

Cruise The Last



Frontier

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Rationale
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An Exploration of Alaska and its Inhabitants

Over fifty years ago, in 1958, Alaska was ratified as a state. From the time of ratification, people have struggled to make important decisions in regards to it. In the beginning, before Alaska was even considered a state, many people debated whether the purchase of it was worth their efforts. Since then, Alaska has become both beneficial to the United States and troublesome. Similar to many debates through the U.S., no issue is ever resolved quickly. One issue that is important to investigate, that many children may be unfamiliar with is the idea of drilling for oil in Alaska. It is critical that students are aware of the on-going debate about drilling, because it significantly influences our economy and the lives of animals and humans within Alaska. It is imperative that our students in schools today are well aware of our economy, and our relationship to states within our country. In studying the state of Alaska, students will be able to come across vital information that will lead them to discover different information that links states together as a nation. According to the Pennsylvania Standards, students are required to describe and explain the effects of the physical systems on people within regions, exploring Alaska and the debates amongst people in regards to events such as drilling for oil would help successfully teach this idea (7.4.5.A).

Cruise The Last Frontier will be an interactive unit where the students will be able to learn about Alaska and many different concepts that involve the state. The students will be able to achieve comprehension of various concepts concerning the natives of Alaska, animals within Alaska, and major cities. The students will be able to explore how the concepts correlate to one another and why they are important to learn. The unit will provide the students with a greater knowledge of their surroundings, whether immediate or distant. It will also help the students be able to convey their thoughts about particular concepts, and give them pertinent information about other areas of studies, not solely Social Science.

The unit is meant to be an integrated unit that will comprise of not only Social Science standards, but of many other contents as well. An important academic study for this unit is Geography. In order to understand the relationship that Alaska has to other states within the United States, it is important that students are able to locate Alaska and different cities within it (7.2.5.A). It is also imperative that the students understand the dynamics of Alaska through investigating major characteristics of various places throughout the state (7.3.5.A).

One major discipline that will be used significantly throughout the unit is Reading, Writing, Speaking, and Listening. Students will be asked to investigate the concept of drilling for oil in Alaska, and will need to infer using articles whether it would have more positive outcomes than negative outcomes (R4.A.2.3.1). The students will then need to be

able to present their information in the form of a debate, allowing them to pick out major points from each side of the topic at hand (R4.A.2.5.1).

Another major subject that the students will be highly involved in during the unit is the natives in Alaska. It is important for students to be able to examine natives of the past and the natives of the present. Students will be able to investigate how the natives from the past are different from the natives of the present time (8.1.4.A). The class will also examine the concept of health throughout the unit.

Students will be able to investigate the effects of the environment on one's well-being through examining the nature of drilling for oil, and how that would affect humans and wildlife in Alaska. In order to investigate, the students will need to understand technology and be able to apply it through research, investigation, interactive activities, and much more (9.1.5.K).

An additional aspect that will be covered throughout Cruise The Last Frontier is the different animals that inhabit Alaska. The students will be able to understand what the relationship between the cold temperatures of Alaska and the animals that live there (S4.B.3.1.2). The students will be able to take a field trip to the zoo and explore the different environments of the animals and how they compare to that of the environments in Alaska. Through a class discussion and oral presentation, the students will be able to present their findings.

Throughout the exploration of the different topics that will be covered, the students will be highly involved during the unit. I am very excited to present this unit within my classroom so that students can get a better understanding of Alaska, the environment that engulfs Alaskans, and their native animals. I think that it is very important that the students are able to explore the different native animals found within Alaska and why they are fit to live in such an area. After exploring different cities and their geographical construction, students will be able to get a better feel of why geography helps create a certain environment for both people and animals. Exploring the natives is important to study because it presents the students with opportunities to examine how nature affects those living in a particular area. I am excited to present this unit to my students so that I too, will have a better understanding of Alaska and will be able to learn more information on the state. I greatly anticipate the excitement of the students as they cruise Alaska and grasp the environment that surrounds it.

