#### Title of the Lesson Plan:

The Re-Generation Project – An Investigation of Soil Health for the High School Classroom

BIORETS Teacher's Name: Taylor Brown

Intended School Year and Marking Period: 2025-2026, first semester

Subject and Grade Level: Advanced Earth Science – Grades 10-12

#### Overview:

This multi-week, inquiry-driven project immerses students in authentic scientific research through the lens of soil health and regenerative land practices. By exploring the real-world importance of healthy soil systems that have thriving biological activity, students engage in designing their own experiments to test how different practices—such as composting, irrigation, and amendments—affect key soil health indicators such as moisture, pH, temperature, and organic content. Students have the flexibility to conduct their investigations using greenhouse containers, courtyard beds, or lab-based eco-columns, among other locales making this unit highly adaptable to various learning environments. Along the way, students will develop critical scientific skills including experimental design, data collection and analysis, collaboration, communication, and evidence-based reasoning. The project culminates in a student research symposium and encourages student participation in regional science events, fostering civic engagement and scientific literacy.

#### **Essential Standards:**

- HS-ESS2-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
- HS-ESS2-5. Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
- HS-ESS2-6. Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
- HS-ESS3-2. Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
- HS-ESS3-6. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.
- HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller more manageable problems that can solved through engineering.

# **Learning Objectives:**

- Design a controlled investigation around soil health.
- Choose between greenhouse, courtyard, or lab-based eco-column systems.
- Measure and analyze soil pH, moisture, temperature, and organic content.
- Maintain structured lab/field notes
- Analyze collected data using descriptive and comparative statistics
- Present scientific findings using graphs and tables, models, and evidence-based reasoning.

Length of Lesson: 8–9 weeks (~90–180 min/week)

#### Introduction/Background:

Soil is one of Earth's most vital resources. Healthy soil supports ecosystems, food systems, and carbon cycling. Earth's soils represent the single largest reservoir of active carbon. Regenerative practices restore soil function, making agriculture more sustainable and climate-resilient. In this unit, students become scientists and stewards of the land, investigating how various soil treatments and environmental conditions affect key soil health indicators.

### **Key Concepts and Terms Covered:**

Soil, organic matter, decomposition, pH, moisture, temperature, compost, cover crop, runoff, infiltration, soil composition, erosion, nutrient cycling, control/variable, regenerative agriculture, no-till agriculture, sustainability, experimental design, carbon cycling, soil bacteria/fungi.

# Materials:

- Soil samples (e.g., clay, loam, compost-rich mixes, "dead" soil from Bertman's lab)
- · Seedling pots and garden containers
- Organic additives (mulch, compost, leaf litter)
- pH strips
- Soil moisture meters
- Soil thermometers
- Plant seeds (radish, clover, grass, etc.)
- Lab notebooks
- Concumables (markers, gloves, foil trays, etc.)
- Measuring tools
- Pottery Kiln (for baking soil organic matter out of samples)
- Outdoor courtyard access, greenhouse space, or classroom lab

#### **Activities of the Session:**

- **Weeks 1–2**: Soil Health Bootcamp + Experimental Design Practice; students submit research proposals.
- Week 3: Build/Plant Week; students construct greenhouse containers, courtyard plots, or lab eco-
- Weeks 4–7: Monitoring and data collection (moisture, pH, temp); weekly notebook entries.
- Week 8: Data analysis workshops and peer feedback.
- Week 9: Final presentations at student research symposium.

# **Engagement:**

Student ownership drives engagement from day one, as the students select their own system or "track" (greenhouse, courtyard, or eco-column) and craft a research question connected to soil regeneration and health. Each week, the class will hold lab meetings where student groups can share out current data, trends, and observations. These meetings will be structured around:

- Data snapshots and quick presentations
- Group troubleshooting and peer feedback
- Instructor-facilitated mini-lessons on interconnected environmental processes, graphing, or lab technique
- Guided discussion prompts to scaffold scientific thinking

Students will record discussion takeaways in their lab notebooks, reinforcing reflection and peer-to-peer accountability.

