

WILDFLOWERS

Allen County

(No State Fair Exhibit)



ALL DIVISIONS - See Allen County General 4-H Rules: Poster Rule and Label Rule. All exhibits must include the completed and signed Wildflower Project Record Sheet and project label. In addition, a completed Wildflower Study Sheet must accompany each specimen.

PLEASE DO NOT PICK ENDANGERED OR PROTECTED SPECIES.

Member may only complete one exhibit option each year. A different exhibit option must be selected in subsequent years.

This project will be judged in two Divisions:

Division 1

Division 2 and Above

OPTION A

A1: Pressing/Drying plant specimens

1. Collect the correct number of blooming wildflower specimens common to the United States.
2. Press and dry the flowers.
3. Mount each individual dried flower on an 8 ½" X 11" cardstock or other heavyweight paper. (Use Several spots of glue or cellophane tape to secure specimen to paper.)
4. Add a label to each page with the following information:
 - a. common name of flower
 - b. scientific name of flower (genus and species)
 - c. date collected
 - d. location (where specimen was collected)
5. Cover with a plastic sheet protector; mount in a ring binder.
6. Include a completed Wildflower Study Sheet for each specimen.
7. Complete a Wildflower Project Record Sheet for each notebook.

A2: Photographing plant specimens

1. Photograph flowers while they are in bloom.
2. Photos must be taken by the 4-H member. Prints may be no smaller than 3" X 5" and no larger than 5" X 7".
3. Mount each photo on a sheet of heavy paper or cardstock.
4. Follow steps 4 through 7 in Option A1 to complete A2.

A3: Drawing or painting plant specimens

1. Make a line drawing of the wildflowers, as observed in real life. (May use watercolors, colored pencils, or other media as long as representation can be clearly identified.) Be sure to include leaves as well as blossoms in the drawing/painting.
2. Place each picture on a separate 8 ½" X 11" sheet of heavy paper, cardstock, or watercolor paper.
3. Follow steps 4 through 7 in Option A1 to complete A3.

Option A: Exhibit will be a three ring binder

First Year - Display 10 specimens

Second Year in Option A - Display 20 specimens (including specimens from previous years)

Third Year in Option A - Display 30 specimens (including specimens from previous years)

Exhibit Options: (a) Pressing/Drying plant specimens; or (b) Photographing plant specimens; or (c) Drawing or painting plant specimens.

OPTION B

B1: Families

A flower's family can often be easily determined by the characteristics unique to that family. For example, members of the mint family have similar leaf shapes and smell that make them different from other families like lily or nightshade. It is not uncommon for many families to be comprised of more than one genus (plural: genera). In this option, 4-H members will list family-specific characteristics of the flowers in their collections.

Option B1 Exhibit:

1. Collect and prepare specimens from at least 10 different families (follow preparation directions in Option A). Mount and label each specimen individually (following instructions for Option A)
2. On the same sheet as the specimen, add another label with the family name of the flower. Include several characteristics of that family (specifically how that family can be distinguished from another family).
3. Cover sheets with page protectors and place in ring binder.

B2: Habitats

This would be a simple drawing (or other depiction) of what a habitat would look like for various flowers. For example, some plants would be found on a prairie, while others would be found in a forest. The idea is to show flowers in their natural habitat. An exhibit can include a photo, a sketch (a simple scene or map), or another way to show how/where certain flowers grow. For example show a pond lily in water or a marshy area; the photo could catch enough of the surrounding area to show the lily grows in water/swamp as opposed to a roadside. The member may select 10 flowers in various habitats (at least two different habitats such as a prairie, woodland, wetland, roadside, etc.) Also, since different varieties of flowers bloom at different times of the year, it is advisable to go to several different locations at various times of the year to see more flowers in bloom. Also, since different varieties of flowers bloom at different times of the year, it is advisable to go to the location several times to see more flowers in bloom. Leaves without flowers may be used for specimens, photos, or drawings – as long as they can be identified.

Option B2 Exhibit:

Exhibit a poster with representation of the location that was observed. Describe the amount of sunlight, moisture conditions, and include any other information that may be interesting as it relates to the flowers and habitat. Be sure to identify flower locations using numbers (or similar) system. On a poster, include a representation of the location of a habitat. Describe the conditions and include any other information that may be interesting as it relates to the flowers and habitat.

Option B3: Gardening with Wildflowers

Design a landscape using at least 5 different wildflowers. Display specimens (or photos, drawings, etc.) to be used in landscape following directions in Option A1. (If displaying on poster, be sure to include labels as described in Option A1.) Be sure to label wildflowers and design landscape according to what conditions plants need to grow (sun/shade, moisture, etc.).

