

# Our places:

## Local area and global environments

**Strand**  
Place and Space

### Core learning outcomes

<i>Place and Space</i>	<b>PS 2.1</b>	Students identify how environments affect lifestyles around Australia.
	<b>PS 2.4</b>	Students use and make simple maps to describe local and major global features including oceans, continents, and hot and cold zones.

### Purpose and overview

Activities assist students to develop processes and skills associated with map use and mapmaking and to understand how environments affect lifestyles around Australia.

Students investigate a variety of maps and identify their major features. They explore representations of places, spatial awareness, direction, scale, location, symbols and legends and critically reflect upon the purposes, audiences and visual language features of different maps.

Students develop an awareness and understanding of their position in a particular physical location at a particular point in time. Students consider their place within the school environment, their local area, Queensland and Australia, and use maps and pictorial information to explore the geographical features and patterns of different Australian regions. They correspond with someone in a different part of Australia to learn about other places and to investigate the relationship between environment and lifestyle. Students also learn how major global features such as oceans, continents and climatic zones are represented on simple world maps.

Students synthesise their understandings about the effects environments have on lifestyles by publishing individual booklets that describe the special features of their own local area and the place where their correspondent lives. These booklets can be shared with other students, family and friends.



Phases	Activities	Core learning outcomes	Assessment opportunities
<b>1. Exploring</b> Finding our way with maps	<ol style="list-style-type: none"> <li>1. Collecting, comparing and contrasting maps</li> <li>2. Signs and symbols</li> <li>3. Representations of place from other times and cultures</li> <li>4. Looking down, making plans</li> </ol>	PS 2.4	<p><b>Teacher observation checklist:</b> As students use and make maps, record their demonstrations of PS 2.4 on Resource 1.</p> <p><b>'What did I learn?' list:</b> Students self-assess their learning (Resource 2).</p>
<b>2. Investigating</b> Where do we live?	<ol style="list-style-type: none"> <li>5. Somewhere out there</li> <li>6. Mental maps</li> <li>7. Our local area</li> <li>8. The state of Queensland quiz</li> <li>9. Australia all over</li> <li>10. Australian places</li> <li>11. Finding friends — penpals, epals, faxpals, phonepals</li> <li>12. Making friends — Where do you live?</li> <li>13. 'What do I know of our world?' game</li> </ol>	PS 2.1 PS 2.4	<p><b>Teacher observation checklist:</b> As students use and make maps, record their demonstrations of PS 2.4 on Resource 1.</p> <p><b>Student-teacher conferences:</b> Throughout activities, students describe the relationship between the environment and lifestyle (PS 2.1). Record students' demonstrations on Resource 5.</p>
<b>3. Synthesising</b> Our place	<ol style="list-style-type: none"> <li>14. I live here and you live there!</li> <li>15. Our place — then, now, tomorrow</li> </ol>	PS 2.1 PS 2.4	<p><b>Teacher observation checklist:</b> As students use and make maps, record their demonstrations of PS 2.4 on Resource 1.</p> <p><b>Student booklet:</b> Students publish booklets that describe the special features of a place they have investigated through communication with a correspondent (PS 2.1).</p>

## Assessment

The assessment opportunities outlined are examples of how to assess students' demonstrations of the identified learning outcomes. As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the learning outcomes. Reflect with students on evidence gathered when making judgments about their demonstrations of learning outcomes. Some students may require more time and/or other contexts in which to demonstrate these learning outcomes. Other modules may provide such time and/or contexts and the 'Levels 1 to 6 module learning outcomes maps' in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* can be used to identify these modules.

### Assessing learning outcomes at different levels

Activities in this module are designed primarily for students working towards demonstrations of Level 2 learning outcomes. Assessment opportunities may need to be modified or created to enable students to demonstrate core learning outcomes before or after this level. For example:

- Level 1: TCC 1.4, PS 1.1, PS 1.4, CI 3.1, SRP 1.1
- Level 2: TCC 2.2, TCC 2.4, CI 2.2, SRP 2.5
- Level 3: PS 3.1, SRP 3.1.

## Using this module

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Activities are designed to actively engage students in purposeful and personally relevant mapping experiences and to promote literacy and numeracy. Alternative activities may be devised if a particular learning context is adopted — for example, the classroom could be set up in the context of a mapping centre such as a visitors' information centre, weather station, transit centre, travel agency, cartographers' office or treasure island. Alternatively, activities may be modified to fit the context of other modules that develop processes associated with using, interpreting and creating maps.

The activities conclude with students creating a booklet that contains information received from a pal in another part of Australia. A launch or special function to share these booklets could be planned during the module. A timeline of 'things to do' could be written to help plan this event. Tasks such as publishing books, booking a venue, planning a menu, sending out invitations, inviting local media, collating responses and shopping for food would need to be included.