To maintain momentum and balance the project with other course content, the unit includes:

- Weekly deliverables (e.g., updated data tables, labeled photos, or mini-reflections)
- Progress checkpoints built into the calendar for feedback and revisions
- Rotating "Lead Scientist" roles within each group to foster leadership and equitable task-sharing
- Interwoven content lessons tied to observed project phenomena and human impacts on Earth systems

The project culminates in a public-facing student research symposium where students present their findings to peers, school staff, and community partners. This capstone event fosters pride, real-world communication skills, and scientific confidence.

**Evaluation:** Student learning will be assessed through a balance of formative and summative strategies:

- Research Proposal Rubric assessing clarity, feasibility, and alignment to project goals
- Weekly Lab Notebook Checks tracking data completeness, organization, and reflection
- Lab Meeting Participation graded for preparedness, group communication, and critical thinking

- Quizzes on experimental design, scientific inquiry, and data analysis principles
- **Formative Assessments** on core Earth Science concepts embedded weekly (e.g., exit tickets, short reflections)
- **Final Project Rubric** evaluating posters/presentations for scientific reasoning, use of evidence, and visual communication
- Self and Peer Assessments to support metacognition, accountability, and feedback practice

#### **Extensions and Modifications:**

- Scaffolded templates and data sheets for learners needing support
- Control setups or paired data collection for absent students
- Flexible pacing calendar with optional support lab times during advisory or office hours
- Sentence frames and vocabulary banks to support English language learners
- Option to substitute written presentation with oral or visual format for students with IEP accommodations
- Choice between individual or small group projects based on student needs
- Modified lab equipment (e.g., larger print labels, color-coded pH charts)
- Advanced options: runoff simulation (e.g., testing erosion under different slope angles or surface covers), compost rate analysis (measuring decomposition rates or temperature shifts in different compost inputs we are getting a courtyard makeover this summer, so hopefully we will have access to a composter to explore these questions!), soil insulation testing (examining how mulch or cover crops affect soil temperature fluctuation flushed out idea in my sample student poster from BIORETS 2025), or multi-factor experiments that explore interactions between two or more variables—such as the combined effect of soil type and moisture levels on plant growth or the relationship between organic amendments and pH stability over time. These options are ideal for students seeking a challenge or with prior experience in experimental design and data interpretation.

# Application:

Students will be given ample opportunities to connect soil health to food systems, climate resilience, and sustainability. Their findings will model real-world environmental problem-solving and responsible land use. Beyond the classroom, students will engage with the broader scientific and environmental community. WMU's Dr. Bertman will visit our school at some point during the project, and may even attend the final Student Research Symposium to evaluate the quality and rigor of student-designed experiments and provide expert feedback. In addition, students will be encouraged and supported to submit their projects for presentation at regional high school science conferences, agricultural fairs, or environmental symposiums across the state. This authentic audience and opportunity for public recognition reinforces scientific communication skills, pride in learning, and long-term relevance of environmental research.

#### Resources:

https://teachingapscience.com/category/lab/ecocolumns/

- NGSS Earth & Environmental Science Standards
- USDA NRCS Soil Health Curriculum

#### **Parallel Curriculum Materials:**

- Media Mayhem Unit Plan Food and Agriculture Center for Science Education (FACSE)
- Monday, Tuesday, Happy Graze Performance Task FACSE
- Better Bioreactors FACSE
- The Biology of Soil Compaction (Informational Resource) American Society of Agronomy
- Soil Health Education and Outreach USDA NRCS

# **Project Timeline:**

Week	Checkpoint	Deliverable
1	Research Proposal Draft	1-page question + hypothesis + planned system
2	Final Proposal + Materials List	Editable before build week
3	Setup Photos + Baseline Data	Documented in notebook + labeled columns/pots
4	Lab Meeting #1	First full data table + group reflection
5	Lab Meeting #2	Graph-in-progress + troubleshooting log
6	Lab Meeting #3	Written data trend summary
7	Lab Meeting #4	Draft conclusion + ideas for visual presentation
8	Analysis Checkpoint	Final graphs + poster/slide layout
9	Presentation	Student Research Symposium (display + Q&A)

# SAMPLE LAB MEETING AGENDA

### 1. Quick Recap (2-3 minutes)

- What was our research question again?
- What did we observe this past week?

