

Teacher: Chelsey Carpenter/Abby Gorby

Class/Grade level: Social Studies 6

Unit Topic: Geocaching

Lesson #: \_\_\_\_\_

<p style="text-align: center;"><b>Objectives</b></p> <p><i>[OTES Standard 4: Instruction]</i></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>● Use a longitude and latitude on a map to find relative locations</li><li>● Read and follow directions that coordinate with a map to find relative locations.</li></ul> <p>I can statement here:</p> <ul style="list-style-type: none"><li>● I can use a map and written directions to find a location.</li><li>● I can associate moving from place to place in the Eastern hemisphere to factors such as political, environmental, social and economic.</li></ul>
<p><b>CCS Standards</b></p>	<ul style="list-style-type: none"><li>● Latitude and longitude can be used to identify absolute location.</li><li>● Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.</li></ul>
<p><b>Materials Needed</b></p>	<ul style="list-style-type: none"><li>● Map of school building</li><li>● Directions to arrive at each stations</li><li>● Parent or staff volunteers to work each station</li><li>● Station index cards station answer and next station clue</li></ul>
<p style="text-align: center;"><b>Procedure</b></p>	<ul style="list-style-type: none"><li>● Students will be called to the group carpet to discuss the upcoming activity. They will be asked some opening questions to review their knowledge of factors that caused people to move in the eastern United States. We will list the factors on a large piece of paper. I will then ask students to give examples of each factor such as an economic reason or political reason.</li></ul>

- Students will then be asked if they've ever heard of geocaching. I am thinking most will not be familiar but a few may and can share what they know. Geocaching can be related to a scavenger hunt. We will preview the the directions to the show "Amazing Race" which will be similar to the activity we will complete.
- Students will then receive the directions. They will need a map of their school with latitude and longitude lines drawn on them (these maps will vary by school). The map also needs to include a compass of north, south, east and west.
- Students will be given the coordinates of their starting point (our classroom) and will mark this location on their map.
- Students will be traveling around their school building using either a longitude/latitude coordinate or by directions such as twelve paces north, turn left, sixteen paces west, etc. Once students arrive to their destination a parent volunteer will read a scenario to them which deals with why people migrate. Students will have to answer the question presented in order to obtain their directions or coordinate for the next station.
- When students arrive at the station they will mark the station on their map. After they answer their question correctly, the station worker will initial the location on the map to signify the students answered the question and found the location.
- Students will be broken up into groups of four for this activity. Each student will choose a job in their group (one reads the map, one reads the directions, one write down the question and answer at the station and the last student checks off the list of stations). This will assure that all students are participating.
- Students will then be set free to complete the geocaching activity!
- If able, extra parent volunteers will be roaming the hallways/outside locations to help students in need.
- When all students have returned I will re-read the questions that were asked to review each question in case some students didn't hear the questions completely.

<p style="text-align: center;"><b>Assessment</b></p> <p style="text-align: center;"><i>[OTES Standard 3: Assessment]</i></p>	<p>How will you assess student learning for this specific lesson?</p> <ul style="list-style-type: none"> <li>● Students will be formally assessed in the beginning of the unit based on their ability to recall details of factors that cause people to move in the eastern United States.</li> <li>● Students will also be formally assessed on their knowledge of longitude and latitude when finding our location on the school map when given coordinates.</li> <li>● Students will be summatively assessed on their ability to work as a team when answering station questions. Students will mark the location of each station on their map when they arrive. Parent volunteers will initial each station on their map after their question is answered.</li> <li>● Students will also fill out a survey after the activity to rate how their partners participated. This will be seen only by myself to ensure who participated and who did not. Students who are rated poorly by their peers will be brought in and questioned on the material to ensure they know the material before moving on.</li> </ul>
<p style="text-align: center;"><b>Rationale Including Knowledge of Students</b></p> <p style="text-align: center;"><i>[OTES Standard 1: Students] Before &amp; After the Lesson</i></p> <p style="text-align: center;"><i>[OTES Standard 1: Students; Standard 2: Content; Standard 4: Instruction]</i></p>	<ul style="list-style-type: none"> <li>● In order to gain an understanding of what students know I will discuss these standards with the fifth grade teachers to gain an understanding of how in depth students studied these concepts.</li> <li>● Students have previously learned these concepts in fifth grade with the standards of <ul style="list-style-type: none"> <li>○ Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.</li> <li>○ Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.</li> <li>○ Latitude and longitude can be used to make observations about location and generalizations about climate.</li> </ul> </li> <li>● Students will also complete in a KWL chart as a class which will be complete on a large poster board in the classroom that we can add to.</li> <li>● Students will have many opportunities prior to this lesson to practice longitude and latitude and will be</li> </ul>

	<p>formally assessed on these activities.</p> <ul style="list-style-type: none"> <li>● With this lesson I want students to gain a better understanding of reasonings as to why people move. I also want students to be comfortable using longitude and latitude to to gain a better understanding of the various regions of earth and how to map these locations.</li> </ul>
<p><b>Before &amp; After the Lesson</b></p>	<ul style="list-style-type: none"> <li>● Prior to this lesson students have studied factors that cause people to move in eastern United States. They will use this knowledge when traveling through the station.</li> <li>● Students have had extra time in class to practice latitude and longitude through various games and activities such Battleships, worksheets, and a classroom grid on the floor.</li> <li>● The next activity in this lesson will have students practicing longitude and latitude on blown up world globes or on actual globes if enough of them can be obtained. Each globe will have marked locations and students will write the coordinates of that location. This will be formatively assessed to see if students have gained a strong grasp on longitude and latitude.</li> </ul>