### **Cultural representations of place and space**

Most maps that are used in educational situations are a construct of Western culture. Activity 3 explores representations of place and space from other times and cultures. In some cases, it is not appropriate to analyse a culture's representations of place and space without the assistance of that cultural community.

### **Aboriginal and Torres Strait Islander Human Resources Protocols**

When contacting Aboriginal communities and Torres Strait Islander communities, it is important that protocols are followed. These are detailed in the *Aboriginal and Torres Strait Islander Human Resources Protocols* on the Equity page of the Queensland School Curriculum Council website ([www.qsc.c.edu.au](http://www.qsc.c.edu.au)).

### **Mental mapping**

Mental mapping is used in Phase 2 as a student reflection technique. A mental map is a map that is drawn freehand from prior knowledge without the support of maps and pictures. Mental mapping involves representing information about a familiar place in ways that are not restricted by other people's perceptions and standardised symbols. Such maps provide information about what students know and perceive about a place. When students study a place over time, they may make progressive mental maps, which they can analyse to see how their perceptions and knowledge have changed as a result of learning.

Students' mental maps may reveal perceptions of a place that differ from the perceptions or expectations of the teacher and/or other students. When compared to the mental maps of peers, a student's map may reveal what is significant/insignificant and familiar/unfamiliar to that student. For example, local area maps by students from the same school may reveal different boundaries, places of activity and features and present information in varying amounts of detail according to what is significant or familiar to each student.

### **Mapping activities**

The activities may be supplemented or replaced with mapping activities such as:

- collecting and examining a variety of maps, including those for people with special needs and special interests — for example, Braille maps, maps with enlarged type, globes, lunar and celestial maps, maps of Aboriginal language groups, maps on local advertising brochures
- listening to guest speakers — for example, cartographers, people who have lived in different parts of Australia, people who have travelled around Australia, map publishers
- creating a wall of mapping words (a word bank presented as a wall of bricks with a brick for each letter of the alphabet) — for example, 'Aa — aerial photograph, Australia'
- producing a class 'big book' that contains a glossary of terms
- manipulating construction and modelling material to develop understandings of representation, space, area, profile and pattern
- making a classroom mobile displaying mapping terminology such as abbreviations (N — North), acronyms and word meanings
- going for walks or excursions to sites which correspond to areas represented on maps
- using the Internet to explore recommended websites
- accessing a classroom collection of texts that refer to maps and mapmaking (see 'Support materials and references').

### **Support materials and references**

## Background information

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### Terminology

In this module students have opportunities to become familiar with and use the following terminology. These terms and simplified definitions of them may be incorporated into a class 'big book':

aerial photograph	globe	plan
atlas	grid	poles
capital city	index	represent
cardinal point	key	scale
cartographer	landforms	state
chart	legend	surveying
compass	location	symbol
continent	map	Tropic of Cancer
Equator	model	Tropic of Capricorn
feature	oceans	

### School authority policies

Be aware of and observe school authority policies that may be relevant to this module. Departmental and school-based policies and procedures associated with excursions and variations to school routine, health and safety risk assessments, the implementation of particular curriculum activities, school Internet agreements and copyright policies should be considered when planning the activities in this module.

### Equity considerations

Activities take place in a supportive environment. They provide opportunities for students to increase their understanding and appreciation of equity through valuing diversity and challenging inequities. Activities encourage students to:

- understand that written and visual texts, including maps, are written for different audiences with different backgrounds and experiences
- understand that the features of written and visual texts can be inclusive of some groups of people while alienating others
- appreciate that people's lifestyles are influenced by a range of environmental factors.

Some students with disabilities may need assistance with some activities. Advice should be sought from their support teachers. It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

### Links

#### **Studies of Society and Environment**

This module is one of a suite of modules for Levels 1 to 6. See the Queensland School Curriculum Council website at [www.qscc.qld.edu.au](http://www.qscc.qld.edu.au) for more information.

This module has conceptual and process links to the following modules:

- Level 1: *Hideaway spaces, special places: Elements of the environment*
- Level 2: *From farm, factory and sea: Goods and services in the community*
- Level 2: *Our faces: Belonging and identities in Australia*
- Level 3: *It's my turf: Local area study*
- Level 3: *It's mine: Discovering Australia.*

#### **Other key learning areas**

Activities may offer opportunities for planning across key learning areas. However, it is important that the integrity of the key concepts, organising ideas and processes within key learning areas is maintained.

**Cross-curricular priorities**

The activities offer many opportunities for integration of cross-curricular priorities, particularly literacy and numeracy:

**Literacy**

- identifying the features of written and visual texts, including maps
- describing how written and visual texts, including maps, are written for different audiences
- framing questions for various purposes — for example, open-ended questions for interviews and questions for quizzes
- applying punctuation such as capital letters, question marks and commas
- comprehending and composing written genres — for example, invitations and letters
- using various texts, such as books, travel brochures and newspapers as sources of information.

