

Geography Alive: Stage 3 (Topic 1; Unit 4)

Lesson 8: Group research task		
<p>Content focus:</p> <p>In this lesson students have the opportunity to investigate a selected Australian landmark. In doing so, they consolidate the conceptual understandings central to this topic and further develop their skills in accessing and communicating geographical information.</p>		<p>Resources:</p> <ul style="list-style-type: none"> • Research assignment task (Resource sheet 1)
<p>Key inquiry questions:</p> <ul style="list-style-type: none"> • Where is the selected Australia landmark located? • What are the selected landmark distinctive features or characteristics? • What strategies can be used to promote the landmark as tourist destination? 	<p>Outcomes:</p> <p><i>A student:</i></p> <ul style="list-style-type: none"> • describes the location and distinctive features and characteristics of a selected Australian landmark • explains the interactions and connections between people, places and environments • acquires, processes and communicates geographical information using geographical tools for inquiry. 	<p>Lesson sequence:</p> <ul style="list-style-type: none"> • Step 1: Introduce the assessment task to students. Explain to students that they will be creating an advertisement to promote a particular Australian landmark as a tourist destination. • Step 2: Discuss with students that they can choose what type of advertisement they would like to do. They may like to make an advertisement on iMovie, a poster, pamphlet or a top motion video. • Step 3: Assign students to groups of two or three and discuss the marking criteria (Resource Sheet 1) and make students aware of your expectations. Students must include: <ul style="list-style-type: none"> • the location of the landmark on a map • a brief description of its location • a pictures of the landmark and other possible tourist destinations close by. • a description of the landmark and why it is special. • Step 4: Show students various types of travel brochures or ads used to promote tourism in Australia. Discuss the positives and negatives of these ads and talk to students about what things they would like to see on a travel brochure. • Step 5: Students complete activity together. • Step 6: Students can present these to the class or submit to the teacher for assessment.