

**PNL Lesson 6**  
**FIELD TRIP GUIDE**  
**TEACHER INFORMATION**



**Lesson Summary:** Students complete classroom preparation and go on a field trip to document local place names and landmarks.

**Objectives:** Students will understand the importance and location of local landmarks using field notes, GPS receivers and digital cameras. (It is assumed that students have done GPS Lesson 1 and, optionally, GPS Lesson 2.)

**Estimated Time:** Depends upon the circumstances; but half- to full-day field trips often work best.

**Correlation to Alaska Standards:**

- Cultural D-4 Gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance.
- Cultural E-2 Understand the ecology and geography of the bioregion they inhabit.
- Geography A Make and use maps, globes and graphs to gather, analyze, and report spatial (geographic) information.
- Geography B Utilize analyze, and explain information about human and physical features of places and regions.

**BACKGROUND FOR THE TEACHER**

This field trip is intended as a follow-up to classroom work on local landmarks. It differs from GPS Lesson 2 Field Data Collection Using a GPS and Digital Camera in that: (1) students will have researched landmark sites ahead of time, perhaps through books, talks with local landscape experts and/or use of Google Earth; and (2) hopefully a landscape expert will accompany students on this trip, shedding light on the places they visit.

If your class plans on traveling with a local expert, take care that the technological gadgets are off and out of use when the expert is talking. It generally works well to stop at a landmark, have the students listen and take written notes while the expert talks, and then use the GPS receivers and cameras for documentation.

Make sure that the GPS receivers and cameras are ready:

- Check batteries on both the GPS receivers and cameras
- Clear camera memory cards
- Clear waypoints and track logs from the GPS units
- Check time/date settings on the cameras
- Make sure that the cameras and GPS units are labeled

### **INSTRUCTIONAL PROCEDURES**

In class, assign landmark sites to student teams and ask each team to fill out the "Classroom Work" sections of their Field Trip Planning and Observation Sheet. Explain that each team will be the classroom expert for the sites that they are assigned. If you did PNL Lesson 5, "Picking Points," you can also ask each team to program their GPS with the waypoints they determined for their assigned sites.

Remind students of the field protocols for respectful treatment of guests and use of equipment as follows:

- If an expert is traveling with you, allow the expert to share whatever stories and information they have when you first reach a site. Take written notes first, followed by GPS and camera documentation when the visitor has finished talking.
- Group roles are as follows: recorder, GPS operator and photographer.
- Roles should be rotated amongst the group so that everyone has a chance.
- It is the recorder's job to make sure that all information is written on the data sheet, but the whole group is responsible for helping collect the information.

Group Name: \_\_\_\_\_ Date: \_\_\_\_\_

Group Members: \_\_\_\_\_

GPS number: \_\_\_\_\_ Camera number: \_\_\_\_\_

## Field Trip Planning and Field Observation Sheet

Site # \_\_\_\_\_

### Classroom Work

English Name: \_\_\_\_\_

Alaska Native Name: \_\_\_\_\_

Story: \_\_\_\_\_

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### Field Data

Photo #: \_\_\_\_\_ Photographer: \_\_\_\_\_

Waypoint #: \_\_\_\_\_ GPS Operator: \_\_\_\_\_

GPS Accuracy: \_\_\_\_\_ Comments: \_\_\_\_\_

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## Field Trip Planning and Field Observation Sheet

Site # \_\_\_\_\_

### Classroom Work

English Name: \_\_\_\_\_

Alaska Native Name: \_\_\_\_\_

Story: \_\_\_\_\_

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### Field Data

Photo #: \_\_\_\_\_ Photographer: \_\_\_\_\_

Waypoint #: \_\_\_\_\_ GPS Operator: \_\_\_\_\_

GPS Accuracy: \_\_\_\_\_ Comments: \_\_\_\_\_

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## Field Trip Planning and Field Observation Sheet

Site # \_\_\_\_\_

### Classroom Work

English Name: \_\_\_\_\_

Alaska Native Name: \_\_\_\_\_

Story: \_\_\_\_\_

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### Field Data

Photo #: \_\_\_\_\_ Photographer: \_\_\_\_\_

Waypoint #: \_\_\_\_\_ GPS Operator: \_\_\_\_\_

GPS Accuracy: \_\_\_\_\_ Comments: \_\_\_\_\_

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## Field Trip Planning and Field Observation Sheet

Site # \_\_\_\_\_

### Classroom Work

English Name: \_\_\_\_\_

Alaska Native Name: \_\_\_\_\_

Story: \_\_\_\_\_

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### Field Data

Photo #: \_\_\_\_\_ Photographer: \_\_\_\_\_

Waypoint #: \_\_\_\_\_ GPS Operator: \_\_\_\_\_

GPS Accuracy: \_\_\_\_\_ Comments: \_\_\_\_\_

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