

A continuation of my monthly journals with the guidance of the Maine Teachers' Curriculum Guide. Although my supervisor and I have discussed moving away from the educational aspect as we can focus on other programs in the foundation. However, for the time being, November is focusing on how trees change as they prepare to transition to winter. I'll ask users to consider how their tree might change from autumn to winter and what resources might shift. While the curriculum guide mentions the introduction of sap production, this time of the year isn't peak for sap, so it's confusing to introduce it now. This may likely be my last journal as we shift our focus.

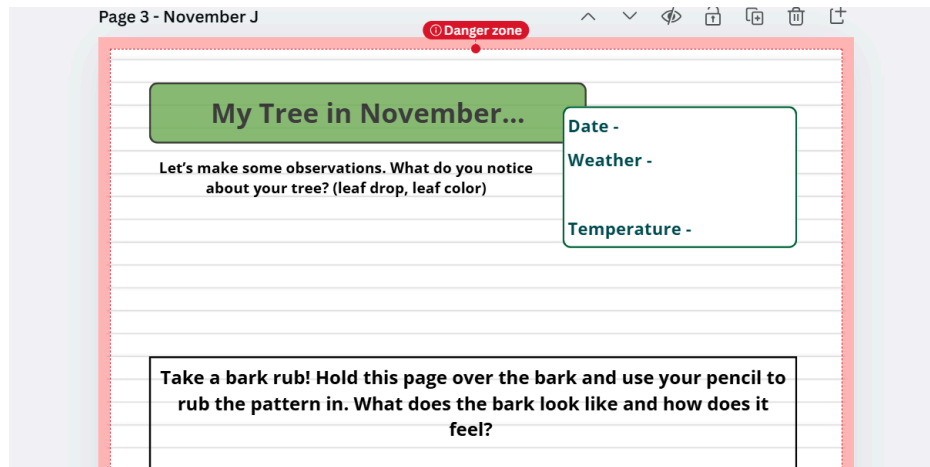
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My Tree in November...

Let's make some observations. What do you notice about your tree? (leaf drop, leaf color)

Date -
Weather -
Temperature -

Take a bark rub! Hold this page over the bark and use your pencil to rub the pattern in. What does the bark look like and how does it feel?



New Word Alert: Sap Flow holds nurturance to help trees grow

A major product that trees produce in the colder weather is their sap. You know, that sweet stuff you put on your pancakes? Sap is the nurturance that flows throughout the tree to help it grow and produce energy. Trees have 2 different kinds of sap that move up or down depending on the needs of the tree.

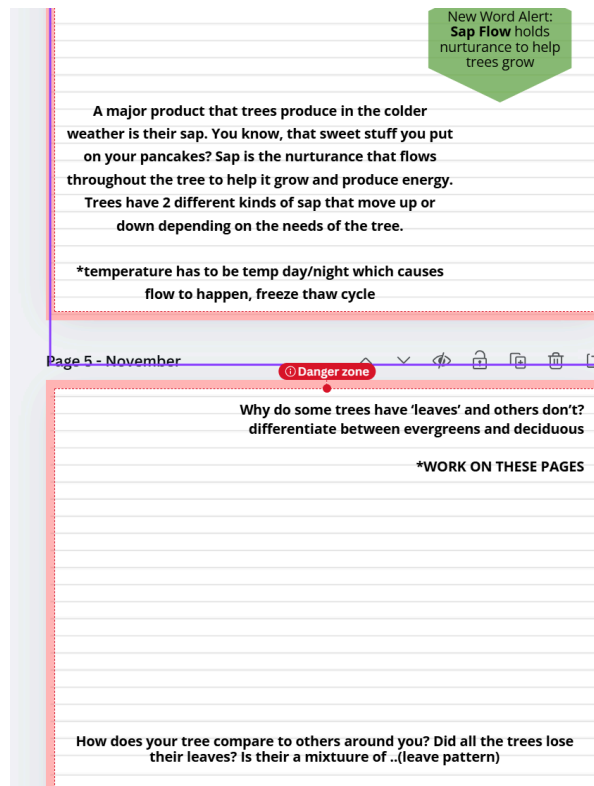
*temperature has to be temp day/night which causes flow to happen, freeze thaw cycle

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Why do some trees have 'leaves' and others don't? differentiate between evergreens and deciduous

***WORK ON THESE PAGES**

How does your tree compare to others around you? Did all the trees lose their leaves? Is their a mixture of ..(leave pattern)



Here is one 'script' outline for the HOLT Research Forest video concepts we are hoping to produce with my time left at the foundation. The following outline and others being developed are made with the intent to shine light on the forest's ability to educate incoming professionals on what can be learned and how we can engage the community.

StoryMap EX: <https://storymaps.arcgis.com/stories/04c4d2ba4e1f438498c5896168eac36f>

Why ecological significance, why they r available, why we had to stop(disease)

Salamander at HOLT- TBD

What do salamanders mean for our forest?

Here at the HOLT Research Forest in Arrowsic, Maine, we've noticed a plethora of salamanders in our ecosystem, but what does it mean for our forest?

Our forest is the perfect habitat for these amphibians; our proximity to the coast creates the perfect temperature and moisture level for their population.

Our researchers monitored the salamanders under wooden planks and other biomass to gauge the conditions of our forest. Salamanders are a bioindicator, meaning if their population drops, it's a clear sign the forest is changing in ways we may not be able to see.

Monitoring this species gives us a better chance at forest management and understanding how our climate affects its inhabitants.

HOOK: However, since (YEAR) we have stopped this research due to a salamander disease that was spread through our researcher's glove contact. If we test this population for the disease now, it could be a great alternative to further monitor our forests development.

include language on how human/nature research can interfere with population Ethics capturing to count*