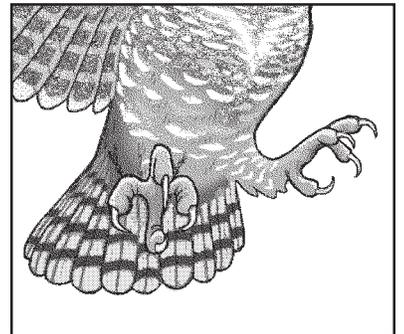
Tool: _____

Bird: _____



Tool: _____

Bird: _____



Tool: _____

Bird: _____



Tool: _____

Bird: _____



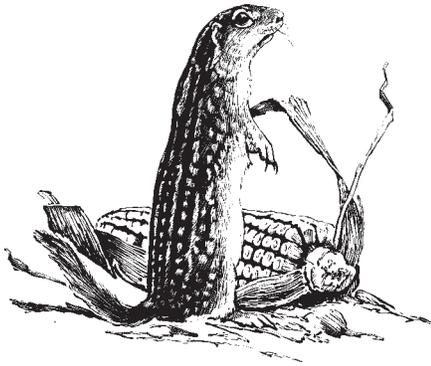
Tool: _____

Bird: _____

ANIMALS OF THE PRAIRIES

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 Prairies.

ANIMALS OF THE PRAIRIES



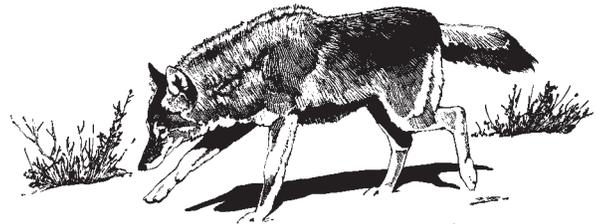
13-lined Ground Squirrel

Also called the “striped gopher,” this small mammal spends its summers hunting for seeds. Although you may find tame animals near your campsite, you should not feed them.



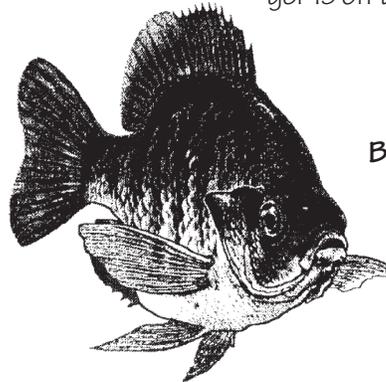
Monarch Butterfly

These bright orange and black insects are best known for migrating to Central America in the winter. Each year they return north to lay their eggs on milkweed plants in the Prairie.



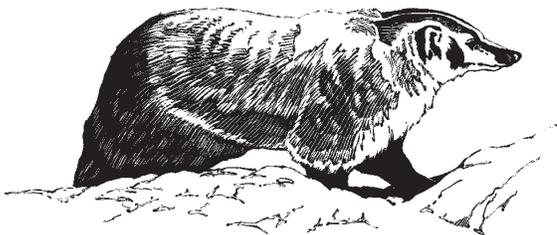
Coyote

This dog-like mammal may be hard to see but its nighttime chorus of howls, barks, and wails lets you know that the prairie’s chief scavenger is on the prowl.



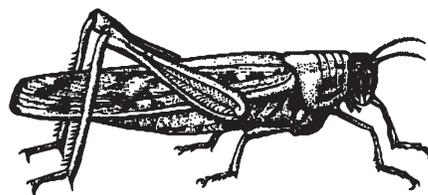
Bluegill

The Bluegill gets its name from the brightly colored “ear flaps” on its gills. It prefers the quiet waters of prairie pothole lakes.



Badger

This burrowing mammal uses its powerful legs and strong claws to dig out its prey. Living underground, it is rarely seen, but you may see where it has been digging.



Grasshopper

These insects are well camouflaged for the prairie, but are so common you can hardly avoid seeing them. They feed mostly on the grasses of the Prairie.