Unit Goals

Throughout the unit, students will be learning a lot about the geography of Alaska and its inhabitants. Students will need to grasp the significance of drilling for oil, and the possible detriments that it could cause the environment. The class will also become aware of the different cities within Alaska and where they are found. In addition, throughout the unit, the students will be discussing the variety of animals that are found in Alaska. In regards to the animals, students will recognize different characteristics that Alaskan animals must have to help them survive the harsh climates. In the course of the unit, the students should begin to appreciate Alaska, and the importance that it provides to our nation.

Unit Objectives

Day 1:

- ❖ Students will be able to work in centers and complete the four different activities.
- ❖ Student will be able to list several important geographical features of Alaska.
- ❖ Students will be able to list the state flower and create a picture of the flower.

Day 2:

- ❖ Students will be able to use their maps in order to provide necessary information about Alaska's geography.
- ❖ Students will be able to create a brochure of Alaska and pinpoint different attractions within Alaska.

Day 3:

- ❖ Students will be able to explain the benefits and consequences of drilling for oil in Alaska.
- ❖ Students will be able to write a persuasive paper explaining their opinion on the topic of drilling for oil in Alaska.

Day 4:

- ❖ Students will be able to plant bean sprouts, then compare and contrast the effects of oil and water on plant life.
- ❖ Students will be able to mention long-term effects of oil on the plant, animal, and civilian population of Alaska.

Day 5:

- ❖ Students will be able to create their own glaciers.
- ❖ Students will be able to compare their glaciers to real glaciers in Alaska.
- ❖ Students will be able to explain what happens to glaciers as they melt.

Day 6:

- ❖ Students will be able to write down a few different facts of the city of Juneau.
- ❖ Students will be able to work collaboratively to create poster boards to display important information to the class.

Day 7:

- ❖ Students will be able to work collaboratively with peers while working within their jigsaw.
- ❖ Students will be able to find pertinent information on the city of Anchorage.

- ❖ Students will be able to create an assessment for their peers to complete.

Day 8:

- ❖ Students will be able to listen to the story and recall the important facts of the reading.
- ❖ Students will be able to work collaboratively with one another and create their own myth or Arctic story.

Day 9:

- ❖ Students will be able to understand important vocabulary about the Iditarod race.
- ❖ Students will be able to demonstrate their understanding of mushers by creating a short story.

Day 10:

- ❖ Students will be able to understand why blubber would be very beneficial for animals or humans to have in the Arctic.
- ❖ Students will be able to demonstrate the knowledge gained about polar bears by writing a short response.

Day 11:

- ❖ Students will be able to list different types of animals that are living in Alaska.
- ❖ Students will be able to sing “Baby Beluga” after learning about the various animals that are found within Alaska.

Day 12:

- ❖ Students will be able to write observations and the differences in growth of plants in various living environments.
- ❖ Students will be able to graph the differences in growth.

Day 13:

- ❖ Students will be able to record observations about the different living environments that animals live in.
- ❖ Students will be able to explain how a zoo’s environment is different from a natural habitat for animals.

Day 14:

- ❖ Students will be able to explain the differences in living environments in a zoo and in nature.

- ❖ Students will be able to explain the importance of making a habitat in a zoo as real as possible.

Day 15:

- ❖ Students will be able to demonstrate what they have learned throughout the unit through various centers.
- ❖ Students will be able explain different things that they have learned throughout the unit.

Focus List

Day 1: Introduction to Alaska

Students will learn about the state flag, state song, and state flower. Students will also learn about the location of Alaska and various geographical characteristics of its land.

Day 2: Geography

Students will learn more about certain cities and attractions in Alaska.

Day 3: Drilling for Oil

Students will learn about the different dangers that drilling for oil presents. They will also learn about the necessity of drilling for oil within Alaska.

Day 4: Drilling for Oil (continued)

Students will start to grow plants in oil and water. They will begin to examine the detrimental effects that oil can have on plants.

