

This Lake Alive!

An Interdisciplinary Handbook for Teaching and Learning about the Lake Champlain Basin

Written and Edited by Amy B. Demarest

With illustrations by Bonnie Acker and Holly Brough
Photographs by Lou Borie

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The Stewardship Institute of
SHELBURNE FARMS

Shelburne, Vermont 05482

Phone: 802-985-8686 Fax: 802-985-8123

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*Author and Editor: Amy Demarest, Illustrators: Bonnie Acker, Holly Brough, Book Designer: Elizabeth Nelson,
Editorial and Production Staff: Judy Elson, Holly Brough, Copy Editors: Suzi Wizowaty, Jennifer Ingersall*

*Editorial Board: Jeanne Brink, Colleen Carter, Mary Dupont, Judy Elson, Elise Guyette, Sue Hardin, Carol Livingston,
Karen Murdock, Tim Titus, Jill Vickers*

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Field Trips





Introduction

Opportunities for fun and educational field trips abound in the Champlain Valley. This section will offer some general advice on field trips, review some of my favorites and list some other possibilities.

Field trips can be a valuable part of your learning if you view the site as an integral part of your classroom experience. In order to maximize the field experience, remember **P.O.P.:**

- Pre-visit learning activities
- On-site learning
- Post-visit assessment

*Dear Students,
Welcome to the morning of the day of our first field trip! We are excited about the trip and all the things that you will see.
You will learn a lot today. Not just from what you hear, but what you see...and if the waves are really $1\frac{1}{2}$ feet on the lake, you will learn a lot from what you feel!
Try your best to take in all the information and the sights. Listen well, be careful and be kind. We look forward to hearing from everyone we meet today—
“What a wonderful group of kids!”*

*Have a great day,
Ms. D.*

A note like this can be on their desks when they arrive in the morning, as well as a copy of the schedule and their name tag.







PRE-VISIT LEARNING ACTIVITIES

It is important for your students to know what they will be doing (develop the schedule together, if possible) and what they will be expected to learn. Often this involves showing slides of the site, or maps of the area. If students will use a worksheet, scavenger hunt list, or guide while there, show this to them before they go. Develop clear expectations of what you want your students to get from the trip and what kind of behavior you expect. The more they know about the tasks and expected outcomes, the more they will be able to process information while at the site. They won't be spending time trying to figure out what's going on!

Field trips should not be a “test” of students’ knowledge, but an opportunity for them to integrate what they know and develop a better understanding of the topic.

Examples:

If students visit Crown Point, they will need information about the chronology of the two forts. Share timelines, journal entries, maps and outlines of the fort. Discuss with them why forts were built in a star shape and why Crown Point was considered a good site for a fort. When students see the two sites and walk the span of the ramparts that frame Crown Point and look from its high point, up the stretch of the lake to the north and south, they will learn more about military strategy than you can ever teach them at school, and everything you do in the classroom will make sense!

When you spend time in class doing “Wetlands Metaphor” (see *Ecology*, p. 465), which lets students compare the qualities of a wetland to those of tangible objects, they will “get it” when you visit the wetland. They bounce on the springy ground and exclaim, it is like a sponge!





ON-SITE LEARNING

The three most important words of advice I can offer for a successful visit are plan, plan and plan. Plan it as you would a lesson, not an outing. I always plan our schedule down to the minute, especially for a long day. Figure travel time, eating time, gift shop time and snack breaks, as well as educational time. Once on site, you can adjust the schedule as needed.

Ask yourself, “What kind of learning experience can I design to connect the kids to their surroundings?” Find ways to get students into smaller groups and a more intimate learning circle. Think of ways to bring in parents and experts who can teach your children “on-site.”

Examples:

At the Shelburne Museum, my teammate and I—and one year, the guidance director and a student teacher—stayed at four different stations and taught small groups of kids while parents did an amazing job of getting kids from one site to the next. At my station, in the Colchester Lighthouse, students sat around me on the rug in one of the upstairs rooms and I read aloud from the book *LIFE IN THE COLCHESTER REEF LIGHTHOUSE* about the jobs of a lightkeeper. Students then completed a scavenger hunt of the lighthouse.