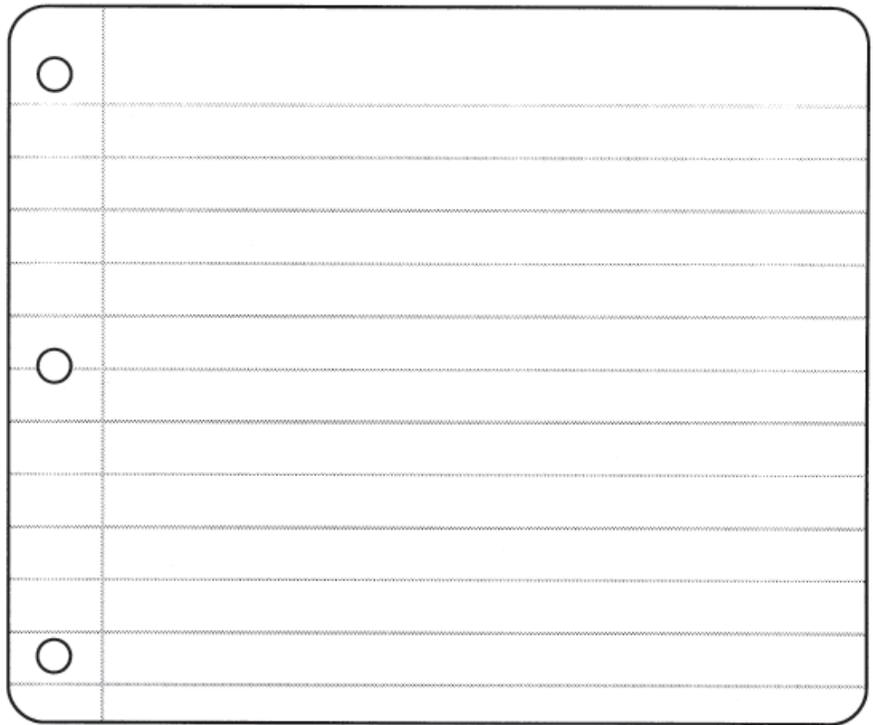
WHAT TO DO

- Read **Animals of the Prairies**.
- 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.

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 PRAIRIE 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.

Grasslands are one type of habitat in the Prairie. However, there are more than just grasslands in the Prairie!



This picture shows 18 animals: badger, bluebird, bluegill, black-bird, butterfly, crane, coyote, deer mouse, dragonfly, ground squirrel, hawk, jackrabbit, meadowlark, nighthawk, owl, sparrow, squirrel, and turtle.

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.