Day 5: Cruising the Waters

Students will be able to examine glaciers and compare their homemade glaciers to those that are in Alaska. They will explore the effects that glaciers have on different forms of soil.

Day 6: Juneau

The students will explore different characteristics of the city of Juneau. They will research about important resources, what things it is known for, the population, the history and what the people are like.

Day 7: Anchorage

Students will do a jigsaw activity so that they can learn about the city of Anchorage. They will research about important resources, what things it is known for, the population, the history and what the people are like.

Day 8: Natives

Students will learn about the natives of Alaska. They will be read information about the natives in Alaska from the past and present. They then will create their own native stories.

Day 9: Iditarod

Students will watch an interview of a musher from the Iditarod. They will also be able to experience a virtual fieldtrip to the head office of the Iditarod. Students will create their own story, pretending as if they were a musher during the Iditarod.

Day 10: Polar Bears

The class will be watching a video clip on polar bears and then will be read information about them. The class will be able to experience how blubber keeps animals warm, through an experiment.

Day 11: Beluga Whales

Students will sing "Baby Beluga" and will discuss the validity of the lyrics.

Day 12: Bean Sprouts Wrap-Up

The class will be examining their bean sprouts and comparing their results. The students will be using graphs and charts to visualize their findings.

Day 13: Fieldtrip to the Zoo

The class will be working on completing a packet that helps them take notes on the habitats of certain animals in the zoo.

Day 14: Fieldtrip Wrap-up

The class will be examining their observations. They will be asked to explain the differences between a man-made living environment and a natural environment.

Day 15: Culminating Activity

The students will be able to participate in a variety of different center activities. They will create a skit, play a board game, and explore the Alaskan bulletin board.

Standards

- ❖ Civics and Government:
 - 5.1.4. A: Examine school rules and consequences.
 - 5.1.4. B: Explain rules and laws for the classroom, school, community, and state.
 - 5.1.4. F: Identify state symbols, national symbols, and national holidays.
- ❖ Economy:
 - 6.1.4. A: Identify scarcity of resources in a local community.
 - 6.1.4. C: Illustrate what individuals or organizations give up when making a choice.
- ❖ Geography:
 - 7.1.4. B: Describe and locate places and regions as defined by physical and human features.
 - 7.2.4. A: Identify the physical characteristics of places and regions.
 - 7.2.4. B: Identify the physical processes that affect the physical characteristics of places and regions.
 - 7.3.4. A: Identify the human characteristics of places and regions using the following criteria
 - Population
 - Culture
 - Settlement
 - Economic Activities
 - Political Activities
 - 7.3.5.5. A: Identify the human characteristics of places and regions using the following criteria.
 - Population
 - Culture
 - Settlement
 - Economic Activities
 - Political Activities
 - 7.4.5. B: Identify the effect of people on the physical systems within a community.
- ❖ History:
 - 8.1.4. A: Identify and describe how geography and climate have influenced continuity and change over time.
 - 8.1.4. C: Identify a specific research topic and develop questions relating to the research topic.
 - 8.3.4. B: Locate historical documents, artifacts, and places critical to United States history.

- 8.3.4. C: Explain how continuity and change in U.S. history have influenced personal development and identity.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- ❖ Arts and Humanities
 - 9.1.5. B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
 - Dance: • move • perform • read and notate dance • create and choreograph • improvise
 - Music: • sing • play an instrument • read and notate music • compose and arrange • improvise
 - Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct
 - Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media
 - 9.1.5. J: Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
 - Experiment with contemporary technologies (e.g., color fills on computers, texture methods on computers, fonts/point systems, animation techniques, video teleconferencing, multimedia techniques, internet access, library computer card catalogues).
 - 9.2.5. A: Explain the historical, cultural and social context of an individual work in the arts.
 - 9.2.5. G: Relate works in the arts to geographic regions.
 - Africa
 - Asia
 - Australia
 - Central America
 - Europe
 - North America
 - South America
- ❖ Mathematics:
 - 2.6.4. A: Gather data from surveys and observations within the classroom or homes.
 - 2.6.4. B: Organize and display data using tables, pictures, tallies, bar graphs, line graphs, or pictographs.

