

MODEL LESSON
GREEN SPACES IN YOUR COMMUNITY
BY TERRY SAYRE

OVERVIEW: Students discuss the need for & importance of urban green space and analyze its importance for recreation & animals.

GEOGRAPHIC Questions: How do people & animals utilize green space in a city? Why should green spaces be valued?

CONNECTION TO THE CURRICULUM: This integrated activity combines art and geography. It also ties in to the third grade communities curriculum.

NATIONAL GEOGRAPHY STANDARDS:

- #1) How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- #3) Analyze the locations of places and suggest why particular locations are used for certain human activities.
- #5) Identify and demarcate areas that are alike and different and form regions from these (e.g., residential neighborhoods, parks, industrial areas, etc.)

OREGON STATE CONTENT STANDARDS: Benchmark 1: Social Studies- Geography

- Understand the purpose of maps.
- Identify physical characteristics of places and compare them.

GRADE LEVEL: 1-3

OBJECTIVE: Students will...

1. Identify the character of green space.
2. Locate on a map the green spaces in their community
3. Analyze the map and chose an additional "green space."
4. Present and explain their decision.

MATERIALS:

- 1 Sheet Poster Paper per group
- 1 Pencil Per Student
- 1 Copy of Green Space Bingo Card Per Student
- Markers or Crayons
- Community Maps or Aerial Photos (Aerial Pictures Can Be Purchased at www.usgs.gov)
- (Optional) City Planner – They can also bring aerial pictures.
- Sticker Dots

PRESENTATION STEPS

Day 1

1. 2 Minute Quickdraw-What is a green space?
2. Brainstorm list of student's vacations, weekend plans or favorite local places. Point out that some may occur in green spaces.
3. Introduce city planner – Have him or her describe their job. If he or she is comfortable, they can lead some of the following activities. (Optional)
4. Pass out maps & sticker dots. Have students put sticky dots on where they think their house is located. *Note: The teacher may wish to acquire the addresses of the students to assist, if necessary, with the placement of the dots.*
5. Point out green spaces on map & have kids circle them.
6. Ask: Why are green spaces important? What do you find in a green space (trails, parking, water, interpretive trails, kiosks, etc.)? Make a list.
7. Divide students into cooperative groups of 2-4. Talk to them about location of green spaces. Give them five minutes to look at map and decide where they think a new green space should be placed in their community.
8. Pass out poster paper and have students get out markers.
9. Have cooperative groups design their green space, which is to be used by people & animals.
10. Have groups present their posters.



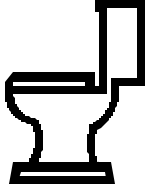

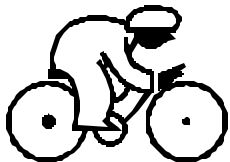






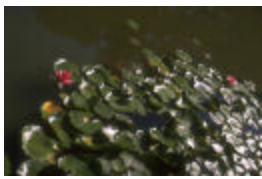
Day 2 (Half Day Field Study) - Prior to field trip, find a local green space, visit it & set up transportation.

1. At the site, review with students what they learned about urban green spaces.
2. Pass out green space bingo cards. Tell the students to check off items on their cards as they walk around with their groups.
3. Have parent chaperones take groups around the green space crossing off boxes as they find them.

ASSESSMENT: Have students do a quick write describing what a green space is and why we have them. Call on students to share to their writing with the class or let kids buddy share them.

EXTENSION: Have higher-level students draw items to scale.

Name:

 <p>Squirrel</p>	 <p>Parking</p>	 <p>Picnickers</p>	 <p>Bathrooms</p>
 <p>Walkers</p>	 <p>Birds</p>	 <p>Trash Can</p>	 <p>Bicyclists</p>
 <p>Stream</p>	 <p>Benches</p>	 <p>Trails</p>	 <p>Trees</p>
 <p>Bridge</p>	 <p>Roller Bladers</p>	 <p>Kiosk</p>	 <p>Pond</p>