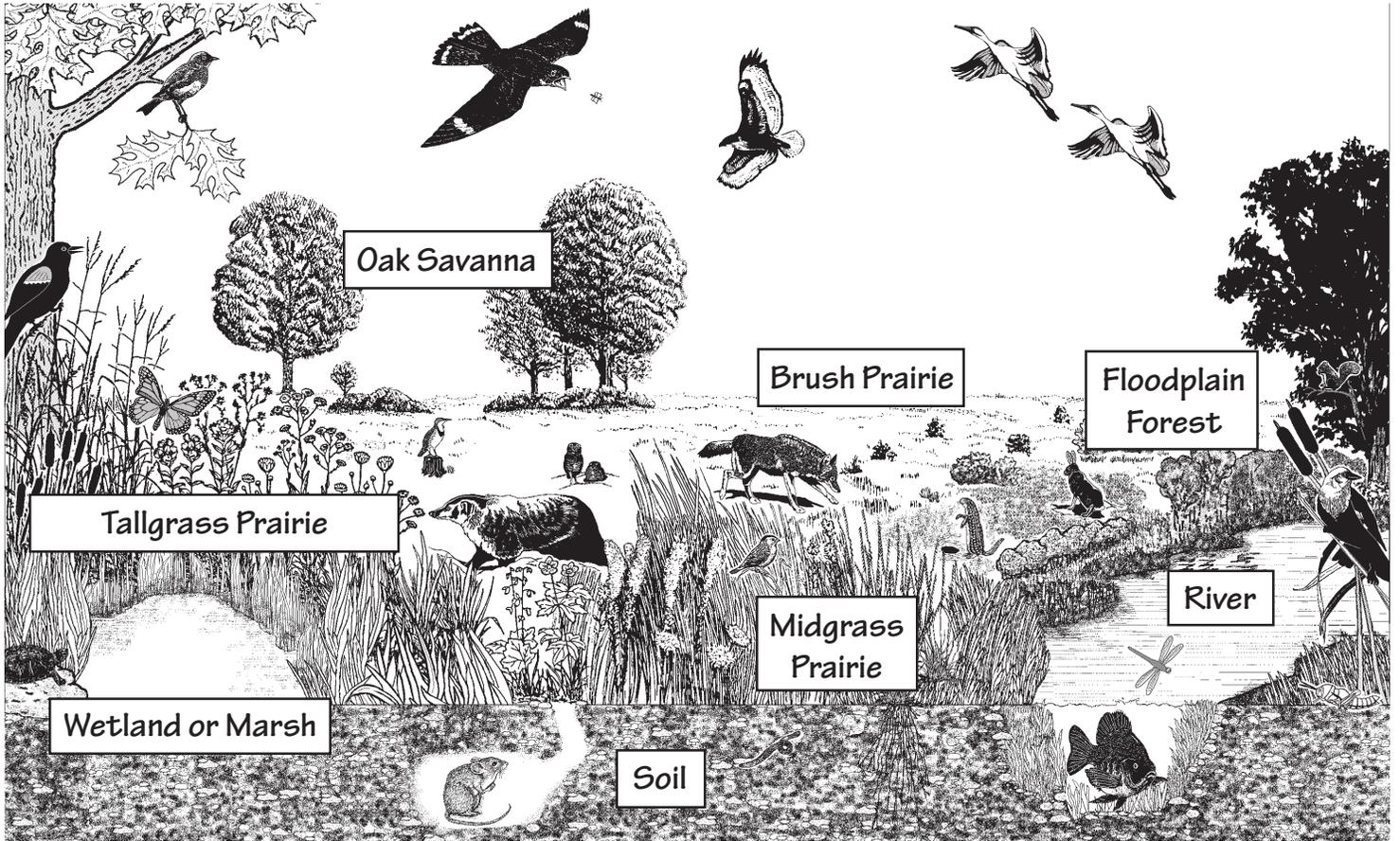
Soil

Tallgrass Prairie

Midgrass Prairie

Brush Prairie

Habitats of the Prairie



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

Oak Savanna

Floodplain Forest

Aquatic (Wetland, Marsh, River)

PEOPLE ARE PART OF THE PRAIRIES, TOO!

THE EARLY PEOPLE

For thousands of years, people used the prairie for food, shelter, and clothing. The grasslands, oak savanna, streams, and lakes had bison, deer, muskrat, fish, and provided plants to be eaten or used for tools and shelter.

In the 1700s, the first European explorers came to the Prairie and met American Indians known as the Dakota. The Dakota had horses which made travel and hunting easier, especially hunting bison. The Dakota people had a use for every part of the bison (also called buffalo). They ate the meat, made hides into clothing and houses (tipis), and used the horns to make tools.

WHAT TO DO

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

EARLY EUROPEAN SETTLERS

European settlers came to “tame” the land for farming. They tore up the thick sod, cut it into blocks, and stacked it to make houses and barns. Sod houses were warm in winter and cool in summer, but they weren’t always comfortable. Rain meant muddy walls and floors. Animals would dig under walls and come up inside the house.

Pioneer farming was very difficult. Sod had to be cut from every field before it could be plowed. It was back-breaking work, using a plow with a team of oxen.

Each member of a family had jobs to help them all survive. The men and older children worked in the fields. Younger children watched the animals so they did not roam too far away. The women made soap, candles, butter, cheese, and clothing. They grew and stored their own vegetables and fruit.

Over the years, horses replaced oxen and modern machinery replaced horses. The wavy sea of grass became plowed fields. People moved from sod houses into houses of sawed boards. They planted trees as shelter from the wind and sun and as a source of firewood.



YOU ARE PART OF THE PRAIRIES, TOO!

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

Here’s your chance to write about your visit to the Prairies 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 Prairies before us.

MY PRAIRIES 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 Prairies 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 Prairies 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 WILDFLOWER

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

Step back to see the plant sway in the wind.

While you were looking at your wildflower, did you notice what kind of leaves it had? Some are long and thin, and others are short and round. Some are very smooth and shiny, and some are rough or furry. All plant leaves have the same job — to make food for a plant. During this food-making process called photosynthesis, the leaves release the oxygen we need to breathe.

Did your plant have flowers on it? Did you notice the color, the shape, or the smell? Did your plant have seeds on it? Remember, fruits contain seeds, too!

Finally, did you notice if your plant had a way to defend itself? A plant can't run away from animals that might eat it! Some plants have thorns or spines. Some contain an irritating chemical like the sting of the nettle. Some taste terrible like the milkweed.



