

<b>THEME:</b>	<b>Watershed</b>
<b>SCOPE &amp; SEQUENCE UNIT:</b>	<b>Mapping our Watershed</b>
<b>OBJECTIVE:</b>	<b>From source to sea</b>
<b>ACTIVITY:</b>	<b>Draw the creek watershed</b>

Notes:	In-class activity; 2 classes , especially if using a resource person
Teacher Prep.:	This is a great activity immediately after walking the watershed.
Time:	Two classes: ~45 minutes each

### **Skills:**

- ◆ Critical & creative thinking
- ◆ Ecological literacy

### **Objectives:**

- ◆ To transfer the kinesthetic experience of hiking and exploring the creek's watershed to a 2-dimensional map on paper
- ◆ To create a visual representation of the creek in the context of the watershed
- ◆ To establish what is personally important for marking on the map

### **Background Information:**

Our experience was to immediately start drawing the map following the expedition exploring the creek's length. Then we arranged for a resource person (an artist who uses maps to communicate information) to come in and share with the class ideas for maps, and to assist students with their maps in progress.

### **Materials:**

Sheets of 11X17-inch paper for drawing (1/student)

Pencils

Colours (pencils or markers)

### **Introductory Discussion:**

Introduce mapping to students. A map should orient the reader to a place. Offer some examples of handcrafted maps. Recall with the students their walk along the creek. What are some of the important landmarks along the way that come to mind? Make a class list of these features. A map needs a legend or key to explain things to the reader. Offer an example of a legend, with symbols and definitions

(this may well match the list of features, above). A map needs a title. A scale is also useful, and an orientation to north, if possible. Depending on the expedition along the creek, it may serve as a good suggestion that students orient their drawing on the map with the creek in the upper left corner of the longest edge of the paper and then flow down (at least that was useful for our situation starting at the headwaters).

It can be challenging to transfer a 3-D experience to 2-D. Offer suggestions as to where a good starting point on the paper would be for the creek to begin, and where a good place for the creek to end would be (i.e. in what part or corner of the paper). Then students can place their important features along the creek length as they encountered them. Working in pencil first is also a good idea.

### Reflection Discussion:

Once complete, ask for volunteers to present their map. Afterwards, dialogue as a class on the features of the creek that stood out the most. Display all maps.

### Student Page:

11 X 17-inch piece of white construction or card stock paper for drawing

### Resources:

Islands in the Salish Sea, a Community Atlas

Harrington and Stevenson (eds). 2005. The Land Trust Alliance of BC. TouchWood Editions, Surrey, BC.

### Exemplars:





