



NatureBridge is a proud partner  
of the National Park Service

# STAY CONNECTED WITH NATUREBRIDGE

## CONFERENCE & RETREAT CENTER

Hold your wedding, retreat or meeting on the shores of Lake Crescent! We have several rooms to choose from and can host groups of 10-100.

[naturebridge.org/olympic](https://naturebridge.org/olympic)

## FOLLOW US ON SOCIAL MEDIA

Stay up to date on the latest news and events.



NatureBridge



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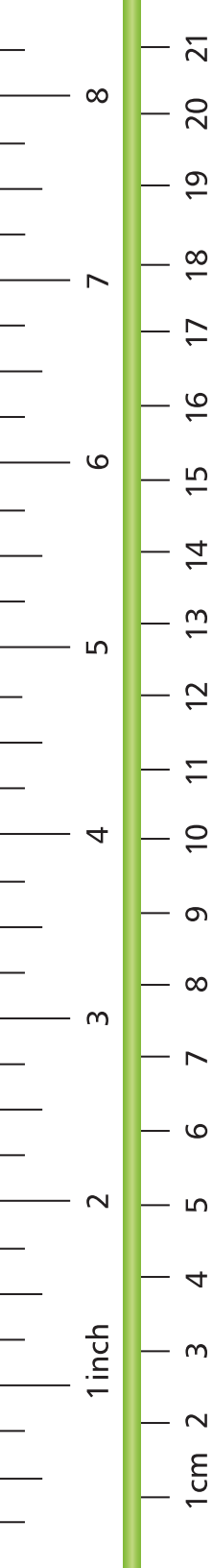
### Field guide images by the following:

- John Muir Laws, copyright 2012, johnmuirlaws.com
- Joseph Kinyon
- NatureBridge staff, including Ingrid Apter, Kenny Eng, Rachel Loud, Anjanette Garcia, and Estrella Risinger

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NAME

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SCHOOL

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DATE



**FIELD**

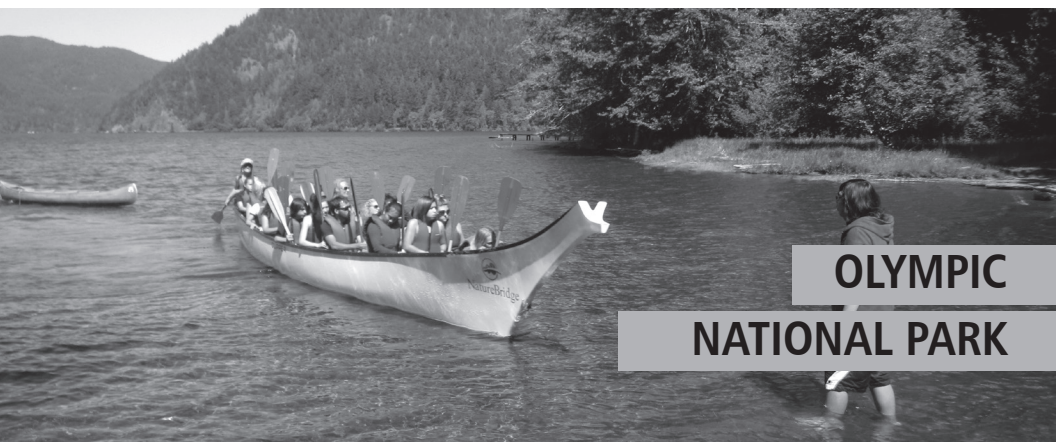
**OLYMPIC**

**JOURNAL**

Journal Tips: Keep your journal accessible, with a pencil, and protect it from getting wet

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**OLYMPIC  
NATIONAL PARK**

Founded in 1971, NatureBridge provides environmental field science education for students in the world's best classrooms—our national parks. Through residential education programs, NatureBridge connects students to the wonder and science of nature and inspires the stewards of tomorrow.

