Native Planting for the Built or Green Environment

By
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Topic: This lesson will explore landscaping with native plants also known as naturescaping. The lesson will look at how naturescaping promotes a healthy environment including improved air and water quality as well as increasing biodiversity.

Class and Level: Grades 9 - 12

Unit Length: One Week. Site development will take one weekend or several days after school. Site maintenance will be continual.

Goals and Objectives:

- Students will understand the terms used in naturescaping.
- Students will understand the difference between traditional landscaping and naturescaping.
- Students will understand the benefits of naturescaping for the health of the environment.
- Students will understand how to develop a plan.
- Students will understand how to do site preparation.
- Students will understand how to plant.
- Students will learn the maintenance involved in such a project.

Assessment: Students will create a naturescape plan. Students will implement plan. Assessment can take the form of just evaluating the plan and its implementation based upon its quality or lack thereof, or quizzes, journals, participation, etc… can be involved in the evaluation of the students.

Warm-up: Students will work together in groups of two or three to discuss what they think the differences are between traditional landscaping and naturescaping. Each group will share their conclusions with the class.

Step 1: Discuss the differences between traditional landscaping and naturescaping. Traditional landscaping approaches landscape design from a homogeneous perspective. No matter where you live, the landscape appears the same. People will change the site in order to plants flora that they are familiar with. This necessitates installing irrigation, bringing in new soil or soil additives, routinely applying chemical products including pesticides and fertilizers,

and repeatedly cutting and trimming. The implications of traditional landscaping according to the Environmental Protection Agency are:

- Air, noise, water pollution
- Flood damage/erosion
- Harm to biodiversity
- Consumption of natural resources
- Impacts to public health and safety
- Cost and labor intensive
- Monotonous landscapes

Nurseries are partly responsible for this phenomenon because they buy limited species of plants on mass and look to market over a broad area to maximize profit. Landscape designers play a role in this since they purchase many or all of their plants from nurseries. On a given basis, property owners use the plants they originally know as a frame of reference, no matter where they currently inhabit.

In comparison, naturescaping advocates choosing plants that have evolved in a particular environment, since they usually fair better and require the least amount of maintenance. The benefits of naturescaping according to the EPA and the Plant Native websites:

- Native plantings enrich the environment and return it to a healthy ecosystem by promoting biodiversity.
- Native plants do not need synthetic pesticides or fertilizers. Some of these may cause serious health problems because people do not handle the chemicals properly or follow label directions. Overuse of pesticides may kill insects that are beneficial, as well as other wildlife. When these chemicals runoff into our bays, rivers, streams and lakes they cause water pollution, which affects the aquatic life residing in those bodies of water. Insect pests may be controlled using natural controls such as fish, frogs and snails. These animals will also reduce algae buildup.
- Native plants save you money on your water bill.
- Native plants have a positive affect on local, regional and global air quality. By eliminating lawn maintenance equipment (lawn mowers, edgers, leaf blowers, etc. we are reducing the amount of pollutants, ozone-forming volatile organic compounds (VOC)s, toxics and particulates that go into the air from gasoline, electricity and batteries. Regionally, the nitrous oxide (NO_x) and sulfur dioxide (SO_2) released from lawn equipment react with water in the atmosphere to form acid rain.
- On a global scale, native landscaping techniques reduce global warming-causing pollution. Carbon dioxide (CO_2), a major greenhouse gas, is reduced by eliminating the use of lawn maintenance equipment that emit this gas. Native plants lower the amount of CO_2 in the atmosphere by taking in CO_2 and storing the carbon in the body of the plants, roots, and soil. Native plants use their broadly reaching root systems and increased ability to retain and store water.
- Native plants increase habitat used by song birds. The song bird population has been diminishing by 5 – 10% per year. By adopting naturescaping we may be able to stem this tide.

- Prevents introduction of exotic plants.
- Native plants provide “sense of place.”

Step 2: Discuss terms that are used in naturescape design. If possible use a visual example. Definitions originate from Environmental Best Management Practices for Urban and Rural Land Development at: http://wlapwww.gov.bc.ca/wld/documents/bmp/urban_ebmp/EBMP%20PDF%208.pdf

Alien species: Plants, animals and micro-organisms from one part of the world that are transported beyond their natural range and become established in a new area. They are sometimes also called "exotic," "introduced," "non-native," or "non-indigenous" species. Some alien species are also invasive species, such as zebra mussels in the Great Lakes.