**Teacher: Chelsey Carpenter/Abby Gorby**

**Class/Grade level: Social Studies 6**

**Unit Topic: Mystery Strategies**

**Lesson #: \_\_\_\_\_**

<p><b>Objectives</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Understand the need/purpose of creating a calendar.</li> <li>● Identify the changes made compared to the calendar we use today.</li> </ul> <p>I can statement here:</p> <p>I can identify how and why the ancient Egyptian people created the calendar.</p> <p>I can explain how this impacts life today.</p>
<p><b>Social Studie Standards</b></p>	<p>6. Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.</p> <p>7. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.</p> <p>13. The fundamental questions of economics include what to produce, how to produce and for whom to produce</p>
<p><b>Materials Needed</b></p>	<ul style="list-style-type: none"> <li>● Flyer paper</li> <li>● Clues</li> <li>● Laptop/computer access</li> <li>● Anchor chart paper</li> </ul>
<p><b>Procedure</b></p>	<p>Outline your lesson here. Some suggestions:</p> <ul style="list-style-type: none"> <li>● <i>Introduce question to be answered, “How would you know how to keep track the changing time during the ancient Egyptian time?”</i></li> <li>● <i>Have students brainstorm with group their ideas.</i></li> <li>● <i>Ask teams to share ideas and elaborate (if needed- preferably this is only done if the answer does not make sense) on how they thought they would be able to keep track of this.</i></li> <li>● <i>Pass out clues to have students develop the background of how the Egyptians kept track of time.</i></li> <li>● <i>Have teams come up with hypotheses about how the Egyptians kept track of time. Share these as a whole class.</i></li> <li>● <i>Create an anchor chart from big ideas that the students came up with in their hypotheses. Use the big ideas to scaffold their thinking and build upon what they have discovered.</i></li> </ul>

	<ul style="list-style-type: none"> <li>● <i>Make a final conclusion(s) about how they kept track of time.</i></li> <li>● <i>Have students refer to website list to find additional information about the keeping of the time and use all information from the class to make a flyer type poster to hang around the school to share what they have learned.</i></li> <li>● <i>The flyer must highlight the purpose/necessity of creating the calendar, the connection to the modern technology, a brief intro of how it was developed.</i></li> <li>● <i>Students will complete a gallery walk to view other groups completed presentations.</i></li> </ul>
<p style="text-align: center;"><b>Assessment</b></p> <p style="text-align: center;"><i>[OTES Standard 3: Assessment]</i></p>	<p>How will you assess student learning for this specific lesson?</p> <ul style="list-style-type: none"> <li>● Students will be assessed using formative assessments during class discussions, teacher observations during small group work.</li> <li>● The students’ flyer will be formatively assessed for overall understanding of main concepts.</li> <li>● Misconceptions will be address at the small group or whole class level, as needed.</li> </ul>
<p style="text-align: center;"><b>Rationale Including Knowledge of Students</b></p> <p style="text-align: center;"><i>[OTES Standard 1: Students]</i></p> <p style="text-align: center;"><b>Before &amp; After the Lesson</b></p> <p style="text-align: center;"><i>[OTES Standard 1: Students; Standard 2: Content; Standard 4: Instruction]</i></p>	<p>Why are you teaching this? Explain the importance of the lesson, what the students will learn and why you want them to learn this.</p> <ul style="list-style-type: none"> <li>● The students will be learning about the technology that the Egyptians invented in the early civilization.</li> <li>● The students will be making connections to the advancement in the changes of the calendar.</li> <li>● The students will understand the importance of the calendar in the early civilizations and the necessity for its’ creation</li> </ul>
<p style="text-align: center;"><b>Before &amp; After the Lesson</b></p>	<p>What came before this lesson?</p> <p>Prior to the lesson the students would have learned of the importance of the Nile river to the Egyptian people. How does this lesson connect to previous lessons? The students would make the connection that the people would need a way to keep track of when the Nile river would flood.</p> <p>What will come next?</p>

	<p>The students will be introduced to other technologies of the ancient Egyptian people, along with the goods they would produce.</p> <p>How will this lesson lead into the next one?</p> <p>The students will make the connection of needing to store and trade goods based off the the knowledge of the river flooding time frame.</p> <p>Students will also compare how the egyptians kept track of time to how we keep track of time in modern day.</p>
--	---

Digital links to clues:

<http://www.lavia.org/english/archivo/egyptiancalendaren.html>

<http://katedolan.com/tag/egyptian-calendar/>

<http://www.pninastro.com/wp-content/uploads/2015/11/moon-phases-e1356985488162.jpeg>

<http://mrkash.com/images/egypt-map.jpg>

<http://4.bp.blogspot.com/-Sxu5t-YcF68/T-bFVjzNoKI/AAAAAAAAAPE/vQEuWrbK-mQ/s1600/calendar.jpg>

<http://easyscienceforkids.com/wp-content/uploads/2014/02/Easy-Science-for-Kids-at-Home-on-Ancient-and-Modern-Calendars-Image-of-an-Ancient-Calendar-of-Aztecs-e1394095056421.jpg>

<http://support.sas.com/documentation/cdl/en/idp/60049/HTML/default/images/portlet-infomap.gif>