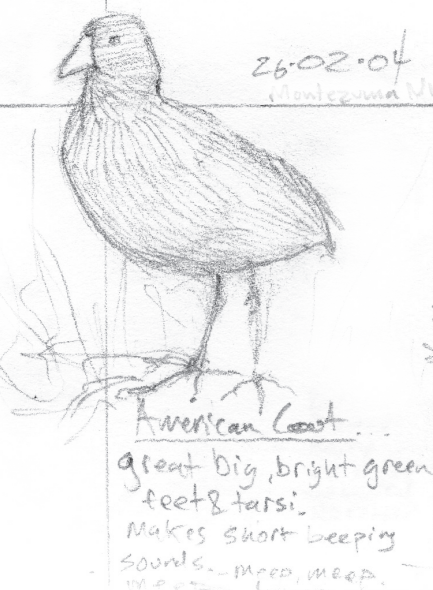
As the largest residential education partner of the National Park Service, NatureBridge serves more than 30,000 students each year and offers programs in six national parks: Yosemite National Park, Golden Gate National Recreation Area, Olympic National Park, Santa Monica Mountains National Recreation Area, Channel Islands National Park, and Prince William Forest Park. NatureBridge also offers professional development opportunities for teachers and family and youth programs.

## WELCOME TO OUR CLASSROOM!

NatureBridge environmental science programs in Olympic National Park take place on the shores of glacially carved Lake Crescent. Ancient forests, alpine terrain, coastal marine habitats, and the largest river restoration in U.S. history make Olympic National Park a quintessential living laboratory. Before becoming a national park in 1938, the area was home to multiple Native American tribes, some of whom still live in the area. Today, Olympic National Park counts among its almost 1 million acres North America's best remaining example of temperate rainforest as well as marine and alpine ecosystems.

### WHAT IS A FIELD JOURNAL?

A field journal is any kind of notebook used to write or draw your observations of the natural world—the field. This field journal is for you to use during your stay with NatureBridge. It's one way to save your memories. All kinds of people, including scientists and artists, use field journals to learn more about nature. When you return home, you can create your own and use it to help you get to know the outdoors better in your own community.



MY EDUCATOR

MY CHAPERONE(S)

## BE PREPARED

### BACKPACK CHECKLIST

Have the following items with you every morning:

- Backpack with room for lunch
- Water bottle filled with water
- Rain gear and warm clothes
- Sun protection, including sunscreen and hat
- Field journal along with pen or pencil
- Bandana (crumb catcher)
- Medication (including inhalers and EpiPens)
- Empty bladder (go to the bathroom)
- Positive Mental Attitude



### DAILY SCHEDULE

7-8:30 a.m.

Good morning & breakfast

9 a.m.

Meet your educator

Noon

Lunch with your field group

4 p.m.

Free time

5/6 p.m.

Dinner

6-7 p.m. or 7-8 p.m.

Evening program

9:30 p.m.

Quiet hours

# LEAVE NO TRACE SEVEN PRINCIPLES

An excellent motto for minimizing your impact is **"Take only pictures, leave only footprints."** Below are the Leave No Trace Seven Principles, which can be found in greater detail at [Int.org](http://Int.org)



## 1 Plan ahead and prepare

Wear and pack appropriate gear and know the area you are traveling in.

## 2 Travel and camp on durable surfaces

Protect wild animals and plants by staying on the trail and camping in designated areas.



## 3 Dispose of waste properly

Pack out everything you bring and help take out any trash you find.

## 4 Leave what you find

Allow others to enjoy the same rocks, twigs, feathers, and artifacts you discovered.



## 5 Minimize campfire impacts

Use established fire rings and know the restrictions for collecting wood.

## 6 Respect wildlife

Observe wildlife from a distance and never allow wild animals to access your food.