Aquatic ecosystem: Any body of water, such as a stream, lake, estuary or wetland, and all of the organisms and non-living components within it, functioning as a natural system.

Biodiversity: The variety of life on earth in all its forms including genes, species and ecosystems and the natural processes that link and maintain them.

Bio-inventory: A detailed site assessment that documents plant communities, aquatic and wildlife habitat values, aquatic and wildlife species presence (or likelihood of presence), sensitive ecosystems, rare ecosystems, rare species, adjacent land uses and threats, site stability and flood issues, other factors affecting lot layout, and where appropriate, potential habitat enhancement/protection opportunities.

Buffer: An area of land that surrounds and protects a sensitive feature from the adverse effects of activities on, or encroachments from, adjacent land.

Connectivity: A qualitative term describing the degree to which natural ecosystems are linked to one another to form an interconnected network. The degree of interconnectedness and the characteristics of the linkages vary in natural landscapes based on topography and natural disturbance regime. Breaking of these linkages results in ecosystem fragmentation.

Contaminated Site: An area of the land in which the soil or any groundwater lying beneath it, or the water or the underlying sediment contains: (a) a hazardous waste, or (b) another prescribed substance, in quantities or concentrations exceeding prescribed risk-based or numerical criteria or standards or conditions.

Critical habitat: In conservation biology, critical habitat is defined as part or all of an ecosystem occupied by a species, or population of that species, that is recognized as essential for the maintenance and long-term survival of the population.

Deleterious substance: Any substance that, if added to water, would degrade or alter the quality of the water so that it becomes damaging to fish or fish habitat, or becomes unsuitable for human consumption or any other purpose for which it is legally licensed (such as irrigation and livestock watering).

Ecological integrity: A continuum of characteristics that a landscape should possess. These include ecosystem health, biodiversity, stability and sustainability through the maintenance of structural and functional components of the system in perpetuity.

Ecosystem: The dynamic and interrelated complex of plant and animal communities and their non-living environment. All parts of an ecosystem, including physical, chemical and biological components are interconnected: that is, they affect and are affected by all other parts.

Ecosystem features: The physical components of the ecosystem (such as snags and large woody debris) that help maintain the diversity and processes associated with a healthy ecosystem.

Ecosystem functions: The physical, chemical and biological processes that keep an ecosystem operating. Examples include infiltration of surface water, evapo-transpiration and nutrient cycling.

Edge habitat: The point at which dissimilar plant communities (different vegetation types, successional stages or vegetative conditions) meet. Many species have adapted to the interface between the two habitats.

Environmentally sensitive area: A term often used loosely to mean a site or area that has environmental attributes worthy of retention or special care. A more exacting definition is: any parcel of land that already has, or with remedial action could achieve, desirable environmental attributes. These attributes contribute to the retention and/or creation of wildlife habitat, soil stability, water retention or recharge, vegetative cover and similar vital ecological functions. Environmentally sensitive areas range in size from small patches to extensive landscape features. They can include rare or common habitats, plants and animals. Environmentally sensitive areas also include hazard lands.

Endangered: A species facing imminent extirpation or extinction.

Erosion: A natural process of sediment movement as a consequence of water currents, rainfall runoff, or wind, which may be considered beneficial or detrimental, depending upon the associated environmental concerns.

Estuary: A partially enclosed body of water freely connected to the ocean, within which the seawater is diluted by mixing with freshwater and where tidal fluctuations affect stream water levels. The estuary is a dynamic system typified by brackish (mixed fresh and salt) water, variable and often high nutrient levels and by shallow water conditions often associated with marsh plants in upper tidal zones and eelgrass in lower tidal zones.

Extinct: A species that no longer exists anywhere in the world.

Feathering: A method of partially trimming trees so that they are windfirm (better able to resist windthrow).

Forests: Groups of trees greater than 15 m in height (on average) of a minimum patch size of 0.5 ha (50m by 100m). Forests include not only live trees but also downed logs, understory plants, micro-organisms and soils that provide the fundamental structure of the forest. As forests age, their conservation value tend to increase due to the relative rarity of older forests in most parts of the province, because the diversity of habitats and species increases as the forest ages, and because many species rely on the specialized habitats that older forests provide.

Fragmentation: A process whereby large contiguous ecosystems are transformed into one or more smaller patches surrounded by disturbed areas.