On a wetlands walk, we split the kids into two groups. Judy Elson from Shelburne Farms led half the kids through a “muck walk,” while a parent took the other half on a scavenger hunt.



Luckily for us, the Champlain Valley is full of qualified educators who will help design a successful visit. Always clarify with museum staff your needs and expectations. Scheduling a field trip involves more than telling a museum what time you will arrive; discuss with personnel what your students can learn at the site.



POST-VISIT ASSESSMENT

The day after you return from a field trip, devote a lot of time to acknowledging and processing what the kids have learned. In my experience, they sometimes aren't aware of all that they know until they are given a chance to express it. By stating what they have learned, students learn more. They can write what they liked best or what they learned, draw pictures, hold class discussions or make presentations. Bill Ladabouche writes a "listening quiz" of basic information learned on the trip for students to take when they return.

Sometimes the learning happens in their thank you notes! Students can write thank you notes or postcards to museum staff and chaperones. This is a letter a student wrote to Frank Lowenstein who, at the time, worked for the Lake Champlain Committee and took the class on a wild and wet walk into a part of the Sandbar Wildlife Refuge. One of the things he wanted to teach them was the pattern of vegetation created by changing water levels.

Dear Frank,

Thank you for giving us a tour of the Sandbar Wildlife Refuge. It was fun to walk in all that mud and water! I was fascinated about how you told us about how the wetlands was created how the trees are on higher ground and the water is on the lower ground. The pattern was neat how it went trees water trees water and so on. Please write back!

Sincerely,

Austin Barber, Grade 5, Milton

Permission to visit a wildlife refuge must be obtained from your local Fish and Wildlife office.

The field trips can often be the incentive for a larger writing assignment or a culminating project. It makes sense that the best time to work creatively with the material is when the images are fresh in students' minds. For example, because they see so many visual pictures of the past on our visit to Crown Point and the Lake Champlain Maritime Museum, I use this time to launch our major writing project, "Trip Around Lake Champlain" (see *It's About Time*, p. 191).

Processing the trip is also important because you need to communicate the importance of the day and credit their work. The expression "what you give is what you get" is very true on field trips in terms of behavior, attentiveness and learning. I often have a note on students' desks when



_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	<div style="border: 1px solid black; width: fit-content; margin-left: auto; padding: 10px; min-height: 100px;">Stamp</div> To: _____ _____ _____ _____
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Other Ideas

*When they return from a trip, use postcards for students to write about their trip. They can draw on the blank side and write a note to a real or imaginary character on the back. They can also be used as thank you notes. One year, after visiting the Shelburne Museum, I bought real postcards of the S.S. **Ticonderoga** and the students wrote postcards as if they had actually been on a boat ride.*



ABD'S FAVORITE FIELD TRIPS

TOUCH LAKE

Ask all students to touch the lake during the lake study. They are encouraged to arrange a trip with their families, if possible, to share the lake's beauty. It's okay if everyone can't do this with families, because they will have an opportunity to touch the lake on field trips.

Educational material available prior to visit? No.

TOPIC: Appreciation of Lake Champlain.

Pre-planning activity: Brainstorm possibilities.

On-site activity: It's up to them!

Post-visit assessment: Journal entry, class map with sites visited.



SATURDAY "HASSLE-FREE" FERRY RIDES

Just for fun! If your energy holds, a really nice thing to do in the fall or the spring is to invite your students and families for a Saturday ferry ride. You can try to arrange a discount price and hope to get a good showing, but you don't need permission slips because students come with families and there is minimal cost, other than your loss of a free Saturday! Families provide transportation to the ferry, the cost of a ticket and their own bag lunches.

Educational material available prior to visit? No.

TOPICS: Geography, fun!

