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**Lesson Title:** Pip’s Journey  
  
**Suggested Grade Level:**

9th grade English

**Estimated Lesson Time:**

One block period (90 minutes)

**Student Prior Knowledge:**

The students will need to be familiar with using Paint or another graphics painting program. The students will also have read *Great Expectations* in class before the assignment can be started. The students were also told, in advance of reading the text, to take notes on locations and their appearance.

**Standard:**

[LA.910.2.2.3: The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);](javascript:setId(1395))

**Goal:**

Students will use a graphic painting program to create a visual representation of how they see Pip’s home and where he goes in London. To demonstrate their understanding of characters, times, and places within a fiction novel, they will collect available, pertinent information from the text about the location and appearance of places within the novel. Analyzing the text and synthesizing information in this way is important for complete comprehension and understanding of a novel or any other written work.

**Learning Objective:**

Using the text and example maps as reference, the students will design a map with representations of at least six locations that Pip visited in *Great Expectations* each with a summary explaining their appearance and location that are clearly supported by correct, typed references from the novel as well as three features common on a map (compass, key, labels) that are legible and useful.

**Resources:**

* [*Great*](http://tools.fcit.usf.edu/ar/admin/Goanimate.com) *Expectations* by Charles Dickens
* Paint or other graphics painting software or program

**Procedures:**

1. I/Teacher introduce the activity with a map of the city of London from recent years. (2 minutes)

2. You/Students comment on significant features on the map (such as key/legend, compass, roads, major locations, etc). (3 minutes)

3. I/Teacher explain the map project, hand out rubric, and answer any questions. (5 minutes)

4. I/Teacher then provide an illustrated example of one location from *Great Expectations* showing how I found references and key information from the text to design and place this location on a map. (5 minutes)

4. You/Students will create a map in Paint or program of your/students’ choice including the six locations and three map features. (70 minutes)

5. You/Students will email a file of the map to the teacher. (5 minutes)  
  
**Assessment:** Students were provided with a rubric on the map project which detailed how many locations, how much detail on each location, and what kind of surrounding land and map features were required. The students will be assessed mostly on the quality and correctness of the map, but also on creativity and effort put into the project.