# 2. Data Snapshot (5-7 minutes)

- Share this week's key measurements (moisture, temp, pH, etc.)
- Discuss trends, outliers, or unexpected results.
- Update graphs or charts if applicable.

# 3. Discussion & Troubleshooting (5-10 minutes)

- What's going well?
- What problems or inconsistencies are we noticing?
- Do we need to adjust any procedures?

# 4. Cross-Group Share-Out (optional whole-class)

- Each group shares one interesting finding or question with the class.

# 5. Weekly Goals & Assignments (2–3 minutes)

- Who is responsible for each task this week?

Data collection: _	
Graph update:	
Notebook entry: _	

- What's our goal before next lab meeting?

# ✓ Checklist:

- ✓ Data recorded clearly
- ✓ Graphs/charts updated
- ✓ Questions or issues documented
- ✓ Next steps identified



Soil compaction can reduce farm yields and profits. While a number of factors contribute to compaction, such as farm machinery weight and traffic, rain, and tillage, it is fundamentally a biological problem caused by a lack of actively growing plants and active roots in the soil. This month's feature examines the biology of soil compaction and ways to reduce it.

By James J. Hoorman, Extension Educator, Cover Crops and Water Quality, Ohio State University Extension, Columbus; João Carlos de Moraes Sá, Soil Organic Matter and Fertility Specialist, University of Ponta Grossa, Ponta Grossa, Brazil; and Randall Reeder, Extension Agricultural Engineer, Food, Agricultural, and Biological Engineering, Ohio State University Extension, Columbus

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**Soil compaction** is a common and constant problem on most farms that till the soil. Heavy farm machinery can create persistent subsoil compaction (Hakansson and Reeder, 1994). Johnson et al. (1986) found that compacted soils resulted in: restricted root growth, poor root zone aeration and poor drainage that results in less soil aeration, less oxygen in the root zone, and more losses of nitrogen from denitrification.

Subsoil tillage has been used to alleviate compaction problems. Subsoilers are typically operated at depths of 12 to 18 inches to loosen the soil, alleviate compaction, and increase water infiltration and aeration. Subsoiling usually increases crop yields, but the effects may only be temporary as the soil re-compacts due to equipment traffic. Some no-till fields never need to be subsoiled, but in other no-till fields, deep tillage has increased yields especially if equipment traffic is random. When subsoiling removes a hard pan, traffic must be controlled or compaction will reoccur. If a hard pan does not exist, equipment traffic generally will create one (Reeder and Westermann, 2006).

If the soil is subsoiled when the soil is wet, additional compaction may occur. In a loamy sand, Busscher et al.

(2002) found that soil compaction increased with time, and cumulative rainfall accounted for 70 to 90% of the re-compaction due to water filtering through the soil and the force of gravity. The fuel, labor, equipment, and time to subsoil makes it an expensive operation. Subsoiling in dry conditions requires even more fuel (Reeder and Westermann, 2006). Two other factors that affect soil compaction are rainfall impact and gravity. In soils that have been tilled, both the velocity of the raindrop impact on bare soil and natural gravity combine to compact soils.

Low organic matter levels make the soil more susceptible to soil compaction. Organic residues on the soil surface have been shown to cushion the effects of soil compaction. Surface organic residues have the ability to be compressed, but they also retain their shape and structure once the traffic has passed. Like a sponge, the organic matter is compressed and then springs back to its normal shape. However, excessive traffic will break up organic residues, and tillage accelerates the decomposition of organic matter. Organic residues in the soil profile may be even more important than surface organic residues. Organic matter (plant debris and residues) attached to soil particles (especially clay particles) keeps soil particles from compacting. Organic matter binds microaggregates and macroaggregates in the soil. Low organic matter levels make the soil more susceptible to soil compaction (Wortman and Jasa, 2003).

