

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

Lesson 3: My Place: Analysing maps		
<p>Content focus:</p> <p>In this lesson students focus on the map-based elements of <i>My Place</i>. They identify the role of the maps in the context of the story and how they reveal change over time. They also consider how maps, such as those featured in <i>My Place</i>, provide an important insight into a person's view of their surroundings. They also focus on how transport technologies change over time and identify those features that remain a constant over the timespan covered by the story.</p>		<p>Resources:</p> <ul style="list-style-type: none"> • Class set of <i>My Place</i>
<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 people, places and environments interact? • In what ways do the mental maps people draw reveal information about people's differing perceptions about places? 	<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 features and characteristics of specific places and environments • appreciates that mental maps provide important insights into the ways perceptions of places and environments differ • analyses maps to determine the ways people, places and environments interact. 	<p>Lesson sequence:</p> <ul style="list-style-type: none"> • Step 1: Refer students to one of the double-page spreads in <i>My Place</i>. Make the point that an important element of the spread is the map the author and illustrator have included. The maps feature a lot of information about the world as experienced by the characters in each part of the story. Note that maps, as used in the story, provide the reader with a range of information. They offer an insight into what the principal character considers important in the place in which they live; they reveal the changes taking place in the neighbourhood over time including land uses; and they provide an important insight into the changes taking place in the natural environment. • Step 2: Discuss the role of maps in geography. Note that geographers use maps to find out information about places (including its location) and to identify patterns and changes in the landscape. Point out that the maps in <i>My Place</i> show the changes taking place in a specific area over 200 years (1788 to 1988). • Step 3: Make the point that the maps included in <i>My Place</i> are called 'mental maps'. Mental maps are the maps people draw using the knowledge they have about a place. They are a person's point-of-view (perspective) of an area. They are sketch maps and are not drawn to scale. Students will have an opportunity to draw their own mental maps in the next lesson. • Step 4: Ask students familiarise themselves with the maps in <i>My Place</i>. As they work through <i>My Place</i> students are asked to locate the following features on each of the maps: 'home' or 'my place'; the 'big fig/tree'; and the 'creek' and/or 'canal'. Note that these are constants in a changing neighbourhood. • Step 5: Working from the back of the book, ask students to comment on the changing complexity of the maps featured. • Step 6: One of the principal themes of <i>My Place</i> is change. Between 1788 and 1988 there are at least three significant changes to the house that is home to the <i>My Place</i> families. Based on their developing understanding of the book ask students to identify the changes and draw each of the different homes. • Step 7: Students study both the <i>My Place</i> text and the accompanying maps to identify the various modes of transport used over time. Ask students to make a list of the changes and discuss how these have changed people's understanding of 'place' over time.