Pre-planning activity: "Ferry Tales" (see *Math*, p. 270).

On-site activity: Socialize and enjoy the ride!

Post-visit assessment: Thank you notes to families and a report to the class on anything of interest.

Contact person: Lake Champlain Transportation Company

Address: King Street Dock, Burlington, VT 05401

Telephone: 802-864-9804

"I did a 'touch lake' experience with my mother. It was on the Sandbar at around 5:30-6:00 p.m. We had bought grinders and soda. We watched the sunset while eating our supper. Almost forty-five minutes later I went down and touched the freezing lake."

thinkbook entry, grade 7

The ultimate "touch lake" experience is offered in the summer by the Lake Champlain Maritime Museum. A group of teenagers travel to the museum each day for three weeks and each person builds his or her own kayak. They then set off on a two-week kayaking odyssey on Lake Champlain. What an experience!





SPiRiT of ETHAN ALLEN

It is important, lest you lose sight of the real reason why you are studying Lake Champlain, to spend some time just enjoying the lake! This tour boat is a great introductory field trip. The captain of the boat gives an extensive narration of history, geology and local lore. Students may miss some of this while on deck, so clarify with your students how much you are asking them to absorb. You will be able to see part of the Champlain Thrust Fault north of Burlington harbor. I tend to let them enjoy the ride; it's pretty exciting on a wavy day!

Educational material available prior to visit? No.

TOPICS: Geography, geology, fun!

Pre-planning activity: Be familiar with the basic geography of the lake and the Ojibozo myth.

On-site activity: Enjoy!

Post-visit assessment: Review sights, Ojibozo, Champlain Thrust Fault, rock formations, weather and Burlington waterfront. This is a good time to start a word bank with all their impressions of what they saw!

Contact person: Mike Shea

Address: P.O. Box 605, Burlington, VT 05402

Telephone: 802-864-9804





SHELBURNE MUSEUM “LAKE CHAMPLAIN” TOUR

Educational material available prior to visit? Yes. A printed Museum Guide about Lake Champlain is available with lots of information to help you plan your tour.

TOPICS: Maritime history, nautical archeology.

Pre-planning activity: Complete fact-finding about the S.S. *Ticonderoga* and do activity: “Beacons of the Future” (see *History*, p. 165). Discuss steam travel, the commercial use of the lake and the chronology of the lake’s nautical history.

On-site activity: Divide into groups to see the lighthouse, the S.S. *Ticonderoga* and the exhibit on nautical archeology. Other exhibits outlined in the tour are also relevant to the lake.

Post-visit assessment: Write postcards from their “trip on the Ti.” Review facts learned on site. Write stories about the lake.

Contact person: Garet Livermore

Address: Shelburne Museum School Programs,
Shelburne, VT 05482

Telephone: 802-985-3346 EXT 396





LAKE CHAMPLAIN MARITIME MUSEUM

This is the place to go if your main focus is history or archeology. It is perhaps the most single valuable educational field trip that your students can take while studying Lake Champlain. The Maritime Museum currently offers four educational “field study” programs that range from an introduction to watercraft for students in K–3, to regional history and nautical archeology for students in grades 4 and up. You can arrange for your students to see a slide show that reviews this history in clearly defined, well-described historical periods. Make sure to clarify with the museum staff exactly what your tour will include. There is now so much to see at this site that each tour cannot cover everything. If school budgets were different, I’d visit this site twice a year.



Field study programs include:

“Boats, Boats, Boats” about how boats operate and what boats were used on Lake Champlain.

“Digging, Diving, and Documenting” about nautical archeology that includes a hands-on investigation of a shipwreck.

“1776: American Revolution in the Champlain Valley” and **“History and Heritage: An Overview of Historic Lake Champlain”**

Educational material available prior to visit: Yes. Curriculum materials are available to complement most programs.

TOPICS: History, nautical archeology, American Revolution.

