Site Exploration

Investigative Question: Where should we build a new education center?

Goal: Demonstrate skills for historical and geographical analysis and responsible citizenship by selecting a building location (evaluated through the synthesis of prior and new learning) with the least negative impact on a combination of natural, hydrological, historical, and social resources.

Learning Objectives:
Knowledge: Students will be able to describe the landscape (shape and cover) and current and historical uses of the area.

Key Concepts & Skills: Students will use map reading skills and develop skills in how to evaluate land use.

Value: They will combine this understanding with prior learning by evaluating possible locations for construction of a new building and selecting the location that they can justify as having the least negative impact on a combination of natural, hydrological, historical, and social resources.

Virginia SOLs:
Science:
6.7 The student will investigate and understand the natural processes and human interactions that affect watershed systems.
6.9 The student will investigate and understand public policy decisions relating to the environment

Math:

History
USI.2d recognize key geographic features on maps, diagrams, and/or photographs. Use essential skills
USI.1f analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;
USI.1b make connections between the past and the present;

English 6.1 The student will participate in and contribute to small-group activities. 6.9d d) Cite primary and secondary sources.

Materials
Large field flags for each site location labeled with the site number

Resources:
- List of all sites investigated – marked on map
  (H) Home Site – the bus and event parking field
  (1) – 1940’s research greenhouse near the picnic grove
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(2) – Native Plant Meadow above Rattlesnake Spring
(3) – Field East of Lake Georgette
(4) – Field West of Lake Georgette
(5) – Quarters Building
(6) – Chimney
Other Site __________________

Special Safety- Share cell phone numbers between the investigation leader and the group leaders before going to the various sites. Watch for any tripping hazards as you walk to the sites (ex. holes, rocks, tree branches).

Background information- This station should serve as the synthesis point for student reflection and a chance to see more of Blandy, allowing them to bring all of the activities and slices together and start planning a final project.

Prior knowledge –
Before arriving at Blandy, students should know what a topographic map is, that contour lines represent different elevations, and that the distance between contour lines indicates the steepness of slope.

Set-up: Print investigation packets & place materials in backpacks for each site chaperone (5 sets)
Place site flags at each of the 5 sites

Procedure/Instructional Strategy
1. Ask students if they have a location in mind for a new building. What are some things to consider when choosing a potential building site? If student groups have not yet chosen a site, remind them of the fall site exploration locations. Inform students that they will be visiting 6 sites in order to narrow down their site selections.
2. At each location, students conduct a quick site analysis to apply their learning from both field investigation visits to Blandy. Each location includes historical and information signs to help student groups perform their site analysis.
3. Remind students that you (a Blandy Representative) are the expert and can answer any questions to help them with their final site analysis. On the way back from site analyses, students will also visit the new lab area (with new greenhouse construction) to understand how construction can affect an area.
4. Model the data sheet with students at the first site (bus parking area). Discuss how the data sheet is arranged and explain to students that they will model the analysis at this
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site in order to ask the same questions and perform analyses at the other potential building sites.

5. Along the way, ask inquiry questions to connect the activities that were conducted at Blandy and in the classroom. Inquire with teachers for vocabulary and help to make these connections.

6. The site of Lake Georgette will be used as an end-of-day synthesis and reflections location to a) analyze the site and b) consider all the activities and information gathered and c) acquire any additional information or ideas students need to complete the project back at school.

7. ALTERNATIVE: If student groups have already selected a location, they may go with an adult to that site for analysis. While this is similar to the fall activity, the analysis in this case is designed as a research study for their particular project. The fall datasheet will be modified to support project planning.
## Site Exploration

### Site Analysis Record

<table>
<thead>
<tr>
<th>Environment Description</th>
<th>This location has a connection with a historical Person, Info, or Event.</th>
<th>This location is an important part of how Blandy is currently used.</th>
<th>This location is likely to flood or cause runoff pollution.</th>
<th>Construction here would harm an ecosystem or habitat.</th>
<th>This location has access to roads, water, electricity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location: The Quarters Building</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>![Image](Location: The Quarters Building)</td>
<td>EVIDENCE:</td>
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<td>EVIDENCE:</td>
<td>EVIDENCE:</td>
<td></td>
</tr>
<tr>
<td>Location: The Chimney</td>
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