**Numeracy**

- developing spatial concepts and visualisation
- placing and locating objects on informal maps, grids and plans
- using counting skills to follow and give instructions about informal maps, grids and plans
- identifying a boundary as a length and estimating and measuring in uniform, standard and non-standard units
- measuring area of shapes based on whole units by counting the units
- constructing models of the environment using concrete hands-on materials.

**Evaluation of a unit of work**

After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes
- opportunities provided to gather evidence about students' demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

## Activities

### Phase 1 Exploring: Finding our way with maps

*Core learning outcomes emphasis: PS 2.4*

#### Resource 1

Students investigate a variety of maps and identify their major features. They explore representations of places, spatial awareness, direction, scale, location, symbols and legends and critically reflect upon the purposes, audiences and visual language features of different maps. An observation checklist for PS 2.4 can be commenced during this phase (Resource 1).

This phase aims to develop an understanding that different maps have different purposes, audiences and features. A class collection of diverse maps will be required. Ask students and parents to contribute to this collection, which may include:

- aerial photographs
- antiquarian maps
- atlas maps
- Braille maps
- celestial maps
- contour maps
- electronically generated maps
- floor plans of shopping centres
- globes
- local area maps
- maps of Aboriginal groups and Torres Strait Islander groups prior to European occupation
- maps of the school
- maps on fabric (tea towels, T-shirts)
- maps printed in different languages
- oceanographic maps
- political maps
- satellite images
- sketched maps as instructions for others
- street directories
- survey maps
- thematic maps
- topographical maps
- travel maps
- unconventional maps, such as story maps
- weather maps.

#### Activity 1 Collecting, comparing and contrasting maps

Ask students to examine a collection of maps and discuss their probable use and features. Discussion questions could include:

- Why do people make maps?
- Who uses maps?
- Have you used any of these maps before? Why did you use them?
- Have you used other types of maps? Why did you use them?
- Where can we find maps like these?
- How do people read maps?
- Which maps do you find easy to read? Why are these maps easy to read?
- Which maps do you find difficult to read? Why?
- What does the map heading/title tell you about a map?
- What types of maps do we have here?
- How are these maps similar?
- How are these maps different?
- How might our lives be different if we didn't have maps?
- Why do mapmakers use signs and symbols instead of words?

Present students with a range of representations of places, such as photographs, pictures, brochures and road signs. Discuss why these are not maps.

Working individually or in small groups, students use their own criteria to group the initial collection of maps. Criteria could include maps of Australia, maps used by tourists or maps showing mountains. Students compile a list of the features the maps have in common and then contribute to a class list of common map features. The list should include the following:

- direction (North and other cardinal points, compass rose)
- grid references
- key or legend
- scale
- signs, symbols, colour coding
- title
- written text.

This class list could be revised as necessary.

**Resource 2 Assessment** Read Resource 2. Explain to students that this list includes one or more statements that summarise what was explored in this activity. Other statements summarise what later activities will be about. Ask students to select the statement(s) that describe what they learned in this activity by writing '1' for Activity 1 in the box(es) next to the selected statement(s) or by colouring the statement box(es) in a given colour. This task aims to develop students' ability to self-assess their learning.

### Activity 2 Signs and symbols

**Resource 3** Students examine the signs and symbols used to represent particular natural and built features on a collection of simple maps. Ask students to match the signs and symbols with the correct words on Resource 3. Encourage them to explain why they matched a sign or symbol to a particular word. Discuss the appropriateness and effectiveness of these symbols.

Students create their own signs and symbols for the features listed on Resource 3 and use these and the symbols matched earlier to create simple maps of an actual or imagined location. Display and discuss these maps.

**Assessment Resources 1, 2** Record observations of students' ability to create map signs and symbols (PS 2.4) on Resource 1. Students return to Resource 2 to identify the statement(s) that describe what they learned in the activity.

### Activity 3 Representations of place from other times and cultures

#### Teaching considerations

It is important that the cultural representations of place are treated with sensitivity.

#### Support materials and references

Present a range of representations of a place from other times and cultures — for example, old maps with incomplete boundaries (see Whitehouse 1994) and examples of traditional Aboriginal art (see Caruana 1993 and websites). The *Year 5 Social Studies Replacement Units 1 and 2* (Queensland Department of Education 1995) describes the protocols used by Aboriginal groups when crossing boundaries between tribal lands (pp. 101, 102).

Assist students to discuss, compare and contrast this range of representations.

#### Assessment Resource 2

Ask students to self-assess their learning by identifying the relevant statement(s) on Resource 2.

### Activity 4 Looking down, making plans

Introduce students to different representations of three-dimensional space using:

- maze activities
- grids and geoboards for making plans
- photographs of models from different perspectives (a bird's-eye view, north-side view, south-side view)
- plans from a bird's-eye view made by tracing objects shown on an aerial photograph (a technique used by cartographers)
- landscape drawings of the local environment.

