

Bird's-Eye View

by John Lockyer

Summary

This book explores the developments that have allowed people to view and photograph Earth from above.

Features of the Text

- Report
- Aerial photographs
- Illustrations with captions
- Compound adjectives – *bird's-eye view*, *hot-air balloon*, *seventy-five years*, *search-and-rescue workers*, *ever-changing world*
- Historical information

Purpose

Bird's-Eye View can be used to introduce and reinforce the following skills:

- S** scanning and skimming a text for specific information;
- S** comparing and contrasting information;
- S** organizing ideas and information using a concept map.

The Guided Reading Lesson

- S** Scanning and skimming a text for specific information
- S** Comparing and contrasting information

Introducing the text

Discuss the cover photograph together.

– *How do you think this photo was taken?*

Encourage the students to think of different ways that an aerial photograph can be taken (from airplanes, helicopters, airships, hot-air balloons). Then discuss what their neighborhood or city would look like from a bird's-eye view.

– *What features would stand out?*

– *What would be the best way to take an aerial photograph? Why?*

Reading and discussing the text

Ask the students to read to the end of page 6. When they have finished reading, ask them to look back over the pages to find the answers to the following questions:

- *When and how were the first aerial photographs taken?*
- *How were aerial photographs used during the American Civil War?*
- *What else could aerial photographs be used for?*

Ask the students to read to the end of page 10, looking for ways that aerial photographs are used. When they have finished reading, discuss their findings.

The students can now read to the end of the text. Discuss the differences between aerial photography now and aerial photography in the eighteenth and nineteenth centuries. Discussion points may include the use of technology, distance above earth, and the quality of photographs.

Explain that you are going to create a timeline together that shows the key events in the development of aerial photography. Have the students skim-read the text to get an idea of how many key events will be on the timeline. Remind the students that skimming involves looking briefly at each page for key words, dates, or relevant information.

Ask the students to look at page 3.

– *Where should we start our timeline? Why?*

Allocate a section of text to each student (or a pair of students) and provide them with index cards to write the key events on. When the students have finished, order the index cards together as a group. Allow them time to read the cards and give each other feedback on their choices.

The students can now create a timeline on the board or on paper, marking the time intervals and writing in the key events.

Following Up

The students can:

- use the blackline master on page 51 to create a concept map about aerial photography
- chose one method of aerial photography to research further
- list the advantages and disadvantages of using rockets, kites, and pigeons to take aerial photographs.