Pre-planning activity: Establish familiarity with, but not mastery of, historical chronology, vocabulary, and nautical archeology. It is helpful to know the story of the *Philadelphia* (I and II) and sailing terminology. For me, this field trip works best mid-way into our study, when students have enough knowledge to absorb all the visual material at the museum. The trip will spur as many questions as it answers, so don’t leave it to the end; it will energize your further study.

On-site activity: The educational staff conducts the field study programs. Teachers and chaperones are enlisted to participate as needed.

Post-visit assessment: Creative writing and timeline illustration (see *It’s About Time*).

Contact person: Laurie Eddy, Education Director

Address: Lake Champlain Maritime Museum at Basin Harbor, RR 3, Box 4092, Vergennes, VT 05491

Telephone: 802-475-2022



CROWN POINT STATE HISTORIC SITE

I guess if I had to say which is my favorite field trip, I would have to say Crown Point. If you are studying early white settlement in the Champlain Valley, you have to come here. Although a visit to Fort Ticonderoga offers students a view of a period fort, reconstructed exactly as it was, there is something about the ruins of Fort St. Frederic and Fort Crown Point that challenges students' imaginations. The site has a wonderful museum with a collection that is easily understood and "the world's best slide show."

Educational material available prior to visit? Yes.

TOPICS: History, American Revolution, European Settlement.

Pre-planning activity: Every year, I spend more and more time getting my kids ready to visit this site. There is a new teacher's guide, which clearly outlines the historical periods relevant to this site and also includes illustrations, maps and primary documents. I show slides of the site and review eighteenth-century fort construction. I also think it is important to read journals of how soldiers and settlers spent their time there.

On-site activity: Scavenger hunt (available from museum); time to explore and to tour the museum. One year, when I visited with a class that had done a lot of research, students did skits portraying the different historical moments at the fort at the appropriate spots. Carol Livingston, a teacher at Camel's Hump Middle School, has students write soldiers' journals at the site.

Post-visit assessment: Writing, discussion and drawing (see *It's About Time*).

Contact person: Greg Furness

Address: Crown Point Historic Site, RD 1, Box 219, Crown Point, NY 12928

Telephone: 518-597-3666





MOUNT INDEPENDENCE

This is an important site if you are leading an in-depth study of the American Revolution. As one wanders from crumbling rocks to a lookout point, one can see its value as a strategic station during the American Revolution. There have been archeological digs there for quite a few summers. It is unclear how I might describe this incredible site if I were writing this in five years. The site currently offers seven miles of hiking trails that lead you past the archeological remains of this once-bustling fort. The State of Vermont built an interpretive center, which opened in 1996 and it offers exhibits and other programs.

Educational material available prior to visit? Yes.

TOPICS: Camp life, military strategy during American Revolution.

Pre-planning activity: Review maps, camp life and military strategy of American Revolution. Read "Mount Independence" (see *History*, p. 138–139).

On-site activity: Explore grounds with an interpreter if possible. Tour museum.

Post-visit assessment: See *It's About Time*.

Contact person: Audrey Porsche

Address: Chimney Point Historic Site, RD 1, Box 3546, Vergennes, VT 05491

Telephone: 802-759-2412

Bill Murphy and the Mount Independence Coalition can be reached at:

Address: P.O. Box 28, East Middlebury, VT 05740

Telephone: 802-388-7577

A history buff who has been involved in the site for many years and is currently co-president of the the Mount Independence Coalition is Bill Murphy, a retired high school teacher. Bill often tours sites with school groups.





BURLINGTON WASTE WATER TREATMENT PLANT and BURLINGTON WATER TREATMENT PLANT

These two plants, run by Burlington Public Works, are important stops for a study of human impacts on the Champlain Basin. The chief plant operators at both plants are extremely knowledgeable and they understand the importance of educating the public about the issues of water. The Waste Water Treatment Plant is located just south of the Perkins Pier entrance at the foot of Maple Street at the Burlington waterfront. The tour begins with an explanation of the rationale for treatment plants and then a description of the process step by step, using visuals and water samples. Students see each step of the process at the plant. The Burlington Water Treatment Plant is located next to the Coast Guard station on the northern end of the waterfront. This tour begins with the room housing the huge computer that monitors the operation. The chief operator explains each step of the process as he leads students through the different sections of the plant.

