



Approaches to Teaching

Geographical Thinking

Titles: Introducing Spatial Significance



Division: <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Junior <input checked="" type="checkbox"/> Intermediate <input checked="" type="checkbox"/> Senior	
Focus: Introducing Geographical thinking-Spatial Significance	Scope: Grades 3-12
Description: Students are beginning to use the language related to location in this lesson. The skill practiced addresses People and Environment strands (1-6) and Geography (7-12). Students will make observations from a variety of resources and categorize them. Then they will sort through the observations and make inferences. Students will be introduced to the concept of spatial significance (significance) and they will begin to construct anchor charts.	

 <p>Learning Goal:</p> <ul style="list-style-type: none"> •we are learning to: -make observations and inferences -recognize the characteristics of significance -analyze geographic resources using significance 	 <p>Success Criteria:</p> <ul style="list-style-type: none"> -I can make observations and inferences -I can determine the qualities of spatial significance -I can analyze geographic resources using spatial significance
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Teaching/Learning Strategies:

Minds On

Begin by presenting several images to the class. Include an image of a place/location that is significant to you (teacher). Begin to model the language of location i.e. maps, location, and distance terminology. A map will be required to show the location of the place. Ask the students to make observations of the images. Record the observations on chart paper. Refer to the geographic definition and note that the lesson is focusing on "what is where?" and "why care?"

As a group examine the observations and decide which observations relate to "what is where?" (location descriptors).

Action

The process for this lesson can be adjusted based the abilities and needs of your group.

Part A

Option 1

Provide the class with images and maps. They may reflect your local community or an area that has been discussed in class. The teacher will model the process by describing a location of significance (highlighting the unique attributes of the location). The teacher will record the characteristics of significance on chart paper. Then the teacher will guide the class to locate places in the community/province/world that have importance to them on maps. Begin with the local community. Provide time for the students to locate significant places on a map. The qualities or characteristics of the places may be recorded on sticky notes and placed on the maps. The students are beginning to create a spatial journal.

AfL Observe students as they make observations and inferences about their selected locations.

Option 2

Allow students to access computers. Using one of the programs identified in the Materials and Resources section. Students will find locations, add images and descriptions noting the characteristics of the location and the reasons why it is important (why care?)

AfL Observe how students are generating qualities related to geographic significance and provide feedback.

Part 2

Provide an opportunity for students to share their results with others. Then refer to the Frayer Model and begin filling in parts of the chart. Introduce the title of this concept to the class. Begin with the examples and the characteristics of significance. As a group continue to complete the chart.

Consolidation

Use a placemat exit card so groups of 3 or 4 can use the same placemat. Ask students to identify and describe a location/characteristics/significance. As an alternative the students can draw a sketch to reflect the place and write the characteristics around it.

Extension

Also discuss how significance relates to the geographic definition.

Revisit the Frayer model and add to it as students develop a deeper understanding of the disciplinary thinking concepts.

Begin to use the geographical thinking templates the next time students are using this concept within an inquiry. Note that the development of concepts is not meant to be a one lesson event. Rather we will revisit the concept again and add to it as we learn more. Students may draw images or construct posters to represent the concept.



Material/Resources Required:

[Geographic Definition Organizer](http://tinyurl.com/geo-organize) <http://tinyurl.com/geo-organize>

[Supplementary Resource Package](http://tinyurl.com/supplementary-pkg) <http://tinyurl.com/supplementary-pkg>
(Includes sample spatial technology options)

What prior knowledge is really required for this activity to be successful?

Students should have:

- the Frayer Model, reading maps
- familiarity with maps