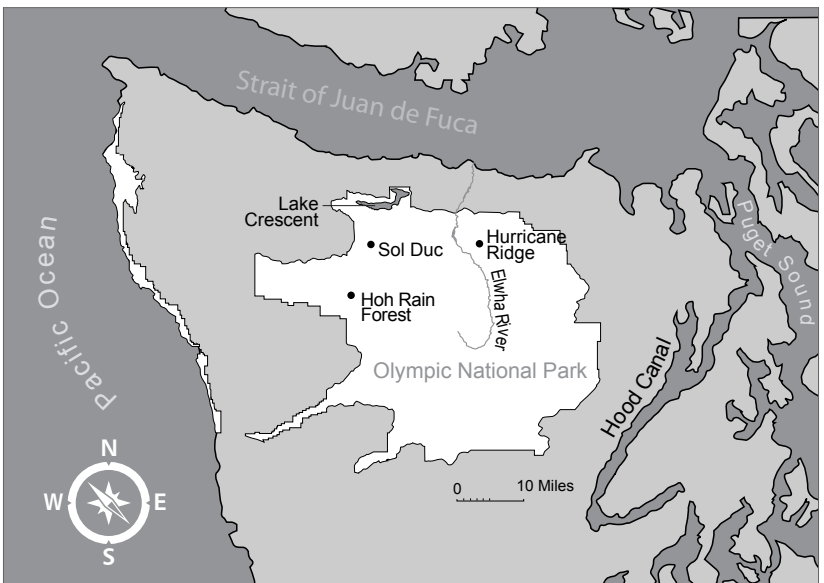
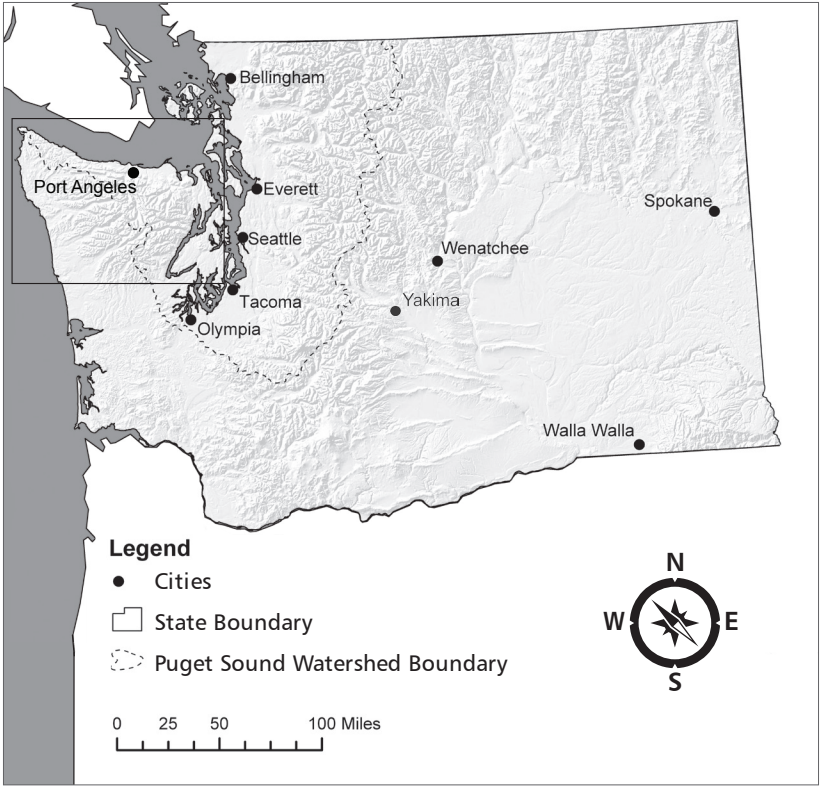


## 7 Be considerate of other visitors

Respect other visitors and protect the quality of their experience.

*The Leave No Trace Seven Principles have been reprinted with the permission of the Leave No Trace Center for Outdoor Ethics. For more information, visit: [Int.org](http://Int.org)*

# WHERE AM I NOW?

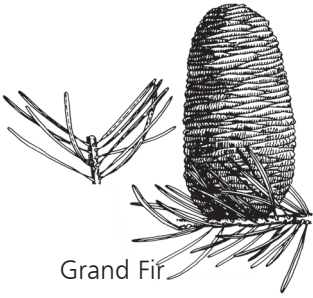






# Field Guide: PLANTS

(Not to scale)