Educational material available prior to visit? Yes. Pamphlet from Waste Water Treatment Plant.

TOPICS: Water treatment, waste water treatment, ecology of the lake, human impact.

Pre-planning activity: Review geography and ecology.

On-site activity: Tour plants with chief operators. Students can complete flow charts and questions about processes.

Post-visit assessment: Discussion; debate about residential, commercial and industrial development, residential water use and farm runoff (see *Ecology*).

Contact: Steve Roy, Project Engineer

Address: Waste Water Treatment Plant, 53 Lavalley Lane, Burlington, VT 05401

Telephone: 802-865-7258

Contact: Tom Dion, Chief Plant Operator, Water Treatment Plant, Lake Street, Burlington, VT 05401

Mailing Address: P.O. Box 878, Burlington, VT 05402

Telephone: 802-863-4501





ETHAN ALLEN HOMESTEAD

If your Lake Champlain study includes a close look at how people lived on the lake from 1500–1800, this site can offer a wealth of possibilities to fuel your study. The settler unit that I teach (see “Notes on Reading” in *Language Arts*, p. 249), focuses on the exchange and contrast between native peoples and Europeans. The museum offers tours and activities that do an excellent job giving kids a hands-on feel for life in the wilderness and how different people experienced it.

Educational material available prior to visit? Yes. Flyer available that outlines tour themes and activities.

TOPICS: Native American relationship with the land, European settlement.

Pre-planning activity: Read children’s literature of this time period. Become familiar with the chronology of the colonial period and the geography of region.

On-site activity: Design with museum staff.

Post-visit assessment: Creative writing and evaluation.

Contact person: Scott Stevens

Address: Ethan Allen Homestead Trust, 1 Ethan Allen Homestead, Suite 2
Burlington, VT 05401

Telephone: 802-865-4556





OTHER FIELD TRIPS

I have outlined some of my favorite trips, but the list of possibilities is long. The following sites are no less important; I am just not as familiar with them.

Ed Weed Fish Culture Station (Grand Isle Fish Hatchery)

There is a self-guided walking tour of this state-of-the-art fish hatchery. You can visit the visitor's center, which has a video and excellent graphics on the life cycle of fish and lake ecology. Walk by the fish in the raceway enclosure and tour the grounds to gain an understanding of how the whole facility works.

TOPICS: Fish, ecology, zebra mussels.

Contact: Hatchery Supervisor

Address: 14 Bell Hill Road, Grand Isle, VT 05485

Telephone: 802-372-3171

Button Bay State Park

This state park contains a large natural area and nature center (staffed seasonally). It is very close to the Maritime Museum so it's possible to combine them into a full day of activities, either to view the geology or just to have fun!

TOPICS: Geology, natural history, ecology.

Contact: Raelene Emerson

Address: RR 3, Box 4075, Vergennes, VT 05491

Telephone: 802-475-2377

ECHO at the Leahy Center for Lake Champlain

This exciting interdisciplinary museum is still brand new as this book is being completed. The museum is open to school groups and offers a multitude of exhibits and programs.

TOPICS: All topics. Exhibits on nautical archeology and wetlands.

Contact: Julie Silverman

Address: 1 College Street, Burlington, VT 05401

Telephone: 802-864-1848

Boat ride on M.V. *Carillon* to Fort Ti

The *Carillon*'s narrated 1½-hour tour goes to Hand's Cove, Chapman's Point, Mount Independence, Catfish Bay, Mastig Rock and Fort Ticonderoga.

TOPICS: History, geography and ecology.

