



## Field Journaling at Longwood

### **At a Glance:**

Students investigate and use observation skills in specific areas of Longwood Gardens.

**Grades:** 3-12 (Modify as desired)

**Materials:** colored pencils and clipboard

### **Objectives:**

Students will develop observation and recording skills.  
Students will develop the ability to read and follow a map.

### **National Standards for Science:**

Standard 6: Understands relationships among organisms and their physical environment.

Standard 12: Understands the nature of scientific inquiry.

### **National Standards for Geography:**

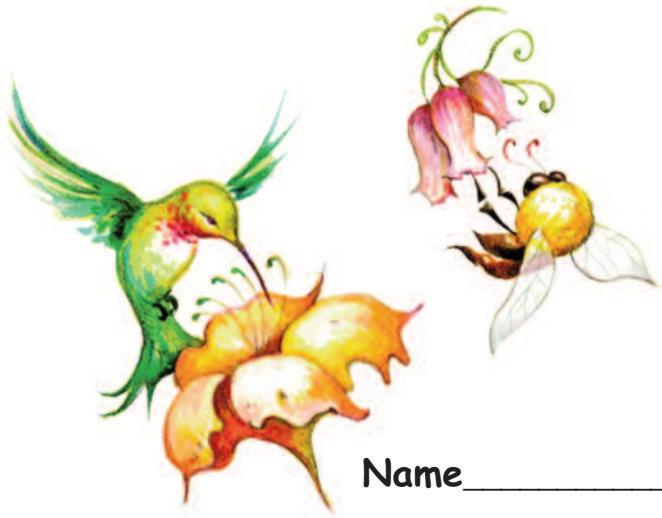
Standard 1: Understands the characteristics and uses of maps.

### **Resources:**

[www.coevolution.org](http://www.coevolution.org)

[www.fs.fed.us/wildflowers/pollinators/index.shtml](http://www.fs.fed.us/wildflowers/pollinators/index.shtml)

[www.kidsgardening.com](http://www.kidsgardening.com)



Name \_\_\_\_\_

## The Pollination Story

The goal of every living creature is to reproduce. Flowers and plants are no different. Plants grow flowers to attract pollinators. A pollinator can be an insect, bird, bat, spider, mouse, or any other creature that transfers pollen from one flower to another. Most of the time, pollinators deliver pollen and pollinate other flowers by accident.

Pollinators get nourishment from flowers. Food, in the form of pollen or nectar, comes from flowers. When pollinators visit a flower to eat or mate, pollen from the anther (the male part of the flower) sticks to the pollinator and is carried to another flower. When the pollen sticks to the stigma (the female part of the flower), pollination occurs. The plant will produce a seed that will hopefully become a new plant.

Pollinators and flowers depend on each other.






## DIRECTIONS:

Use your Longwood Gardens guide map to find your way around the gardens today. Read the statements below to find each location. Try to visit at least 4 garden areas.

Once you arrive at the location, record your observations using the chart on the next page. Try to be quiet and still for 5 minutes. Use your senses to observe your surroundings. Watch for the pollinators!

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1. Go to any area of Longwood with water. Sit for 5 minutes and record what you see, hear and smell in this water area. (Try the Small Lake or Large Lake areas.)
  2. Go to an area of Longwood with trees lining the path. (Try Peirce's Park or the Forest Walk.)
  3. Find an area of the Gardens that shows animal shaped bushes and trees. (Try the Topiary Garden.)
  4. Find a fountain. Listen to the water.
  5. Find a treehouse to sit up high in the shade. How is this different than being on the ground? What do you see?
  6. Go to the Meadow. What do you hear?
  7. Find an area with flowers lining the path. (Try the Flower Garden Walk.) Concentrate on your sense of smell in this area.



MY OBSERVATION CHART OF LONGWOOD GARDENS



GARDEN AREA	What do you see?	What do you hear?	What do you smell?	Pollinators?



**Questions:**

1. Did you notice any pollinators while you were observing?  
What kinds of pollinators did you see?

2. Which area seemed to be the most fragrant?

• Were there more pollinators in this area?

3. Which area was the noisiest?

• Why do you think it was noisy?

4. List the garden areas you visited.

- 1.
- 2.
- 3.
- 4.

5. Which area was your favorite? Why did you like it?





## Follow Up:

Use the information gathered at Longwood Gardens to create a story or poem. In the space provided record additional observations and ideas for a short story or poem.

Share your story or poem with the class.

