

Eric Fries
“Discovering Community”
Place-Based Unit Summary
July 13, 2009

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PART 1: Preface

This unit will be part of an expedition that my teaching team and I did in the fall of 2008. This expedition – whose title, “Preserving the Forest in Our Backyard”, was chosen by students – focused on the Dead Creek Wildlife Management Area, and a write-up of the expedition (below) provides an explanation of what the entire expedition looked like in each subject area. My unit plan will be a re-working of the Social Studies component of the expedition.

This expedition was perhaps my teaching team’s most successful one to date. In addition to giving students a good deal of knowledge about the ecology of clayplain forests and how to preserve them, the expedition gave students plenty of work to do with local experts from the Nature Conservancy, and opportunities to take five different trips to Dead Creek to do fieldwork. Three of these trips took place during the kick-off, one involved the removal of invasive species throughout the Wildlife Management Area, and the final one –in May – involved students implementing one of their own wildlife management plans by planting hundreds of trees as a team.

Despite this success, however, I felt that my Social Studies component of the Expedition was tangential to the study of land management. I needed to teach about US government and had been focusing on the Presidential Election at the time, so in my portion of the expedition, I decided to connect the unit to my study of the Executive Branch by looking at how the President’s cabinet is set up to preserve the environment. Students each researched a National Park – an example of federally managed land – and a government organization responsible for preserving the environment – such as the Department of Energy, US Fish and Wildlife Department or Bureau of Land Management – and wrote a profile of each. These profiles went into a large “Funding Web” that each class created, showing how the government protects the environment on different levels (including Dead Creek) and out of \$100 in taxes, how much went to each organization. Several case studies were done in Social Studies looking at the balance between natural resources and preserved land, including drilling for oil in Alaska National Wildlife Refuge, the damming of Hetch Hetchy Valley to provide water to the people of San Francisco, and the example of trees as a resource shown in both “The Lorax”, and the lumber industry-sponsored

“The Truax”. In addition, students used their study of tax dollars and budgets to create a budget for their acre plot at Dead Creek.

While there were plenty of engaging ideas and concepts in the Social Studies of the expedition, I felt both that the scope was too big, and that it didn’t really connect to what the students were doing in their land management plans. In addition, while the focus on National Parks – and getting to choose which one they researched – was enjoyable to students, the government organizations proved difficult to research and not terribly engaging for students. In the end, the funding webs, while interesting to look at, were only supplemental to the land management plan, which was the real place-based component of the expedition.

My hope in redesigning my component of the expedition is to shift my focus to a more place-based approach, by looking at how community members manage their land, what Vermont laws are in place to help them manage their land, and how the Dead Creek Wildlife Management Area is managed, both by individuals and by the government. Because the unit is going to move from a more local to a more national focus, the third investigation of the expedition will be less place-based by nature, but one of my hopes in redesigning this expedition is to provide students with a variety of opportunities for local fieldwork and case studies. I also hope to create a product that will inform students’ creation of their land management plans, while including the necessary standards about lawmaking, human-environment interaction, government structure, and taxation.

PART 2: Revised Expedition Write-up

Fall Expedition: “Preserving the Forest in Our Backyard”

Guiding Questions:

Does nature need us?

Do we need nature?

I. An Overview of the Expedition

During this Expedition, students will explore the ways that people use nature, and participate in a project in which they will act as stewards of land at Dead Creek Wildlife Management Area. Students will begin with a three-day kick-off in which they will participate in plant collection and measurement, journaling, and mapping activities to gain an understanding and appreciation of Dead Creek. Experts in fields including wildlife conservation, birding and invasive species will aid them in this process.

Students will be given a \$1,000 budget and 1-2 acres of land to reforest the native clayplain ecosystem in the Wildlife Management Area (WMA). Students will use cases studies in each of their classes in order to help them create the plan with the greatest positive impact. Students will use their work at the WMA as a reference to help them understand land management, ecology, conservation and invasive species, among other issues. Each student will be responsible for not only creating an overview of the background and issues facing the WMA, but working effectively with a group to create a plan for preserving and restoring some of its land. One of these plans will be selected by a panel of experts to be implemented in the WMA, and the entire team of students will return to the land in the spring to put the plan into action.

