

**Teacher's Notes:**

The lesson is 45 minutes and can be extended through the cross curricular extension activity provided.

**Materials Needed:**

- Blank paper
- Pencil and erasers
- Crayons

**Extension Activity:**

- Draw a map of the school and the school yard. Label places that are special. Create permanent signage that shows these special places to the rest of the school. (be creative: use planters, a treasure hunt with the map located in the library to involve all students.
- Create a walking tour of your school with your students. Include stories for each special place identified by the class. Lead parents and other grades on the tour.

**Vocabulary:**

map  
neighbourhood  
community  
connection

# Community Mapping

CONNECTING THROUGH SPECIAL PLACES IN THE NEIGHBOURHOOD AND SCHOOL

**OBJECTIVE:**

To connect students to their community through a sense of place that is both geographical and of value to them.

**ASSESSING PRIOR KNOWLEDGE:**

**Inquiry:** What is a map? What places in your neighbourhood are special or important to you?

**LESSON STRUCTURE:****Connecting to Place:**

Students draw a map of their neighbourhood of their special place(s). The only thing they need to include in their map is their house.

Once the maps are completed, group the maps using the following geographical categories:

- 1) maps from a bird's eye view (aerial)
- 2) slightly elevated (low oblique)
- 3) 45 degrees elevated (high oblique)
- 4) Pictorial (just a picture with no mapping elements)

\* Ask students to visit and draw their special place over the year to note how it changes over the seasons!

**ASSESSMENT:**

Include representations of landmarks for students to use in their maps. (church, school, parking lot, river, bridge, train tracks, road, building).

Older students can use a ruler to measure distance from their house to their special place.

**RESOURCES:**

Sobel, David. Mapping With Children: <ftp://ftp.itc.nl/pub/pgis/PGIS%20Articles/Mapping%20with%20children/Sobel%20Mapmaking-%20with%20Children%20ppt.pdf> (David Sobel illustrates the developmental stages of mapping, and activities that connect students to nature through mapping).

**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).

# Prescribed Learning Outcomes:

(K-3)



SUBJECT: GRADE	PLOS
SOCIAL STUDIES: K	Use maps and globes to locate their special places.
SOCIAL STUDIES: 1	Identify viewpoints, opinions and stereotypes and propaganda in literary, informal, mass media communications.  Create a variety of written and oral communications to record their views, opinions, values and beliefs.
SOCIAL STUDIES: 2	Identify changes that occur in the school and community throughout the year through visiting their special places over the four seasons.  Locate on a map landforms and bodies of water of local and national significance.  Describe how the physical environment influences human activities.  Describe their responsibility to the local environment.
SOCIAL STUDIES: 3	Identify changes that can occur in communities over time.  Describe the importance of communities.  Locate major landforms and bodies of water in BC.  Describe how the physical environment influenced early settlement in their local community.
LANGUAGE ARTS: K	Students will use speaking and listening when engaging in exploratory and imaginative play to <ul style="list-style-type: none"> <li>– express themselves</li> <li>– ask for assistance</li> <li>– exchange ideas</li> <li>– experiment with new ideas or materials.</li> </ul> Students will engage in speaking and listening activities to share ideas about pictures, stories, information text, and experiences.  Students will experiment with language and demonstrate enhanced vocabulary usage.  Students will respond to literature through a variety of activities (e.g., role playing, art, talking).  Students will use strategies before reading and viewing to enhance comprehension including accessing prior knowledge.  Students will create simple messages using a combination of pictures symbols, letters, and words to convey meaning.

**LANGUAGE  
ARTS: 1**

Students will use speaking and listening to interact with others for the purpose of exchanging ideas on a topic, making connections, completing tasks, and engaging in play.

Students will use speaking to explore, express, and present ideas, information and feelings by staying on topic, using descriptive words about people, places, things, and events, and telling or retelling stories and experiences in a logical sequence.

Students will demonstrate comprehension by retelling or restating, following two-step instructions, and asking questions for clarification and understanding.

Students will use strategies including accessing prior knowledge.

Students will demonstrate enhanced vocabulary knowledge and usage.

Students will use writing and representing to extend their thinking with the aid of frames or graphic organizers.

**LANGUAGE  
ARTS: 2**

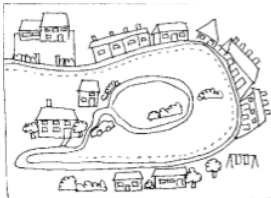
Students will use speaking and listening to interact with others for the purpose of exchanging ideas on a topic, making connections, and completing tasks.

Students will use speaking to explore, express, and present ideas, information and feelings by staying on topic, in a focussed discussion, retelling stories, including characters, setting, and plot, reporting on a topic with a few supporting facts and details.

Students will access prior knowledge.

Students will demonstrate enhanced vocabulary knowledge and usage.

Students will read fluently and demonstrate comprehension of grade appropriate literary and information texts.

**LANGUAGE  
ARTS: 3**

Students will use speaking and listening to interact with others for the purpose of exchanging ideas on a topic, making connections, and completing tasks.

Students will use speaking to explore, express, and present ideas and information.

Students will access prior knowledge.

Students will demonstrate enhanced vocabulary knowledge and usage.

Students will create personal and informational writing and representations about non-complex topics and procedures.