

# “Impossible” Places

## Lesson 1: Is Las Vegas a “Real” place?

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
<p><b>Place</b> - <i>Understanding the physical and human characteristics of real places. Developing ‘geographical imaginations’</i></p> <p><b>Physical and human processes</b> - Understanding how sequences of events and activities in the physical and human worlds lead to change in places.</p>	<p><i>Human geography, built and managed environments and human Processes</i></p> <p><i>Interactions between people and their environments</i></p>	<p>What is meant by a “real” place?</p> <p>How can the term “sense of place” be defined?</p> <p>Consider the view that Las Vegas is an “impossible place”</p> <p>Describe the differences between two places. What features make a place “real”?</p> <p>Define the term “sense of place”</p> <p>Test the hypothesis that the local High Street is a clone town through a fieldwork survey</p>	<p><b>STARTER:</b> <b>Las Vegas video</b> Guess the location. Based on the introductory video, why might Las Vegas be described as an “impossible place”? (Discussion could focus on the fake architecture, reliance on gambling, desert location, water supply issues etc)</p> <p><b>MAIN ACTIVITIES:</b> <b>Paired task: What makes a place “real”?</b> Compare two pictures - a canal in Venice, and a gondolier outside The Venetian Las Vegas. Use a Development Compass Rose to identify the differences between the places. Locate on a map or virtual globe. Compare findings and answer the question “Why are some places more “real” than others”? Through guided discussion, class reflects on the idea that both physical and human factors lead to certain places developing an identity. The term “sense of place” can be introduced. **</p> <p><b>PLENARY:</b> Challenge students to come up with a definition for the term “sense of place” ***</p> <p><b>EXTENSION: Fieldwork</b> Do students live in a Clone Town? Carry out a survey of the local High Street to assess whether it is a clone of others, or a place with a unique sense of identity.</p>	<p><b>Downloads:</b> Las Vegas introductory video</p> <p>Venice and Venetian Las Vegas images.</p> <p>Google Earth files</p> <p>Development Compass Rose</p> <p>Clone Town Survey sheet</p> <p><b>Links:</b> Google Map of Venice and the Venetian</p>
<b>Key processes</b>	<b>Curriculum opportunities</b>			<p><b>Assessment opportunities</b></p> <p>Whole class discussion</p> <p>Annotated Development Compass Rose</p> <p>Fieldwork investigation</p>
<p><b>Geographical Enquiry</b></p> <p><b>Fieldwork and out-of-class learning</b></p> <p><b>Geographical Communication</b></p>	<p><i>Undertake fieldwork investigations in different locations outside the classroom, individually and as part of a team</i></p> <p><i>The study of place and space provides a strong context for learning about change in the contemporary world – both directly in the local environment and more broadly using multimedia data, images and text.</i></p>			<p><b>Notes</b></p> <p>*During the main activity the location of both photographs could be identified using Google Earth. **In the case of the two images, factors such as language, art, music, history architecture, language climate economic activity and surrounding landscape all contribute to Venice’s unique sense of place. The Venetian Hotel by contrast, can be regarded as lacking a sense of place. ***There is a useful Wikipedia entry on Sense of Place and an academic definition as well – see web links.</p>

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## Web links:

Google Map of Venice and the Venetian:

<http://maps.google.co.uk/maps/ms?ie=UTF8&hl=en&msa=0&msid=106895422170144132172.0004361ab573d510bedb7&ll=48.57479,-52.207031&spn=76.017275,164.53125&z=3&om=1>

Wikipedia entry on Sense of Place: [http://en.wikipedia.org/wiki/Sense\\_of\\_place](http://en.wikipedia.org/wiki/Sense_of_place)

Academic definition of Sense Of Place: <http://www.eslarp.uiuc.edu/la/LA437-F95/reports/yards/main.html>

Clone Town Survey: [http://www.neweconomics.org/gen/news\\_clonetown.aspx](http://www.neweconomics.org/gen/news_clonetown.aspx) and download survey  
<http://www.neweconomics.org/gen/uploads/mrrefr55lroqjwrefpvg525528082004130744.pdf>

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## Lesson 2: The Skywalk – a step too far?

