



MERIDIAN HERALD

*Tradition—Inspiration—Transformation*

**“SING! The Song of the Chattahoochee”  
Meridian Herald’s Confluence Programs  
Exploring the Environment and the Arts**

**July 26, 2020**

**Activities**

- **Make an Animal Snack! (All ages)**

What types of animals can you make your snack look like? Ants on a log? An apple frog? Get creative!

Source: <https://www.buzzfeed.com/rachelysanders/easy-adorable-animal-snacks-to-make-with-kids>

- **Sensory Play Bags (All ages)**

Fill small zip lock bags with a small amount of water then add leaves, pebbles, weeds and flowers and glitter or food coloring.

Source: <https://kidscraftroom.com/leaf-sensory-bags/>

- **Backyard Exploration (For ages 4-15)**

Keep tabs on the nature happening in your own backyard! Learn and explore what happens right around you at home.

- **Poetic Water Drops (For all ages)**

Write a poem on a water drop, cut out and decorate it. Or use a cut out with a line from “The Song of the Chattahoochee” printed on it. Color and carry on the poem in your own words.

- **Aquifer in A Cup (For ages 8-15)**

Hands on activity that illustrates how water is stored in an aquifer, how groundwater can become contaminated, and how this contamination ends up in a drinking water source.

- **Song of the Chattahoochee-Sydney Lanier**

The full poem for your reading enjoyment!



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## **SNACKS YOU CAN MAKE WITH YOUR CHILD**

You may find that children enjoy making their own snacks as much as they enjoy eating them. Having children involved in cooking or preparing their snacks is also a way of introducing them to the world of cooking. This is also a perfect moment during rainy days when outdoor activities are not advisable.

The food's presentation is also taken into consideration when preparing snacks, as they give children visual appetite that will make them enjoy the food they eat.

Snacks like rice cakes with faces, ants on a log, cookies and ice cream sandwiches are equally fun to eat and prepare. Making skewers with slices of different fruits with cheese, pieces of meat and bread can motivate children to eat fruits which are very good for their health. See some examples below and feel free to follow your inspiration and create your own!

### **Apple slices grapes, peanut butter and chocolate chips can make a cute lizard face.**





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**Turn a banana into a pretzel-legged caterpillar.**



**Apple + grapes cut in half = octopus.**





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**Clementines were basically born to be snails.**



**Teddy bear s'mores are almost too cute to eat.**





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## **LEAF SENSORY BAGS**

### Supplies To Make Leaf Sensory Bags

- Sealable Bags
- Cooking Oil
- Liquid Food Coloring
- Leaves from your yard
- Glitter
- Sequins and Spangles

### How To Make Leaf Sensory Bags

Take a trip to the backyard and have your child find some nice leaves on the ground. Once you've chosen your leaves to go inside the sensory bag, make sure your bag is strong, with no leaks, and that you can seal it.

Pour some cooking oil into the [zipper bag](#) and add your leaves. There's no exact measurement of oil that as it depends on the size of the bag. Put in enough so that the leaves easily slide along inside the bag, but not so much that the bag bulges at the sides.

In a small pot mix a few teaspoons of water with a few drops of [liquid water color](#). An example would be three different colors; red, green and yellow. Pour the colored water in to the oil in stops and starts. The water won't mix with the oil so you get a cool effect of different colored water sitting on top of the oil. Then add in any other interesting bits your child wants such as [glitter](#), [sequins and spangles](#). Get creative here!

Seal the [bag](#) expelling any air as you go. If you leave any large pockets of air then it will stop the contents moving around inside easily and it might pop.



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Double seal the bag with sticky tape to be sure it won't leak, be careful of spilling on the floor/carpet.