Title/Focus of Investigation	Courses Involved	Questions Involved	Project(s) that Helps to Produce Final Product
<p>What is Dead Creek all about?</p> <p>(Exploring, Building Background Knowledge of Dead Creek)</p>	<p>Math, Language Arts, Science, Social Studies</p>	<p>How is Dead Creek connected to Lake Champlain?</p> <p>What are the physical characteristics of the Dead Creek Wildlife Management Area?</p> <p>Who uses Dead Creek?</p>	<p>Writing packets including reflections and data from three days at Dead Creek</p> <p>Descriptive paragraph about experiences at Dead Creek (L.A.)</p> <p>Description of how Dead Creek's land is managed (S.S.)</p>
<p>How do you manage land?</p> <p>(Ecology of clayplain forests)</p>	<p>Science</p>	<p>What makes a clayplain forest a clayplain forest?</p> <p>How does energy flow through a clayplain forest?</p> <p>How does a species become invasive?</p>	<p>Informative paragraph about clayplain forests</p> <p>Illustration of food-web connection</p> <p>Drawing and information about native clayplain species of plant</p>
<p>How do you manage land?</p> <p>(Case Study of Invasive Species in Lake Champlain)</p>	<p>Language Arts</p>	<p>What are the threats facing Lake Champlain and its watershed?</p>	<p>Detailed plan about what materials students will purchase and what they will accomplish in 1-2 acres of land</p>
<p>Equations All Around Us</p>	<p>Math</p>	<p>How can equations be useful to creating a budget?</p> <p>How common are relationships that we can write equations for?</p> <p>How do populations increase?</p>	<p>Labeled equation complete with explanation and graph (if appropriate)</p> <p>Non-linear graph of population growth</p>
<p>Whose Land Is It Anyway?</p> <p>(Laws and organizations related to land management)</p>	<p>Social Studies</p>	<p>How is land managed in our community, in Vermont and in the U.S.?</p> <p>How do laws and guidelines help people to manage land?</p> <p>What is the responsibility of people and governments to preserve nature?</p>	<p>Profile of local acre (photo collage and paragraph summary)</p> <p>Diagrams: what Act 250 does and the relationship between the government and Dead Creek</p> <p>Budget for project</p>
<p>Creating a Plan</p>	<p>Math, Language Arts, Science, Social Studies</p>	<p>How do you execute a plan within a group?</p>	<p>Trifolds containing products from each class</p> <p>Designs for acre plots of land (constructed within groups)</p>

Note: Products in bold will be done partially or entirely in Social Studies class

II. *The Final Product*

The Plan:

Within groups of four, students will create a landscaping plan for their 1-2 acres, using their budget. This plan will consist of three components: a budget outlining the goals and planned purchases of the money, a step-by-step outline of their plan to restore and preserve the land, and a scale model of their plot. Landscape Architects will visit school to help students with their models. In addition, the group work component will have a strong focus on understanding interpersonal relationships, to help each group work more effectively together.

The Presentation:

Using products from each of their classes, student groups will create tri-folds in groups to display to members of the Walden Group at Vergennes Union High School, which is looking for a case study to help them with their own clay-plain forest project. The final presentation will take place the week before Winter Break at the Vergennes Opera House. Included in the audience of this presentation will be a panel of experts, many of which helped students with work on their projects. These experts will decide which of the 20 possible plans to implement at Dead Creek, based on the detail given in students' presentations.

Each groups' tri-fold will include the following information about how to manage land:

1. Know Your Place

Descriptive paragraph about Dead Creek WMA

Photo taken at Dead Creek WMA

Information about clayplain forests

Food-web connection illustration

Illustration and profile of native plant

2. Understand the Threats

Illustration and graph of invasive species impact

Equation related to Dead Creek

3. Know Your Resources

Acre case study profile

Land Management summaries

4. Know Your Goals

Written group plan for Dead Creek project

Group budget for Dead Creek project

The Follow-Up:

In the spring, all students will return to Dead Creek to implement the plan that has been chosen. This plan will include the removal of invasive species and the planting of native species, and will follow the plan, budget and scale model that was selected in the fall.

Part 3: Social Studies Focus

PLACE-BASED UNIT: “WHOSE LAND IS IT ANYWAY?”

SOCIAL STUDIES GUIDING QUESTIONS:

How is land managed in our community, in Vermont and in the U.S.?

How do laws and guidelines help people to manage land?

What is the responsibility of people and governments to preserve nature?