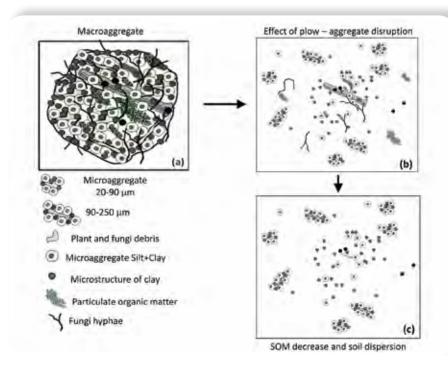
In the last hundred years, tillage has decreased soil organic levels by 60%, which means that approximately 40%

#### Feature

of soil organic carbon stocks are remaining (International Panel on Climate Change, 1996; Lal, 2004). Carbon provides energy for soil microbes, is a storehouse for nutrients, and keeps nutrients recycling within the soil. Humus or old carbon (>1,000 years old) is the most stable carbon and binds soil microparticles together to form microaggregates. Humus is not water soluble, so it stabilizes microaggregates and is not readily consumed by microorganisms. Humus is more resistant to tillage and degradation than active carbon.

Active carbon (plant sugars, polysaccharides, and glomalin) is consumed by microbes for energy. Active carbon is reduced with tillage but is stabilized under natural vegetation and no-till systems using a continuous living cover. Active carbon is part of the glue that binds microaggregates into macroaggregates and insulates the macroaggregate from oxygen. Soil porosity, water infiltration, soil aeration, and soil structure increase under natural vegetation and no-till systems with continuous living cover. Increased soil macroaggregation improves soil structure and lowers bulk density, keeping the soil particles from compacting.

Fig. 1. (a) Macroaggregate components—schematic illustration; (b) mechanical disturbance by tillage disrupts macroaggregates and exposes soil organic matter (SOM) protected within the aggregate to microbial attack; (c) decrease of SOM within the aggregates due to microbial attack causes dispersion of clay particles, clay microstructure, and silt+clay microaggregates. Illustration courtesy of João Carlos de Moraes Sá.



# Microaggregates and macroaggregate formation

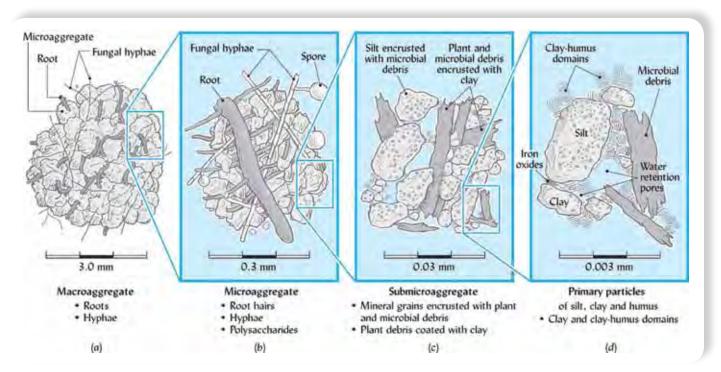
Microaggregates are 20–250  $\mu m$  in size and are composed of clay microstructures, silt-size microaggregates, particulate organic matter, plant and fungus debris, and mycorrhizal fungus hyphae. Roots and microbes combine microaggregates in the soil to form macroaggregates. Macroaggregates are linked mainly by fungi hyphae, root fibers, and polysaccharides and are less stable than microaggregates. Macroaggregates are greater than 250  $\mu m$  in size and give soil its structure and allow air and water infiltration. Compacted soils tend to have more microaggregates than macroaggregates (Fig. 1 and 2).

Glomalin acts like a glue to cement microaggregates together to form macroaggregates and improve soil structure. It initially coats the plant roots and then coats soil particles. Glomalin is an amino polysaccharide or glycoprotein created by combining a protein from the mycorrhizal fungus with sugar from plant root exudates (Allison, 1968). The fungal "root-hyphae-net" holds the aggregates intact, and clay particles protect the roots and hyphae from attack by microorganisms. Roots also create other polysaccharide exudates to coat soil particles (see Fig. 2 and 3).

