Town Journey

Lesson Title: Town Journey	Teacher: Lois Paul	Grade Level: 6

Subject(s): Social Studies, Language Arts, Math   **Date:** September   **Time:** 2 weeks

Essential question: As a member of the Timberlane Regional School District, what are the different ways to learn about the four towns that attend our school?

Objective(s):	Intelligences:	Technologies:	NETS for Students:
1. Students will become familiar with the terms for the five themes of geography. 2. Students will gain an understanding of the type of house that they live in and the flora and fauna that is found around their neighborhood. 3. Students will work in a group to showcase their town to the other students that live in the other towns in the district. 4. Students will choose a project that has to do with a specific element of their town and one of the five themes of geography.	**Naturalist** **Visual Spatial** **Interpersonal** **Body/ Kinesthetic** **Verbal/lingui stic**	**Word processor** **Camera** **Video** **Depends on the project chosen**	**Basic operations and concepts-** ET - 1.1.5.1 - Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (NETS Grades 3-5 performance indicator 1) **Technology productivity tools-** ET - 3.1.5.2 - Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (NETS Grades 3-5 performance indicator 5) **Technology communications tools** ET - 4.1.5.1 - Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (NETS

	Grades 3-5 performance indicator 5) ET - 4.1.5.2 - Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (NETS Grades 3-5 performance indicator 6) **Technology research tools** ET - 5.1.5.3 - Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (NETS Grades 3-5 performance indicator 9)
Materials: Books about town history Regional Maps Town Reports Internet access	**Intelligences:** **Verbal/linguistic** **Logical/mathematical** **Visual/spatial** **Naturalistic** **Body/Kinesthetic**
Procedure: **Day 1** ▪ **5 Themes of geography - Use Inspiration (graphic organizer) to define and describe each theme. Students take notes in their notebooks.** **Day 2** ▪ **Discuss the Town Project** ▪ **Put students into town groups assign group jobs** *Materials specialist*- gets any materials needed *Facilitator*- keeps the group on task time keeper- keeps group on schedule *Recorder*- takes notes when needed materials specialist- Keeps all materials that the group needs *Nutritionist* -make sure group chooses healthy snacks and has something to do with the town or this region of New Hampshire. *Tour Director*- will be in charge of getting Journey 4 organized and make sure the journey flows.	**Intelligences:** **Logical/mathematical** **Visual/spatial** **Intrapersonal** **Interpersonal** **Verbal**

▪ **Pass out journeys and discuss the four different journeys** ▪ **Journey 1 (Individual assignment) homework** Students will write a paragraph about the type of house that they live in. Students will look around their house inside and out and study the distinct features. Students will write a paragraph about the **<u>flora</u>** and **<u>fauna</u>** that they would see around their house.	**Verbal/linguistic** **Naturalistic** **Body/** **kinesthetic**
▪ **Journey 2(Individual Assignment)homework** Students will choose a landmark (*a structure (as a building) of unusual historical and usually aesthetic interest; especially: one that is officially designated and set aside for preservation)* and write a paragraph about it. Why it is of importance, how long it has been there, and any other information about it that would be of interest.	**Verbal/linguistic** **Naturalistic** **Body/** **Kinesthetic**
▪ **Journey 3(group Activity)** ▪ **5 days** Students will do a simulation of a tour of their town using journey one and two. The tour director will organize the journey so that it starts at a destination and continues until it ends back at the school. Everybody must describe their house or show a picture of it, serve a healthy snack and describe their landmark or show a picture or diagram of it.	**Interpersonal** **Logical/mathematical** **Visual/spatial** **Verbal/linguistic**
▪ **Journey four(Individual Assignment)to be worked on at home and in school when journey 31 and 2 are finished** **Choose one of the following**	
Create an atlas. One student from each group will draw a map of their town on a large sheet of drawing paper. The student creates a map of the town showing natural features, landmarks, businesses, and where each person in the group lives.. A fact box on each map might provide standard information about size, population, etc. all of the students' maps will be put together to create a class atlas**. Location**	**Musical** **Visual/spatial** **Body/** **kinesthetic**
Create an ABC book of your community. Create an ABC book or PowerPoint presentation to describe the place in which you live. The word used for each letter might describe a unique physical feature, the weather, or the people and their traditions. When completed, the book should tell a reader unfamiliar with your community what life is like there. **Place (Two people from your group may work together on this project)**	**Verbal/Linguistic** **Visual/spatial** **Interpersonal**
Create a postage stamp. Research information about your town and design a postage stamp. The stamp might have on it a physical feature, person, or landmark that the town is noted for. Present the stamp to the class, explaining why you chose to use the image used. Present the stamp to your local post office. **Place**	**Verbal/Linguistic** **Visual/spatial** **Intrapersonal**
Create a postcard. Design 3 postcards. On one side, draw an image representative of a place. On the other side, write a message that provides information about the place. **Place**	**Verbal/Linguistic** **Visual/spatial** **Interpersonal**

