

Community Mapping: Telling Stories Through Maps

Maps are powerful storytellers. You can use maps to learn more about your neighbourhood and to teach others about things going on in your community.

Today you will be creating several maps to tell a story about the availability of good quality, nutritious food in the Brock community.

Part 1: From Brock PS to FoodShare

Map the route from your school to FoodShare on the back of this page. If you are familiar with the local neighbourhood including Bloor, College, and Dufferin, you can include those too!

Take careful observations, be as detailed as possible, and try to label as many of these as you can on your map:

- Community gardens
- Home gardens
- Compost areas
- Green spaces that could be used to grow food
- Energy efficient devices (e.g. solar panels)
- Bike lanes
- Places to eat
- Places to buy groceries
- Any other food-related projects or possibilities for future projects!

Remember to give your map a title, a compass to indicate direction, and a legend if you use symbols.

Your Name: _____

Part 1: From Brock PS to FoodShare

A large, empty rectangular box with a thick black border, occupying the majority of the page below the section header. It is intended for the student to write their response to the prompt.

Part 2: At FoodShare

A) Choose either the garden, greenhouse, or compost area of FoodShare to create your next map.

For example:

If you choose the garden, note the different areas of the garden, how it is laid out, what kinds of plants and animals you see and hear, their location, the size of their plots, what they are used for, any special features, etc.

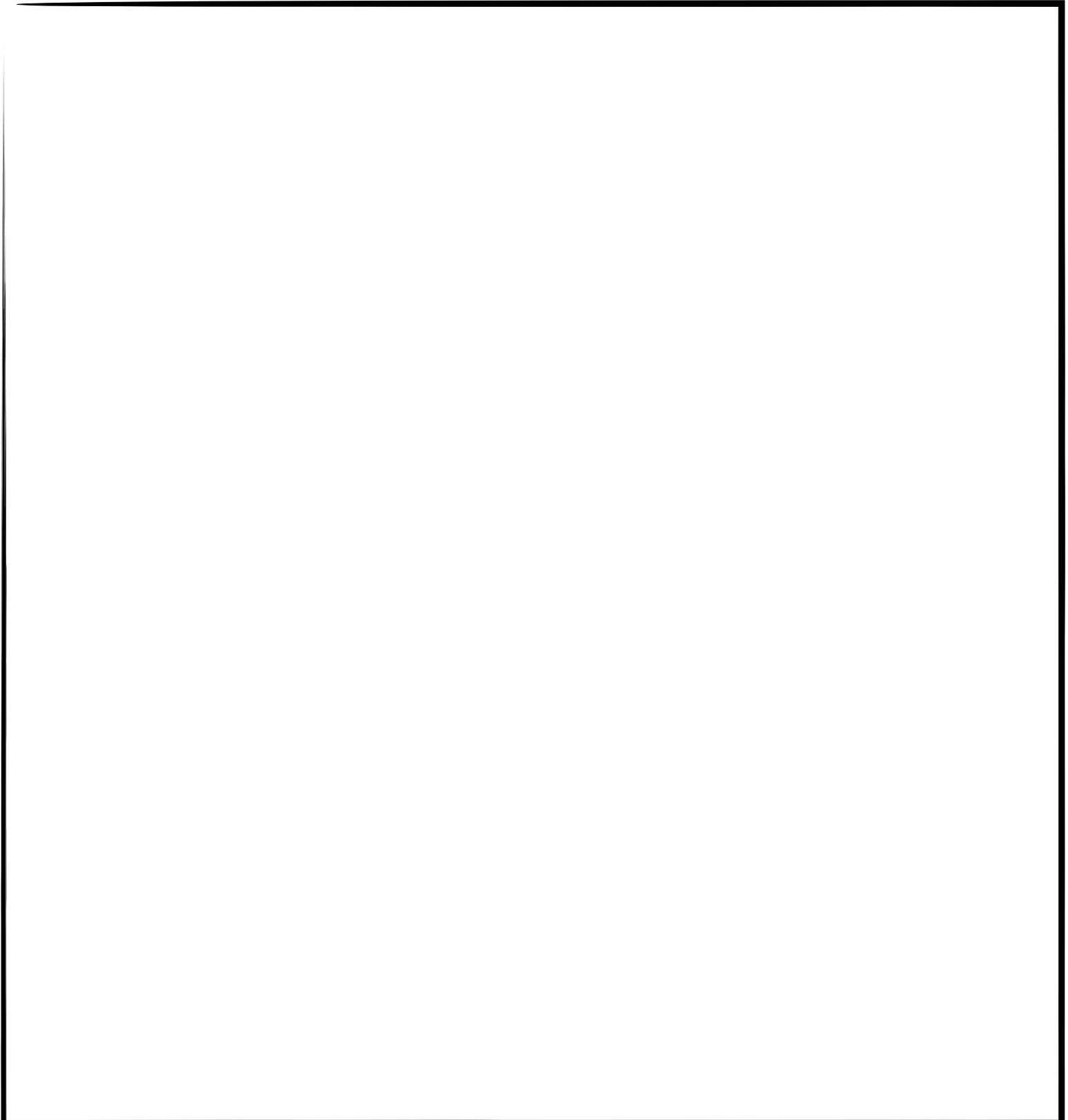
Try to find a way to include all of this information on your map in a neat and organized way. If you see someone working in the garden, be sure to ask them what they are doing as it may help you make a more detailed map!

B) Choose a plant or object within the area covered by the map you created.

Draw a small star on your map to indicate where the plant/object is located. Trade maps with a partner and use your partner's map to locate the plant/object that they chose.

Your Name: _____

Part 2: At FoodShare - The garden, greenhouse or compost

A large, empty rectangular box with a thick black border, intended for the student to write their response to the prompt.

Educator Notes:

The student-created maps can be used to direct geographic inquiry and analysis, e.g. asking questions about the availability of healthy food in the community, proximity and access, urban design and the use of space, and the feasibility of local food production

Technology-based follow-up activities:

Students can use their hand-drawn maps to create 2D and 3D community maps and virtual tours using a variety of mapping software programs including Google Maps, Google Earth, and ArcGIS.

Additional features include the ability to add images, links to websites, text, and audio/voice-over recordings to create detailed, interactive, and personalized community maps.