

"On Location," p.63-64. The Growing Classroom: Garden-Based Science. Jaffe, Roberta and Appel, Gary. Addison Publishing Company, 1990.

On Location

Description

In this activity, students map different characteristics of the school or garden site to help create awareness of the area.

Objective

To reinforce observation skills and to develop mapping skills.

Materials

One map outline per student

Preparation

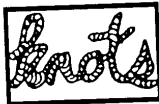
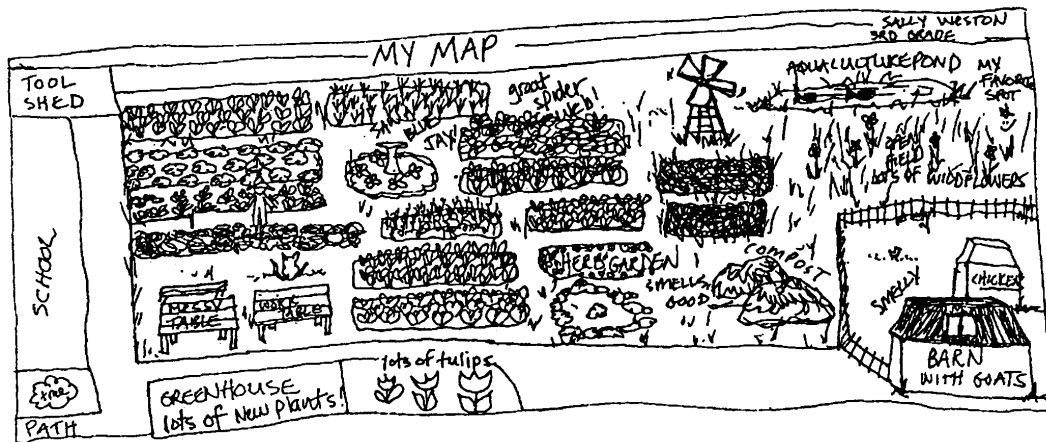
Prepare a ditto of an outline of the boundaries of your Life Lab garden.



If you were going on a trip and weren't sure what roads to take, what could you use to find out? How else are maps useful? (to help find where places are located, to give information about the geography of a location, and so on) What if you were going to visit a special friend who lived in another town and you wanted to show her or him what your Life Lab garden looked like but you didn't have a camera? Could a map of the garden help? We could also use a map of the garden to record information. Let's make a list of the kind of information we can record on a map. (location of class beds, traffic flow, direct-sun and shade spots, noisy and quiet spots, favorite spots)



1. Give each student or pair of students a map of the perimeter of the school or garden site. Have students investigate the site, adding details. These maps can be records of their own observations and discoveries rather than a collection of information they have merely checked.
2. Have students map locations of objects, buildings, fence gates, garden beds, and so on. Help them develop ways to measure distances and scale them on the map without using measuring instruments.
3. Now have students work together in groups of three or four. Assign one of the map uses listed on the board during discussion to each group. Have each group use their maps to describe that specific use. One group might use arrows to mark the typical traffic flow in the garden, another might map insect homes, and so on.
4. Have each group share their discoveries with the whole class.



Do people use the land around our school in different ways?

1. Before groups share their discoveries, have each group exchange maps with another. Have the other group describe the information recorded on the map.
2. Choose something that changes throughout the year in the garden. Have students keep a map record of the changes.