

Geography Alive: Stage 2 Geography (Topic 1; Unit 4)

Lesson 5: Similarities and differences between places 1		
<p>Content focus:</p> <p>In this lesson students find out about the geography of Hobart, Australia. They will use this information to compare with another place in the subsequent lesson.</p>		<p>Resources:</p> <ul style="list-style-type: none"> • Teaching Resource 1 – Indonesian Information Sheet • Teaching Resource 2 – Sydney Information Sheets • Worksheet 1 – Hobart Information Sheet Scaffold • Devices connected to the internet
<p>Key inquiry questions:</p> <ul style="list-style-type: none"> • How and why are places similar and different? 	<p>Outcomes:</p> <p><i>A student:</i></p> <ul style="list-style-type: none"> • Identifies and describes features and characteristics of places and environments • describes the ways people, places and environments interact • acquires and communicates geographical information using geographical tools for inquiry. 	<p>Lesson sequence:</p> <ul style="list-style-type: none"> • Step 1: Explain to students that to know the geography of places we need to find information, understand it and then communicate what we know to others. Show students Teaching Resource 1 (Indonesian Information Sheet). <ul style="list-style-type: none"> • Ask students where they would go to find the information to write an information sheet? <i>Internet, books, etc.</i> • What sources of information could they look for? <i>Maps, graphs, tables, written text, photos, videos etc.</i> • What types of questions could they ask to inquire about a place? <i>For example: Where is Indonesia on a map? What are the features of Indonesia? Where do people live?)</i> • Step 2: Students work with a partner to find out information about Hobart, Australia. They will need access to the Internet. They record their information on Worksheet 1 Hobart Information Sheet Scaffold <ul style="list-style-type: none"> • Note: Keep this worksheet/information, as it will be used in the next lesson. • <i>Optional:</i> Show students Teaching Resource 2: Sydney Information Sheet as a model of what to do on their worksheets. • Step 3: Reflect that on student learning and ask them – What did we learn to do today? What sources of information did we read?