

Geography Alive: Stage 2 Geography (Topic 1; Unit 2)

| Lesson 2: My Place: Oral presentations | | |
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| <p>Content focus:</p> <p>In this lesson students have the opportunity to focus on one of the time-specific children's stories featured <i>My Place</i>. They analyse the elements of the double-page spread – narrative, artworks and map – and prepare a short oral presentation to communicate their findings to the class.</p> | | <p>Resources:</p> <ul style="list-style-type: none"> • Class set of <i>My Place</i> • Resource Sheet 1: Character allocation pro forma • Worksheet 1: Individual student summary sheet • Worksheet 2: My Place: Story summary sheet (Enlarge to A3 if considered necessary) |
| <p>Key inquiry questions:</p> <ul style="list-style-type: none"> • What are the principal features and characteristics of specific places and environments? • How do the interactions between people and environments change over time? • How do people perceptions about places differ? • What impact do people have on environments? | <p>Outcomes:</p> <p><i>A student:</i></p> <ul style="list-style-type: none"> • demonstrates a developing appreciation of the concepts of place, change, connections and environment • describes the ways people, places and environments interact • acquires and communicates geographical information. | <p>Lesson sequence:</p> <ul style="list-style-type: none"> • Step 1: Re-read the book <i>My Place</i> to the class. Ask the students to follow the story as you read it. • Step 2: Allocate one of the principal characters in <i>My Place</i> to each of the students in the class*. If you have more than 21 students allocate one of the secondary characters to the additional children. Use teacher Resource Sheet 1 to record the names of students. • Step 3: Ask students to study the time-specific story allocated to them. As the students examine the elements of the double-page spread – the narrative, artworks and map – have them summarise their observations on Worksheet 1. • Step 4: Students are asked to use the information recorded on Worksheet 1 to prepare a short oral presentation which they will subsequently use to introduce the class to the characters and setting of the time-specific, double-page spread they were allocated. • Step 5: Students take turns to present their oral reports. This should be undertaken in the order of the double-page spreads in the book– i.e. working from 1988 back to 1788. As students listen to the reports they record key pieces of information on Worksheet 2. <p>* This allocation can be done randomly by writing each character's name and date on a card and allowing students to draw a name from a container.</p> |