Contact: Mahlon Teachout

Address: Teachout's Lakehouse Store and Wharf, P.O. Box 64A, Shoreham, VT 05770

Telephone: 802-897-5331





Skenesborough Museum

The Skenesborough Museum, located in the 1917 canal terminal building on the Champlain Barge Canal, offers exhibits, artifacts and photographs that tell the story of Whitehall's part in Lake Champlain's history, specifically canals and railroads.

TOPICS: History, nautical archeology, canals, commerce and railroads.

Contact: Carol Greenough

Address: P.O. Box 238, Whitehall, NY 12887

Telephone: 518-499-1155



Shelburne Farms

Shelburne Farms, 1,400 acres of land and buildings formerly owned by the Webb family, is now an educational center and working farm. Field trips are based on seasonal events in the natural world and on the farm.

TOPICS: Water quality, ecology, natural history, local history of the Farms.

Contact: Field Trip Coordinator

Address: Shelburne Farms, Shelburne, VT 05482

Telephone: 802-985-8686



Melosira

The *Melosira* is UVM's research vessel and is operated by the School of Natural Resources. It will take groups of students (max: 24) who are prepared to participate and observe the latest in scientific monitoring techniques. Trip should be planned in conjunction with class activities.

TOPICS: Water quality, fisheries, electronic navigation and scientific research.

Contact: Dick Forbush, captain of the *Melosira*

Address: Lake Studies Center, George D. Aiken Building, University of Vermont, Burlington, VT 05405

Telephone: 802-656-4057



Perkins Geology Museum

The Perkins Museum houses a large collection of rocks, gems, minerals and fossils, including a collection specific to the Champlain Valley. The Museum has the Charlotte Whale as well as graphics depicting the glacial history of the Champlain Valley.

TOPIC: Geology.

Contact: Geology Department - Staff/Students

Address: Perkins Geology Museum, c/o Geology Department, University of Vermont, Burlington, VT 05405

Telephone: 802-656-3396



Chimney Point Museum

Chimney Point was a seasonal campsite for Native people beginning 7,000 years ago and later the site of the French settlement, Hocquart, in the early eighteenth century. Exhibits tell the story of our Native American and French heritage.

TOPICS: Native American history, French settlement, archeology.

Contact: Audrey Porsche

Address: RD 1, Box 3546, Vergennes, VT 05491

Telephone: 802-759-2412



Mt. Philo

The State Park on top of Mt. Philo offers spectacular views of the Champlain Valley and the geologic layering of marine life and fossils. Walking up the mountain and looking out over the Champlain Valley, students will be able to identify important elements of Champlain's geologic history.

TOPICS: Geology, geography.

Contact: Russell Mace, Park Ranger

Address: Mt. Philo State Park, RD 1, Box 1049, North Ferrisburgh, VT 05473

Telephone: 802-425-2390





Karen Murdock is principal of Cumberland Head Elementary School in Plattsburgh, New York, and has been active in the Lake Champlain Basin Education Initiatives.

KAREN MURDOCK'S FAVORITE FIELD TRIPS

ADIRONDACK MUSEUM

This museum is noted for its exhibits depicting the work and leisure of people in the Adirondack region—explorers, fur traders, lumberjacks, artists, mothers, hermits, boat builders, guides and entrepreneurs. Exhibits are housed in 22 exhibit buildings in a scenic setting. The “Woods and Water” exhibit houses collections of recreational activities including fishing, hiking, camping and early Olympic bobsledding. The Boat Building houses an unbelievable collection of canoes from early times, as well as racing boats and pleasure boats. The Mining Building depicts the actual mining of iron ore and includes a vast collection of tools that were used. One building contains a pictorial history of logging. On a hill overlooking Blue Mountain Lake are several Adirondack Camps furnished as rustically as they were in the 1800s.

Educational material available prior to visit? Yes. Numerous videos, worksheets, slide sets, books and traveling trunks with artifacts.

TOPIC: Social and natural history of the United States and the Adirondack region.