Assist students to create small three-dimensional models of familiar places, such as teaching spaces or the schoolgrounds, using freely available materials such as:

- blocks
- Multilink cubes
- clay
- papier-mâché
- Lego
- sand from the school sandpit
- MAB materials
- small boxes.

Encourage students to consider the position and relative size of objects in their model. Invite students to view their models from different perspectives and compare what they see when they look side on with what they see when they look down.

Use an overhead projector to display various objects to further explore these perspectives. For example, a book, pencils, 50 cent coin, ruler, saucer and toy car may project very different images. Invite students to project their own objects for others to guess.

Use the overhead projector to create and explore a simple plan of the classroom. First, place suitable materials within drawn boundaries on an overhead transparency to make a model of the classroom. Project the model onto a screen for students to view. Examine and discuss the relative position and size of objects within the classroom. Promote discussion that includes language associated with location, position and space, such as before, beside, between, centre, close, left, middle, on top, right, side by side. Specific terms in relation to the points on a compass could be introduced.

Ask students to use these explorations to individually create a simple plan of the classroom. Refer students to the list of common map features developed in Activity 1 as they create their classroom plan. For example, plans could include a title, key and colour coding.

**Assessment Resources 1, 2**

Discuss what makes a map useful and effective. Assist students to generate criteria for 'a useful map'. Peers informally assess the accuracy of each other's plans using these criteria. Ask students to identify the relevant statement(s) on Resource 2. Record observations of students' demonstrations of PS 2.4 on Resource 1.

## Phase 2 Investigating: Where do we live?

*Core learning outcomes emphasis: PS 2.1, PS 2.4*

Students develop an awareness and understanding of their position in a particular physical location at a particular point in time by considering *their place* within the context of the school environment, their local area, Queensland and Australia. Students use maps and pictorial information to explore the geographical features and patterns of different Australian regions. They then correspond with someone in a different part of Australia to learn about other places and to investigate relationships between environments and lifestyles. Students also learn how major global features are represented on simple world maps.

In Phase 4, students will publish a booklet that describes their own and another's environment (see Activity 14). A launch or special function to share these booklets could be planned. A timeline of 'things to do' could be written to help plan this event. Tasks such as publishing books, booking a venue, planning a menu, sending out invitations, inviting local media, collating responses and shopping for food would need to be included.

### Activity 5 Somewhere out there

**Support materials and references**

**Teaching considerations**

This activity requires a globe of the Earth. A range of suitable inflatable globes are available through major map suppliers. The map collection from Activity 1 will also be useful. Texts that support this activity include *Somewhere in the Universe* and *Postcards from the Planets* by David Drew and *A Pet for Mrs Arbuckle* by Gwenda Smyth.

Students examine globe(s) of the Earth and imagine and discuss the changing views of the Earth as they 'zoom in' on where they live. Show, explain and discuss major global features such as:

- continents
- countries
- climatic zones
- land/water
- northern and southern hemispheres
- oceans
- line of latitude.

Explain the difference between continents (large landmasses) and countries (political regions). Focus on locations that have relevance to students, such as countries of family origin.

**Resource 4**

Modify Resource 4 to provide appropriate opportunities for students to discuss postal addresses and/or locations of their homes or school.

**Assessment Resource 1**

Record students' discussions as evidence of demonstrations of PS 2.4 on Resource 1.

**Extension activities**

Students might use the map collection from Activity 1 to investigate maps relevant to their place in Australia. Students could take home simple constellation maps and use them to locate significant constellations in the night sky.



**Activity 6 Mental maps**

**Teaching considerations**

Mental maps are drawn freehand, using prior knowledge and without the support of maps and pictures. They may illustrate what is significant to students in their local area and in their out-of-school life. See 'Using this module' for more information about mental mapping.

Assist students to brainstorm a list of built and natural features in the local area. The boundaries of the local area can be discussed as students suggest features.

Ask students to draw a mental map of the local area, using their own symbols and representations and taking an aerial view perspective. It may show the school and/or their home.

In small groups, ask students to discuss and compare their maps, reinforcing that diversity among maps is acceptable and expected. While students are comparing maps, assist them to analyse their map and reflect on their local knowledge by asking questions such as:

- Which parts of your map are the same as another student's?
- Which parts of the local area did you not know well?
- How does your map compare with the map of someone who did know these parts well?
- Are there places that others mapped and you did not? Why?
- Are your distances between X and Y the same as others — further apart or closer? Why do you think this is?
- What did you include that others did not have? Why might this be?

**Assessment Resources 1, 2**

Ask students to self-assess their learning by identifying the relevant statement(s) on Resource 2. Record students' demonstrations of PS 2.4 on Resource 1.