## How To Use Your Leaf Sensory Bag

- Place sensory bag on the tabletop and let the children play with the contents on a flat surface.
- Use different colored papers to add different background colors to the bag. See how this changes the contents inside.
- For younger children it might be worth taping the edges of the sensory bag down, perhaps to your sensory tabletop or to a highchair table.
- A leaf sensory bag is a great talking point for children and a lovely way to practice all the vocabulary associated with nature.
- Utilize the opportunity to practice math—count all the different types of items inside the bag—not easy when they're moving around.
- Over time the colors mix more and more. What colors mix together to form which new colors? Do they all mix the same into one color? Is one area mixing more with another?
- If you have time, make a few different leaf sensory bags to explore using different colors and items inside. Or compare between multiple children's bags.



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## **Backyard Observation Exploration**

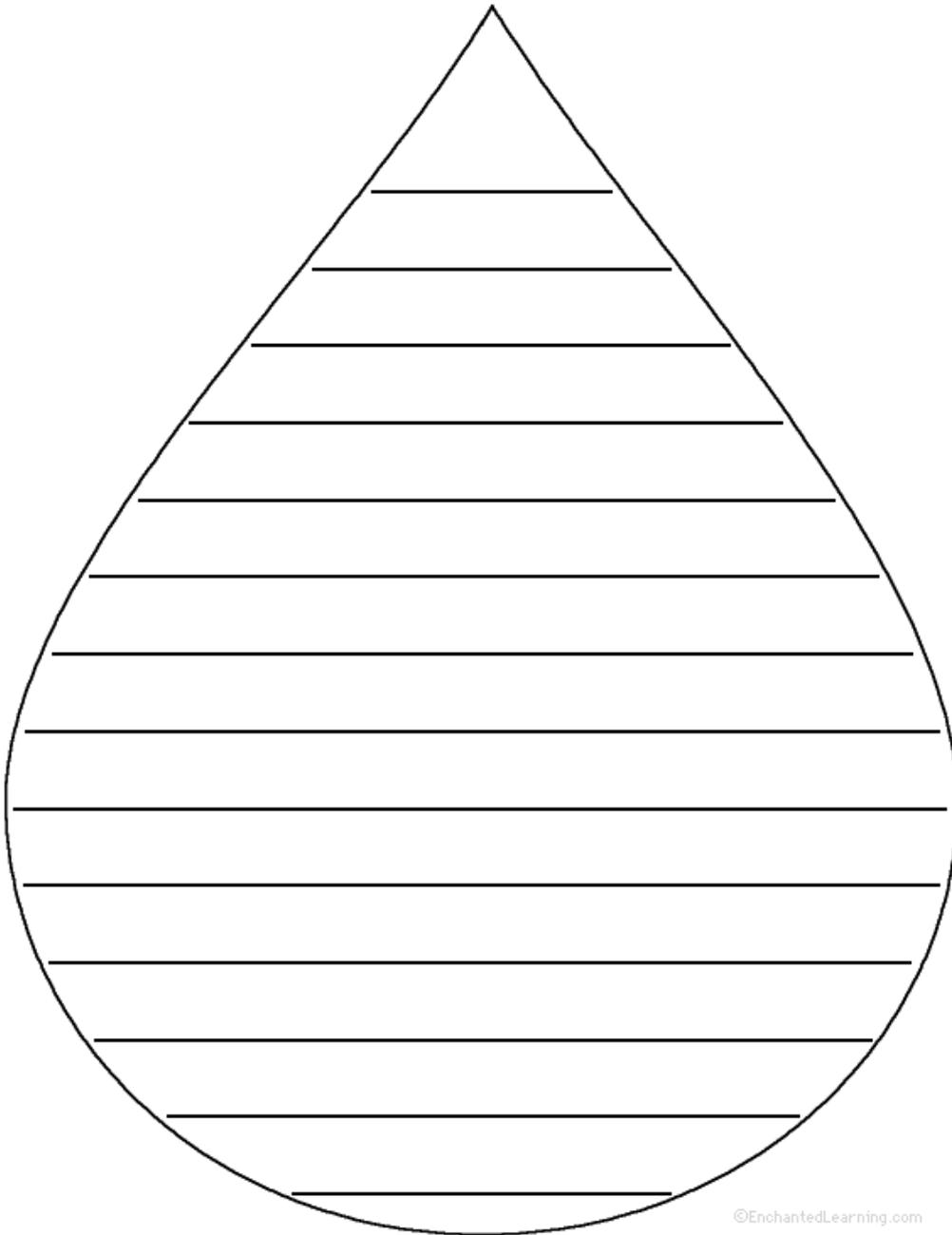
- Measure off a square in your backyard, 2 feet by 2 feet.
- Put a stick in each corner of your square and tie a string to each side.
- Keep a journal about your square. Keep a list of the living things in your square.
- Take photos of anything you don't recognize and try to identify it.
- Estimate the number of each living thing in your square.
- Do this twice a week for one month.
- Change spots to a different type of location if you can for the next month. Was the square grassy before? What about a dirt patch? Or under a tree? Are there more animals in one spot than in others?
- You can do this for your whole backyard as well! Spend 5 minutes counting all the different types of animals and plants you see. Do you recognize the same ones every day?
- Look up the types of plants and birds you see and figure out what they are!