The contribution of mycorrhizal fungi to aggregation is a simultaneous process involving three steps. First, the fungus hyphae form an entanglement with primary soil particles, organizing and bringing them together. Second, fungi physically protect the clay particles and organic debris that form microaggregates. Third, the plant root

and fungus hyphae form glomalin and glue microaggregates and some smaller macroaggregates together to form larger macroaggregates (see Fig. 4).

In order for glomalin to be produced, plants and mycorrhizal fungi must exist in the soil together. Glomalin needs to be continually produced because it is readily consumed by bacteria and other microorganisms in the soil. Bacteria thrive in tilled soils because they are more hardy and smaller than fungi, so bacteria numbers increase in tilled soils. Fungi live longer and need more stable conditions to survive. Fungi grow better under no-till soil conditions with a continuous living cover and a constant source of carbon. Since fungi do not grow as well in tilled soils, less glomalin is produced and fewer macroaggregates are formed, which can result in poor soil structure and compaction. Thus, soil compaction is a biological problem



related to decreased production of polysaccharides and glomalin in the soil. Soil compaction is due to a lack of living roots and mycorrhizal fungi in the soil.

In a typical corn-soybean rotation, active roots are present only a third of the time. Adding cover crops be-

Fig. 3 (below, left). Roots, fungi hyphae, and polysaccharides stabilize soil macroaggregates and promote good soil structure. Photo by João Carlos de Moraes Sá. Fig. 4 (below, right). A microscopic view of an arbuscular mycorrhizal fungus growing on a corn root. The round bodies are spores, and the threadlike filaments are hyphae. The substance coating them is glomalin, revealed by a green dye tagged to an antibody against glomalin. Photo by Dr. Sara Wright and Dr. Kristina Nichols (USDA-ARS).

**Fig. 2.** Hierarchy of soil aggregates. Illustration republished with permission from *The Nature and Properties of Soils*, 14th ed., Brady and Weil (2008), Fig. 4.15 from p. 137.

tween the corn and soybean crops increases the presence of active living roots to 85 to 90% of the time. Active roots produce more amino polysaccharides and glomalin be-

cause mycorrhizal fungus populations increase due to a stable food supply.

Surface and subsoil tillage may physically break up hard pans and soil compaction temporarily, but they are not a permanent fix. Tillage increases the oxygen content of soils and decreases glomalin and amino polysac-





# What is a clod?

Many farmers complain that their soil is cloddy and hard to work. Clods are man-made and do not usually exist in the natural world. Bricks and clay tile are formed by taking wet clay from the soil and heating and drying the clay. When farmers till the soil, they perform the same process by exposing the clay to sunlight, heating and drying the clay until it gets hard and turns into a clod. Tillage also oxidizes the soil and results in increased microbial decomposition of organic residues. Organic residues keep clay particles from chemically binding. Clay soils that remain protected by organic residues and stay moist resist turning into clods because the moisture and organic residues keep the clay

particles physically separated.

Organic residues act like sponges, absorbing water and soil nutrients and cushioning soil particles. Clods act like bricks, resisting water absorption and making soils hard and compacted. Photo by Jim Hoorman.



charide production by reducing plant root exudates and mycorrhizal fungus populations. Soil compaction is a result of the lack of active roots producing polysaccharides and root exudates and a lack of mycorrhizal fungi producing glomalin. In a typical undisturbed soil, fungal hyphae are turned over every five to seven days, and the glomalin in the fungal hyphae is decomposed and continually coats the soil particles. Disturbed soils have less fungi, more bacteria, and more microaggregates than macroaggregates. Heavy equipment loads push the microaggregates together so that they can chemically bind together, compacting the soil. Macroaggregate formation improves soil structure so that soil compaction may be minimized. Thus, soil compaction has a biological component (see Fig. 5).