Create a graph of our town's growing population. Collect population statistics for your town as far back as they are available. Create a graph to show how the town's population has changed over the decades. How has population change affected the town? **Human Environment Interaction**	**Logical/mathematical Intrapersonal Visual/spatial**
Interview community elders. Interview older family members or neighbors about the memories of living in your town. Ask questions about the transportation they used, the foods they ate, the clothes they wore, games they played, what they did for recreation, the schools they went to. How have things changed? Bring in pictures of the person that you interview from when they were young and now. **Human Environment Interaction**	**Verbal/Linguistic Interpersonal Existentialist**
Interview someone from a business in your town What products are produced there? How many employees work at the company? Where do the products get shipped to? Develop seven more questions to ask during your interview. You may interview someone from the fire or police department. Videotape it or discuss your finding with the class **Movement**	**Verbal/Linguistic Interpersonal Bodily/Kinesthetic**
Create a Commuter graph. Create a graph to show how far the parents in your group travel to work each day. A different bar will represent people who commute less than 5 miles, 6 to 10 miles, 11 to 20 miles, 21 to 30 miles, and more than 30 miles. Use a map or draw a map to show the different places people travel. **Movement**	**Mathematical/Logical Intrapersonal Visual/spatial**
Research your neighborhood Look at your neighborhood in your community. How did your neighborhood developed where it is? Neighborhoods develop for many reasons. They might develop around businesses (jobs) or a church, a hill or a lake. What can you learn about your community from its neighborhoods? Is there a part of your community that might be called the shopping region or the lake region or the farm region? What other regions might be part of your community? **Regions**	**Visual/spatial Bodily/Kinesthetic Interpersonal Intrapersonal Naturalist**
Design a model of a landmark using clay, paper, wood, or any other median that would be appropriate, design a model of something in your town that is considered a landmark.(a structure, building, or object of unusual historical or public interest) **Human Environment Interaction**	**Bodily/Kinesthetic Mathematical/Logical Visual/spatial**
Develop a Website about your Town Included places of interest for children your age. Also include historical information and anything else of importance for someone to learn about your community. **Human Environment Interaction**	**Musical Interpersonal Naturalist Visual/Spatial Mathematical/Logical Intrapersonal**
Create a song about your Town. Use your own lyrics or change the lyrics of a song that you know. Tell us about your town through music. **Location**	**Musical Bodily/Kinesthetic Interpersonal**

	Verbal/Linguistic
Assessment: **Journey one: paragraph has main idea and supporting details. Flora and Fauna are included.** **Journey Two: Paragraph includes facts about the landmark and is at least one paragraph** **Journey Three: Rubric to show that all members participated, all aspects of the journey were utilized, and audience has a better understanding of the town presented.** **Journey four: Rubric for a project presentation**	**Intelligences:** **Visual/spatial**

Reflection:

How did the technologies used accommodate the intelligences you identified?

Basic operations and concepts- using the keyboard helps some of the students that do not have good handwriting or writing skills.

Technology productivity tools- students will choose the activities and the technology used will enhance the presentation as well as their enduring understanding.

Technology communications tools -this standard can only help to enhance the product.

Technology research tools – although most of the research has to be done through interviews and books written about the town, Internet sites can enhance the project.

How did the intelligences identified improve student mastery of the objective(s)? Students could choose an activity. The student would put the effort needed into the assignment because they would be working to their strength. In doing so the objective would be meet at a mastery level.

Did you observe other intelligences come into play during the lesson? What were they and how did they aid in student learning? I have not yet done this lesson. I have done this type of lesson in the past, but I have revised it using the intelligences and I have included more options for the students to choose from using MI.
What other intelligences could be included in this lesson?

I think I have tried to fit as many MI as I could. Until I do the project, I do not know what else to change.