

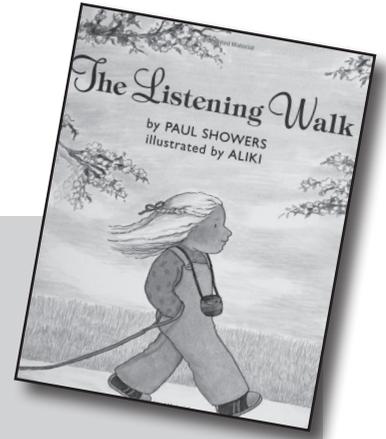
The Listening Walk

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Major Topics:

Organisms – Humans, Characteristics, Environment, Senses
Sound – Pitch, Sources



National Science Education Content Standards (1996)

Life Science

- The Characteristics of Organisms
- Organisms and Their Environments

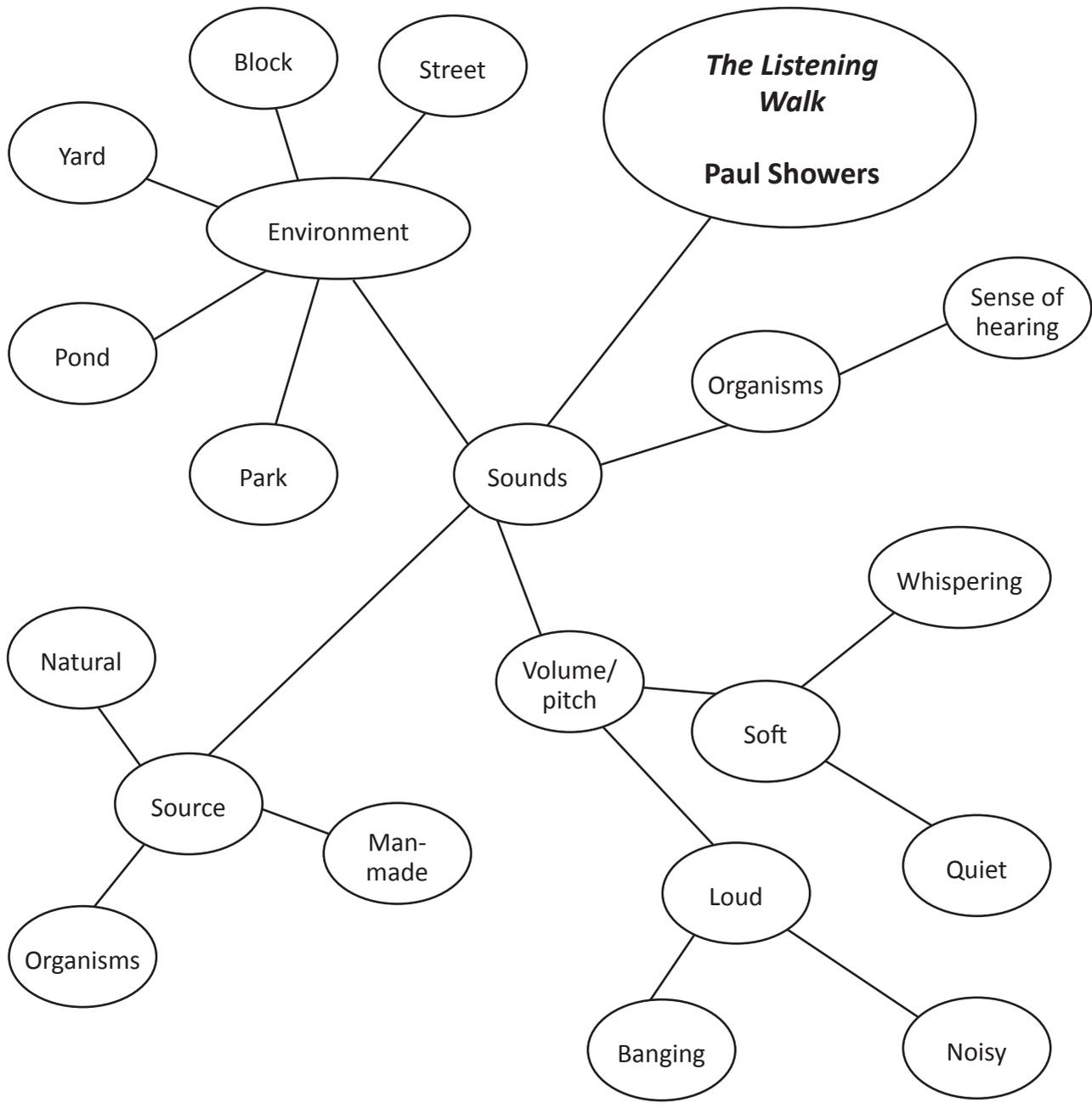
Physical Science

- Position and Motion of Objects

Summary:

In this story a girl, her father, and her dog take a walk. This is not an ordinary walk; it is a “listening walk.” As they walk around the block, through the city, in the park, and near the pond, she discovers that there are sounds of various types all around her. She listens to the sounds of the people, vehicles, animals, weather and machines; they all make different sounds. The girl realizes that when we are still and quiet, sounds can be heard everywhere.

Science Concept Map



Thinking Questions Based on Bloom’s Taxonomy: *The Listening Walk*

- 1. Knowledge:**

According to the girl, what is a “listening walk”? Who went on the walk? Where did she visit on the listening walk? What sounds did she hear? What or who made sounds on her walk?
- 2. Comprehension:**

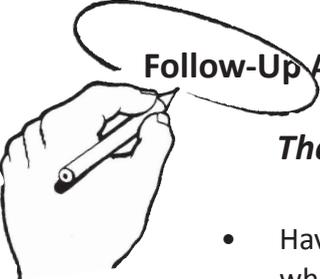
Why was it important for the girl to keep still and/or quiet on her listening walk? They visited several places on their walk. What words did she use to describe the sounds she heard? Which human sense did they use the most in the walk? What other senses did they use?
- 3. Application:**

Suppose the girl had taken the listening walk at night. Compare and contrast the sounds you think she would hear at night with the sounds she heard during the day walk. List and describe the sounds you hear when you sit quietly in your classroom. List and describe the sounds you hear when everyone is working in class. Where could you go in the school to hear different types of sounds? At home, what types of sounds would you hear? How would you adapt to a world with no sound? Find a way to communicate with someone without making any sounds.
- 4. Analysis:**

Where did they hear the loudest sounds? Where did they hear the softest sounds? Classify the sounds the girl heard in different places into different groups. (e.g., loud or soft sounds, man-made sounds or natural sounds, human sounds or animal sounds). Compare and contrast the different sounds the girl heard in the park, on the street, and in her neighborhood.
- 5. Synthesis:**

Why did the girl name her walk the “listening walk”? Explain your thinking. How do we use sounds to communicate with each other? Why are sounds important to the world? To most humans? Explain. Humans have five senses; what other types of “walks” could you take to observe the world around you?
- 6. Evaluation:**

Think of the sounds you hear everyday. Which sound is the most important to you? Which sounds do you like the most? Which sound is the most irritating? Explain your answers. Would you like to go on a “listening walk”? Why or why not?



Follow-Up Activities

The Listening Walk

- Have students go on a “listening walk” at school, outside, or at home. Observe what they hear and collect data. Keep ongoing lists and visual images of sounds in different locations. Develop a book or skit describing the sounds from your own listening walk.
- Experiment with sound using a variety of materials. Collect materials in and out of the classroom. Make an instrument using the different materials. As you create your instrument, consider various pitches and tones it can make. Find sounds in the real world that are similar to the instrument’s sounds. Research uncommon sounds one would hear in different places and different parts of the world. Try to recreate the sounds using more common items. Share research findings with the class.
- Make a list of words used to describe sound. Write a story, poem, or song using as many sound words as possible.
- Research the world of the deaf including the causes of deafness, sign language, and other related topics. Share information found in written, visual or artistic ways. For example dramatize a short skit without using any sounds. Make sure to be respectful and sensitive to those who are unable to hear.
- Investigate the characteristics, parts, and function of the ear. Develop a visual and written project sharing this information.
- Bring in different items from home that make different sounds, like various shoes or hardware. Have students compare and contrast the sounds, and consider pitch, vibration, and volume.
- Research other specific interests, curiosities, and basic information about environment, organisms, senses, and sound. Provide and encourage the use of multiple sources of information. Have students share their learning in a variety of ways.