

## G.2: LESSON PLAN

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**Title**

Mapping “Place”

**Subject**

Geography

**Grade**

K-5

**Time**

30-45 minutes

**Purpose**

After locating and identifying the images of “place” in the fresco, students make inferences about how the fresco represents different places. Students create a “map” that interprets their understanding of the role of place in their lives.

**Key Questions**

1. What is “place”?
2. What kinds of “places” do you see in the fresco?
3. What “places” do you live or go to school in: neighborhood, city, state, and country?

**Values**

Belonging, Community

**Materials & Resources**

[Virtual tour of the fresco](#); [fresco image guide](#); examples of “places” in the fresco; paper, scissors, old magazines, and colored pencils/crayons/markers

**Activities**

1. Lead students through a virtual tour of the fresco.
  2. Using the image guide and examples of “places,” create and present a slideshow of images that show the “places” that are represented in the fresco. Are they homes? Cities? States? Countries? What other kinds of “places” do you see in the fresco?
  3. As a class, teach students to distinguish neighborhood, city, state, and country. Ask students to silently think about what neighborhood, city, state, and country they live in.
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4. Then, using a physical or virtual map, identify the location of your school and ask students to ask the person sitting next to them:  
What city do you live in? What state do you live in? What country do you live in?
  5. Revisit the images in the fresco from the slideshow. See if students can make connections between city, state, and country and the “places” in the fresco. Then, ask them to identify different characteristics of each place. Think about landforms, plants, animals, architecture, etc. Write their ideas on a whiteboard or large butcher paper.
  6. Individually, ask students to create a “map” of the place they live or where their school is located. Ask them to label each “place” (neighborhood, city, state, country). Remind them to think about the following questions:
    - a. Think about the 5 senses: What do you see? Hear? Taste? Smell? Touch? in the place you live or go to school?
    - b. What does the city look like?
    - c. What does the architecture look like?
    - d. What kinds of landforms (mountains, bodies of water, etc.) are there?
    - e. What plants can you find nearby?
    - f. What animals can you find there?
    - g. Add any additional questions relating to “place”
  7. Have students present their “maps” in groups, answering the following questions:  
What did you include in your map? How is it similar or different to the “places” in the fresco?

## **Evaluation/Assessment**

**Feedback:** [Take this survey to share your feedback on this lesson plan](#); formative and summative assessment (e.g. [Edutopia](#); [CRLT](#)); state assessment tools.

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Examples of “Places” in the Fresco



The Railroad in New Mexico (PE4)



Guanahani, San Salvador (NW9)



Sacred Heart, Sacred Heart Church (NE1)



Palace of the Governors (NE3)



Great Mosque of Córdoba (NE14)



Pyramid (SW23)



Kiva (SE15)