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p><b>Place</b> - Every place has unique physical and human characteristics, that can be interpreted and represented in different ways.</p> <p><b>Environmental interaction and sustainable Development</b> - appreciating the possible tensions between economic prosperity, social fairness and environmental quality</p> <p><b>Cultural understanding and diversity</b> - Appreciating how people’s values and attitudes differ and develop their own values and attitudes about issues.</p>	<p>range of investigations, focusing on places, themes or issues</p> <p>the location of places and environments</p> <p>interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.</p>	<p>What is the Skywalk?</p> <p>Where is the Grand Canyon?</p> <p>Why was the Skywalk built?</p> <p>What are the issues surrounding the construction of the Skywalk?</p> <p>What do students think of the construction? Is it a “step too far”?</p> <p>Explore values and attitudes about an engineering project</p> <p>Create a concept map to illustrate the geographical issues that relate to the project.</p>	<p><b>STARTER: Mind Movie</b> Read excerpts from Skywalk site. Students guess what is being described. Show images of the Skywalk. Students offer an initial opinion.* Look at Google Earth 3D model. Suggest why some people view the Skywalk as a “step too far”?</p> <p><b>MAIN ACTIVITIES: Class / Small group work</b> Watch ABC News video (download from You Tube) or watch the video from <i>The Washington Post</i>. In groups evaluate the official Skywalk website, and compare with the <i>Washington Post</i> news story. <i>Students may want to carry out a web search for additional information.</i> Make a Concept Map to illustrate the issues behind the construction# Read some of the comments about the Skywalk that have been posted on You Tube. Which opinion is the most popular with the class?</p> <p><b>PLENARY:</b> Do another opinion poll to gauge the extent to which the class has changed their views about the Skywalk.</p> <p><b>EXTENSION:</b> Provide students with a photo or sketch of a well known natural feature, ideally fairly local to their home area. Students sketch and annotate ideas for an engineering project that could enhance the natural environment.</p>	<p><b>Downloads:</b> Google Earth model**  Concept Map statements  Pollster Excel application  Excerpts from Skywalk website starter script</p> <p><b>Links:</b> You Tube video***  Skywalk website</p>
				<b>Assessment opportunities</b>
				<p>Whole class and small group discussion.  Concept Map  Opinion poll</p>
				<b>Notes</b>
				<p>* Pollster Excel can be useful when sampling student opinion if carried out at the start and again at the end of the lesson. ** Google Earth 4 is required to view textured 3D models. Download the latest version here: <a href="http://earth.google.com/">http://earth.google.com/</a> *** If You Tube is filtered in school, download video and convert to another format using Zamzar <a href="http://www.zamzar.com/url/">http://www.zamzar.com/url/</a> # Concept Maps are described in <i>More Thinking Through Geography</i>. The lesson also lends itself to debate format.</p>
Key processes	Curriculum opportunities			
<p><b>Geographical enquiry</b></p> <p><b>Geographical communication</b></p>	<p>use a range of approaches to enquiries and use varied resources, including maps, visual media and geographical information systems</p>			

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## Web links:

Grand Canyon Skywalk: <http://www.grandcanyonskywalk.com/>

Pollster Excel application: <http://tre.ngfl.gov.uk/server.php?request=cmVzb3VyY2UuZnVsbnVsbHZpZXc=&resourceId=10994>

You Tube video introduction to the Skywalk (Recommended) <http://www.youtube.com/watch?v=ejGvsUEqjYc&mode=related&search=>

Washington Post article and video: <http://www.washingtonpost.com/wp-dyn/content/article/2007/03/07/AR2007030702557.html>

Video on constructing the Skywalk: <http://www.youtube.com/watch?v=cdxUhVyzLRM&mode=related&search=>

You Tube video walking on the Skywalk: <http://www.youtube.com/watch?v=F8FzTdgZwQA&mode=related&search=>

Wikipedia entry about the Skywalk: [http://en.wikipedia.org/wiki/Grand\\_Canyon\\_Skywalk](http://en.wikipedia.org/wiki/Grand_Canyon_Skywalk)

