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Imagining Places

Standards
Students understand similarities and differences within and among literary works from various genres and cultures. Students know that film and television have features that identify different genres.

Google Earth Tools
• Layers panel: 3D Buildings
• Street View*

Overview
Students will investigate the possible locations of imaginary places from fiction.

Vocabulary
• genre
• scouts

Materials
• *Where in the World…?* activity sheets (pages 214–216)

Procedure

1 Ask students if they have ever read any of the *Harry Potter* books by J.K. Rowling, or other book series that takes place in an imaginary place. Ask students if the places in the story are real or imaginary (e.g., *Hogwarts and Diagon Alley are imaginary but London is real*).

2 Tell students that movie location scouts are people who look for locations to film movies that match what the author has described in a book. The scouts for the *Harry Potter* movies chose England and Scotland for most of the filming.

3 Distribute copies of the *Where in the World…?* activity sheets (pages 214–216) to students and open Google Earth.

4 Much of the action of the Harry Potter stories takes place at Hogwarts Castle. There is no such place in real life, but students can see the castle that is used in some scenes in the movies. **Fly to** Edinburgh Castle, Edinburgh, Scotland. Click and hold on the **pegman icon** (between the **Move joystick** and the **zoom slider**) until you see blue lines on the roads. Drag the **pegman icon** and drop it anywhere with the blue lines to enter **Street View** and look around. Have students record what they see on their activity sheets (question 1).

Imagining Places *(cont.)*

Procedure *(cont.)*

5 Then, **Fly to** the Elephant House, Edinburgh, and use the **pegman icon** to enter **Street View**. The cafe is where J.K. Rowling wrote much of the Harry Potter series. Navigate to Candlemaker Row and Merchant Street (55 56 51.14 N 3 11 32.39 W) and look at the view of Edinburgh Castle from the back window of the Elephant Cafe.

6 **Fly to** two other imaginary locations from the book series of your choice. Click on the **3D Buildings layer** in the **Layers panel** to get a closer look at these locations. If you are using the *Harry Potter* series, explore Glenfinian Viaduct in Scotland (56 52 34 N 5 25 52 W), the bridge the Hogwarts Express travels over in the films, or King's Cross Station in London, England with these features.

7 Explain that the *Harry Potter* stories are fantasy stories, which is one kind of genre. Have students write a definition for the fantasy genre by listing some of the characteristics of a fantasy story, and then thinking of some appropriate settings (question 2). For example, if fantasy stories usually have magical creatures, where would those creatures need to live? If fantasy stories usually include kings or queens, where would they need to live?

8 Have students describe the characteristics of the different genres listed on their activity sheets (question 3). Then, **Fly to** the locations listed and match each location to one of the genres (question 4). Have students explain why they chose to match the setting to that genre.

Extension Activities

- *Lord of the Rings* (Tolkien 1965) was filmed in New Zealand in a variety of locations. **Fly to** Hobbiton Movie Set and Farm Tours, Matamata, New Zealand. Turn on the **Photos layer** and look one mile north to see photos of the hobbit homes.

- Use **Street View** to look at your school. Have students write a letter to the director of an imaginary film, arguing why your school is a perfect filming location.

Imagining Places *(cont.)*

Did You Know? ✕

Some fantasy stories, like *Star Wars*, take place in the desert. An unusual desert used to film some scenes is Chott el Djerid, Nefta, Tunisia.

Screenshot

Edinburgh Castle 3D model

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Name _____ Date _____

Where in the World…?

1   Look around Edinburgh Castle and record your observations below.

_____

_____

_____

_____

2   On the lines below, describe some characteristics of a fantasy story.

_____

_____

_____

_____

Now list some possible locations for fantasy stories based on the qualities you described.

_____   _____

_____   _____

_____   _____

Where in the World...? *(cont.)*

3 List two characteristics of each of the genres shown below.

Western: _____   _____

Science fiction: _____   _____

Pirates: _____   _____

Fairy tale: _____   _____

Mystery: _____   _____

Action/Adventure: _____   _____

Futuristic: _____   _____

4 Fly to the locations below. Describe the genre that would best be associated with the location and explain why you chose that genre.

- Tortuga, Haiti

    Genre: _____

    Why: _____

    _____

- Devil's Tower National Monument, Wyoming

    Genre: _____

    Why: _____

    _____

Where in the World…? *(cont.)*

5 Fly to the locations below. Describe the genre that would best be associated with the location and explain why you chose that genre.

- Tongariro National Park, New Zealand

    Genre: _____

    Why: _____

    _____

- Monument Valley, Arizona

    Genre: _____

    Why: _____

    _____

- Neuschwanstein Castle, Bavaria, Germany

    Genre: _____

    Why: _____

    _____

- Eden Project, Cornwall, United Kingdom

    Genre: _____

    Why: _____

    _____

- Alcatraz, California

    Genre: _____

    Why: _____

    _____

Answer Key *(cont.)*

1. Responses may include: random shapes.
2. Squares and rectangles
3. Land was sectioned by set numbers of acres.
4. One square mile
5. $\frac{1}{16}$ of 640 = 40 acres
6. 36 square miles
7.

6	5	4	3	2	1
7	8	9	10	11	12
18	17	16	15	14	13
19	20	21	22	23	24
30	29	28	27	26	25
31	32	33	34	35	36

8. 252nd Street and 398th Avenue
9. About 11 miles
10. about .5 miles per hour; about one day (22 hours)
11. .32 hours

Water All Around (pages 196–198)

1. Circles
2. Responses may include: the sprinkler system waters crops in a circle.
3. Students should build model.
4. Well water comes up through the center pivot pipe and sprays from a radial arm that moves around the field.
5. 440 yd.²
6. 607,904 yd.²
7. 845 yards; 713,687 yd.²

To the Moon (pages 203–204)

1. Responses may include: dark and light areas, craters.
2. Diameter is about 120 km or 54 mi.
3. 24 single boots or 12 pairs; the boots will be wherever the missions landed

4. Head Crater, Bench Crater, Surveyor Crater

How Deep Is the Ocean? (pages 209–210)

1. Responses may include: four or five different shades of blue. It is shallower.
2. About –1.5 km (–30,000 ft.) at its deepest
3. Same: landscapes, mountain ranges; Different: above and below water, rocky or sandy
4. Responses will vary.
5. Responses may include: they are looking for warmer water, they are staying close to a food supply.

Where in the World…? (pages 214–216)

1. Responses may include: parking lots, trees, castle walls are stone or brick.
2. Responses may include: kings and queens, castles, magical creatures, forests; Locations may include: castles, forests, deserts.
3. Characteristics may include: Western—desert, ghost town; Science fiction—space, barren or rocky landscape; Pirates—ocean, island; Fairy Tale—forest, castle; Mystery—graveyard, dark forest, spooky mansion; Action/Adventure—mountains, cliffs, jungle; Futuristic—stark buildings, desert, cities
4. Responses will vary.
5. Responses will vary.

Ancient Drawings (pages 220–222)

1. Responses may include: a bird, a whale, a monkey, or hands.
2. geoglyph—works of art that were made from moving or arranging stones or earth on a landscape
3. Responses may include: Ballena (whale), Astonauta (astronaut), Manos (hands), Mono (monkey), Colibri (hummingbird), and Condor (under the Panoramio for "Nazca Lines").
4. shark, horse, rabbit; responses may include: man-made means.
5. Stories will vary.