

# 4

## Pre-Task Activity # 4: Mapping Activity – What does my community look like?

### Purpose

The goal of the mapping activity is to help students identify the communities in which they live. Students learn to locate the major issues in their community and identify how the local government directly affects their own lives.

Students are introduced briefly to the structure and function of the three levels of government in Canada. However, for the purpose of this activity federal and provincial functions should only be mentioned as they relate to the municipal government (e.g., shared responsibilities).

### Strand and Expectations

Canada and World Connections

### Overall Expectations

Students will:

- summarize the structures, functions, and interactions of Canada's federal, provincial/territorial, and municipal governments, and identify and describe significant Canadian symbols, ceremonies, buildings, and political figures
- identify concrete examples of how government plays a role in contemporary society and of how the rights of groups and individuals and responsibilities of citizenship apply to their own lives.

### Specific Expectations

Students will:

- identify services provided by the federal, provincial/territorial, and municipal governments
- formulate questions to develop a research focus (what does our community look like?)
- construct and read a variety of maps, graphs, diagrams, and/or models to display and interpret information for specific purposes (e.g., maps showing local electoral ridings, major municipalities of Canada).

**Time Required: Three 40 min periods**

## Resources

Association of Municipalities

<http://www.amcto.com/db/newsinfo.asp?it=727&itemid=12094&DataIT=&ListName=>

Ward Profiles

<http://app.toronto.ca/wards/jsp/wards.jsp>

## Teaching/Learning Strategies

1. Teachers may begin the lesson by asking students to list the things that they need to live safely and healthily. The students may respond in small groups.
2. In groups of 3 or 4 have students brainstorm answers to these questions
  - What does our community look like?
  - What types of services are available?
  - Are there any natural places around like forests?
  - Are there any parks? Are they in good condition?
  - What are road conditions like?
  - Is it safe for me to walk to school? (lights to ensure I can safely cross the street)
3. The teacher may collate student responses to highlight the influence of local government.
4. Select one of the extension activities to help students to discover different perspectives about the community. During the extension activity, teachers will encourage students to highlight and record government services. Refer to Appendix 9.
5. Students may work in small groups to record several significant points from one of the unit resources. The points should highlight important information that could be included on the maps.
6. Provide students with step-by-step instructions

### STEP ONE:

Draw an outline to show the boundaries of your neighbourhood/community. Remember to use a ruler to ensure neatness.

### STEP TWO:

Refer to list of map elements to ensure you have included all of the required items. You should begin by giving your map a title, and creating a legend in order to identify key landmarks.

### STEP THREE:

Using the information collected during the walking tour and recorded in Community Research Chart; map the key elements you think are important in defining your neighbourhood (e.g. the schools, roads, buildings, parks, etc.).

## Assessment

- Formative assessment: anecdotal notes of students' response to questions
- Prior knowledge: students identify which symbols represent the different services provided by the municipal government (see activity listed under Extensions)
- A checklist may be provided to students and criteria reviewed to ensure students are aware of expectations.

## Map Criteria and Marks

- 1) Map is neat / 3
- 2) Colour is used to enhance details / 2
- 3) Map includes all necessary elements / 10
  - Map Title (neighbourhood/community name)
  - Legend/Map Key (symbols to identify what is on the map)
  - Neat border line (use a ruler)
  - Scale (size of the area you are mapping)
  - Compass

## Accommodations

- More time may be given to complete the tasks.
- Students may be asked to draw only a legend and write the names of the corresponding landmarks or symbol.
- Have students draw a map of their community based on the image seen on Google Maps or Google Earth.

## Extensions

If a class walking tour of the neighbourhood is not possible choose from one of the following options:

- Option 1: Students record observations on their way to school
- Option 2: Show students a map of their neighbourhood using Google Map or Google Earth. Once students have located their community on the map, divide students into small groups to discuss the physical characteristics of the area including important landmarks such as parks, schools, community centres, government buildings, etc.
- Option 3: Look at a photograph of a community and identify all the different types of municipal services provided by the government
- Option 4: Students create maps based on "the ideal community"
- Option 5: Students identify their ward (based on location of school) using a map of Toronto (link provided by the city of Toronto website)

- Provide students with a copy of various symbols (recycling, police department, fire station, animal services) any area of responsibility that falls under municipal government jurisdiction. In groups students match the name of the service provided by the city of Toronto with the appropriate symbol.

Students may participate in shared reading activity in order to learn about the various municipal services offered in a typical neighbourhood (Appendix #10) Ask for a volunteer to read the short story out loud. Ask for six additional volunteers to read the STOP AND READ cues. When reading activity is complete, divide students into small groups where they will write their own ending to the story using the remaining municipal services listed below.

- Libraries
- Animal Services
- Parks and Recreation