



## LESSON: Mapping Our Neighborhood Pollinators

GRADE: 1<sup>st</sup>

TIME: 60 min.

### SUMMARY:

Students will learn about pollinators and their habitat. They will then examine their own neighborhoods and map pollinator habitat. Back in the classroom, they will use their maps to discuss ways humans and the environment impact each other. Finally, students will imagine ideal pollinator habitats.

### OBJECTIVES: Iowa Core

#### Subject

#### Social Studies

- **SS-K-2.G.1** Understand the use of geographic tools to locate and analyze information about people, places, and environments.
  - Understand representations of locales and regions on maps and globes.
- **SS-K-2.G.1** Understand how geographic processes and human actions modify the environment and how the environment affects humans.
  - Understand humans impact the environment in positive and negative ways.
  - Understand the environment impacts humans in positive and negative ways.

### MATERIALS & RESOURCES:

- Photos of pollinators <http://ento.psu.edu/pollinators/image-galleries/photos>
- Examples of maps
- Clipboards
- Paper
- Pencils
- Devices that take photos (optional)



## PRESENTATION / INTRODUCTION:

Have the kids imagine a world without insects.

- There would be some good aspects – bees or wasps, harassed by flies, etc, would no longer sting them.
- What would be the negative consequences? Without insects, we would have no chocolate, strawberries, apples, almonds, coffee, etc. (Additional food examples can be found at [http://pollinator.org/list\\_of\\_pollinated\\_food.htm](http://pollinator.org/list_of_pollinated_food.htm)) Why is this?

Explain that creatures called pollinators help many of these fruits and vegetables grow. Pollinators and flowers work together. A pollinator (often an insect) helps flowers create seeds, fruits, and vegetables. Show photos of pollinators.

Where do pollinators live? Today students will be creating a map of neighborhood pollinator habitat and examining how humans and the environment influence each other.

## DIRECTIONS:

1. Discuss where students think insects like to live. What would attract them? What would repel them? Point out that pollinators will want to be near flowers and their nectar.
2. Explain that students will create a map of pollinator habitat near the school. Review mapping concepts, examine examples of maps, and discuss symbols and legends. Distribute clipboards, paper, and pencils, and model setting up the map.
3. Remind students of expectations outdoors. Discuss specific ideas to look for outdoors. Have them dress for the weather and line up to go outside.
4. Walk through the neighborhood and point out different pollinator habitat zones. It could be an extensive prairie or as simple as a single flowering plant. Take "mapping breaks" periodically so students can sit down and add pollinator habitats to their maps. Optional: Cameras could photograph the different habitat and later added to the maps.
5. When they return to the classroom, have them add finishing touches. Discuss what they saw. Was there a lot of habitat for pollinators? What areas on the map had a lot of flowers? Where would it be helpful for there to be additional habitat? What are things people could do to help pollinators? What are things that could negatively affect pollinators? How could pollinators be harmful for people? How do pollinators help people?

## REFLECTION/JOURNAL PROMPT:

Ask students to imagine being a pollinator. What would a perfect habitat include? Students will draw pictures of a habitat where pollinators would thrive. Before beginning, have students brainstorm items to include. After they finish, have students do a museum walk to see their peers' ideas.