Grasslands: Lands where the existing or potential natural vegetation is predominantly grasses, grasslike plants, and forbs (broad-leaved plants). Often called "steppes", these ecosystems may also contain scattered shrubs and a soil crust of lichens and mosses.

Greenways: Networks of linked greenspace that provide wildlife habitat and recreational opportunities. They include trails in some areas and no public access in others. Greenways are created as part of an integrated approach to land planning, balancing the needs of human communities and natural systems.

Groundwater: Water below the surface of the ground. This water may move through underground streams and seepages.

Groundwater recharge: The movement of rainwater down through the soil and into the groundwater and aquifers beneath. This groundwater provides a source of drinking water for many communities, and is also important for keeping many watercourses flowing during dry summer months.

Habitat: The natural home of a plant or animal within an ecosystem, which provides food and shelter and other elements critical to an organism’s health and survival.

Habitat refuge: A small patch of habitat that provides food, shelter and/or other needs for wildlife. It may include human-modified ecosystems. They are not generally large enough to maintain the genetic diversity of a population.

Habitat reservoir: A large area of relatively natural habitat that has sufficient size and ecological integrity to support a range of native species, including species that need interior habitats. The size of habitat reservoir depends on the species being managed for. Habitat reservoirs are often hotspots of biodiversity in or near disturbed urban and rural landscapes.

Hazard lands: Lands that may be subjected to terrain hazards (flooding, landslides, debris flows, avalanches, etc.

Herbaceous plants: the non-woody plants that often grow close to the ground.

Hibernaculum (Plural: hibernacula): Sheltered place where an over-wintering animal rests, or a den where snakes hibernate.

Hydrology: The science of water, its properties and movement (water cycle) over and under land surfaces.

Impervious surfaces: Surfaces that prevent water from going into the ground, such as roofs, roads, parking lots and compact soils.

Integrated pest management: A decision making process that uses a combination of techniques to suppress pests and that must include, but is not limited to, the following species:

- planning and managing ecosystems to prevent organisms from becoming pests;
- identifying potential pest problems;
- monitoring populations of pests and beneficial organisms, pest damage and environmental conditions;
- using injury thresholds in making treatment decisions;
- reducing pest populations to acceptable levels using strategies that may include a combination of biological, physical, cultural, mechanical, behavioral and chemical controls;
- evaluating the effectiveness of treatments

Interior habitat: A point where edge effects no longer influence environmental conditions within an ecosystem. The effects usually involve light intensity, temperature, wind, relative humidity and snow accumulation and melt. In a forest ecosystem, edge habitat is often considered to extend at least 200 m and for some species up to 400 m from the edge of the forest, so very large patches are needed before 'interior habitat' is present.

Invasive species: Plants, animals and micro-organisms that colonize and take over the habitats of native species. Most invasive species are also alien (non-native) to the area, and can become predominant because the natural controls (predators, disease, etc.) that kept their populations in check in their native environment are not found in their new location.

Islandisation: The process by which disturbance results in an ecosystem becoming isolated from surrounding ecosystems. The remnant ecosystem becomes an 'island' in a sea of development.

LEED™: The LEED (Leadership in Energy and Environmental Design) Green Building Rating System™ is a voluntary, consensus-based national standard for developing high performance, sustainable buildings.

Marine sensitive zone: Marine-sensitive zones (MSZs) include herring spawning areas, shellfish beds, marsh areas, existing aquaculture sites, juvenile salmonid rearing areas, and adult salmon holding areas. For the purposes of this document, marine sensitive zones refer primarily to estuaries and their foreshore areas.

Monoculture: the use of land for growing only one type of crop.

Municipal solid waste: (a) Refuse that originates from residential, commercial, institutional, demolition, land clearing or construction sources, or (b) refuse specified by a manager to be included in a waste management plan.

Naturescape: A way of restoring, preserving and enhancing wildlife habitat in urban and rural landscapes by providing wildlife habitat in our homes and gardens.

Old fields: Altered ecosystems, in places where agriculture once occurred but that have not been actively farmed for many years. Old fields provide important habitats for wildlife such as raptors (eagles, owls and hawks) that feed on their rich small mammal and bird populations (voles, mice, etc.). To maintain their importance as habitat, old fields may require some maintenance such as mowing, removal of invasive species, or brush cutting if succession to shrubs and trees is not desired.