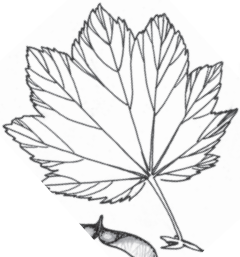
Grand Fir



Douglas Fir



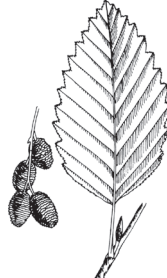
Western Red Cedar



Vine Maple



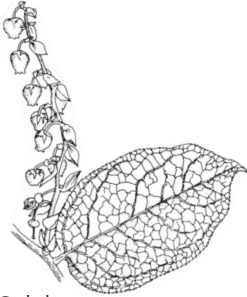
Bigleaf Maple



Red Alder



Oregon Grape



Salal

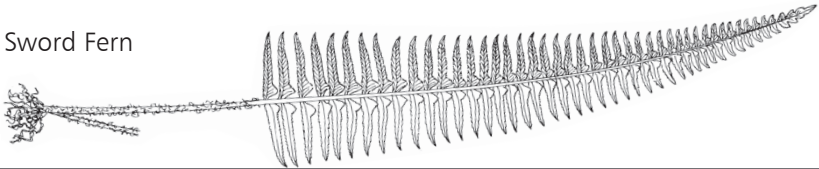


Red Huckleberry



Devil's Club

Sword Fern



# Field Guide: BIRDS

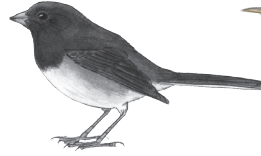
(Not to scale)



Chestnut-backed Chickadee



American Dipper



Dark-eyed Junco



Pacific Wren



Violet-green Swallow



Barn Swallow



Varied Thrush



American Robin

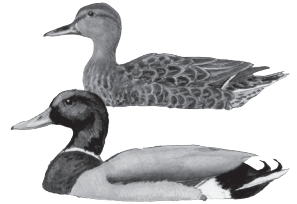


Gray Jay



Steller's Jay

Barred Owl



Mallard



Bald Eagle



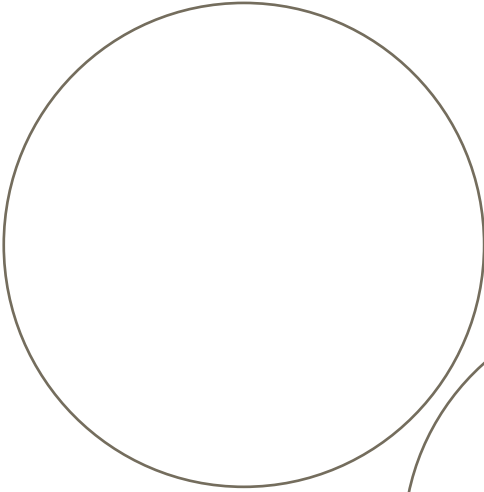
Common Raven



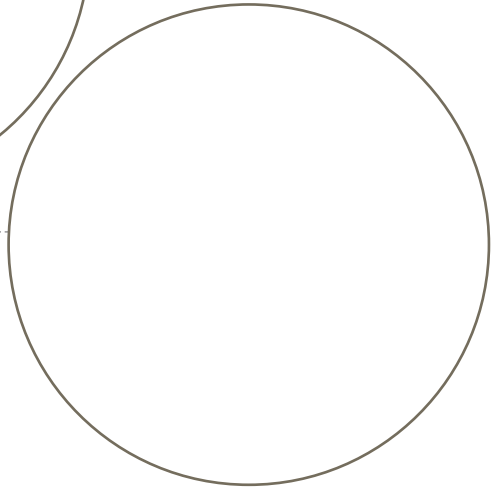
American Crow

# MICROSCOPE LAB

Describe and sketch what you see in the microscope:

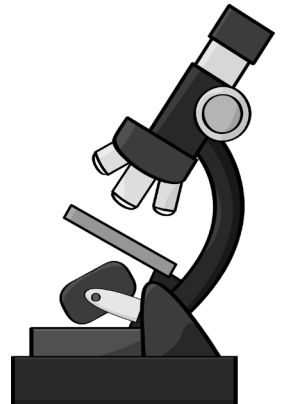


**SUBJECT:** .....



**SUBJECT:** .....

*Remember to label your sketches so that someone else can determine exactly what you saw.*