QTVR images of the Grand Canyon: [http://vrm.vrway.com/projects/GRAND\\_CANYON\\_COLORADO\\_RIVER/](http://vrm.vrway.com/projects/GRAND_CANYON_COLORADO_RIVER/)

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## Lesson 3: Thirsty City

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p><b>Place</b> - the <i>physical and human characteristics of real places.</i></p> <p><b>Interdependence</b> - <i>understand how human action in one place has consequences somewhere else.</i></p> <p><b>Environmental interaction and sustainable Development</b> - <i>Understand that the physical and human dimensions of the environment are interrelated and together influence environmental change.</i></p>	<p><i>physical geography, physical processes and natural landscapes</i></p> <p>Different parts of the world: <i>This includes the location of places, key aspects of their changing geography and how places link with other places in the world across a range of different environments.</i></p> <p>interactions between people and their environments</p>	<p>Why is Las Vegas so thirsty?</p> <p>How are residents being encouraged conserve water?</p> <p>Are schemes for meeting Las Vegas’s future water demands likely to prove contentious?</p> <p>Rapid urban sprawl has increased demands on the city’s water supply.</p> <p>Investigate the problems of water supply and consumption in Las Vegas</p> <p>Conserving water through “xeriscaping”</p>	<p><b>STARTER: Owens Valley image.</b> Students guess why the valley is dry. Recount the story of the “stealing” of the Owens River by the City of Los Angeles in 1913.* Locate Las Vegas using Google Earth. Activate the UNEP placemark and associated image layers, and read the information about urban sprawl and population growth.** Discuss the problems of supplying water to Las Vegas</p> <p><b>MAIN ACTIVITIES:</b> Read BBC article about the city’s “dry future”. Highlight the references to water usage, noting the differences between the hotels and domestic users. Research “xeriscaping” (dry landscaping) as an alternative to traditional garden lawns. There is a good video on xeriscaping on the New York Times website.***. Design an informational leaflet to encourage Las Vegas residents to conserve water and adopt xeriscaping as an alternative to traditional gardens. # (More able students could research other water conservation measures as well.)</p> <p><b>PLENARY:</b> Discuss the planned water pipeline from Central Nevada. Why are some people opposed to the scheme? What are the other options for the city?</p> <p><b>EXTENSION / OPTIONAL TASK:</b> Plot a climate graph for Las Vegas using the data and instructions.</p>	<p><b>Downloads:</b> Climate data and instructions</p> <p><b>Images:</b> Owens Valley image</p> <p><b>Links:</b> <i>Washington Post</i> story <i>BBC News</i> article – (online or print version) <i>New York Times</i> video on xeriscaping</p>
				<b>Assessment opportunities</b>
				<p>The information leaflet #</p> <p>Whole class discussion</p>
				<b>Notes</b>
				<p>*Owens Lake was a salty lake until 1913, when the Owens River was diverted into the Los Angeles Aqueduct, quickly draining the lake. Today, Owens Lake is a dried salt flat that contains some pooled water following rains. The <i>Washington Post</i> web article contains more details. ** The UNEP placemark can be activated by turning on the Global Awareness Layer and ticking the UNEP box. **** The leaflet could form a good assessment for learning task. Students could design a mark scheme and/or carry out peer assessment. # There is a useful introduction to “xeriscaping” on Wikipedia</p>
<b>Key processes</b>	<b>Curriculum opportunities</b>			
<p><b>Geographical enquiry</b></p> <p><b>Graphicacy and visual literacy</b></p> <p><b>Geographical communication</b></p>	<p>use varied resources, including maps, visual media and geographical information systems.</p> <p>The study of place and space provides a strong context for learning about change in the contemporary world –using multimedia data, images and text. Using current examples involving real places provides opportunities to make connections to the world beyond school.</p>			

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## Web links:

Owens Valley image: <http://eol.jsc.nasa.gov/sseop/images/EO/highres/ISS006/ISS006-E-24783.JPG>

*Washington Post* article about the water conflict in Owens Valley: <http://www.washingtonpost.com/wp-dyn/content/article/2006/12/19/AR2006121901660.html>