- ❖ Reading, Writing, Speaking, and Listening
 - 1.1.4. D: Demonstrate comprehension /understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text, and nonlinguistic representations.
 - 1.4.4.A: Write poems, multiparagraph stories, and plays
 - Include detailed descriptions of people, places, and things
 - Include literary elements
 - Begin to use literary devices
 - 1.4.4.B: Write multi-paragraph informational pieces (e.g., descriptions, letters, reports, instructions)
 - Use relevant graphics (maps, charts, graphs, tables, illustrations, photographs).
 - 1.4.5.C: Write persuasive pieces
 - Include a clearly stated position or opinion
 - Include supporting details, citing sources when needed.
 - 1.5.2.C: Organize writing in a logical order
 - Include recognizable beginning, middle, and end
 - Use appropriate transitions within sentences and between paragraphs
 - 1.5.4.C: Organize writing in a logical order
 - Include a recognizable beginning, middle, and end.
 - Use appropriate transitions within sentences and between paragraphs
 - 1.5.4. F: Use grade appropriate conventions of language when writing and editing.
 - Spell common, frequently used words correctly.
 - Use capital letters correctly.
 - Punctuate correctly
 - Use correct grammar and sentence formation
 - 1.6.4. A: Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions
 - 1.9.4. A: Use media and technology resources for directed and independent learning activities and problem solving.
- ❖ Science:
 - S3.1.4. C2: Describe plant and animal adaptations that are important to survival.
 - S3.3.4. A1: Describe basic landforms. Identify the layers of the earth. Recognize that the surface of the earth changes due to slow processes and rapid processes.

- 3.4.3. A1: Identify how the natural made world and the human made world are different.
- S4.B.1.1.3: Describe basic needs of plants and animals (e.g., air, water, food).
- S4.B.3.1.2: Describe interactions between living and nonliving components (e.g. plants – water, soil, sunlight, carbon dioxide, temperature; animals – food, water, shelter, oxygen, temperature) of a local ecosystem
- S4.B.3.2.1: Describe what happens to a living thing when its habitat is changed.
- S4.B.3.2.2: Describe and predict how changes in the environment (e.g., fire, pollution, flood, building dams) can affect systems.
- S4.A.3.3.1: Identify and describe observable patterns (e.g., growth patterns in plants, weather, water cycle).

Unit Overview

- Day 1: Introduction to Alaska (58 minutes)
 - **Opening:** As an introductory activity, students will be asked to create a list of things that they would want to bring on their cruise to Alaska.
 - **Through:** Following this, students will be broken up into centers in order to learn general information about Alaska. They will create a Forget Me Not flower using tissue paper, as well as fill in a state map with important places and geographical features. The students will also be able to listen to the state song of Alaska and read about the story behind their flag.
 - **Culminating:** At the end of the lesson, the students will be asked what they learned. A list will be created on a large sheet of paper that will remain posted throughout the unit.
 - **Key Concepts:**
 - Students will be able to list several important geographical features of Alaska.
 - Students will be able to list the state flower and create a picture of the flower.
- Day 2: Geography (62 minutes)
 - **Opening:** Students will brainstorm what aspects are important to include in a brochure.
 - **Through:** Students begin researching to create their own brochure.
 - **Culminating:** Students create a brochure on Alaska and different attractions that can be found in different areas.
 - **Key Concepts:**
 - Students will be able to use their maps in order to provide necessary information about Alaska's geography.
 - Students will be able to create a brochure of Alaska and pinpoint different attractions within Alaska.
- Day 3: Drilling for Oil (40 minutes)
 - **Opening:** Students will read the article that is presented to them in class about drilling for oil in Alaska.
 - **Through:** They will then engage in a class discussion about the students' opinions on the topic. Students will then be split into groups to create a classroom debate about drilling for oil in Alaska: one side will present those that are for it, the other side will present the opposing side.
 - **Culminating:** Students will be asked questions such as; why would people need to drill for oil in Alaska and can anyone think of any possible environmentally friendly alternatives? For homework, the students will

need to write a 1-2 page persuasive paper on either drilling or not drilling in Alaska.