Milkweed



Goldenrod

WHAT TO DO

- Be careful: some plants may sting or may be poisonous.
- Read **Get to Know a Wildflower** and **Sharing Corner...**
- Draw your wildflower and answer the questions on page 19.
- Adult: Review and fill in the Scorecard on page 5.

SHARING CORNER...



Did you ever wonder how seeds travel to new places to grow? Some seeds have wings so they can travel on the wind, like maple tree seeds. Some seeds like burdock have hooks or barbs so they can "hitch-hike" on the fur of animals. Some seeds are inside fruit that animals eat and the seeds pass through the animal's digestive system, getting dropped in a new place. Some seed pods "explode," scattering the seeds to a new place to grow, like the jewelweed.

**Now that you know
more about wildflowers,
draw your wildflowers
and answer these
questions:**



Do you see any animals using your plant? Don't forget butterflies, moths or other insects.

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

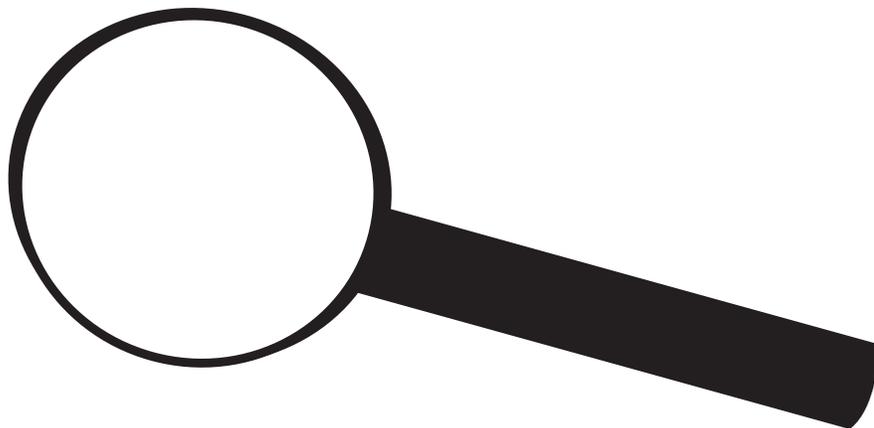
Are there any holes, or chew marks on the leaves?

Feel the stem of your plant. List 3 words that describe what it feels like.

Are there seeds on your flower? How do you think they travel?

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

Describe any odors you smell from this plant.



SENSING MY SURROUNDINGS

The animals that live in the Prairies 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 flow-

ers 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 21.
- 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 PRAIRIES

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	_____
	_____		_____
	_____		_____

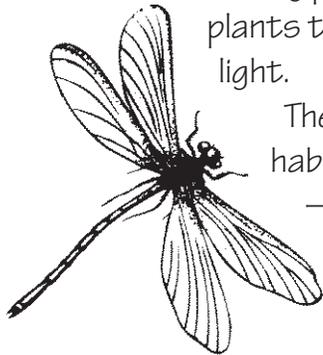
HABITAT DISCOVERY

The woods, prairies, and water's edge habitats are each home to a different group of plants and animals because each habitat provides different conditions for plants and animals to live in. Think of an oak tree. Can you imagine it living in the middle of a lake? Or a water lily. Can you imagine it growing in a dry prairie?

In the Prairie, grasslands contain grasses, wildflowers, and young shrubs. Some of the grasses will grow taller than you are! Mice and voles eat the seeds of the grasses and flowers, pocket gophers eat the roots, and badgers eat the gophers.

Oak savanna is a Prairie habitat which contains oak trees scattered among grasses. The trees provide nesting places for birds and shade for plants that don't grow well in full sunlight.

The edges of rivers and lakes provides habitat for a very different group of plants — and attracts different animals. Here, you might see frogs, salamanders, mink, and herons.



WHAT TO DO

- Read **Habitat Discovery** and **Sharing Corner...**
- Do the **Clues to a Habitat** activity on page 23.
- Adult: Review and fill in the **Scorecard** on page 5.

SHARING CORNER...



Sharing Corner...

The plants in a habitat help solve the mystery of what animals live in a particular area. The types of plants, and the signs of animal activity on those plants provide clues about animals that live in the area. In the Prairie, there are many “grazers,” animals that eat the grasses and other plants. Bison are the biggest grazers in the prairie, but others include the jackrabbit, and even the grasshopper! Pocket gophers live in burrows and eat the roots of plants, while ground squirrels eat plants growing above the ground.

