

Teacher's Notes:

The lesson is 60 minutes and can be extended through the cross curricular extension activity provided.

Materials Needed:

- Blank paper
- Pencil and erasers
- Projector and screen (for power point on "Maps")

Extension Activity:

- Create a walking tour of your community with your students. Information can include heritage, ecology, geology, culture, population, climate, technology and innovation:

<http://www.janeswalk.net/>

- Create permanent signage around your school that educates others about place:

<http://ourfootprintrenfrew.somethingcollective.ca/tag/community-mapping-project/>

http://dspace.ucalgary.ca/bitstream/1880/46933/1/Knowlton_Cockett.pdf

Vocabulary:

topography
community
map
landforms
region

Community Mapping

CONNECTING TO PLACE THROUGH A HISTORICAL AND GEOGRAPHICAL QUEST!

OBJECTIVE:

To connect students to their community through stories that are geographical, historical and of value to them in the form of a Quest (*map and poetic treasure hunt that reveals the hidden treasures of one's neighbourhood*).

ASSESSING PRIOR KNOWLEDGE:

Inquiry: What is a map? What places in your community have a story? The story can be of a natural feature, a cultural site, a story of a person, the home of an animal, or the beginnings of industry.

LESSON STRUCTURE:**Connecting to Place:**

Students draw a map of their community including places that they connect with where a story would reveal this connection (*places to play with friends, secret fort, an animal's nest or territory, a stream that sounds like laughter*).

Learn of other places in the community that have significance to the community (*historical, cultural, environmental*). Incorporate the community's special places on the map. Design a treasure hunt using rhymes that reveal the story of a place and where to find it on the map for every story students choose to include on their map. Leave the map with the local library, museum, senior's home and community centre so that others can enjoy the Quest. Place a signing book at the end of the treasure hunt to see who has accomplished your student's Quest!

ASSESSMENT:

Include representations of landmarks for students to use in their maps, (*church, school, parking lot, river, bridge, train tracks, road, building*); scale (*requires measurement and conversion from cm-km*); and direction (*learning compass directions and if possible, orienteering or GPS coordinates*).

RESOURCES:

Sobel, David. *Mapping With Children*: <ftp://ftp.itc.nl/pub/pgis/PGIS%20Articles/Mapping%20with%20children/Sobel%20Mapmaking-%20with%20Children%20ppt.pdf>

Local Museum and Archives

School Archives (if not yet established, make one with the students)

walking tour: <http://www.janeswalk.net/> (Jane Jacobs inspired activity to show students the design and planning process, the stories, and the history of their urban neighbourhood).

Questing: www.poeticsofplace.org

Prescribed Learning Outcomes

GRADE 5

SUBJECT	PLOS
ENGLISH	Oral Language (purposes)
A1	<p>Use speaking and listening to interact with others for the purpose of contributing to a class goal on a Questing topic and how to present it to the school and public community.</p> <ul style="list-style-type: none"> - brainstorming - sharing different view points and perspectives; learn how to “agree to disagree” - plan questing topic <p>Using speaking to explore, express, and present a range of ideas, information, and feelings for Questing including using vocabulary appropriate to the Questing topic and audience.</p> <p>Listen purposefully to understand ideas and information by following multi-step oral instructions in order to create a Quest.</p> <p>Select and use strategies when expressing and presenting what they already know about their Questing topic, including what the audience needs to know.</p> <p>Be able to distinguish between fact and opinion in regards to their questing topic and present to the public.</p>
A2	
A3	
A5	
A6	
A8	
A12	Oral Language (features)
B4	<p>Questing instructions can be presented poetically thus recognizing structures and patterns of language.</p> <p>Reading and Viewing (purposes)</p> <p>Demonstrate awareness of purpose of visual aids in Questing.</p>
B6	Reading and Viewing (strategies)
B9	<p>Select and use strategies before reading and viewing to develop understanding of text including setting a purpose.</p>

SUBJECT	PLOS
C1	Reading and Viewing (thinking)
C2	Respond to selections they read or viewed on historical fact through supporting reasons and explanations, making personal connections, and connections to other texts, as well as to related events.
C3	
C4	
C5	Writing and Representing (purposes)
C6	Write focussed and clear personal writing that demonstrates their understanding of the Quest project.
C7	
	Write a variety of imaginative writing for members in the form of Questing clues.
	Create meaningful visual representations of the Questing clues.
C8	Writing and Representing (thinking)
C10	Use writing and representing to express personal responses and relevant opinions about their Quest experiences through adopting and incorporating new vocabulary into their own writing.
	Reflect on and assess their Quest writing and representing by referring to class generated criteria, and through making suggestions about their own or others' work.
C11	Writing and Representing (features)
	Use the features and conventions of language to express meaning in their Quest writing and representing including proper use of grammar.
VISUAL ARTS	Creative Process
A4	Create Questing images using a range of materials, technologies, and processes.
A5	
	Create images to communicate ideas and clues for Questing.
VISUAL ARTS	Context
C1	Demonstrate an awareness of the purposes of images in a variety of social historical, and cultural contexts in relation to Questing.
C3	
	Create opportunities for visual arts in the local communities through the Questing program.

SUBJECT	PLOS
VISUAL ARTS	Exhibition and Response
D3	Collaborate to develop a group display for the school and its surrounding community on Questing.
MATH	Shape and Space (Measurement)
C2	Demonstrate an understanding of measuring length (mm) by modeling and describing the relationship between mm and cm units, and between mm and m units through Quest maps.
SCIENCE	Renewable and Non-Renewable Resources
EARTH AND SPACE SCIENCE	Analyse how BC's living and non-living resources are used through Questing that involves environmental awareness in a park located close to the school.. Analyse how the Aboriginal concept of interconnectedness of the environment is reflected in responsibility for and caretaking of resources through a Questing program on Aboriginal history in your school's community.
SOCIAL STUDIES	Skills and Processes of Social Studies
A1	Apply critical thinking skills when Questing including comparing a range of points of view on an issue and summarizing information and viewpoints about an issue of problem.
A2	
A3	Use maps and timelines to locate, interpret, and represent major physical, political, and economic features of your school's surrounding community in the Questing program.
A4	Gather a body of information from a variety of primary and secondary sources relevant to Questing. Create a presentation on Questing for both the school and the surrounding community including using an outline to organize information into a coherent format and creating a presentation using more than one form of representation (e.g. power point, brochure, poster). Depending on the chosen Questing topic, compare and assess two or more perspectives on a community issue.

SUBJECT	PLOS
SOCIAL STUDIES	Identity, Society, and Culture
B1	Describe the significance of key events and factors in the development of your community through Questing.
B2	Depending on the Questing topic, assess why and the impact of immigrants coming to your community.
B3	Describe the contributions of significant individuals to the development of Canada's identity who live in your community.
SOCIAL STUDIES	Economy and Technology
D1	Analyse the relationship between the economic development of school's surrounding community and their available resources through Questing.
D2	Analyse the development of transportation systems in school's surrounding community and its effect on the growth of BC and Canada.
SOCIAL STUDIES	Human and Physical Environment
E1	Through a geological Quest, describe the major physical region in school's surrounding community including vegetation, animals, and land formations.
E3	Explain why sustainability is important by giving examples of renewable resources and assessing the impact of industrialization on the environment through a quest focussing on school's surrounding community.
E4	Analyse environmental effects of settlement on the school's surrounding community.