Your full name: page #___
Date:
Park name:
City, Province:

Field notes journal

Write the time in the column below approx. every 20 min:	Main goal for trip:
	Habitat of study:
	Weather:
	Temperature:
	General Description of your area at the start of your note-taking. Describe the terrain and name the dominant plants or other organisms you see. Where are they in relation to each other and you? Approximately how many are there?
	Exact location of the starting point (*e.g.* trail name):
	Now start to walk along the trail or in the site. As you go, note the time in the column on the left, and write detailed notes of **everything** below that you see, hear, and do. Describe everything. Also make at least 1 sketch of an unknown plant – your sketch should be ~¼ page large and be detailed (height/colour/style of leaf) so you can try to identify the plant later using an identification book

Your full name:
Date:
Park name:
City, Province:

page #___

Time:	Notes continued:

Modified by M. MacKenzie from Biology 061/071 Manual by P. Ballin

Name:_____

Pacific Spirit Park: Camosun Bog and Forest

DUE DATE:_____ Your score (out of 40): _____

We will meet at 16th Ave and Camosun St, in front of Queen Elizabeth School. You can take bus #25 or #33 to this spot, or take the #99 to Sasamat and walk from there. From our meeting point, we will walk to Camosun Bog; the entrance is near 19th Ave and Camosun St.

Part 1: Camosun Bog(16 marks)

1. Describe the role of *Sphagnum* moss in the bog ecosystem.

2. Describe the abiotic factors in a bog that make it challenging for plants to live in this habitat.

3. Identify 4 species of bog plants and fill out the table for each one. *Do not copy your sketches from the informational signs – draw what you can actually see! The plants may look quite different from the signs, depending on the season.*

Table 1. Identification and adaptations of plants at Camosun Bog

a. Common name: Scientific name:
Adaptations for living in a bog:
Sketch, with distinguishing features labelled or described:

b. Common name: Scientific name:
Adaptations for living in a bog:
Sketch, with distinguishing features labelled or described:

c. Common name: Scientific name:
Adaptations for living in a bog:
Sketch, with distinguishing features labelled or described:

d. Common name: Scientific name:
Adaptations for living in a bog:
Sketch, with distinguishing features labelled or described:

Part 2: Pacific Spirit tree survey (14 marks)

Work in a group of 2-3 students. Choose a tree as your starting point. Identify this tree, then walk along the trail and identify the next 20 trees you encounter (within about a meter or so of the trail). It is fine (and expected) that there will be many of the same species – just record what you see rather than looking for 20 different species. Record the species of each tree below. In the column marked "C/D" indicate whether each tree is coniferous (cone-bearing with scale-like or needle-like leaves) or deciduous (with broad leaves) with a "C" or a "D", respectively.

Table 2. Tree survey data

Tree #	Species	C/D	Tree #	Species	C/D
1			11		
2			12		
3			13		
4			14		
5			15		
6			16		
7			17		
8			18		
9			19		
10			20		

4. After the field trip, make a bar graph of these data, following the same format as for the Stanley Park field trip. Hand in your graph on a separate page.

Follow the graphing instructions given in class, and note the following requirements:

Use colour coding to indicate deciduous (broad-leaf) and coniferous (needle- or scale-like leaf) trees. Be sure to include:

- a proper figure legend with the date and place your tree survey took place, and information about the colour coding of the bars
- axes with titles
- the scientific names of the trees, using correct scientific nomenclature

The graph may be made on a computer (preferred) or neatly drawn by hand on graph paper. For more information, see "Making a Bar Graph" in the Appendix.

Part 3: Understory species (10 marks)
We will walk to an area of the forest where the trees form a relatively closed canopy, and a nearby area with a more open canopy.

5. Compare the abiotic factors between the two areas (closed and open canopy); then describe and compare the understory species (i.e. ferns and shrubs) found in the two areas. Explain the pattern in understory species using what you know about abiotic factors and biotic interactions, as well as your observations from the field trip.