

Where in the World?

Contributed by the Preservation Society of Newport County, adapted from "Where in the World? Exploring Our Relationship to Place"

RI – SS – GSEs:

- G1
- G2

Recommended for Grade(s) K – 3

Description:

After an introduction to the garden, students will create a map of Green Animals using guided questions. Upon returning to the classroom, students will discuss their maps in a group and talk about the questions posed.

Objective:

The objective is to gain an understanding of place and maps. Students will familiarize themselves with cardinal directions and develop a vocabulary to talk about the importance of place.

Green Animals Connection:

The entirety of the property will be used to guide students in this activity.

Procedure:

1. Upon arrival, the class will receive materials and an introduction to the lesson
2. Discussion of map symbols and cardinal directions – instructor will draw a compass rose on the board and will use landmarks from the garden to orient the students to the garden.
3. Divide students into groups and tell them what they need to draw on their maps
 - a. The map should include the following:
 - i. Compass and symbols (to be pre-determined before going out to the garden)
 - ii. Vegetable garden
 - iii. Specific topiaries
 - iv. Bamboo grove
 - v. Beech tree
 - vi. Fish pond
 - vii. Gourd arbor
 - viii. Farm house
 - ix. Barn
 - x. Berries and Fruit garden
4. Students return to the classroom to finish their maps
5. Students present the maps and discuss the activity

Follow Up:

After students leave the garden, the conversation can be continued by discussing some questions adapted to your specific class from “Where in the World? Exploring our Relationship to Place” worksheet.

WHERE IN THE WORLD? EXPLORING OUR RELATIONSHIP TO PLACE

Facilitator supports participants to establish the cardinal directions by asking where the sun rises/sets, where prominent landmarks are located (mountain ranges, ocean, etc). Once group has established this, create an oriented "map" on the ground with clear boundaries. Participants will place themselves on the map according to their personal responses to the facilitator's prompts. Acknowledge that scale will vary depending on the question. Below are some questions you may wish to use, though buy-in will increase when the prompts are audience-specific: relevant. After each prompt is silently responded to, ask 3-5 participants to tell the group where they are.

1. Where does the sun rise/set?
2. Which way is West?
3. Where is the GG Bridge?
4. Where does the sun set on December 20th? On the summer solstice?
5. Where do you call "home"?
6. Where are your mother's ancestors from?
7. Where are your father's ancestors from?
8. Where in the world would you like to travel?
9. Where in the world would you like to go to college?
10. Where in the world do people speak the language that you and your family speak?
11. Where in the world do people speak the language that you would like to learn?
12. Where is your favorite food from?
13. Where is your favorite music from?
14. Where in the world did the coltan for the screen in your phone come from?
15. Where does your electricity come from?
16. Where in the world do you feel safe?
17. Where in the world is your favorite night sky?
18. Where did the full moon rise on Saturday?
19. Where in the world does one of your idols / role models live?
20. Where in the world would you like to grow old and raise your children?
21. Where in the world does your garbage go?
22. Where were you when you first felt a connection to nature/the environment?
23. Check the tag of your shirt – where was it made?
24. Where does SF water come from?
25. ?

Debrief options:

- How many people had to travel during that exercise?
- How many people weren't sure of their responses to some of the prompts?
- What came up for you?
- What did you learn about your community? Surprises? Similarities? Differences?
- How are we all connected? To each other? To land? To food? To water?
- What networks did you observe? What systems connect us?

We are global citizens. This activity is about building community amongst participants (unexpected commonalities & differences) AND rooting our personal experiences in deeper relationship with PLACE in order to better understand HOME. We are re-memorizing ECOLOGICAL LITERACY. We are collectively examining our relationships with place, people, all living beings and the "things" with which we interact each day. We are exploring these relationships together.

"ECO" comes from the Greek *oikos* which means home. Ecology is the study of HOME. Economy is the management of HOME. Ecosystems are the web of connections with inputs and outputs at HOME. This place-making activity is setting the stage for long term observation of the way in which we are in relationship with HOME.