Pesticide: A micro-organism or material that is represented, sold, used or intended to be used to prevent, destroy, repel or mitigate a pest.

Plant community: A unit of vegetation with a relatively uniform species composition and physical structure. Plant communities also tend to have characteristic environmental features such as bedrock geology, soil type, topographic position, climate, and energy, nutrient and water cycles.

Remediation: "Remediation" covers all stages of contaminated site management from preliminary investigations, through implementing remediation procedures, to final monitoring.

Riparian ecosystem: A terrestrial ecosystem where the vegetation complex and microclimate conditions are the product of combined presence and influence of perennial and/or intermittent water, associated high water tables, and soils that exhibit some wetness characteristics. The riparian ecosystem is influenced by, and exerts an influence on, the associated aquatic ecosystem.

Riparian protection area: The area adjacent to a stream that may be subject to temporary, frequent or seasonal inundation, and supports plant species that are typical of an area of inundated or saturated soil conditions, and that are distinct from plant species on freely drained adjacent upland sites because of the presence of water.

Sediment: Material carried in suspension by a flowing body of water which will ultimately settle to the bottom as water velocity decreases.

Soil morphology: The form and structure of the soil, including its mineral and biological (dead organic matter) content.

Stream: A natural watercourse or source of water supply, whether usually containing water or not, ground water, and a lake, river, creek, spring, ravine, swamp and gulch.

Swale: is a ditch on the contour. It does not direct water, but holds it and allows it to gradually infiltrate the soil down-slope of it. Soil and water run-off are caught in the swale

which becomes a fertile area. Gradual infiltration of water and nutrients and the dead roots of plants growing in the swale, slowly improve soil structure down-slope.

Terrestrial herbaceous: Ecosystems that are dominated by herbaceous vegetation, with some shrubs and low trees, often interspersed with bare rock outcrops especially on steeper terrain. They are typically on a smaller scale than grasslands, and include natural meadows, grassy or mossy hilltops and rocky outcrops. They are typically south facing, characterized by shallow, rapidly draining soil conditions and exposure to light and heat.

Threatened: A species likely to become endangered if limiting factors are not reversed.

Vernal pool: A temporary body of freshwater that is filled by spring rains and snowmelt, only to dry up during the hot, dry summer months. Many vernal pools are filled again by autumn rains, and may persist throughout the winter.

Wetland: Land that is inundated or saturated by surface or groundwater at a frequency and duration sufficient to support vegetation typically adapted for life in saturated soil conditions, including swamps, marshes, bogs, fens, vernal pools and estuaries.

Wildlife: Any wild organism including wild mammals, birds, reptiles, amphibians, fishes, invertebrates, plants, fungi, algae and bacteria.

Wildlife corridor: A travel corridor for wildlife. This ranges from very wide, natural corridors for large mammals, to 'sky corridors' that offer a safe flight path between feeding and resting places for birds, to smaller man-made corridors (such as urban trails) that provide safe passage for smaller creatures. These corridors also provide year-round habitat for less mobile species.

Wildlife trees: A standing live or dead tree with special characteristics that provide valuable habitat for the conservation or enhancement of wildlife. Characteristics include large diameter and height for the site, current use by wildlife, declining or dead condition, value as a species, valuable location and relative scarcity.

Windthrow: A tree or trees uprooted or broken off by the wind. Also known as blowdown.

Woody debris: Sound or rotting logs, stumps or large branches that have fallen or been cut and left in the woods or water; or trees and branches that have died but remain standing or leaning. These provide cover for small animals and their predators (both fish and wildlife).

Xeriscaping: A landscaping approach using plant species that is tolerant of drought conditions.

Step 3: Students will comprehend the details and ramifications of developing a site plan. Students will then ask themselves the following three questions about their site:

1. What do you have?

2. What do you want to do with it?
3. What are the right native plants?

1. What do you have?

Students begin by assessing their site by asking the following questions as part of the design phase:

- Is your site sunny or shady?
- What is the path of the sun across your site (in winter and summer)?
- Is the site flat or sloped or both?
- What is the soil like – denser clay or a looser loam/sand?
- How is soil drainage – good, fair, poor
- Where are buildings, power lines and property lines located?
- Would the building(s) benefit from a shade tree or trees, and where would those trees be located?
- Can you think of others?