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Make a poem on the water droplet and cut it out and decorate it! You can make an acrostic poem or write your own creative words about nature!



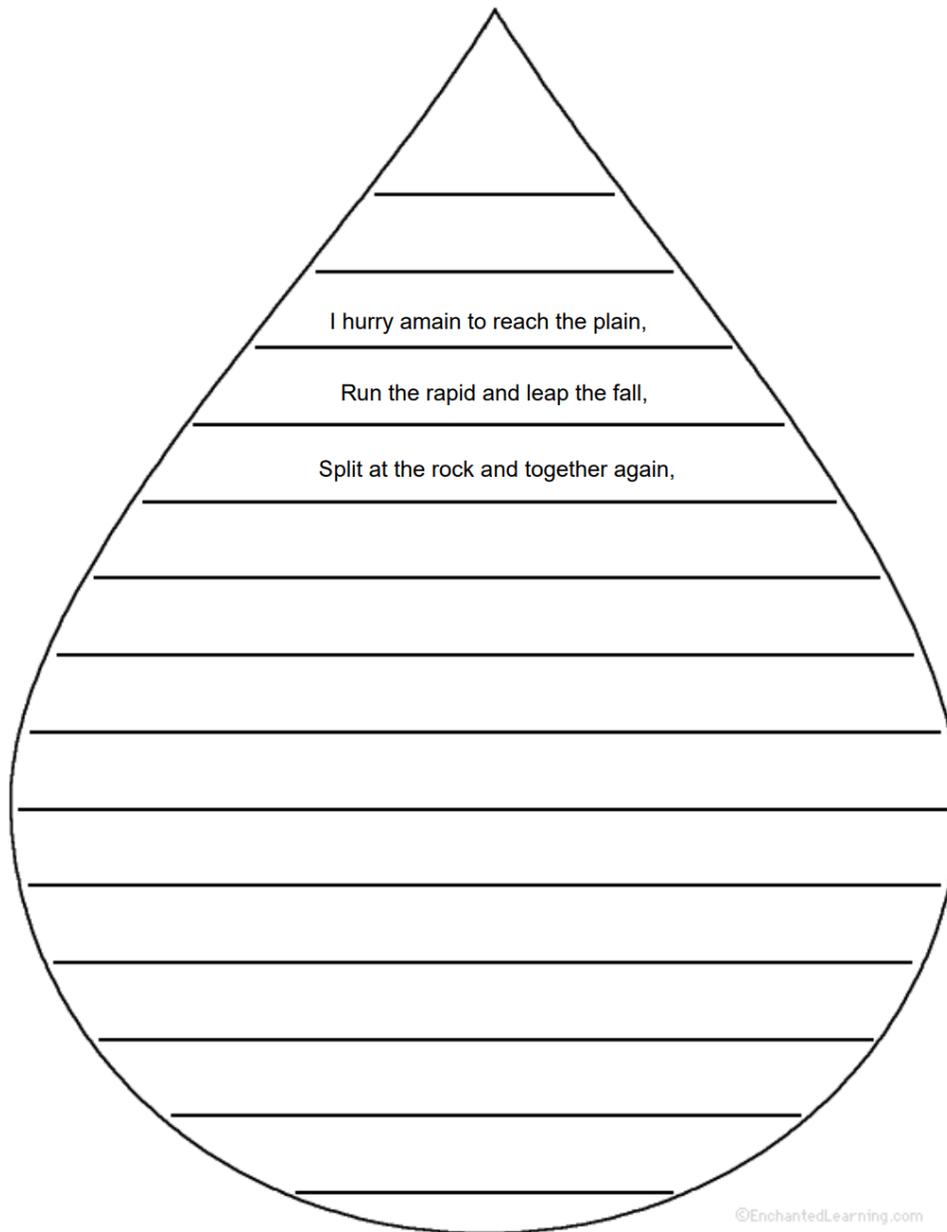
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Or use a cut out with a line from “The Song of the Chattahoochee” printed on it! Color and carry on the poem in your own words! (Full poem attached on page 15)