KICK-OFF: Dead Creek Week

Case Study: Working at Dead Creek Wildlife Management Area

During the kick-off, students will spend three days at Dead Creek Wildlife Management Area, participating in plant collection and measurement, journaling, and mapping activities to gain an understanding and appreciation of Dead Creek (including an exercise in which students measure out an acre of land). Experts in fields including wildlife conservation, birding and invasive species will aid them in this process. As part of this kick-off, students will get information from different experts about the different ways in which the land at Dead Creek Wildlife Management Area is managed.

Product (for Social Studies): Short paragraph explaining the different ways in which the land at Dead Creek is managed (based on presentations from experts at Dead Creek).

SOCIAL STUDIES INVESTIGATION 1

Investigation Topic: How do our neighbors manage land?

Case Study: Management of an Acre

In this investigation, students will be assigned an acre of land in the Vergennes/Ferrisburgh/Addison area. Since they are investigating how best to manage their acre of land, students will be responsible for looking at land management from different perspectives, including groundskeepers, farmers, park rangers, conservationists and city planners.

Fieldwork/Experts: Up to 20 different “site people” for studying management of an acre (many of these are included in annotated resource list). Students will travel to these locations via bus and interview a site person there, or if this is unfeasible, interview them at the school.

VT GE’s and Standards Addressed:

H & SS 7-8:7

- Students communicate their findings by developing and giving oral, written, or visual presentations for various audiences. *(VT Standard 6.2 [Uses of data])*

H & SS 7-8:11

- Students interpret geography and solve geographic problems by observing, comparing and analyzing patterns of national and global land use (e.g., agriculture, forestry, industry) to understand why particular locations are used for certain human activities. *(VT Standard 6.8 [Movements and Settlements])*

H & SS 7-8:12

- Students show understanding of human interaction with the environment by examining multiple factors in the interaction of humans and the environment. *(VT Standard 6.13 [Concepts of Culture])*

H & SS 7-8:14

- Students act as citizens by demonstrating positive interaction with group members. *(VT Standard 6.9 [Meaning of Citizenship])*

Long-term Learning Targets Learning targets that will be included in your grade book	Supporting Targets Smaller-scale targets that guide daily or weekly instruction and scaffold toward the long-term targets. These are contextualized and specific.	Assessments Linked to long-term or supporting targets <i>(Definitely identify assessments OF learning; identify assessments FOR learning if desired.)</i>
I can explain the concept and importance of stewardship.	I can give examples of stewardship on a state, local and national level. I can make connections between stewardship of the land and citizenship. I can explain the different forms that land management can take in Addison County and in the United States.	Reading and response comparing citizenship and conservation
I can work with a group to effectively conduct an interview.	I can use an interview template to come up with relevant questions for a member of the community. I can ask open-ended questions and follow-up questions in an interview. I can work collaboratively and respectfully with my group to fulfill necessary roles in our site visit.	Interview notes (to be used in land management summary)
I can explain the different human activities for which an acre of local land is used.	I can use my knowledge of an acre from the kick-off to hypothesize what human activities a local acre might include. I can read and interpret a	Photo collage of profiled acre One-paragraph summary of how this land is managed (for

	land use map. I can describe the variety of human activities that land is used for in Addison County. I can make connections between the management of my case study acre and our team's acre at Dead Creek.	each student) Jigsaw share-out of acre findings with classmates
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SOCIAL STUDIES INVESTIGATION 2

Investigation Topic: How does Vermont manage land?

Case Study: VT Act 250

In this investigation, students will start with the question of “why are there no skyscrapers in Vermont?” They will compare and contrast development in Vermont with development in Cleveland through a correspondence with a student of zoning law at Case Western University in Cleveland. They will then build on their understanding of how community members manage their land by researching the legislation that guides how development takes place in Vermont: Act 250. Students will learn the requirements that Act 250 creates for any development in Vermont, and research the steps – from idea to bill to law – that led to the creation of Act 250. This act will be used to look at the relationship between the three branches of government on a state level.