**Activity 7 Our local area**

**Support materials and references**

**Teaching considerations**

On butcher's paper, create a large outline map of the local area based on Activity 6. This activity explores concepts associated with maps. The immediate school environment may become the focus if students come from a range of local communities. *Find the Way Home*, *Nine to Five* and *Will Wright* by David Drew support the concepts and skills developed in this activity.

If appropriate, ask students to locate and mark where they live on the large local area map and identify important locations and special places within their community. Guide students to think of places they visit each week. Point out that the local area differs for each of us and seek examples to highlight this — for example, the teacher's house may be beyond the boundary of the map and the activities of one student will be different from others whose homes are in different places.

Assist students to create a timeline showing places within the identified area that they have visited in the past week. The general locations or addresses for these activities may also be recorded. Students consider a model provided through a teacher's 'think aloud' reflection, for example:

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
a.m.	school	school	school	school	school		visit friend
midday		shopping		bank			
p.m.	movie	library	meeting		doctor	restaurant	

Ask students to find the locations of these activities on the large map of their local area. Facilitate discussions about the availability of particular facilities, goods and services in the local area and consider how this affects students' lifestyles.

Identify the physical and climatic features of the local area and discuss their effect on students' lifestyles.

**Assessment Resources 1, 5**

Record evidence of PS 2.1 (discussions about the relationship of environment to lifestyle) on Resource 5. Record evidence of PS 2.4 on Resource 1.

**Extension activities**

Students may make a papier-mâché model to assist discussions and offer another representation of the local area. Students may collaborate with their families to plot travel routes in their local area on a map.

## Activity 8 The state of Queensland quiz

**Support materials and references**

**Teaching considerations**

Sample questions in this activity were devised using the map 'How do people and goods move around Queensland?' on page 17 of the *Jacaranda Atlas Programme Atlas 1 for Queensland*. The *Teacher's Book to Accompany Outline Maps of Queensland and Western Australia* (Peter Leyden Publishing) includes simple maps of Queensland. The student-generated quiz questions could be used to support Queensland Day activities.

Ask students to examine a selection of simple maps representing Queensland. Explain to students that they will be creating and participating in a quiz about Queensland and encourage them to share their knowledge about the state. Provide each student with the same map of Queensland, preferably one from an atlas or from a detailed blackline master. Use guided discussion and teacher modelling to assist students to write a number of quiz questions based on the shared map. Model question beginnings, the use of punctuation such as capital letters and question marks and how to record answers to questions.

After collating and selecting the student-generated questions, invite students to participate in the quiz either in pairs or small groups. Quiz questions may include:

- How can you tell where a river is? A mountain range?
- What ocean is located off Queensland's east coast?
- What is the name of the reef off Queensland's coast?
- What states or territories border Queensland?
- How many Torres Strait Islands are there?
- Is Mackay closer to Bowen or Brisbane?
- How many points of direction are shown on this [displayed] compass? What are they called?
- On the scale shown, one centimetre represents about how many kilometres?

**Assessment Resource 1**

Record students' demonstrations of PS 2.4 on Resource 1.

## Activity 9 Australia all over

**Support materials and references**

**Teaching considerations**

Maps selected for this activity need to include relevant information and be simply and clearly presented. Wall pictures of Australian landmarks, such as those provided in *Landmarks of Australia and Landforms of Australia* (Peter Leyden Publishing) can provide visual stimulus. The sample questions in this activity were devised using the map 'Where do Australians live now?' on page 29 of the *Jacaranda Atlas Programme Atlas 1 for Queensland* and 'Settlement maps of the states and territories and statistics' on page 68 of the *Jacaranda Primary Atlas; Studies of Society and Environment (2nd edn)*.

Divide the class into seven groups and give each group an outline map of one of the Australian states or the Northern Territory. (The Australian Capital Territory should be highlighted and included if an eighth group is needed.) Students use a range of maps to find information about the state/territory and add this information to their map outline. Information to be added to the map could include:

- Borders
- bordering oceans
- capital cities
- deserts
- forests
- highways
- islands
- major cities
- mountains
- neighbouring states
- reefs
- rivers
- train lines.

Ask students to add features such as a key explaining the symbols used and a simple compass rose. Invite groups to present their maps and discuss them. As explorations of the maps evolve, encourage students to make inferences about how the environmental characteristics of a location may affect people's lifestyles — for example:

- Why might houses be made of different materials?
- What foods might people eat?
- What outdoor activities might people do?

**Assessment  
Resources 1, 5**

Record students' demonstrations of PS 2.4 on Resource 1 and PS 2.1 on Resource 5.

### Activity 10 Australian places

**Support  
materials and  
references**

Further activities to develop knowledge of Australia and mapping skills could include:

- Students cut their maps of Australian states from Activity 8 into jigsaw pieces for others to reassemble. All states could be assembled to make a map of Australia.
- Students cut pictures of geographical features, places of interest and human activity from magazines, newspapers and travel brochures. They paste these onto a large outline of Australia with state and territory borders. As they create the collage, they should refer to maps and picture captions. Students label features on the map.
- Students go on a simulated journey around Australia based on the book *Grandma Cadbury's Trucking Tales* by Dianna Bates. Track the journey on a large map.
- Create a 'big book'. Each student can illustrate a place of interest and glue it on a page and provide information about the place.