Option B4: Exotic Invasives

Make poster or notebook listing/describing at least 5 exotic invasives common to this area (Midwest). Include information on what an exotic invasive is and how the plant affects other plant populations in the area, and what, if anything, is being done to control them. Be sure to include labels for each plant per directions in Option A1. For notebooks, follow directions for displaying wildflowers in Option A.

OPTION C

Option C1: Edible Wild Plants

1. Mount specimens of **10 or more** wild edible plants on cardstock or heavy paper (for a ring binder) OR display specimens on a poster board. Specimens may be photographed or dried/pressed, but it is best to make a display using all photos or all specimens. Each specimen must be correctly identified and labeled including the Latin name, common name, where the plant was found (county), and type of environment in which the plant grew.
2. On separate sheet, include the following additional information: what part of the plant is edible, and how plant is to be prepared/served. Information about one's own experience of using/preparing specimens may also be included.
3. If specimens are displayed on heavy paper or cardstock, be sure to cover each sheet with a page protector.

C2: Medicinal Plants

1. Follow procedure in Option A1, selecting **at least 15** plants that are currently used or were once used for medicinal purposes.

2. On a separate sheet include what part(s) of plant is used and what ailments/conditions plant is used to treat. Explain how plant material is prepared for use, and when/where such products are available. Be sure to include references of where products are located (stores or on-line locations) as well as references for how plants are to be used.
3. Use page protectors to cover all sheets.
4. CAUTION: NEVER TRY TO BE YOUR OWN DOCTOR by preparing and testing your own remedies on yourself.

C3: Making Dyes with Wild Plants

1. Collect at least 4 different plants (each creating a separate color) and display on poster board or display in ring binder. May use photos or pressed specimens. Include a label with the following information (for each specimen): Latin and common name of plant, plant part used for dyeing, and color produced.
2. Include the following information (for notebooks, include on a separate sheet):
 - a) steps used in dyeing
 - b) chemicals used in dyeing process (for setting colors, etc.)
 - c) fabrics/materials that can be dyed with plant material
 - d) samples of dyed materials
3. Cover pages with page protectors.

C4: Design-Your-Own Wildflower Project

1. Select a topic of study dealing with some aspect of wildflowers not already included in the project. (Note: 4-H member may select a topic previously studied, but may study it in greater depth.)
2. Project may be displayed on poster board, ring binder, or other display of 4-H member's choice.
3. Be sure to label each specimen (per directions in *Option A1*).
4. Topics may include, but are not limited to, how to dry/preserve plant materials for various uses, history of uses for various plants (how uses have changed over time), identifying plants out of season, etc.

Suggested Resources for the Wildflower Project

Runkel, Sylvan T., Wildflowers of Indiana Woodlands. Iowa State University Press, 1994. ISBN 0-8138-1969-5

Mohlenbrock, Robert H., Where Have All the Wildflowers Gone? A Region-by-Region Guide to Threatened and Endangered U.S. Wildflowers, Macmillan Publishing Co., INC. 1983. ISBN 0-02-585450-x

Eastman, John, The Book of Field and Roadside Open-Country Weeds, Trees, and Wildflowers of Eastern North America, Stackpole Books, 2003. ISBN 0-8117-2625-8

Yatskievych, Kay, Field Guide to Indiana Wildflowers Indiana University Press, 2000. ISBN 0-253-33828-x

Lard, Melva Stephens, A Bouquet from Heaven: Celebrating God's Magnificence Through His Gift of Wildflowers, New Leaf Press, 1997. ISBN 0-89221-325-6

Wampler, Fred and Maryrose, Wildflowers of Indiana, Indiana University Press, 1988. ISBN 0-253-36573-2

Also check the following websites: www.dnr.IN.gov - Indiana Department of Natural Resources

Wildflower Study Sheet

1) List the common name(s) for the wildflower.

2) Describe the color of the flower.

3) In what kind of habitat is this flower commonly found?

4) In what locality is this flower found (i.e., in what areas of the country does this flower grow)?

5) Should this flower be picked freely, moderately, or not at all?

6) What uses does this plant have?

7) Is there any legend or story about this plant?

8) List any other facts or interesting characteristics of this plant.

Make additional copies of the Study Sheet as needed

4-H Wildflower Project Record Sheet

Name _____ Grade _____

4-H Club _____

Years in the Wildflower Project (including this year) _____

What distinguishes a weed from a wildflower?

List references used in this year's wildflower project.

What are two things that should be remembered when collecting wildflowers?

What can be done to help preserve wildflowers?

List several new things you learned in the wildflower project this year.

Why did you choose the wildflowers project this year?

Project Helper/Leader Signature: _____ Date: _____
12/2013