Fieldwork/Experts:

- Correspondence with student of land management in Cleveland (set up through friend James Pasch)
- Greg Clark (Vergennes Representative) to talk about Act 250
- Jan Albers (author of “Hands on the Land”) to talk about Vermont development over time

VT GE's and Standards Addressed:

H & SS 7-8:11

- Students interpret geography and solve geographic problems by comparing and contrasting spatial patterns or landforms using geographic resources (e.g. comparing land use between states) *(VT Standard 6.7 [Geographical Knowledge])*

H & SS 7-8:12

- Students show understanding of human interaction with the environment by generating information related to the impact of human activities on the physical environment (for example, through field studies, mapping, interviewing, and using scientific instruments) in order to draw conclusions and recommend actions. *(VT Standard 6.7 [Geographical Knowledge])*

H & SS 7-8:15

- Students show understanding of various forms of government by describing how rules and laws are created. *(VT Standard 6.10 [Types of Government])*

- Students show understanding of various forms of government by describing how government decisions impact and/or relate to their lives (*VT Standard 6.10 [Types of Government]*)

H & SS 7-8:18

- Students show an understanding of the interaction/interdependence between humans, the environment and the economy by drawing conclusions about how choices within an economic system affect the environment in the state and nation (e.g. decisions to build “box” stores). (*VT Standard 6.16 [Impact of Economic Systems]*)

H & SS 7-8:19

- Students show understanding of the interconnectedness between government and the economy by evaluating and debating the ideological underpinnings of government and economic programs (*VT Standard 6.17 [Governments and Resources]*)

Long-term Learning Targets Learning targets that will be included in your grade book	Supporting Targets Smaller-scale targets that guide daily or weekly instruction and scaffold toward the long-term targets. These are contextualized and specific.	Assessments Linked to long-term or supporting targets <i>(Definitely identify assessments OF learning; identify assessments FOR learning if desired.)</i>
I can explain the ways in which land use in Vermont is unique.	I can compare a land use map and a population density map. I can explain the economic and environmental impact that “sprawl” can have in an urban or suburban area. I can compare land use in Vermont and the Cleveland area, and explain why the two areas developed differently.	Written reflection comparing Vermont’s development and Cleveland’s development (homework assignment)
I can explain the role that Act 250 plays in maintaining Vermont’s development. I can explain the role that Act 250 plays in maintaining Vermont’s development (cont.)	I can explain the basic criteria that Act 250 requires from Vermont developers. I can determine importance in a challenging text (“Hands on the Land”) I can form a hypothesis about ways that Vermont may have developed differently without legislation like Act 250.	(see next page) Creative representation of what Act 250 requires from people developing land

<p>I can explain the steps that a bill takes to become a law, and how a law can be altered.</p>	<p>I can explain the steps that Act 250 took to go from an idea to a law.</p> <p>I can compare and contrast federal laws with state laws in terms of how they are created and their impact.</p> <p>I can explain the controversies that have arisen over Act 250, and the steps that have been taken to change it.</p>	<p>Quiz on legislative branch/how a bill becomes a law</p>
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SOCIAL STUDIES INVESTIGATION 3

Investigation Topic: How does the US manage land?

Case Study: Department of the Interior

In this investigation, students will investigate how the US government preserves the land of the United States, focusing on the Department of the Interior. Students will start by looking at who manages Dead Creek (VT Fish and Wildlife), and how it is supported financially. As a class, we will work outwards, looking at the US Department of Fish and Wildlife, the Department of Interior, and its role in the President’s Cabinet. This investigation will be designed to give students a sense of the complexity of the Executive Branch, the interconnectedness of state and federal organizations, and the funding that is required to support various organizations.

VT GE’s and Standards Addressed:

H & SS 7-8:12

- Students show understanding of human interaction with the environment by evaluating different viewpoints regarding resource use in the US and world (e.g. debating drilling for oil in a national wildlife refuge). *(VT Standard 6.13 [Concepts of Culture])*

H & SS 7-8:15

- Students show understanding of various forms of government by identifying the basic functions, structures and purposes of governments within the United States. *(VT Standard 6.10 [Types of Government])*

H & SS 7-8:19

- Students show understanding of the interconnectedness between government and the economy by identifying and comparing goods and services provided by local, state, national, and international governmental and/or nongovernmental organizations. *(VT Standard 6.17 [Governments and Resources])*
- Students show understanding of the interconnectedness between government and the economy by explaining the relationship between

taxation and governmental goods and services in the U.S. *(VT Standard 6.17 [Governments and Resources])*

