

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

Lesson 4: My Place: Writing and drawing task		
<p>Content focus:</p> <p>In this lesson students again focus on the map-based elements of <i>My Place</i>. In doing so, they have the opportunity to draw a mental map of their own neighbourhood and then incorporate it in a story modelled on those featured in <i>My Place</i>.</p>		<p>Resources:</p> <ul style="list-style-type: none"> • Class set of <i>My Place</i> • A3 sheets of paper • Coloured pencils and/or paints
<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's perceptions about places differ? • How do people, places and environments interact? • What is special about the place in which you live? 	<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 • communicates geographical information using maps and text • illustrates the features and characteristics of a familiar place and environment • describes some ways in which people, places and environments interact. 	<p>Lesson sequence:</p> <ul style="list-style-type: none"> • Step 1: Revisit the focus of the previous lesson by again drawing the students' attention to the way maps are used in <i>My Place</i>. • Step 2: Using an A3 piece of paper and coloured pencils (and/or paints) ask students to draw (paint) a map of their own neighbourhood. They are asked to include only the features that are important to them – For example, their home, local shops, church, school, parks, landmarks, sports fields, where their friends live etc. Students need not worry about scale and are encouraged to use symbols, shading and colour. • Step 3: Students use their map as the centrepiece of personal story modelled on those in <i>My Place</i>. They should include reference to the following elements in their writing: their name, age, family members, the origin/s of their family, the name and type of any pet/s, and any special events or celebrations they have participated in recently. Encourage students to add a few sentences to the their map and story describing how they feel about their place. Students are also encouraged to add drawings/photographs of their family, favourite pet and a picture of their house. The drawings could also be used to communicate the types of clothing people wear and the modes of transport used. • Step 3: Ask, at random, a cross-section of the class to present their story and map. • Step 4: Display students' completed works on the walls of the classroom. • Additional task: Ask the students to think about how a double-page spread, similar to those featured in <i>My Place</i>, would look like if written by a young person living in your place in the 2050s.