Cultivation of soils, heavy rains, and oxygen promote the breakdown of macroaggregates, which give soil structure and soil tilth. Farmers who

**Fig. 5.** Tillage disrupts the macroaggregates and breaks them into microaggregates by letting in oxygen and releasing carbon dioxide. Photo by João Carlos de Moraes Sá.

excessively till their soils (for example, heavy disking or plowing) break down the soil structure by breaking up the macroaggregates, injecting oxygen into the soil, and depleting the soil of glomalin, polysaccharides, and carbon. Greater than 90% of the carbon in soil is associated with the mineral fraction (Jastrow and Miller, 1997). Glomalin and polysaccharides are consumed by flourishing bacteria populations that thrive on high oxygen levels in the soil and the release of nutrients in organic matter from the tillage. The end result is a soil composed of mainly microaggregates and cloddy compacted soils. Soils composed mainly of micro-aggregates prevent water infiltration due to the lack of macropores in the soil, so water tends to pond on the soil surface. Farm fields that have been excessively tilled tend to crust, seal, and compact more than no-till fields with surface crop residues and a living crop with active roots to promote fungal growth and glomalin production.

An agricultural system that combines a continuous living cover (cover crops) with continuous long-term no-till is a system that closely mimics a natural system and should restore soil structure and soil productivity. A continuous living cover plus continuous long-term no-till protects the soil from compaction in five major ways. First, the soil surface acts like a sponge to help adsorb the weight of heavy equipment traffic. Second, plant roots create voids and macropores in the soil so that air and water can move through the soil. Roots act like a biological valve to control the amount of oxygen that enters the soil. The soil needs oxygen for root respiration and to support aerobic microbes in the soil. However, too much soil oxygen results in excessive carbon loss from the aerobic microbes consuming the active carbon. Third, plant roots supply food for microorganisms (especially fungi) and burrowing soil fauna that also keep the soil from compacting. Fourth, organic residues left behind by the decaying plants, animals, and microbes are lighter and less dense

# Building soil structure

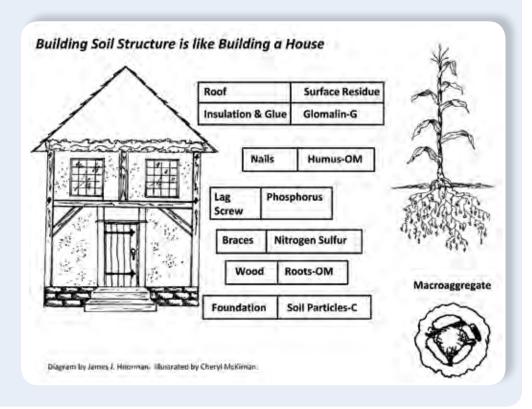
Building soil structure is like building a house. Mother Nature is the architect, and plants and microbes are the carpenters. Every house needs to start out with a good foundation like bricks (clay, sand, and silt) and cement (cations like Ca++, K+). When a house is framed, various sized wood timbers, rafters, and planks are used to create rooms (represented by the various sized roots in the soil). Wood and roots give the house and the soil structure, creating space where the inhabitants (plants, microbes, and soil fauna) can live.

Wood in a house is held together by various sized nails (humus) and lag screws (phosphate attaches organic residues to clay particles). A house has braces to add stability (nitrogen and sulfur provide stability to organic residues) and a roof to control the temperature and moisture. In the soil, a deep layer of surface residues controls oxygen and regulates water infiltration and runoff. A roof insulates the house and regulates the temperature just like surface residue on the soil surface keeps the soil temperature in a comfortable range for the inhabitants (microbes and plant roots). Houses need insulation and glue to keep them together. Root exudates form polysaccharides and glomalin (formed with mycorrhizal fungus) to insulate the soil

particles and keep the soil macroaggregates glued together. If the roof on a house is destroyed, moisture and cold air can enter the house and rot out the wood and dissolve the glues.