### Activity 11 Finding friends — penpals, epals, faxpals, phonepals

**Support  
materials and  
references**

**Teaching considerations**

Activities 11 and 12 assist students to locate places on a map and develop an understanding of the relationship between an address and a specific location. It is important to inform parents/carers about these activities as students are asked to correspond with a trusted family friend or relative who lives elsewhere in Australia. Alternatively, email pals may be found at *ePALS Classroom Exchange* and *oz-TeacherNet Internet Based Curriculum Projects*. The travel buddies and virtual field trips projects at *oz-TeacherNet* are recommended.

Explain to students that they will be corresponding by email, letter, fax or telephone with a 'pal' who lives in another part of Australia. They will then create a booklet that will include the special characteristics of the place where their pal lives, based on information they receive. While students record details in their booklets, encourage each of them to locate where their pal lives on a map of Australia.

Use the name and address of a friend or relative who lives in another part of Australia to model what should be included on an address and create a profile card — for example:

<p><b>My pal</b>                  Roberta Reeve                  21 Ocean Drive                  Manly                  SYDNEY NSW 2095</p>	<p><b>Profile:</b> Roberta Reeve                  Date of birth — 28 August 1971                  Favourite food — vegetarian curries                  Favourite hobbies — reading, movies, making recycled paper, playing with her cat                  Interesting information — moved to Sydney to work as a graphic designer</p>
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Assist students to prepare their own cards.

**Assessment  
Resource 1**

Record students' abilities to locate their pals on a map (PS 2.4) on Resource 1.

### Activity 12 Making friends — Where do you live?

**Teaching considerations**

**Resource 6**

Communication with pals and the sharing of information should only occur with the permission and cooperation of the pal. Written correspondence with pals is best conducted at school. However, telephone or email communications could be conducted at home and supervised by parents/carers. Students could work in groups or with an adult if assistance with correspondence is required. Students may wish to include photographs and small souvenirs with correspondence pals. Photographs taken with a digital camera may be sent via email.

Assist students to communicate with their pals. Students may prefer to work independently, in pairs or in small groups. Discuss the sorts of questions that could be asked about lifestyles in these different places. Provide appropriate models of correspondence for students.

As information arrives, students complete the profile cards prepared in the previous activity and attach these cards to the map of Australia. Ask students to explain and discuss what they know about the location of their pal and compare the characteristics of the different locations. Also ask students to record the birthdays of their pals on a class calendar and file their correspondence for later reference.

**Assessment  
Resource 5**

As students receive their information, ask them to describe their correspondents' environments and lifestyles and make connections with their lifestyles — for example, Hugh often swims in a lake near his home in summer (PS 2.1). Record evidence on Resource 5.

**Activity 13 'What do I know of our world?' game****Support materials and references****Teaching considerations**

To understand more about the relationship between environments and lifestyles, students might communicate with a class in a different part of the world. See *ePALS Classroom Exchange* and *oz-TeacherNet Internet Based Curriculum Projects* for information on international email pals.

Give each student a simple outline map of the world and ask them to give it a title. Ask students to locate and mark places of personal interest and any major global features that they know from a list of features that may include the following:

- areas of land and sea (a colour-coded key could be used)
- oceans
- continents
- the Equator
- climatic zones
- North, South, East and West.

This activity can be completed with or without reference materials.

**Assessment Resource 1**

Ask students to self-assess the information on their world map by consulting a large wall map at the conclusion of this activity. Invite students to discuss their maps with peers and to make changes to their maps if they believe this is necessary. Gather further evidence of demonstrations of PS 2.4 and record this on Resource 1.

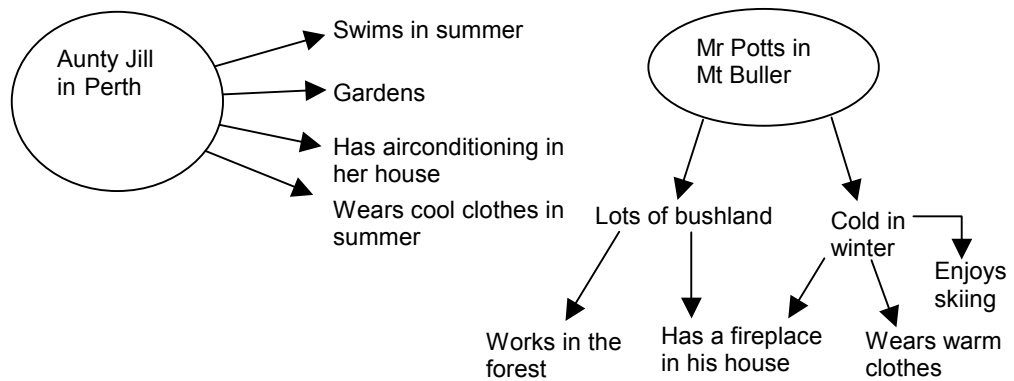
**Phase 3 Synthesising: Our place**

**Core learning outcomes emphasis: PS 2.1, PS 2.4**

Students synthesise their understandings about the effects environments have on lifestyles by publishing an individual booklet that describes the special features of their own local area and the place where their pal lives and that compares their own lifestyle with that of their pal. These booklets can be shared with other students, family and friends.

