

# (GIS) Compare and Contrast - Then and Now

## Summary

Students compare a GIS generated map using the most current fly - over data to a map of the same location using older fly - over data.

## Time Frame

1 class periods of 60 minutes each

## Group Size

Large Groups

## Life Skills

Thinking & Reasoning

## Materials

GIS software

Layout map of your neighborhood. We put the layout map of before the school was built on one side and after the school was built on the other side.

## Background for Teachers

Teacher needs to have enough experience with GIS to create a layout map using an older fly-over image and another with a current fly-over image. Pat made the map of our school, Escalante. It was perfect because the older fly-over was in 1997 and the more recent was the fall of 2002, right after our school was built.

## Student Prior Knowledge

Teach the **Point Of View** lesson so that kids understand bird's eye view and where the photos came from.

## Intended Learning Outcomes

Recognize and understand the text structure **Compare And Contrast** and its implications.

Practice using a map, looking for landmarks, locating places in their neighborhood.

Learn to determine direction by using landmarks...the lake, the mountains, Lagoon, Raging Waters, etc.

## Instructional Procedures

Each student should have a layout of the area you want them to compare and contrast. In our case, it was a before and after photo of the Escalante Elementary neighborhood. Before the school was built and after.

Start with directionality. Can they find the compass rose? What does it mean? Where is each direction on the map? Then, in your classroom, figure out where each direction is from the room. In their small groups have them talk about the map and see what each group can identify or say about the map.

Ask for input from each group.

Depending on how recognizable your area is, you may have to give them a hint about what they are looking at. Our group quickly figured out the distinctive donut shape of our school and

the neighborhood.

Have students label streets, look for crosswalks, label stores, parks, their own homes, friends' homes, etc.

### Bibliography

Pat Lambrose created this lesson.

### Authors

[PAT LAMBROSE](#)

[LESLIE LEWIS](#)