CLUES TO A HABITAT

Fill in the boxes below while you take a discovery walk to learn about different habitats in the Prairie. Choose a wooded habitat. Choose another one with prairie grasses. Choose a third that is along the water's edge. Answer the questions. When you are through you will probably be able to guess what kinds of animals would prefer each habitat!

WOODED HABITAT

On a sunny day, would the plants here be in sun or shade? _____

Feel the soil. Is it warm or cold?

Is it damp, wet, or dry? _____

How many kinds of plants do you see? _____

Sketch a leaf of the most common plant here:

Does this plant provide any food for animals? _____

What kind? (seeds, fruit, leaves?)

What animals do you think find food in this habitat? _____

PRAIRIE HABITAT

On a sunny day, would the plants here be in sun or shade? _____

Feel the soil. Is it warm or cold?

Is it damp, wet, or dry? _____

How many kinds of plants do you see? _____

Sketch a leaf of the most common plant here:

Does this plant provide any food for animals? _____

What kind? (seeds, fruit, leaves?)

What animals do you think find food in this habitat? _____

WATERY HABITAT

On a sunny day, would the plants here be in sun or shade? _____

Feel the soil. Is it warm or cold?

Is it damp, wet, or dry? _____

How many kinds of plants do you see? _____

Sketch a leaf of the most common plant here:

Does this plant provide any food for animals? _____

What kind? (seeds, fruit, leaves?)

What animals do you think find food in this habitat? _____

BREAKING THE SOD

Clearing the land meant hard work for early Minnesota farmers. They had to cut through thick, tangled roots of grasses to get to the rich soil. It could take years for a farmer to clear 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 **Breaking the Sod** and **Sharing Corner...**
- Do the **Diary of an 1860s Farm Family** activity on page 25.
- 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.

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.

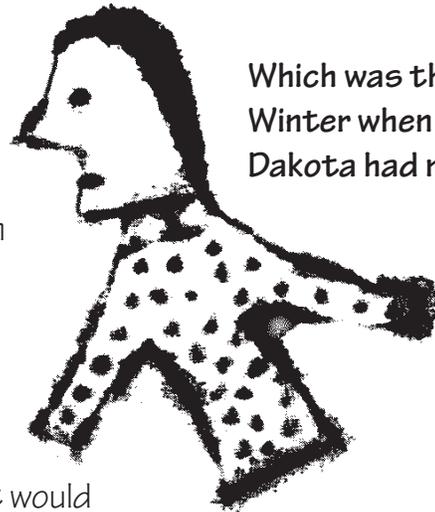
DO A WINTER COUNT FOR YOUR FAMILY

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 17.