**Activity 14 I live here and you live there!**

Ask students to discuss and reflect on the information they gathered during Activity 9 and obtained from their pals in Activity 12. Ask students to consider how their correspondents' environments affect their lifestyles and to compare their own lifestyle with that of their correspondent. Illustrate some of the examples as a consequence map on the board — for example:



**Resource 6** Assist students to develop booklets that describe where their pals live. Resource 6 offers a possible structure for a published booklet. Alternatively, the structure for the published booklets could be negotiated with students. The booklets could include personal profiles, photographs and a number of maps of the different areas.

**Assessment Resource 5** Oral, written and pictorial explanations in students' booklets can be used as evidence of demonstrations of PS 2.1 and can be recorded on Resource 5.

**Activity 15 Our place — then, now, tomorrow**

Display artefacts such as historical maps and old photographs of the schoolgrounds and local area. This material may be in the school's local area collection. Ask students to examine these artefacts and make *then* and *now* comparisons.

Collaborate with students to construct a simple timeline showing significant changes as evidenced by the artefacts. The beginning of the timeline might indicate the presence of Indigenous peoples in the area. Students use the photographic evidence and reflect on their participation in Activity 4 and Activity 7 to independently create a simple map that represents what the school and surrounds may have looked like in the past. Assist students to label information on the map and develop a key to explain their symbols.

**Assessment Resources 1, 2** Use students' maps as evidence of demonstrations of PS 2.4 and record them on Resource 1. Gather students' Resource 2 sheets. Hold conferences with students who did not identify many concepts.

**Support materials and references** **Teaching considerations** A number of texts explore changes in local areas, including *Window* by Jeannie Baker and *My Place* by Nadia Wheatley and Donna Rawlins. Students' maps could be included in a display and be shared with interested audiences, such as people who are new to the school/area.

**Observation checklist for PS 2.4**

**Resource 1**

**PS 2.4 Students use and make simple maps to describe local and major global features including oceans, continents, and hot and cold zones.**

The table below lists processes and understandings related to PS 2.4. Students may not demonstrate all of these processes and understandings as they may not engage in all activities. However, demonstrations of many of these processes and understandings, or modified versions of them, should provide evidence for judgments about students' demonstrations of PS 2.4.

**Student name:**

Activities where opportunities to demonstrate PS 2.4 may arise	Evidence					Demonstrated PS 2.4
	Possible criteria for PS 2.4	Date/activity				
1–6, 15	Understands the purposes and features of maps and who uses them.					
2	Matches map signs and symbols to appropriate words.					
2	Creates appropriate signs and symbols for maps.					
4	Creates small 3-D models of a place.					
4	Creates a simple plan from a 3-D model.					
4	Creates criteria for a useful map.					
4	Uses criteria to evaluate the usefulness of own and others' maps/plans.					
5	Sequences locations in order.					
6	Creates and analyses mental maps which have appropriate symbols.					
7	Locates and marks familiar places on a local area map.					
8	Designs and answers quiz questions about a map of Queensland.					
9	Collaborates to create a map of an Australian state/territory that shows geographic features.					
10,11	Locates and marks places and features on a map of Australia.					
13	Knows and identifies major global features, such as continents, oceans, the Equator and hot and cold zones.					
15	Uses evidence such as photographs to create maps of the same place in the past and future.					

**What did I learn about maps?****Resource 2*****What was the activity about?***




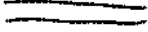

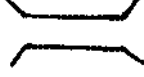
- Symbols on maps represent features in a place.
  
- Mental maps are drawn from memory.
  
- Different cultures show information about places in different ways.
  
- Maps can represent three-dimensional space.
  
- A globe can be a representation of the world.
  
- Maps have different features.
  
- Maps have different users/readers.
  
- Maps have different purposes.



**Under lock and key**

**Resource 3**

1. Cut out and match the symbols and words.
2. Think about why you are matching particular symbols with particular words.

<p><b>main road</b></p>	<p><b>forest</b></p>	
	<p><b>bridge</b></p>	
<p><b>river or creek</b></p>		<p><b>church</b></p>
<p><b>hospital</b></p>		

3. Design your own signs and symbols for the following map features:

**city**

**airport**

**mountains**

**town**

**railway**

**lake**

**cliffs**

**rocks**

**Somewhere out there**

**Resource 4**

I live in/near to a city or town called \_\_\_\_\_.

