

Geography Alive: Early Stage 1 Geography (Unit 2)

Lesson 5: Going to the zoo		
<p>Content focus:</p> <p>In this unit students will use a map of Taronga Zoo to develop their understanding of legends/keys/symbols – what they mean and what they are used for. Students will also be given the opportunity to create their own map of a zoo.</p>		<p>Resources:</p> <ul style="list-style-type: none"> • Resource Sheet 1: Pictorial map of Taronga Zoo [Source: https://taronga.org.au/sites/tarongazoo/files/TZMap_Ed9v6.pdf] • Resource Sheet 2: Enlarged section of the Taronga Zoo pictorial map • Worksheet 1: A trip to the zoo • Interactive whiteboard • Colour pencils and glue • A3 sheet of paper
<p>Key inquiry questions:</p> <ul style="list-style-type: none"> • How are places located on maps? • What is the role of map symbols? 	<p>Outcomes:</p> <p><i>A student:</i></p> <ul style="list-style-type: none"> • identifies places and develops an understanding of the importance of places to people • communicates geographical information and uses geographical tools. 	<p>Lesson sequence:</p> <ul style="list-style-type: none"> • Step 1: Ask students if they have been to a zoo. What their favourite animal is to see at the zoo? What was the zoo like? Were there animals everywhere or were they in enclosures? Were there paths to get to each animal? How did you know where the animals were? Was there a map to follow? • Step 2: Display on the board a section of the Taronga Zoo map (Resource Sheet 2). Ask students what they can see? Can they see some animals? Discuss with students what the symbols on the map are. What do you think they mean? Ask students to come to the front of the room and point out where places might be such as the bathrooms, restaurants, kangaroos etc. You may like to show students a copy of the original map and see if they can identify any other symbols (Resource Sheet 1). • Step 3: Provide students with a copy of Worksheet 1. Ask students to colour in objects and match the symbols with the labels on the map. When complete, students may colour in the rest of the map. • Step 4: Provide students a bank A3 sheet of paper and pieces of coloured paper. Students are given the opportunity to draw their own map of a zoo. They should include those things they like and have seen on the Taronga Zoo map. Discuss with students some of the key things they should include on their maps. These completed maps can be displayed around the classroom.