

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://ourfootprintenfrew.somethingcollective.ca/tag/community-mapping-project/>

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

Vocabulary:

map
perspective
community
region
topography
landform

Community Mapping

FOSTERING A DEEPER UNDERSTANDING OF PLACE THROUGH MULTIPLE PERSPECTIVES

OBJECTIVE:

Through providing several perspectives using multiple sources, we develop a greater understanding of place.

*For example - **Socials 10:** Students will understand and apply the 5 themes of geography (place, location, region, movement of ideas, and human interaction), to their school and surrounding community to develop a deeper connection to place.*

ASSESSING PRIOR KNOWLEDGE:

What is the purpose of a map? What defines a community?

Inquiry: How do we define place? What would a map look like that includes different perspectives of place?

LESSON STRUCTURE:

Students draw a map of their route from school to home. Collectively as a class, note what landmarks and mapping devices are commonly used. (*time, scale, landmarks, direction*). Note what community landmarks (*skate park, mall, favourite pizza restaurant, heritage building*), ecological landmarks (*rivers, forests, other natural phenomena*) where included. If these items were not drawn, ask students to draw them now.

Show powerpoint "Maps" to demonstrate the multiple uses and perspectives of a map (*direction notes are included in the power point*).

ASSESSMENT:

A sample of a community mapping assignment is included with rubrics for Socials 10.

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).

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).

Prescribed Learning Outcomes:

(GRADES 8-11)

SUBJECT: GRADE	PLOS
SOCIAL STUDIES: 8	<p>Students will gather and organize a body of information from primary and secondary print and no-print sources, including electronic sources.</p> <p>Students will construct, interpret, and use graphs, tables, grids, scales, legends, and various types of maps.</p> <p>Students will describe how physical geography influenced settlement.</p> <p>Students will analyse how people interacted with and altered their environments, in terms of: population, settlement patterns, resource, use, and cultural development.</p>
SOCIAL STUDIES: 9	<p>Students will define the geographic region that their school and community is situated including climate, plants, vegetation and landforms.</p> <p>Students will assess the impact of the environment on the settlement of their community.</p>
SOCIAL STUDIES: 10	<p>Students will apply critical thinking skills, including questioning, comparing, summarizing, drawing conclusions and defending a position.</p> <p>Students will use a variety of sources including primary sources, to research information.</p> <p>Students will compare a range of points of view on location.</p> <p>Students will present their findings in a variety of forms including print and electronic.</p> <p>Students will identify natural resources in their region.</p> <p>Students will describe population distribution and density in terms of climate and physical geography.</p> <p>Students will make connections among resource locations, economic activities, and settlement patterns in communities within various regions in Canada.</p> <p>Students will define stewardship and sustainability with respect to social responsibility.</p>
SOCIAL STUDIES: 11	<p>Students can conduct community maps specific to population distribution, demographics, and environmental challenges including water supply.</p>