*BBC News* article Las Vegas heading for ‘dry future’: <http://news.bbc.co.uk/1/hi/sci/tech/4719473.stm>

*The New York Times* video on xeriscaping:  
[http://video.on.nytimes.com/index.jsp?fr\\_story=e04609db3dcacdbc92ba68fe6bdf9dab5a508bc6&rf=rss](http://video.on.nytimes.com/index.jsp?fr_story=e04609db3dcacdbc92ba68fe6bdf9dab5a508bc6&rf=rss)

Wikipedia entry on xeriscaping: <http://en.wikipedia.org/wiki/Xeriscaping>

Instructions for drawing climate graphs in Excel: <http://www.stacey.peak-media.co.uk/Year8/8-2Weather/8-2Webpages/8-2Webproject.htm>

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## Lesson 4: Building the impossible city

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p><b>Place</b> - <i>where it is, what it is like, how it became like this and how it might change.</i></p> <p><b>Environmental Interaction and sustainable development</b> - <i>possible tensions between economic prosperity, social fairness and environmental quality.</i></p> <p><b>Physical &amp; human processes</b> - <i>Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes.</i></p> <p><b>Cultural Understanding and Diversity</b> - <i>people’s values and attitudes differ and may influence social, environmental, economic and political issues.</i></p>	<p><i>human geography, managed environments</i></p> <p><i>interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact</i></p> <p><i>a range of investigations, focusing on places, themes or issues</i></p>	<p>Why is there a construction boom in Dubai?</p> <p>What are the human issues behind the rapid development of the city?</p> <p>The Burj Dubai is currently the tallest building in the world.</p> <p>Dubai’s rapid expansion is part of a planned diversification away from oil</p> <p>The bulk of the construction workforce is composed of poorly paid Asian immigrants.</p> <p>investigate the reasons for the construction boom in Dubai</p> <p>Understand the human issues behind the rapid development of the city.</p>	<p><b>STARTER:</b> <b>Image and discussion</b> Show picture of Burj Dubai and mention some of the facts and figures from the official website. Ask students to explain why they think Dubai is constructing the world’s tallest building. Where do they think Dubai’s money comes from? *</p> <p><b>MAIN ACTIVITIES:</b> <b>Small group activity</b> Show Google Video of Dubai cranes ** Small group activity on the Mohit Mystery ***</p> <p><b>PLENARY:</b> Discuss the outcomes of the Mohit mystery. There are two main strands: 1. the construction boom has been driven by the diversification of the economy away from oil. There is an accompanying information sheet to use in the discussion. 2. “Mohit” is one of over 250,000 poorly paid Asian immigrants who make up the construction workforce. Students could read the <i>BBC News</i> article to learn a little more about the labour issues.</p> <p><b>EXTENSION:</b> Students could carry out some extra research into the labour and human rights issues. A piece of creative writing, for example a poem exploring the lives of the Asian construction workers could follow.</p>	<p><b>Downloads:</b> Mohit Mystery</p> <p>Google Video clip Dubai cranes**</p> <p>Changing Functions of Dubai information sheet</p> <p><b>Links:</b> Discontent in Dubai BBC News article Image of Burj Dubai Burj Dubai official website</p> <p><b>Assessment opportunities</b></p> <p>Whole class discussion</p> <p>Small group work</p> <p>Creative writing piece</p> <p><b>Notes</b></p> <p>* The answer is resoundingly NOT from oil! See Dubai Wikipedia entry and the Changing Functions of Dubai sheet ** The video can be downloaded from Google Video and converted using <a href="http://www.zamzar.com">www.zamzar.com</a> *** For those unfamiliar with a “Mystery” activity, refer to <i>Thinking Through Geography</i> David Leat 1998. The plenary discussion needs to be planned in advance.</p>
<b>Key processes</b>	<b>Curriculum opportunities</b>			
<p><b>Geographical enquiry</b> - <i>analyse and evaluate evidence, presenting findings to draw and justify conclusions</i></p> <p><b>Geographical communication</b></p>	<p><i>use varied resources, including maps, visual media and geographical information systems</i></p> <p><i>use a range of approaches to enquiries</i></p>			

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## Web links:

Burj Dubai official website: <http://www.burjdubai.com/>

Burj Dubai Wikipedia entry: [http://en.wikipedia.org/wiki/Burj\\_Dubai](http://en.wikipedia.org/wiki/Burj_Dubai)

Google Video Dubai Cranes\*\*: <http://video.google.com/videoplay?docid=1561284101248340143>

Discontent in Dubai *BBC News*: <http://news.bbc.co.uk/1/hi/business/4903794.stm>



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## Lesson 5: A sustainable future for Dubai?