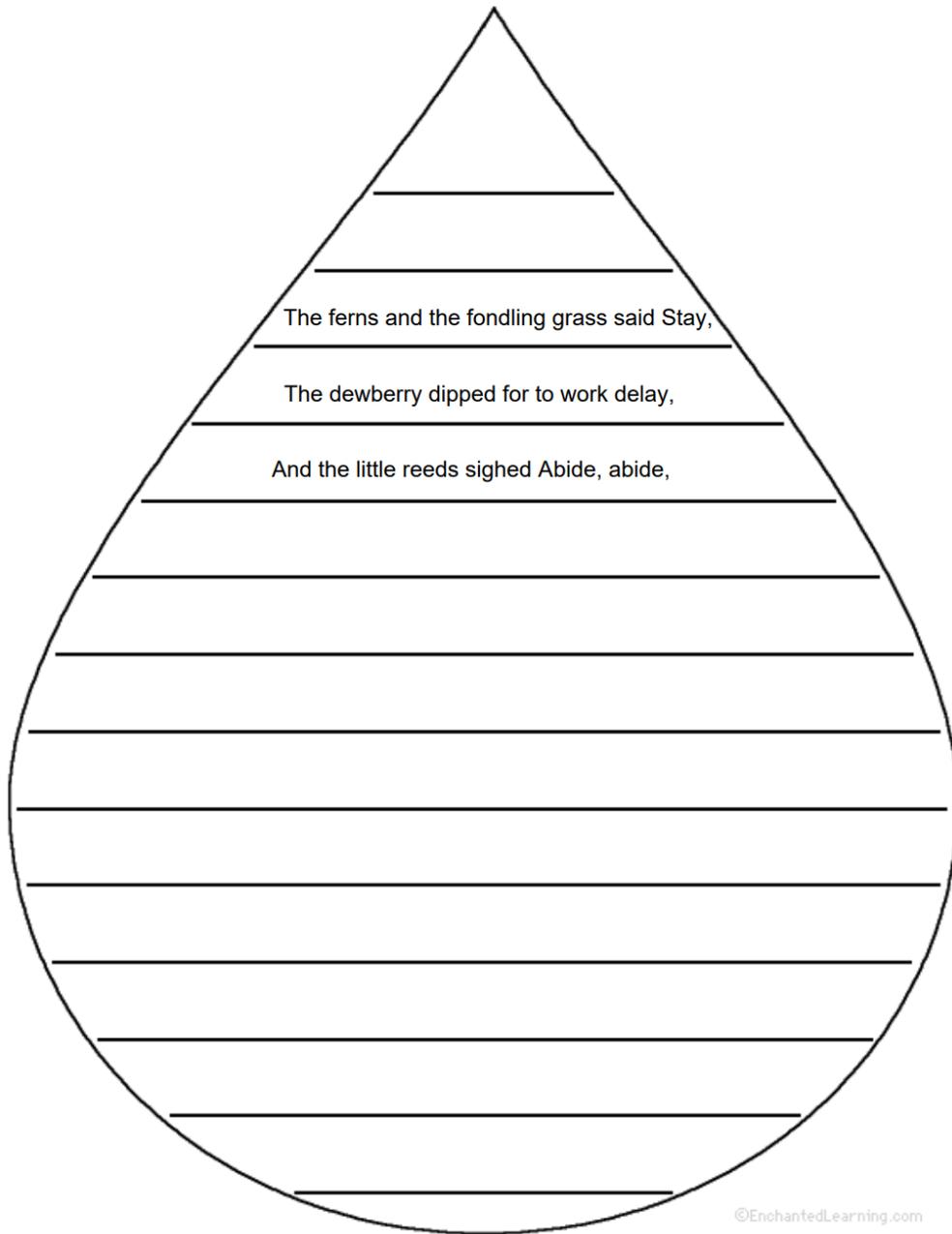


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