Have the students spend time at their site at different times during the day, and if possible, during different times of the year. With pen, paper and tape measure in hand, students should sketch or map out their site noting down what will remain the same and what they are going to alter. Students should indicate on their diagram the lay out of the land, wetter/drier areas and sunny/shady areas, etc. If there are any down spouts, note if the water may be used to water the plants. The completed plan is called the "baseline plan."

2. What do you want to do with it?

Begin by introducing the concept of "outdoor living space." You may compare it to "indoor living space" as a basis for defining the outdoor concept – by asking how will a room be used, and how will you arrange the furniture. Defining outdoor living space – structures, equipment, plants, etc…

In the next part of the design process, students will ask themselves the following questions if they are designing the space for themselves, client, or for someone else in general. These questions can be adjusted as needed:

- Do you like to entertain, and what space or structures would you like for that?
- Do you want to create a sanctuary?
- What views do you want to maintain, create or block?
- What areas will be used for recreation, pets, a hot tub, swing or bench?
- What areas will be used for a vegetable garden, compost pile or shed?
- What area will be used for_____?

With these answers in hand, consider creating a "bubble diagram" consisting of series of circles or rounded shapes drawn on paper to show what the areas in the landscape will be used for http://www.sustland.umn.edu/design/gloss.htm. Next you will look at how people will move around the space. Movement corridors include pathways, lawn alternatives, patios, decks, porches, driveways, etc. You have now created a plan for

your space, as well as established the conditions of your living space. Now it is time to choose your plants!

Keep in mind as you proceed through the process that the goal is to have native plants and to minimize the amount of time, energy and money working against natural systems.

3. What are the right native plants?
   There are many ways to go about this:
   - You can contact a local native plant nursery. You can locate one by using a search engine or look one up in a telephone directory.
   - Contact a government agency or an organization that is knowledgeable about native plants.
   - Check out the library for books on native plants.
   - Use the internet to locate descriptions of native plants for your region.
   - When looking at various plants, view them in terms of a "plant community," which is defined as a collection of different plant species that naturally grow together.

Step 4: Students will create a naturescape plan.

A plan will help you determine the kind of plants to be planted and where to place them. The plan will also give you an idea of the size of the plants. For small plants, you may want to make a notation as to the general placement, species and quantity.

Begin the process by positioning the plants for your plan. Attain a list of common native plants and their characteristics to determine which plants will thrive on your site. Consider categorizing your plants by sun, shade, soil type, etc… To determine the growth characteristics of the plants, use a field guide, visit a nursery or enter the plant name into a search engine.

Three Step Approach to Creating a Naturescape Plan

Take your baseline plan plus the local plant list and consider the following areas during your naturescape planning process.

1. Choose and position tree(s) first because they are the largest element and may determine what type of plants will be placed under them. Think about grouping your trees, since this is nature's way.

2. Decide on the type of shrubs you are going to plant. Think about the aspects of your site that you want to bring out (habitat, color, food, etc…). You will also need to consider the relationship to the trees you have chosen. Using the "found in nature approach", cluster the shrubs in small groups of 2-4 plants giving a natural look and creating less maintenance.

3. Next, you will select the herbaceous plants to fill in the gaps between the trees and shrubs.

Other Design Considerations

- Sunlight/Shade – If you have a building on your site or plan to, watch the path of the sun in relationship to your structure. If you leave your building open to the sun, you can utilize the sun for "passive solar heating." Placing a tree in an appropriate place will keep your building cooler in the summer. Choose a deciduous tree if you want to take advantage of the sun and the shade.
- Cutting – If you are considering a specific species of trees in a mature naturescape, think about planting a number of trees and then selectively removing trees as they grow larger. This avoids maintaining that specific area until the trees mature and cover it.
- Storm water – Reduction of storm water run-off is beneficial to both human health and allows for a healthy ecosystem by eating on-site bioswales, or other moisture-absorbing or distributing features. Bioswales can be arranged to accommodate water from disconnected gutters or other sources. The creation of a bioswales allows for a larger variety of plants, thereby diversifying the look and fostering habitat diversity.
- Consider adding more organic matter on or in your soil. This helps to lessen storm water runoff. Leaf mulch is a good choice.
- Other thoughts – To help you visualize your design, you might want to think about using different color landscape flags to represent different plants.

Step 5: Students will do site preparation and soil layer building. Site preparation will depend on your site.