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p><b>Interdependence -</b> <i>Understanding the significance of interdependence in change</i></p> <p><b>Environmental Interaction and sustainable development -</b> <i>Exploring sustainable development and its impact on environmental interaction</i></p> <p><b>Cultural understanding and diversity -</b> <i>people's values and attitudes differ and may influence Social and environmental, issues</i></p>	<p><i>a range of investigations, focusing on places, themes or issues</i></p> <p><i>human geography, built and managed environments and human processes</i></p> <p><i>interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.</i></p>	<p>What are the environmental issues that impact on the rapid growth of Dubai?</p> <p>How could architecture be designed to be more environmentally sustainable?</p> <p>What is the likely future for Dubai?</p> <p>The construction boom in Dubai raises a variety of environmental issues.</p>	<p><b>STARTER:</b> Students watch the PPT World's Greatest Growing City Alternatively one of the many futuristic promotional videos can be shown* Use Google Earth to locate Dubai and note the emerging artificial islands.</p> <p><b>MAIN ACTIVITIES:</b> <b>Paired work leading to individual task</b> Diamond 9 sustainability issues.. Students organize the issues to reflect their importance when designing a new building. Read an article describing one of the new projects such as Hydropolis or the concept for a wind powered rotating skyscraper. (Some students may wish to research other examples – try the Dark Roasted Blend blog article) The main activity is to design a fantasy building for Dubai.** The building could be located accurately using Google Earth and the challenge is to incorporate ideas from the diamond 9 exercise to ensure it is designed to be as sustainable as possible. The design will be mindful of the desert climate and annotations should explain the design features. This could make a good class competition.</p> <p><b>PLENARY:</b> Read the short blog extract The Future for Dubai and tick the scenario considered most likely. Poll the views from the whole class. This could lead to an interesting debate. ***</p> <p><b>EXTENSION:</b> The article “Sinister Paradise” could make a good Fact Or Opinion? Task for more able students.</p>	<p><b>Downloads:</b> World's Greatest City PPT or promotional video</p> <p>Diamond 9 activity</p> <p>Future for Dubai blog extract</p> <p><b>Links:</b> Google Earth</p> <p>Further information on concept architecture</p>
				<p><b>Assessment opportunities</b></p> <p>Discussion of Diamond 9 activity</p> <p>Annotated fantasy architecture design</p>
<p><b>Key processes</b></p> <p><b>Geographical enquiry</b></p> <p><b>Graphicacy and visual literacy</b></p> <p><b>Geographical communication</b></p>	<p><b>Curriculum opportunities</b></p> <p><i>build on and expand their personal experiences of geography</i></p> <p><i>explore real and relevant contemporary contexts</i></p> <p><i>use a range of approaches to enquiries</i></p> <p><i>use varied resources, including maps, visual media and geographical information systems</i></p>	<p>Relative importance of different environmental issues in Dubai.</p> <p>The future growth of Dubai may well continue to be influenced by the availability of cheap fossil fuels, despite the diversification of the economy away from oil.</p>		<p><b>Notes</b></p> <p>* You Tube search will find many examples! There is a good National Geographic TV program in the Mega Structures series that covers the creation of the artificial islands ** Students with advanced ICT skills could use SketchUp, the free 3D modelling software from Google *** The plenary discussion needs to be planned for. Students should be reminded that the changing functions of Dubai have been driven by the need to diversify the economy away from fossil fuels, yet in the short – term at least, the city relies on the existence of cheap fossil fuels and affordable air travel</p>

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## Web links:

Lots of promotional videos for Dubai real estate: [http://www.youtube.com/results?search\\_query=dubai&search](http://www.youtube.com/results?search_query=dubai&search)

Wind powered rotating skyscraper: <http://www.alternative-energy-news.info/wind-power-rotating-skyscraper/>

Hydropolis underwater hotel: <http://www.hydropolis.com/> & <http://www.designbuild-network.com/projects/Hydropolis/>

Speculative blog post on future Dubai architecture: <http://www.darkroastedblend.com/2007/05/dubais-architecture-update-part-2.html>

The Price of “The World” (environmental article): [http://news.mongabay.com/2005/0823-tina\\_butler\\_dubai.html](http://news.mongabay.com/2005/0823-tina_butler_dubai.html)

“Sinister Paradise”: <http://www.commondreams.org/views05/0714-31.htm> This article could make a good Fact or Opinion exercise for the more able.

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## Lesson 6: No Admittance – Forbidden places

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p><b>Place</b> - Every place has unique physical and human characteristics, which can be interpreted and represented in different ways.</p> <p><b>Interdependence</b> - understand how human action in one place has consequences somewhere else</p> <p><b>Cultural understanding and diversity</b> - people's values and attitudes differ and may influence social, environmental, economic and political issues.</p>	<p><i>a range of investigations, focusing on places</i></p> <p><i>a variety of scales, from personal, local, regional, national,</i></p> <p><i>interactions between people and their environments,</i></p>	<p>Why some are places forbidden?</p> <p>What would it be like to visit a forbidden place?</p> <p>Human activities have made some parts of the planet uninhabitable. Some places are restricted because of past or present military activities. Places may also be forbidden for cultural political or environmental reasons.</p> <p>Consider the nature of forbidden places in their local area.</p> <p><b>Note:</b> <i>The lesson concept was inspired by the “The importance of geography” statement in the revised Programme of Study. There is a strong element of Citizenship, especially in the plenary and extension.</i></p>	<p><b>STARTER: Show You Tube video “Visions of Pripyat”</b>* Students asked to identify the place, and the reason for the abandoned town. A 5W's sheet could be used.</p> <p><b>MAIN ACTIVITIES:</b></p> <p><b>Individual research:</b></p> <p>Students are given a list of forbidden places, (though more able students could discover their own examples). For each one they need to do some research** to find out:</p> <ul style="list-style-type: none"> <li>- Where the place is located</li> <li>- Why the place is forbidden</li> <li>- What special clothes, equipment and permission are required to visit the place</li> <li>- An image of the place</li> </ul> <p>Complete a piece of creative writing describing a visit to the place. The finished work could be presented as a project, for wall display and / or the creative writing published on a class blog. ***</p> <p><b>PLENARY:</b> Students could read excerpts of their work to rest of the class. Discussion could move to a consideration of the forbidden places in the local area. Schools in more rural locations could look at the Countryside and Rights of way Act 2000 and the Rambler's Association campaigns. Discuss the different ways that boundaries are represented on maps.</p> <p><b>EXTENSION:</b> There could be scope for a local fieldwork enquiry that explores the theme of boundaries. Students could annotate a map of the local area to show places where they are made to feel unwelcome or are prohibited from entering. They could also identify the spaces where they are made to feel welcome.</p>	<p><b>Links:</b></p> <p>You Tube video of Pripyat</p> <p>List of forbidden places (Some suggestions in the web links below)</p> <p>Internet access for research</p>
<b>Key processes</b>	<b>Curriculum opportunities</b>			<b>Assessment opportunities</b>
<p><b>Geographical enquiry</b></p> <p><b>Graphicacy and visual literacy</b></p> <p><b>Geographical communication</b></p>	<p><i>use a range of skills, including ICT</i></p> <p><i>make links between geography and other subjects</i></p> <p><i>use varied resources, including maps, visual media and geographical information systems</i></p> <p><i>Personal experiences of geography: This involves using pupils' practical and life experiences to extend and deepen their awareness and understanding of a range of geographical ideas. .</i></p>			<p>5W's activity</p> <p>Individual project</p>
				<b>Notes</b>
				<p>*This is a good video and will need to be downloaded and converted before using in school using <a href="http://www.zamzar.com">www.zamzar.com</a></p> <p>** It is assumed that at some stage, students will use Wikipedia. It would be good to make sure that students understand the limitations of Wikipedia, in particular where more emotional topic entries are concerned. Teachers may want to mention historically forbidden places such as Tibet or Timbuktu when discussing the concept.</p> <p>*** Students could help design an assessment scheme for this work. The National Geographic published a lesson plan based on the concept of boundaries – though it is aimed at KS2.</p>

