



Culture in Horticulture

Objective: Students will become familiar with varied garden styles and their cultural origins.

Summary: Students will observe various garden styles and compare them to some traditional garden styles.

Time: 1½ hours

Student Grouping: Whole class

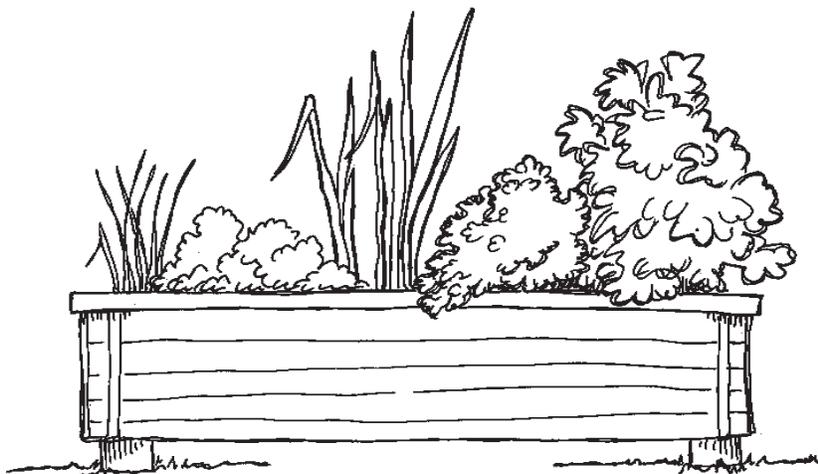
Materials: Copies of the landscape style examples, paper and drawing implements.

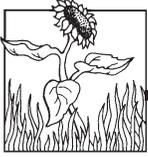
Background Information: Landscapes can vary greatly, from the carefully manicured Japanese garden to a native plants xeriscape (drought-tolerant planting). Many of our gardens and the plants used in them reflect different cultural heritages. Sketches of typical Japanese, English, Mediterranean and Southwestern gardens are provided on page 47. Plant selection, placement and pruning affect the total look of any garden.

Marin Ag. Facts: Some local examples of classic garden designs can be seen at the Marin Art and Garden Center. Xeriscaping, landscaping with plants that need very little water, can be seen at the Marin Civic Center. Landscaping is a good business in our area. Nurseries produce plants for gardeners to plant in their yards. Nursery crops earn more than a million dollars, three percent of the annual agricultural income for Marin. Landscape workers keep gardens and city properties looking attractive. In California, landscapers earn over \$8 billion, and \$12 billion are spent on landscaping products and services. Gardening is a popular hobby as well. It is currently considered the number one outdoor leisure activity in America!

Preparation:

1. Take a walk around your school's neighborhood and observe the landscaping in the vicinity. You can plan a specific route for the day of the class activity to give students a variety of landscapes to observe.
2. Make copies of the garden examples, enough for the students to pass around as they are discussed in the classroom and to take along on the walk.





Procedure:

1. Ask students if they know what “landscaping” and “landscape design” mean. Discuss responses.
2. Distribute copies of the garden examples. Explain that these show different types of landscape design. Discuss some of the elements dominant in each garden type. Japanese gardens have stones, sand, simplicity. The English garden uses geometric patterns, symmetry and pathways; the Mediterranean garden is more random, less formal, has a lot of variety in plants. Southwestern-style gardens will often have cactus, rocks and low, scrubby plants. There is tremendous variety possible in all these garden types. These are broad generalizations, used for comparison only.
3. Go for a walk around the neighborhood, with the students stopping at interesting gardens to discuss the elements that make up that particular garden.
4. Compare it to the garden examples pictures.
5. Use some landscaping terminology to expose students to the vocabulary in a setting with examples. Encourage observations relating to colors, types of plants, tall vs. short, trimmed vs. more natural plant shapes, lawns, rocks, shrubs, trees, flowers, symmetry, patterns, shapes, water or fountains, groundcover and any other aspect that contributes to the aesthetics of the yard.
6. Return to the school grounds and discuss the landscaping there. Why is it the way it is? Does it contain elements from the gardens in the illustrations, or is it similar in any way to the gardens seen along the walk?