## List Observations

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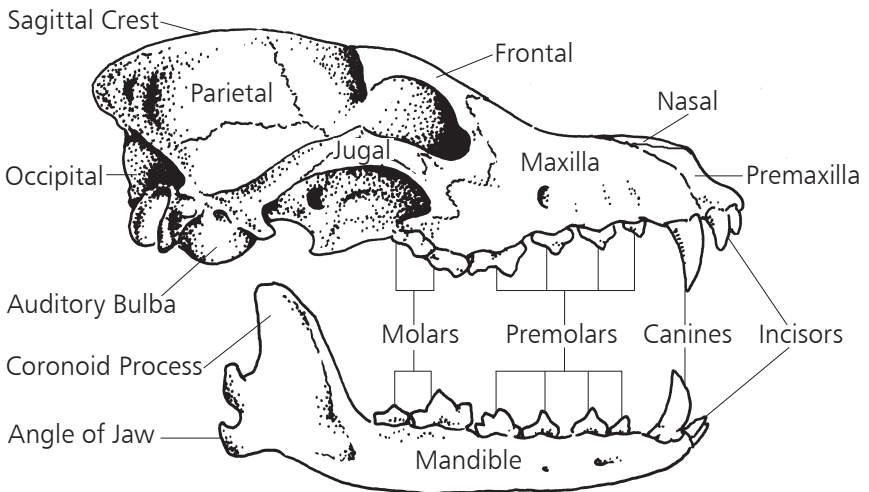
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Herbivore       Omnivore       Carnivore

## Sketch

**SUBJECT:** .....



# SCIENCE WORKSHEET

**Observations:** (What did you notice?)

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**My group question is:** (What do you want to find out?  
What do you wonder?)

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Examples: Is there a difference in (measurement) between (Location 1) and (Location 2)? Does \_\_\_\_\_ affect (measurement)? How much/many (variable) is at (location 1) and (location 2)?

## Forming a Hypothesis

**Here's what I know:**

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**Here's what I think is going to happen and why:**

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**The name of my tool is:**

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**It can be used to measure:**

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**My changed, manipulated or independent variable (the thing I changed on purpose) is:**

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**Location A:** \_\_\_\_\_ **Location B:** \_\_\_\_\_

**My measured, responding or dependent variable (the thing I am measuring) is:**

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**My controlled variables (the things that might change but I don't want to change) are:**

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**Here is how I am going to answer my question—list procedure:**

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## Class 1 – Animals intolerant of pollution



Caddisfly larva



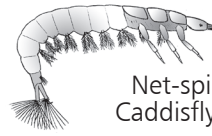
Water Penny



Mayfly nymph



Stonefly nymph

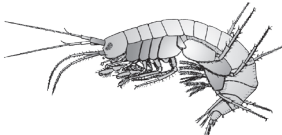


Net-spinning Caddisfly larva

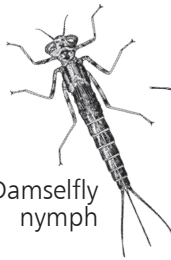


Freshwater Clam

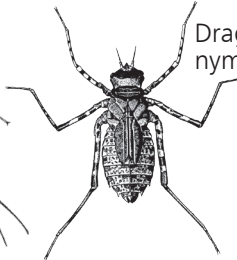
## Class 2 – Animals tolerant of a little pollution



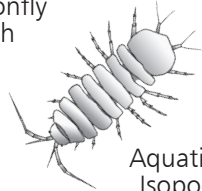
Amphipod (Scud)



Damselfly nymph



Dragonfly nymph



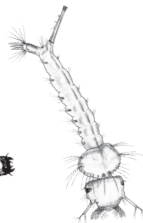
Aquatic Isopod

## Class 3 – Animals tolerant of pollution

Midge larva



Crane fly larva



Mosquito larva



Rat-tailed Maggot



Blackfly larva



Aquatic Earthworm (Nereis)