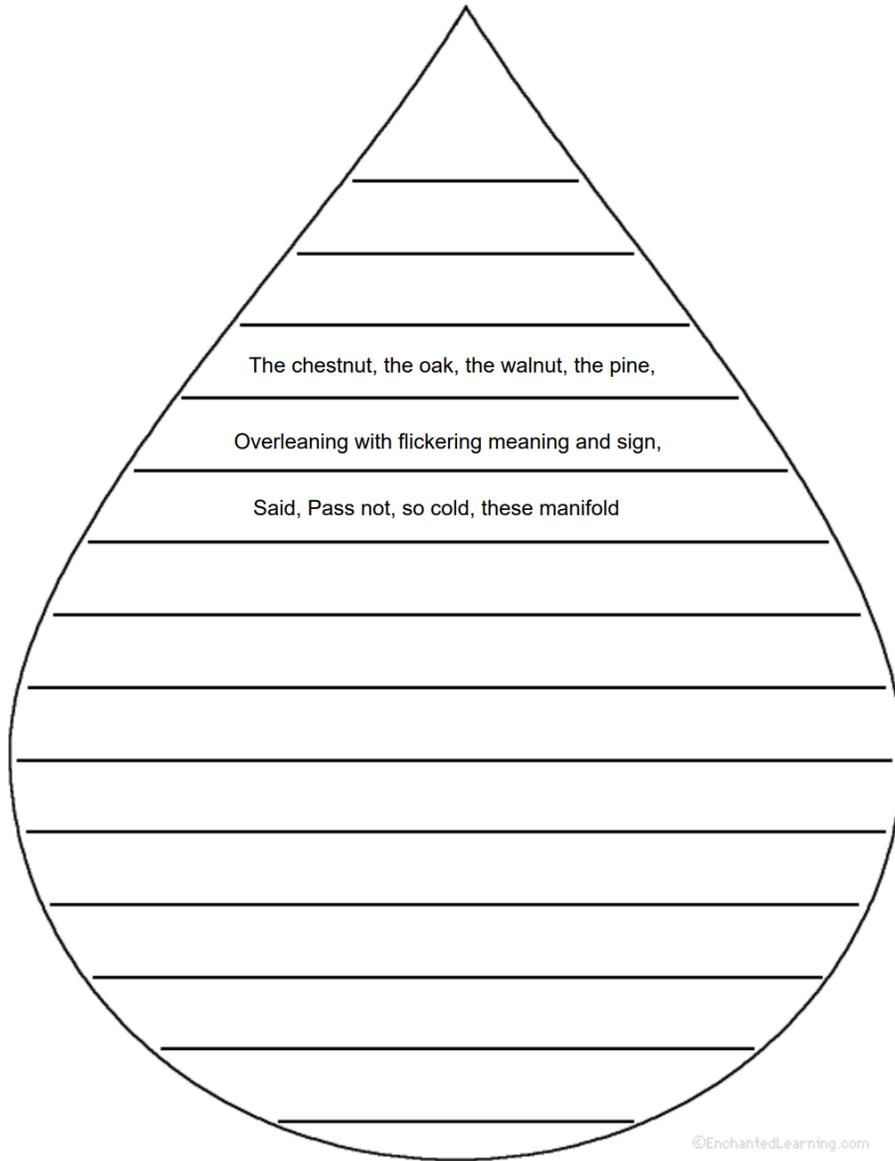