Pre-planning activity: Students need to understand the diverse aspects of the Adirondacks, local culture and folklore. Discuss natural environment and global links to issues about logging and recreation industries and environmental politics.

On-site activity: Guided tours, demonstrations, classes and overnight program with area nature center are available.

Post-visit assessment: Creative writing, artwork, journal writing.

Contact person: Michelle Pierson

Address: P.O. Box 99, Blue Mountain Lake, NY 12812

Telephone: 518-352-7311





FORT TICONDEROGA

This is a must for every student within the basin. Originally the French fort “Carillon,” the fort played an important part in the development of the Champlain Valley. Costumed guides lead school group tours of the fort and students can visit an extensive museum of eighteenth century artifacts and graphics.

Educational material available prior to visit? Yes. Kits include artifacts and information on museum displays.

TOPICS: History, Native Americans, colonial settlement, Seven Years’ War and American Revolution.

Pre-planning activity: Read all or parts of THE BRAVE BOYS OF TICONDEROGA by Carroll Lonergan. This is a great book that brings events at the fort alive.

On-site activity: Guided or self-directed tours, Fife and Drum Corps.

Post-visit assessment: Creative writing, artwork, journal writing.

Contact person: Linda Edson

Address: P.O. Box 390, Ticonderoga, NY 12883

Telephone: 518-585-2821

STATE MUSEUM of NEW YORK

This museum has an extensive collection and incorporates the historical, cultural and environmental development of New York. The section of the museum that is my favorite is the Iroquois exhibit. There is a life-sized long-house, original clothing, bead work, art work, and wampum. Dioramas show people doing daily tasks.

Educational material available prior to visit? No.

TOPICS: Iroquois culture and history, natural history, logging, commerce.

Pre-planning activity: Students should study Iroquois culture and their daily life.

On-site activity: The museum provides guided tours. There is a “museum search” that helps students discover parts of the museum in small groups.

Post-visit assessment: Writing activities, projects, artwork.

Contact person: Pat Whalen

Address: New York State Museum, Cultural Education Center, Albany, NY 12230

Telephone: 518-474-5843

***Note:** This Albany experience is wonderful. Plan for a full day and pack your lunch. There are places to eat outside on the Mall and view the skyscrapers. Take a ride on the large escalators and tour the top of the Education Building and see the panoramic view of Albany. I suggest a tour of the Capitol if there is time.*



Colleen Carter is a science teacher at Richelieu Valley Regional High School in Masterville, Quebec and has been active in the Lake Champlain Basin Education Initiatives.

COLLEEN CARTER'S FAVORITE FIELD TRIPS

IROQUOIS INDIAN MUSEUM

This new museum, housed in an exciting building that evokes a longhouse, used to be the Schoharie Museum. The museum has contemporary Iroquois artwork, an archeology collection, performing arts and nature trails.

TOPICS: Iroquois culture and history, art and natural history.

Contact person: Colette Lemmon, Director of the Children's Museum

Address: Caverns Road, Box 7, Howes Cave, NY 12092

Telephone: 518-296-8949

ECOMUSEUM

The Ecomuseum is a wildlife interpretation center that has over ninety species of fish, frogs, salamanders, snakes, turtles, birds and mammals that are native to the St. Lawrence Valley. Guides plan trips with you and offer sleepovers with a nocturnal tour of some of the animals.

TOPICS: Natural history, ecology.

Contact person: Sylvie Matte

Address: 21,125 Chemin Ste-Marie, Ste-Anne-de-Bellevue, Quebec 89X3L2

Telephone: 514-457-9449

MUSEUM AT CHAMBLY, CANADA

The Chambly Fort, fully reconstructed, stands near the Chambly rapids. School programs relate the history of the fort, living conditions of its inhabitants and various archeological projects.

TOPICS: History, archeology.

Contact: Danielle Bruneau and Kevin Robinson

Address: 2 Richelieu Street, Chambly, Quebec, J3L 2B9

Telephone: 514-658-1585