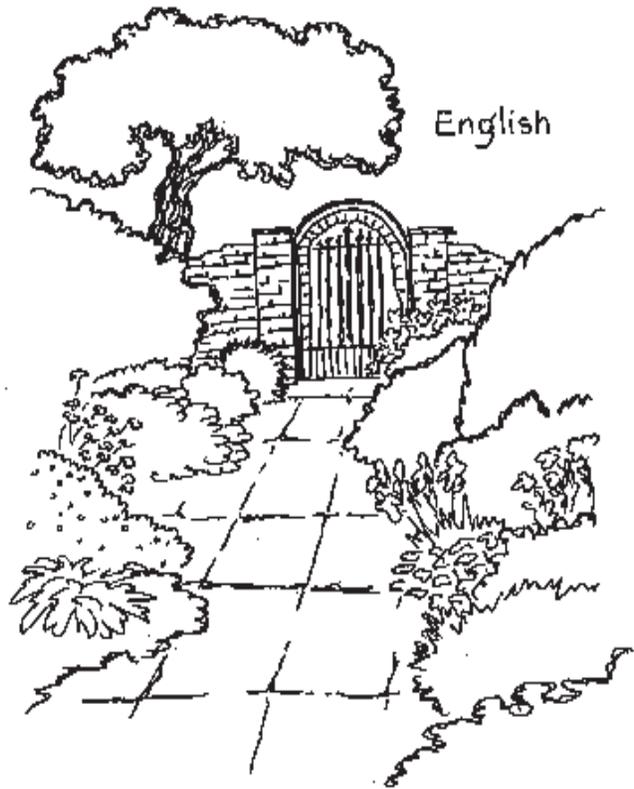
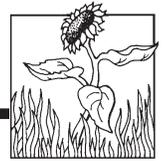
Questions for Discussion:

- What are some unique characteristics in an English garden?
- Japanese garden?
- Mediterranean?
- Southwestern?
- Do you know anyone who works in the landscaping industry? A nursery employee? A gardener? A flower dealer?

Extensions:

- Have students make up a landscape design for the school grounds or some portion of it.
- Have students draw their favorite garden or design a garden of their own. It can help to have some landscaping and gardening books around if you have them design their own garden.
- Have students select landscaping topics (such as a garden type, history of landscaping, climate and plants, watering needs) and research them.
- Have students draw one type of plant they saw on their walk, try to identify it and learn its origins from gardening books.





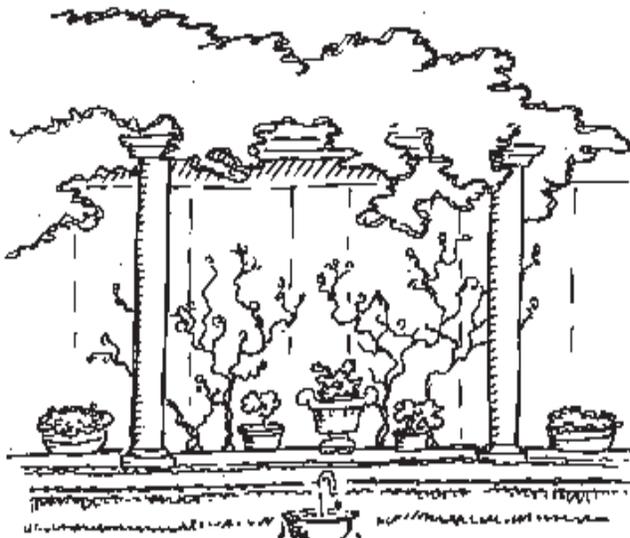
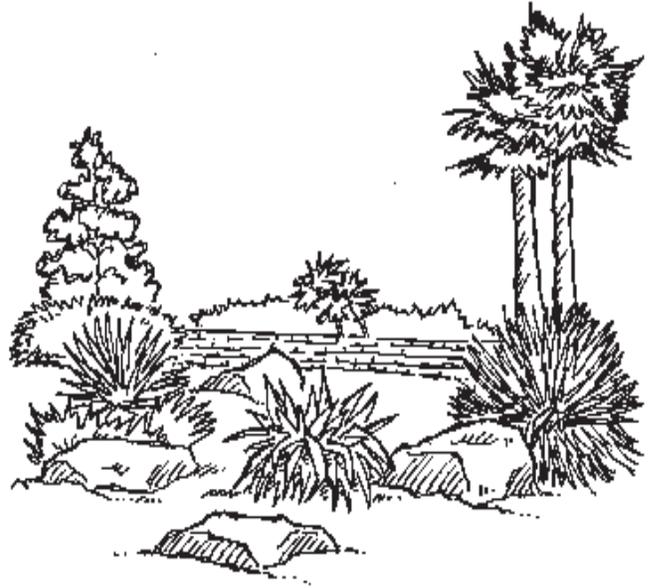
English



Japanese



Southwest



Mediterranean

