

Geography Alive: Early Stage 1 Geography (Unit 2)

Lesson 3: An introduction to pictorial maps		
<p>Content focus:</p> <p>In this lesson students learn to distinguish between a ground-level oblique and vertical perspective, and how this relates to the perspective adopted in mapping. In doing so, students use materials that will have been familiar with as a young child. As such it provides a link between the known and the formal acquisition of knowledge. The lesson further develops students' appreciation of pictorial maps.</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Resource sheet 1: Pictorial maps • Child's toy suitable for promoting an appreciation of a bird's-eye-view and its link to mapping • Smartphone or digital camera • Access to photograph sketching software such as <i>PicSketch</i> 	
<p>Key inquiry questions:</p> <ul style="list-style-type: none"> • How does what we see affected by the way in which it is viewed? • How are maps used to communicate geographical information? 	<p>Outcomes:</p> <p><i>A student:</i></p> <ul style="list-style-type: none"> • Distinguishes between ground-level, oblique and vertical aerial viewing points and how this determines what can be seen • recognises the advantages of maps in communicating geographical information • communicates geographical information and uses geographical tools. 	<p>Lesson sequence:</p> <ul style="list-style-type: none"> • Step 1: Introduce students to the concept of a birds-eye-view and compare it to a ground-level view and an oblique view using Resource Sheet 1. • Step 2: Have students assemble the selected toy and ask them to describe what they can see when the toy is viewed at ground level. The photographs on Resource Sheet 1 can be used to reinforce the concept. Point out that the view featured is restricted to the foreground and that these foreground objects restrict the view of things in the background. Photograph the ground level view using a smartphone or digital camera. • Step 3: Have students view the toy from an oblique angle. Ask them to describe what they can see and compare it to what they could observe at ground level. Typically, students will be able to see the full range of features but those closest to the viewing point will be observed in greater detail. Those features in the foreground appear larger than those in the background. Photograph the oblique level view using a smartphone or digital camera. • Step 4: Have students view the toy from directly above. Ask students to describe what they can see. Point out that they can see the distribution of features and that the relative size of things is constant. Photograph the aerial view of the toy using a smartphone or digital camera. • Step 5: Assemble the photographic images taken at each stage of the lesson in a format similar to that shown on Resource Sheet 1. Have students study the images. Use software such as <i>PicSketch</i> to convert the vertical aerial photograph into a sketch (example provided on Resource Sheet 1). This step acts as a transition to <i>Step 6</i>. • Step 6: Direct students to draw the vertical aerial view of the toy. Students can label key features. Display the students' drawings (pictorial maps) around the room. Point out to students that their drawing is actually a pictorial map of the toy.