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The white quartz shone, and the smooth brook-stone

Did bar me of passage with friendly brawl,

And many a luminous jewel lone

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## AQUIFER IN A CUP (AQUIFER ON THE GO)

### BACKGROUND:

Many communities obtain their drinking water from underground sources called aquifers. Wells are drilled through soil and rock into aquifers for the ground water they contain to supply people with drinking water. Some people also will have their own private wells drilled on their property to tap this supply. Unfortunately, the ground water can become contaminated by harmful chemicals such as lawn care products and household cleaners that were used or disposed of improperly after use. Many other pollutants also cause problems. The chemicals they contain can enter the soil and rock, polluting the aquifer and eventually the well. Contamination can pose a significant threat to human health. It is possible to clean or protect from pollutants, but it can be quite expensive and not everyone can always afford to do so.

Discuss with your child what possible pollutants could be an issue in your home/surroundings.

### OBJECTIVE:

**To illustrate how water is stored in an aquifer, how groundwater can become contaminated, and how this contamination ends up in a drinking water source. Ultimately, children should get a clear understanding of how careless use and disposal of harmful contaminants above the ground can potentially end up in the drinking water below the ground.**

### MATERIALS NEEDED PER CHILD:

- ✓ 1 clear plastic cup **that is 2 3/4" deep x 3 1/4" wide for each child**
- ✓ 1 piece of modeling clay or floral clay **that will allow a 2" flat pancake to be made by each child for their cup**
- ✓ White play sand **that will measure 1/4" in bottom of each child's cup**
- ✓ Aquarium gravel (**natural color if possible**) or small pebbles (**approximately 1/2 cup per child**) (**HINT: As many small rocks may have a powdery residue on them, you may wish to rinse them and dry on a clean towel prior to use. It is best if they do not add cloudiness to water.**)
- ✓ Red food coloring
- ✓ 1 bucket of clean water **and small cup to dip water from bucket**



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## PROCEDURE:

1. Pour  $\frac{1}{4}$  inch of white sand in the bottom of each cup completely covering the bottom of the container. Pour water into the sand, wetting it completely (there should be no standing water on top of sand). Let children see how the water is absorbed in the sand, but remains around the sand particles as it is stored in the ground and ultimately forming part of the aquifer.
2. Have child flatten the modeling clay (like a pancake) and cover  $\frac{1}{2}$  of the sand with the clay (have each child press the clay to one side of the container to seal off that side). The clay represents a “**confining layer**” that keeps water from passing through it. Pour a small amount of water onto the clay. Let the child see how the water remains on top of the clay, only flowing into the sand below in areas not covered by the clay.
3. Use the rocks/gravel to form the next layer. Place the rocks over the sand and clay, covering the entire container. To one side of your cup, slope the rocks, forming a high hill and a valley (see illustration below). Explain that these layers represent some of the many layers contained in the earth's surface. Now pour water into your aquifer until the water in the valley is even with your hill. They will see the water stored around the rocks. Explain that these rocks are **porous**, allowing storage of water within the pores and openings between them. They will also notice a “**surface**” supply of water (a small lake) has formed. This will give them a view of both the ground and surface water supplies which can be used for drinking water purposes.
4. Use the food coloring and put a few drops on top of the rock hill as close to the inside wall of the cup as possible. Explain that often old wells are used to dispose of farm chemicals, trash and used motor oils and other activities above their aquifer can end up in their drinking water. They will see that the color spreads not only through the rocks, but also to the surface water and into the white sand at the bottom of their cup. This is one way pollution can spread throughout the aquifer over time.