<p>Long-term Learning Targets Learning targets that will be included in your grade book</p>	<p>Supporting Targets Smaller-scale targets that guide daily or weekly instruction and scaffold toward the long-term targets. These are contextualized and specific.</p>	<p>Assessments Linked to long-term or supporting targets <i>(Definitely identify assessments OF learning; identify assessments FOR learning if desired.)</i></p>
<p>I can explain the different functions of the President’s cabinet.</p>	<p>I can differentiate between the responsibilities of the President and responsibilities of his cabinet within the Executive Branch.</p> <p>I can explain the different roles that the Department of Interior plays in preserving America’s land.</p> <p>I can make comparisons between the Department of Interior and other Departments in terms of funding,</p>	<p>“What’s the Connection” sheet (flow chart showing the Executive Branch and Cabinet)</p>
<p>I can explain the role that tax dollars play in funding natural areas.</p> <p>I can explain the role that tax dollars play in funding natural areas (cont.)</p>	<p>I can explain the role and purpose of taxes in society.</p> <p>I can explain how Dead Creek Wildlife Management Area is funded.</p> <p>I can use a case study of a national park to explain the importance of protected land in the U.S.</p> <p>I can explain the types of places preserved by the governments of both Vermont and the United States.</p>	<p>“World Without Taxes” Simulation</p> <p>“Budget Hero” online game and reflection (see next page)</p> <p>Graphic representation of the question, “what role does the government play in managing Dead Creek?”</p>
<p>I can explain the conflict between using natural</p>	<p>I can explain the different uses of oil.</p>	<p>In-class work, reading</p>

resources and preserving land.	<p>I can use the case study of Arctic National Wildlife Refuge (ANWR) to explain multiple perspectives on an issue.</p> <p>I can explain the differences between a wildlife refuge and a national park as a protected area.</p>	and reflection on whether ANWR should be a national park.
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FINAL PRODUCT: “Acre-to-Acre”

As part of their final tri-fold display, students will create an acre-to-acre comparison between a local acre in the area and their Dead Creek acre. For each, they will be responsible for answering two questions: what role do people play in managing this acre, and what role does the government play in managing this acre?

For the local acre, they will be responsible for taking photographs that show what is contained within this acre. For the Dead Creek acre, they will create a table that will show a representation of how many of each type of plant they will be using, as well as a key that explains what each plant is and how much money will be spent on it.

PART 4: Product Templates

The layout for the Social Studies portion of the tri-fold will be based on this template:

OUR CASE STUDY ACRE	OUR ACRE AT DEAD CREEK
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<p>PHOTO COLLAGE FROM CASE STUDY ACRE (8 ½ by 11”)</p>	<p>SAMPLE ACRE PLOT AND SAMPLE BUDGET (8 ½ by 11” ... see below) <i>Note: This will be created after Social Studies Investigation 3, during the “Creating a Plan” portion of the expedition.</i></p>
<p>8 ½ by 11”</p> <p>How is this land managed by people? <i>Summary from interview with “site person”</i></p> <p>How is this land managed by the government?</p> <p><i>Creative diagram showing what Act 250 does, how it became a law, or what its criteria are for development</i></p>	<p>8 ½ by 11”</p> <p>How is this land managed by people? <i>Short summary based on information gained from experts at Dead Creek kick- off</i></p> <p>How is this land managed by the government?</p> <p><i>Creative diagram showing the relationship between the Federal Government, the VT state government, and Dead Creek Wildlife Management Area</i></p>

Part 5: Annotated Resource List

ANNOTATED RESOURCE LIST:

Albers, Jan, [Hands on the Land: A History of the Vermont Landscape](#), The MIT Press, Cambridge, Massachusetts, copyright 2000.

Jan Albers is a local author and employee of the Sheldon Museum in Middlebury, whose book, [Hands on the Land](#), gives a history of the development of Vermont’s landscape. Excerpts from her book will be used as reading material to study why legislators took steps to preserve Vermont’s rural landscape, and she is a great potential resource to come in to speak to students.

Dorothy Ames

Dorothy Ames is the contact person for the John Strong DAR Mansion Museum in Addison. While the Mansion Museum is closed after Labor Day, she would be a helpful resource to teach students about how the land surrounding a historical site is maintained, in comparison with other types of preserved land.

Chris Armstrong; Mary Brust; Andrea Monsarrat Waldo

Chris, Mary and Andrea are all employees of Triple Combination Farm in Ferrisburgh. It would be beneficial for students to see how land is managed at a horse farm, and what steps need to be taken for horses to have a good quality of life there.