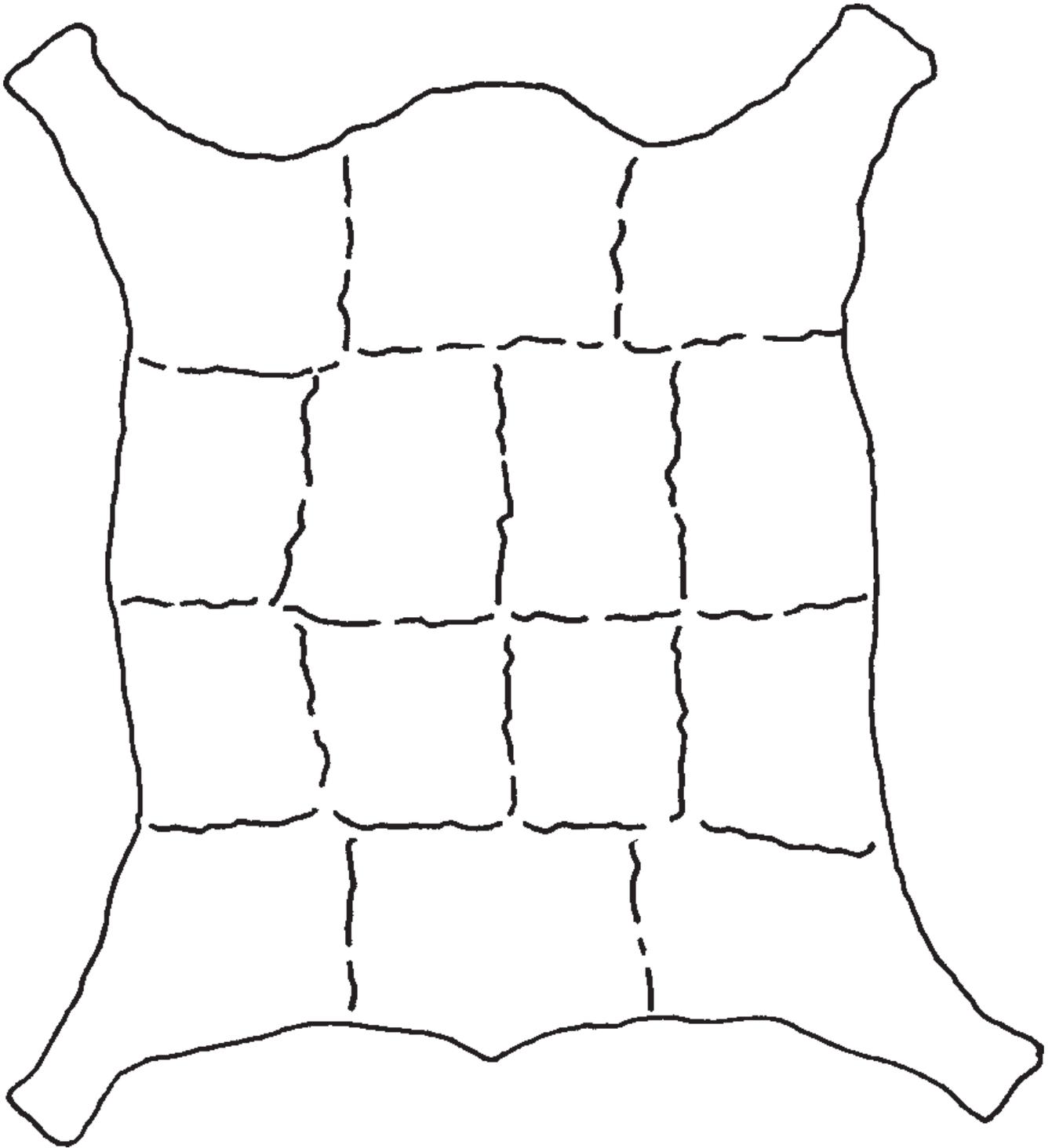
Which was the Winter when many Dakota had measles?



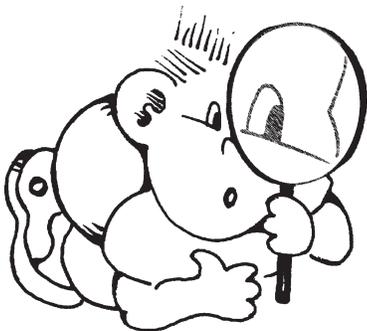
Which was the Winter of the Large Meteor?

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.

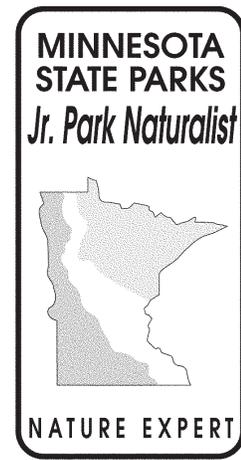
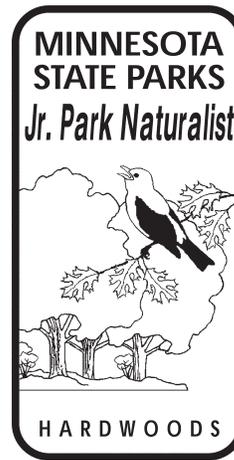
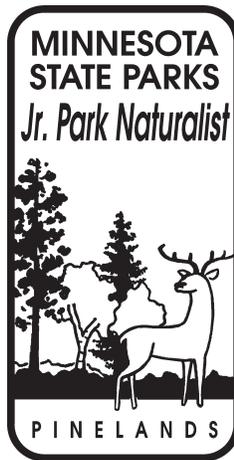


CONGRATULATIONS!



You have completed all the requirements to become a Junior Park Naturalist in the Prairies. To receive your patch and certificate, present your completed scorecard at any Prairies 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 Hardwoods. 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

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June 2007

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