## FOLLOW-UP:

Discuss other activities that could pollute their aquifer. Assign the task of locating activities around the home that could pollute their drinking water sources if not properly maintained.



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**Song of the Chattahoochee**

Sidney Lanier

OUT of the hills of Habersham,  
Down the valleys of Hall,  
I hurry amain to reach the plain,  
Run the rapid and leap the fall,  
Split at the rock and together again,  
Accept my bed, or narrow or wide,  
And flee from folly on every side  
With a lover's pain to attain the plain  
Far from the hills of Habersham,  
Far from the valleys of Hall.

All down the hills of Habersham,  
All through the valleys of Hall,  
The rushes cried Abide, abide,  
The willful waterweeds held me thrall,  
The laving laurel turned my tide,  
The ferns and the fondling grass said Stay,  
The dewberry dipped for to work delay,  
And the little reeds sighed Abide, abide,  
Here in the hills of Habersham,  
Here in the valleys of Hall.

High o'er the hills of Habersham,  
Veiling the valleys of Hall,  
The hickory told me manifold  
Fair tales of shade, the poplar tall  
Wrought me her shadowy self to hold,  
The chestnut, the oak, the walnut, the pine,  
Overleaning with flickering meaning and sign,  
Said, Pass not, so cold, these manifold  
Deep shades of the hills of Habersham,  
These glades in the valleys of Hall.

And oft in the hills of Habersham,  
And oft in the valleys of Hall,  
The white quartz shone, and the smooth brook-stone  
Did bar me of passage with friendly brawl,  
And many a luminous jewel lone  
—Crystals clear or a-cloud with mist,  
Ruby, garnet, and amethyst—  
Made lures with the lights of streaming stone  
In the clefts of the hills of Habersham,  
In the beds of the valleys of Hall.

But oh, not the hills of Habersham,  
And oh, not the valleys of Hall  
Avail: I am fain for to water the plain.  
Downward the voices of Duty call—  
Downward, to toil and be mixed with the main,  
The dry fields burn, and the mills are to turn,  
And a myriad flowers mortally yearn,  
And the lordly main from beyond the plain  
Calls o'er the hills of Habersham,  
Calls through the valleys of Hall.



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A non-profit arts organization founded in 1997, Meridian Herald combines music, literature, history, and science in seven unique programs and sponsors the Meridian Chorale, comprising some of the finest professional choral singers-soloists in Georgia. We sing to make the world a better place. Hewing to the traditions of the late maestro Robert Shaw, Meridian Herald's artistic director Steven Darsey arranges, composes and conducts contemporary classical compositions for the chorale and brings nationally important composers and artists to the state. Through the transfiguring power of its programming, Meridian Herald builds community and promotes intellectual curiosity, empathy, understanding, and racial reconciliation. Over the years Meridian Herald's audiences and acclaim have grown. We have been honored with the prestigious Governor's Award for the Arts and Humanities. In 2016 one of our events was named by the Atlanta Journal Constitution as a classical music event of the year. You can hear the Meridian Chorale, watch videos of performances, and learn more about us at [meridianherald.org](http://meridianherald.org). Our most recent CD, "Bound for the Promised Land," released by classical recording label Albany Records, includes what is believed to be the last performance of the late Jessye Norman. Also performing are the Morehouse and Spelman College Glee Clubs, the Vega String Quartet, the Meridian Chorale and full orchestra. For 2020-21 Meridian Herald is creating new programming to celebrate Georgia's natural beauty and environment, Georgia's great nature poet, Sidney Lanier and other artists whose works were inspired by the wonders of our state.