Wayne Barrows, Gerry Blair

Wayne Barrows and Gerry Blair are custodians at Ferrisburgh Central School. They would be helpful contacts to look at how land is maintained at Ferrisburgh, which could be compared and contrasted with Vergennes Elementary School.

Boundbrook Farm and Good Companion Bakery, Ferrisburgh

While no specific contact person was listed for this farm/bakery, they would be a valuable (nearby) resource for students looking at how farms manage land, especially since they are a draft horse-powered farm and brick over bakery that uses a mill to make wheat porridge. It would be fascinating to contrast this sort of farm management with more modern techniques.

Frank Burnham, Bob Mac Allister

Frank Burnham and Bob Mac Allister are Park Maintenance Technicians for the Button Bay Maintenance Shop. Their offices are located in Vergennes, and they would both be helpful resources to students looking at how a state park is maintained.

Greg Clark

Greg Clark is a Vergennes representative in the Vermont House of Representatives. Trained as a teacher, he has worked with students at the school before, and would be a great speaker to describe the steps that have been taken to amend Act 250 and other similar pieces of legislation.

Becky Ebel, Matt Schlein

Becky and Matt are the directors of the Walden Project, a unique program run through Vergennes Union High School, which is based on the teachings of Henry David Thoreau. The Walden Project meets on multiple acres of land in Monkton, Vermont, which has a variety of different ecosystems contained within it. It would be valuable to take a few groups here to have them interview Becky, Matt, and possibly their site coordinator (most recently, Holly Schmidt-Lapp) about how these different ecosystems are maintained, in addition to their Walden Project Community Garden.

Ferrisburgh Driving Range, Ferrisburgh

While no specific contact person is giving for this driving range, it is located directly off of Route 7 near the school, and the green supervisor could be a helpful resource to interview.

Mel Hawley

Mel Hawley is the Zoning Administrator for the city of Vergennes. He would be a good contact for students to interview about how zoning laws impact the town of

Vergennes. If students look at an acre that includes a number of different buildings, he could talk about how that land is managed.

Kingsland Bay State Park, Ferrisburgh

*No specific contact person is listed for Kingsland Bay State Park and it would be closed to the public during the time that we would be doing the expedition, but if an employee was able to allow students on to one of the park's 264 acres and give them some background about how the land is maintained, it could be very valuable, since we are looking at how protected land is managed (**other possible contact sites in the area that would provide a similar perspective include Button Bay State Park in Vergennes and DAR State Park in Addison**).*

David Loven

David Loven is the Head Custodian at Vergennes Union Elementary School, as well as the father of one of my students. He would be the contact person for Vergennes Union Elementary School in terms of how they manage their land.

Charlie Messenger

Charlie Messenger is the Greens Superintendent for Basin Harbor Club in Vergennes. Basin Harbor is a nearby resource that caters weddings and other events and includes a golf course. It would be interesting for students to get a sense of how much work goes into maintaining the greens at one of the more prestigious locations in the area.

Mike, Mike's Farm, Addison

No last name was given for Mike, but he could prove to be a helpful contact. His farm is USDA certified, and his cattle are not fed grain; antibiotics, pesticides and herbicides are not used either.

Carroll O'Connor

Carroll O'Connor is the director of Public Works for the city of Vergennes. Carroll could be helpful in any part of the city of Vergennes, including Main Street and possibly the main green.

Otter Creek Farm, Panton

While no specific contact person was listed for Otter Creek Farm, this farm in Panton could provide an interesting contrast with other farms, since it is both Certified Organic and modeled on the workings of Amish friends of the owners.

Sharon Plumb

Sharon Plumb is an employee of the Nature Conservancy, who directs a program called "Wise on Weeds" (WOW), designed to promote biodiversity through invasive species removal. She was instrumental in helping us with our invasive species removal at Dead Creek, and she would be a key person to interview about the management of land at Dead Creek.

David Sausville

David Sausville is a wildlife biologist who works for Dead Creek Wildlife Management Area, as well as the father of one of my students. He was an invaluable resource in helping us with the Dead Creek Expedition in the fall of 2008; he set up site visits, helped us plan invasive species removal, provided equipment, and most importantly, helped the Nature Conservancy to set aside \$1,000 for our project.