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## Web links:

### Starter activity:

Visions Of Pripyat: <http://www.youtube.com/watch?v=5YIjS2JfkWk&mode=related&search>

### Forbidden Places resources:

Wikipedia entry for Pripyat: [http://en.wikipedia.org/wiki/Pripyat,\\_Ukraine](http://en.wikipedia.org/wiki/Pripyat,_Ukraine)

Wikipedia entry for Gruinard: [http://en.wikipedia.org/wiki/Gruinard\\_Island](http://en.wikipedia.org/wiki/Gruinard_Island)

Bikini Atoll: [http://en.wikipedia.org/wiki/Bikini\\_Atoll](http://en.wikipedia.org/wiki/Bikini_Atoll)

Nevada Test site: <http://www.nv.doe.gov/nts/tours.htm> Sedan Crater: [http://en.wikipedia.org/wiki/Sedan\\_\(nuclear\\_test\)](http://en.wikipedia.org/wiki/Sedan_(nuclear_test))

Area 51: [http://en.wikipedia.org/wiki/Area\\_51](http://en.wikipedia.org/wiki/Area_51)

UK secret bases - start research at the weird and wonderful: <http://homepage.ntlworld.com/alan-turnbull/secret.htm>

Hawthorn (nuclear bunker): [http://en.wikipedia.org/wiki/Hawthorn,\\_Wiltshire](http://en.wikipedia.org/wiki/Hawthorn,_Wiltshire)

Vozrozhdeniya: [http://en.wikipedia.org/wiki/Vozrozhdeniya\\_Island](http://en.wikipedia.org/wiki/Vozrozhdeniya_Island) / <http://bldgblog.blogspot.com/2007/07/island-tomb-of-forgotten-diseases.html>

Centralia: [http://en.wikipedia.org/wiki/Centralia,\\_Pennsylvania](http://en.wikipedia.org/wiki/Centralia,_Pennsylvania) / <http://www.offroaders.com/album/centralia/centralia.htm>

Korean Demilitarized zone: [http://en.wikipedia.org/wiki/Korean\\_Demilitarized\\_Zone](http://en.wikipedia.org/wiki/Korean_Demilitarized_Zone)

Imber: <http://en.wikipedia.org/wiki/Imber>

Nanda Devi Sanctuary: [http://en.wikipedia.org/wiki/Nanda\\_Devi](http://en.wikipedia.org/wiki/Nanda_Devi)

Mecca (for non Muslims) <http://en.wikipedia.org/wiki/Mecca>

Guantanamo Bay: [http://en.wikipedia.org/wiki/Guantanamo\\_Bay\\_Naval\\_Base](http://en.wikipedia.org/wiki/Guantanamo_Bay_Naval_Base)

Chagos Islands: [http://news.bbc.co.uk/1/hi/uk\\_politics/1005064.stm](http://news.bbc.co.uk/1/hi/uk_politics/1005064.stm) / Diego Garcia: [http://en.wikipedia.org/wiki/Diego\\_Garcia](http://en.wikipedia.org/wiki/Diego_Garcia)

Foreign Office travel advice website:

<http://www.fco.gov.uk/servlet/Front?pagename=OpenMarket/Xcelerate/ShowPage&c=Page&cid=1095423800990>

(Thanks to SLN users for some of the above suggestions)

Rambler's Association (Right to Roam): <http://www.ramblers.org.uk/freedom/>

National Geographic lesson plan for primary children: <http://www.nationalgeographic.com/xpeditions/lessons/13/gk2/boundaries.html>