- Lawn to Naturescape – By removing grass and planting natives, you are restoring the soil or soil layers.

  Definitions:

  Mineral soil – refers to soil that has a low organic component – we often call this "dirt" and it tends to be rather hard when dry.

  Organic soil – refers to soil that is comprised largely of decomposing leaves, needles, and other organic material – it tends to be soft and moisture-absorbent.

  If you take a walk through the woods, you will notice that herbaceous plants are apt to grow in the organic soil layer, while the shrubs and trees may be found growing in the mineral soil layer.

  Compare the soil in the woods to a site that has a turf lawn. What soil layers did you find there? Answer: Mineral soil layer because before the installation of the lawn, the organic soil layer is stripped away.

It is preferable to have a layer of organic soil unless you have a sand based "desert-scape" or full sun meadow.

The benefits of having an organic soil layer are that it provides weed-suppression, soil moisture retention, and promotes the natural environment.

If students have unwanted grass that has been previously planted on their site, and that they want to remove it in order to restore the soil, they can do the following:

- Dig it out by hand
- Use a rototill

Once the grass is removed, turn the soil over and rake away the grass. Till and rake the soil.

If you add any form of water to the soil, you will get what is known as "insta-weeds." To avoid this problem, either plant your plants or cover the exposed dirt using leaf or needle mulch.

The other method for removing grass is called smothering:

- Cut the turf grass as close to the ground as your mower permits.
- Cover it with 10-16 sheets of newspaper making sure to overlap to avoid leaving spaces for weeds and grass to grow.
- Apply 4-6 inches of leaf mulch or 6-8 inches of leaves alone or combine the two.
- Wait two months before planting.
- Pierce the leaf layer and newspaper and plant your trees and shrubs.
- Make sure any mineral soil that ends up on top be covered.
- Herbaceous plants can be planted through or in the leaf layer.

Ask the students to name the process that is being prevented by covering the grass. Answer: photosynthesis.

Ask the students what will become of the newspaper and what does it contribute to. Answer: since newspaper is a wood product it will break down and contribute to the organic layer of the soil.

- Removing Hard to Remove Invasives

English Ivy, Himalayan Blackberry, Kudza or Vinca may be difficult to get rid of. What you want to remember is that by interrupting the process of photosynthesis, the plant will eventually die. Follow these steps:

- Cut the plant low to the ground and continue to repeat this as soon as you see new shoots emerge thereby interrupting the process of photosynthesis by weakening the roots.
- If this proves difficult, cut the plant to the ground and smother using cardboard or wood. Check from time to time if there are any new shoots.

- If this is still not working, you may need to resort to a mild pesticide. This should be a last resort for the purpose of achieving a better long-term result.

Step 6: Students will further implement their design and plant their plants.

Non-existent Planting
- Obtain native plants or seed.
  - Locate a nursery that carries native plants if necessary.

Planting an Existing Plant
- Plant during the plant's dormant period.
- Plants will come in containers or bare-root

  Bare-root:

  Plant roots need to be kept moist. Place in saw dust, compost or mulch.

  When planting:
  - hole should be at least the size of the root structure or 1.5 times its size
  - mix in some organic matter

  Containerized plants:

  You may want to apply root growth hormone if you are concerned about the plant becoming established.

  For plants that are balled and burlapped, dig a hole 1.5 – 2x width of the root ball.

  Place the crown flush with the level of the soil.

  If you are planting a tree, create a circular dam around the hole of the tree to hold water.

  Consider staking the tree until established.
- Sowing Seed

  Since sowing directions vary from plant species to plant species, follow the directions on the packet.

Step 7: Maintenance

Students will learn what is involved in maintaining their naturescaped site.
- Watering new plants
- Weed removal do this early and often to remove seed source
  Weeding is reduced as native plants fill in
- Keep areas of site that do not yet have plants on them covered with compost
- You may also use a form of obstruction to prevent weed growth such as newspaper or cardboard.

Conclusion:

Native planting is a process that can occur in any landscape or naturescape. With the rising emphasis on the green materials and sustainable buildings, naturescaping is perfect compliment to such practices. Remember, all environments were once their own natural environments, so the limit falls on us to (re)learn the best practices of promoting not only green infrastructure, but the

natural landscape itself. Naturescaping offers this balance between the needs of nature and those of mankind.

Information was obtained from the website www.plantnative.com, except where noted.