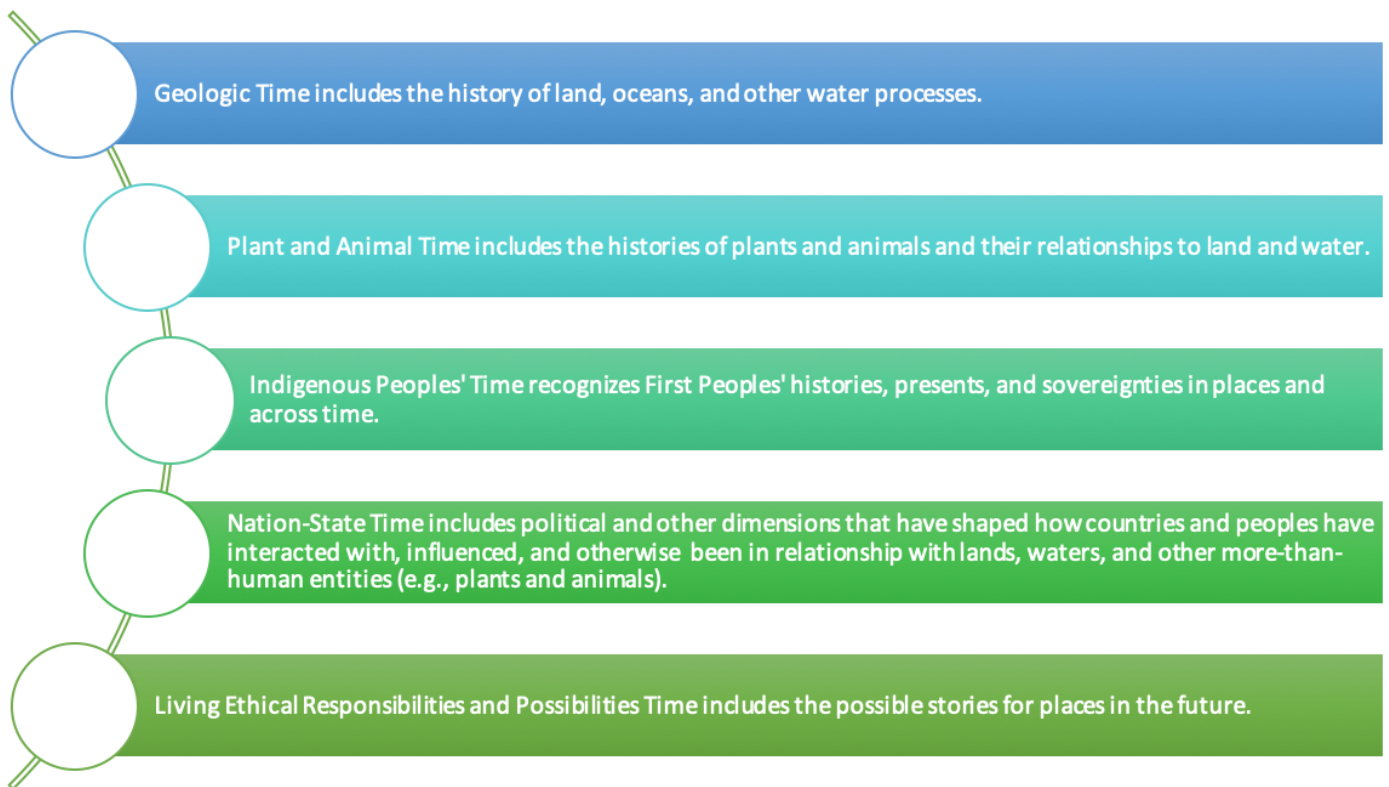


Socio-Ecological Histories of Place

Overview: There are many *temporal scales* that make a place what it is today, and what it could be in the future. Histories span across land, plants, animals, and communities over time, and are impacted by political and other dimensions that have shaped and continue to shape how countries and people interact with, influence, and are otherwise in relationship with lands, waters, and other more-than-human entities (e.g., plants and animals). Thinking across many time scales helps make visible the complexity of socio-ecological systems. An important part of sense-making about those systems, and making-decisions related to those systems, is not only exploring places as they are *now* but also exploring how they could be in the future and what they were like in the past.

Below are some important temporal scales that shape a place(s). Use these time scales to think about and research the places that are important to you, including the place on which your school is located, as well as the surrounding communities and regions. What are your relationships to those places? What are your students' and their families' relationships to those places? You should also use this framework throughout the seasonal field-based science storyline to help support your students in thinking about place within and across these time scales.



Directions for Launching Socio-Ecological Histories of Place: Begin by thinking about places that are important to you, students in your classroom, their families, and surrounding communities. Then think about these places across different time scales, and conduct research using various sources to help you do that. You can use a chart like the one embedded below to help you document your learnings, wonderings, and thoughts about implications for teaching. The following are example resources you can explore.



- The Burke Museum’s *Waterlines Project*: <https://www.burkemuseum.org/static/waterlines/index.html>
- Thrush, C. (2017). *Native Seattle: Histories from the crossing-over place*. University of Washington Press.
- Washington State’s Department of Natural Resources -- Map Resources: <https://www.dnr.wa.gov/maps>
- Kruckeberg, A. R. (1995). *The natural history of Puget Sound country*. University of Washington Press.
- A report about historical aquatic habitats: <http://your.kingcounty.gov/dnrp/library/2005/kcr2038.pdf>
- Museum of History and Industry: <https://mohai.org/>

NOTE: If you find other resources that you have found to be particularly helpful and generative, please let the *Learning in Places* team know so that we can add them to the list of examples we are collecting.

| Time Scale | What do I know from prior experience and research I have conducted? | What questions or wonderings do I have? | What thoughts do I have about supporting students’ sense-making within and across scales of time? |
|--|---|---|---|
| Geologic Time | | | |
| Plant and Animal Time | | | |
| Indigenous Peoples’ Time | | | |
| Nation-State Time | | | |
| Living Ethical Responsibilities and Possibilities Time | | | |