In the soil, organic matter decomposes very quickly when tillage, excess oxygen, and moisture either break down the glues (polysaccharides and glomalin) or are easily consumed by flourishing bacteria populations. Excess oxygen in the soil (from tillage) stimulates bacteria populations to grow, and they consume the polysaccharides as a food source, destroying the soil structure. With tillage, macroaggregates become microaggregates, and the soil becomes compacted.

As every homeowner knows, houses need regular maintenance. In the soil, the roots and the microbes (especially fungi) are the carpenters that maintain their house, continually producing the glues (polysaccharides and glomalin) that hold the house together. Regular tillage acts like a tornado or a hurricane, destroying the structural integrity of the house and killing off the inhabitants. Tillage oxidizes the organic matter in the soil, destroying the roots and the active organic matter, causing the soil structure to crumble and compact. If you remove wood supports and glue in a house, the house becomes unstable just like the soil does when you remove the active living roots and active organic residues (polysaccharides). Wood beams in a coal mine stabilize the coal mine tunnel like active living roots and healthy microbial communities give the soil structure to prevent soil compaction. Active roots and macroaggregates give soil porosity to move air and water through the soil in macropores. In an ideal soil, 50 to 60% of the soil volume is porous while in a degraded compacted soil, soil porosity may be reduced to 30 to 40% of the total soil volume. Compacted soil is like a decaying house turning into a pile of bricks, cement, and rubble.



# Five ways soil organic matter resists soil compaction

- 1. Surface residue resists compaction. Acts like a sponge to absorb weight and water.
- 2. Organic residues are less dense (0.3–0.6 g/cm³) than soil particles (1.4-1.6 g/cm<sup>3</sup>).
- 3. Roots create voids and spaces for air and water.
- **4.** Roots act like a biological valve to control oxygen in the
- **5.** Roots supply exudates to glue soil particles together to form macroaggregates and supply food for microbes.

than clay, silt, and sand particles, so adding organic residues to the soil decreases the average soil density. Fifth, soil compaction is reduced by combining microaggregates into macroaggregates in the soil. Microaggregate soil particles (clay, silt, and particulate organic matter) are held together by humus or old organic matter residues, which are resistant to decomposition, but microaggregates tend to compact in the soil under heavy equipment loads. Polysaccharides and glomalin weakly combine microaggregates into macroaggregates, but this process is broken down once the soil is disturbed or tilled.

#### Summary

Soil compaction reduces crop yields and farm profits. For years, farmers have been physically tilling and subsoiling the soil to reduce soil compaction. At best, tillage may temporarily reduce soil compaction, but rain, gravity, and equipment traffic compact the soil. Soil compaction has a biological component—it is caused by a lack of actively growing plants and active roots in the soil. A continuous living cover plus long-term continuous no-till reduces soil compaction in five ways. Organic residues on the soil surface cushion the soil from heavy equipment. Plant roots create voids and macropores in the soil for air and water movement. Plant roots act like a biological valve to control the amount of oxygen in the soil to preserve soil organic matter. Plant roots supply food for soil microbes and soil fauna. Residual organic soil residues (plants, roots, and microbes) are lighter and less dense than soil particles.

Soil compaction is reduced by the formation of macroaggregates in the soil. Microaggregate soil particles (clay, silt, and particulate organic matter) are held together by humus or old organic matter residues and are resistant

to decomposition. Macroaggregates form by combing microaggregates together with root exudates like polysaccharides and glomalin (sugars from plants and protein from mycorrhizal fungi). Polysaccharides from plants and glomalin from fungi weakly hold the microaggregates together but are consumed by bacteria, so they need to be continually reproduced in the soil to improve soil structure. Tillage and subsoiling increase the oxygen content in soils, increasing bacteria populations, which consume the active carbon needed to stabilize macroaggregates, leading to the destruction of soil structure. Soil compaction is a direct result of tillage, which destroys the active organic matter, and a lack of living roots and microbes in the soil. Heavy equipment loads push soil microaggregates together so that they chemically bind together, resulting in soil compaction. 👯

# Acknowledgments

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