QUILLS
Queen's University Indigenous Land-Based Learning STEM
Queen's University Biological Station

Name : _____ **Date : _____**

CLASSIFICATION WORKSHEET

Pre-Activity Discussion

Gathering the leaves
Equipment we need to collect the leaves:

_____

_____

_____

Ways we can collect leaves without damaging the plants:

_____

_____

_____

Observing the leaves
Using our senses to observe each leaf. For example, we can observe how each leaf:

- looks – its colour, shape, size and any markings it has
- feels – whether it is smooth, rough, furry, bumpy or prickly
- smells – and whether the leaf even has a smell
- sounds – perhaps by running a finger around its edge or rubbing it between our fingers.

We will **NOT** observe any leaves by tasting them.

Our observations:

_____

_____

_____

Discussing the selection criteria
Ways we can group the leaves – our selection criteria:

_____

_____

_____

Classifying the leaves
Names and lists of common characteristics for each group:

_____

_____

_____

Leaf features
One common method for grouping leaves is by their physical features.

Shape	
Edges	
Stem placement	

Activity

In small groups collect leaves (already fallen from the tree) and develop your own classifying system.

Leaf Name / Image	Classifying Factor #1	Classifying Factor #2	Classifying Factor #3

Discussion Notes

Was your classification process more closely related to Indigenous approach or Western Scientific approach? (Brainstorm notes below for class discussion).