



Lesson 7: Field Trip — Community Study

In this lesson, students analyse the physical evidence of past and current developments in their own community.

Support material: Worksheet B8, Surveying Guidelines, Information Sheet 19 “Library Facade”.



Spotlight

My own community



Key Concepts

Observing. Recording.

Review of work

Discuss Worksheet B7 with the class.

- What did they discover about the geography and history of their community?
- Did any of their discoveries surprise them or change their attitudes?
- Did they agree on the community’s point of origin? On their community’s centre today?



Activity — Field Trip

On this field trip, the students carry out a site-study of the community whose origins and history they investigated in Lesson 6. The objectives are to:

- Trace the physical evidence of its development over time.
- Examine the range of building types and public spaces which have emerged to meet the needs of the community.
- Record the physical character of the place as it is today.

Unless the community is very small, the field trip will have to be confined to just part of it. The teacher should select the area which he or she considers most promising and most practical for the exercise. The study is carried out in three stages. Allow 2 to 3 hours on the site.

Stage 1 — In teams of four or five, the students explore the community’s centre or point of origin. (The community’s point of origin should have been identified during Lesson 6. If it is now “lost”, perhaps covered by factories or an outlying housing estate, the teacher may select the present centre of the community as the starting point for the field trip study.)

Stage 2 — In smaller teams, students survey individual streets and squares.

Stage 3 — Each student studies a particular group of buildings.



Note: This field trip does not involve any measurement, nor does Lesson 8 involve any scale drawings. If the teacher wants to carry out a measured survey (of the town square, for example), and then produce scale drawings and models, the procedures should be modified (see “Surveying Guidelines”). The students should bring the equipment listed in the Guidelines and the time allowed should be extended.

Teacher Preparation

1. Check the procedures suggested in Worksheet B8. If necessary, modify them according to the interests and abilities of the class.
2. Decide on the number of teams needed to carry out the tasks in each Stage. This will depend on the size, nature and complexity of the study area, the number of streets/squares to be covered etc. For example, the site may present few opportunities for the tasks assigned to the Yellow or Purple Teams. If so, the teacher could omit the Purple Team and assign its tasks to the Yellows.
3. Obtain suitable maps of the area — Ordnance Survey 1:1000 scale, if available. Prepare A3 photocopies of the area to be studied on the trip. For Stage 2, students could be provided with an enlarged photocopy of their assigned street or square. (Make sure to include a north point on all photocopies.)
4. Organise teams and select team leaders. Keep a record of who is on each team. Distribute maps and Worksheet B8 before leaving the school.

Materials

Each student needs to bring: A3 copies of a map of the study area, A3 sketch pad, pencils, coloured pencils, pencil sharpener, eraser, ruler, a copy of “Surveying Guidelines”. Bring as many cameras as possible.

Homework

1. Students should complete any unfinished sections of the worksheet and have their photographs developed. If they took black and white photos, they could process them themselves.
2. Check Worksheet B8 for **Scrapbook** and **Vocabulary Files**.

Cross-Curricular Connections

1. Surveying/Technical Drawing/Workshop — For the following, see Guidelines on Surveying, Drawing and Model-making.

Make a measured survey of the main street or square or an interesting public space in your community. Then, to scale:

Draw an accurate plan and section of the street/square and elevations of the buildings which line it.

or

Make a 3-dimensional model of the facades only, using card, balsa wood or clay.

or

Take a series of photos of the street elevations. Trim them and line them up. Then paste



onto backing sheet to create an unbroken street elevation.

or

Make a 3-dimensional model of the whole street/square.

2. Media Studies — Review newspaper coverage of your community. What picture of your community does it present? Is it fair, accurate, balanced?
3. Local History — Interview people who know about your local area. Ask them about events, personalities, legends, buildings. Record your findings.
4. Music — Make a series of recordings of the sounds in different kinds of places in your community — a busy street, a railway station, supermarket, crèche, church, beach, riverbank, park. . . . Use these as part of the class display about your community.
5. Social Studies/Design. Compare two Dublin suburbs: Crumlin (1940s) and Tallaght (1970s). What do they tell us about how 'working class' people were expected to live their lives?
6. Business / Environmental Studies. Find out in which areas of your town property is most expensive / least expensive. Why do property prices vary?