I live in the state of \_\_\_\_\_.

I live in a country called \_\_\_\_\_.

I live in the \_\_\_\_\_ hemisphere of the world.

I live on planet \_\_\_\_\_.

**This is my address:**

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**I live here, you live there** **Resource 6**

The following booklet should be enlarged for student use. Insert appropriate maps of Australia.

1. Read the statements and fill in the missing information about you and your pal.
2. Cut out and illustrate the pages.
3. Design a cover for your booklet.
4. Make the pages into a booklet.
5. This booklet will be shared with special people you know and with your pal.

My name is ..... and I live at ..... .....	My pal's name is ..... and he/she lives at ..... .....
I live in the state of Queensland. The 'X' on this map of Australia shows you where I live.	My pal lives in the state of ..... ..... The 'X' on this map shows you where my pal lives.
Where I live, the weather can be described as ..... ..... My house and my clothes look like this.	Where my pal lives, the weather can be described as ..... ..... My pal's house and clothes look like this.

**I live here, you live there (continued)**

**Resource 6**

<p>The place where I live has a population of about ..... A lot of people where I live work in .....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>The place where my pal lives has a population of about ..... A lot of people where my pal lives work in .....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>My favourite place where I live is .....</p> <p>.....</p> <p>.....</p> <p>People who visit here like to .....</p> <p>.....</p> <p>.....</p>	<p>My pal's favourite place where he/she lives is:</p> <p>.....</p> <p>.....</p> <p>People who visit like to .....</p> <p>.....</p> <p>.....</p>
<p>I enjoy .....</p> <p>.....</p> <p>.....</p> <p>I can do these things because .....</p> <p>.....</p> <p>.....</p>	<p>My pal enjoys .....</p> <p>.....</p> <p>.....</p> <p>My pal can do these things because .....</p> <p>.....</p> <p>.....</p>
<p>The best thing about where I live is .....</p> <p>.....</p> <p>.....</p> <p>This is because .....</p> <p>.....</p> <p>.....</p>	<p>The best thing about where my pal lives is .....</p> <p>.....</p> <p>.....</p> <p>This is because .....</p> <p>.....</p> <p>.....</p>

## Support materials and references

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### Teacher reference

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*Jacaranda Atlas Programme Mastering Maps*, 1987, Jacaranda Wiley, Milton, Qld.

*Teacher's Book to Accompany Outline Maps of Australia and Her Neighbours*, 1994, Peter Leyden Publishing, Artarmon, NSW.

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### Student reference

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Drew, D. 1988, *Postcards from the Planets*, Nelson Australia, Melbourne.

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Peter Leyden Publishing 1995, *Landmarks of Australia*, Artarmon, NSW. (Picture pack, out of print.)

Peter Leyden Publishing 1996, *Landforms of Australia*, Artarmon, NSW. (Picture pack.)

Smyth, G. 1982, *A Pet for Mrs Arbuckle*, Scholastic Australia Pty Ltd, Sydney.  
(Video also available.)

Wheatley, N. & Rawlins, D. 1987, *My Place*, Collins Dove, Melbourne.

### CD-ROM

*Australia Unfolded* 1996, Auslig, Belconnen, ACT.

This interactive atlas features maps from all over Australia. It enables users to view areas of choice and zoom in, zoom out, centre and scan. Maps can be created by adding features to base map information.

Jacaranda 2001, *Jacaranda Primary Atlas: Studies of Society and Environment* (2nd edn), John Wiley & Sons Australia Ltd, Milton, Qld. (Includes CD-ROM)

*Where in the World is Carmen Sandiego?* Version 3.0.1 1996, Broderbund Software, Novato, California. Students use maps and geographical clues to search for criminals on the run.

## Websites

(All websites listed were accessed in April 2002.)

Aboriginal art. [www.aboriginalart.com.au/](http://www.aboriginalart.com.au/)

ePALS Classroom Exchange. [www.epals.com/](http://www.epals.com/)

Encourages classrooms from around the world to network and communicate via email. It boasts 97 countries and links to other education resources, projects and websites.

oz-TeacherNet On-line Curriculum Projects.

[www.rite.ed.qut.edu.au/oz-teachernet/projects/](http://www.rite.ed.qut.edu.au/oz-teachernet/projects/)

Provides information about Oz-TeacherNet Projects, including Travel Buddies, Project Atmosphere Australia Online, Book Rap, Global Youth Forums and Virtual Field Trips. There is also an Australian Registry of Curriculum Projects and Aussie School House Projects.

**This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:**

***Years 1 to 10 Studies of Society and Environment Syllabus***

***Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines***

***Studies of Society and Environment Initial In-service Materials***

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