- **Key Concepts:**
 - Students will be able to explain the benefits and consequences of drilling for oil in Alaska.
 - Students will be able to write a persuasive paper explaining their opinion on the topic of drilling for oil in Alaska.
- Day 4: Drilling for Oil continued (20 minutes)
 - **Opening:** The students will be able to grow two bean sprout plants. One of which will be given oil, the other will be grown in a normal plant environment, with water.
 - **Through:** The students will need to record their observations daily of the plants' growth.
 - **Culminating:** Once the plants' have grown for about a week, the students will complete another lesson on the plants.
 - **Key Concepts:**
 - Students will be able to plant bean sprouts, then compare and contrast the effects of oil and water on plant life.
 - Students will be able to mention long-term effects of oil on the plant, animal, and civilian population of Alaska.
- Day 5: Cruising the Waters (40 minutes)
 - **Opening:** Students will be shown various pictures of glaciers.
 - **Through:** Students will experiment with the glaciers that they made (from freezing sand with water in a cup). The students will have two different types of surfaces (wood and dirt) to experiment on to see the effects that the moving of the glacier has on itself and the areas around it.
 - **Culminating:** Students will complete a Venn diagram comparing their homemade glacier to that of a real glacier. Students will then write a one-page reflection on the importance of the glaciers within Alaska. They will then share their reflections with a partner and then a few in the class will share.
 - **Key Concepts:**
 - Students will be able to create their own glaciers.
 - Students will be able to compare their glaciers to real glaciers in Alaska.
 - Students will be able to explain what happens to glaciers as they melt.
- Day 6: City of Juneau Exploration (53 minutes)
 - **Opening:** Students will make several predictions about the city of Juneau. For example, how long do they think Juneau has been the capital or, what

resources are important to Juneau's economy, etc.? Students will then share with a partner, explaining their conjectures.

- **Through:** Students will be broken into five different groups. Each group will be given a topic to research. The topics will be; what resources are important to Juneau, what it is known for, the population, the history, and what the people are like.
- **Culminating:** Students will create posters to display the important information that they found while researching. For homework, students will be required to research the cities of Fairbanks and Wasilla.
- **Key Concepts:**
 - Students will be able to write down a few different facts of the city of Juneau.
 - Students will be able to work collaboratively to create poster boards to display important information to the class.
- Day 7: City of Anchorage Exploration (60 minutes)
 - **Opening:** Students will be broken into groups of five. Each group will be given a topic to research. The topics are what resources are important to Juneau, what it is known for, the population, the history, and what the people are like.
 - **Through:** Students will be involved in a jigsaw. One student from each group will go report to the other groups and then report back to their own group to find out all the other information.
 - **Culminating:** The students within each group will come up with three different questions on their material. The questions will be used on a quiz later on in the unit. For homework, the students need to research on all the different topics presented above for the city of Sitka.
 - **Key Concepts:**
 - Students will be able to work collaboratively with peer students while working within their jigsaw.
 - Students will be able to find pertinent information on the city of Anchorage.
 - Students will be able to create an assessment for their peers to complete.
- Day 8: Story Time (46 minutes)
 - **Opening:** Students will brainstorm what they think the lives of native people of Alaska were like in the past.
 - **Through:** Students will be read a few different sections in the book *Polar Bears and the Arctic* by Mary Pope Osborne and Natalie Pope Boyce.
 - **Culminating:** Students will be broken into groups of three, within their groups, they will create an Arctic story about a natural phenomenon, and

then they will share their stories with the class. If there is time, the students will complete a Venn diagram comparing natives of today and natives in the past.

- **Key Concepts:**
 - Students will be able to listen to the story and recall the important facts of the reading.
 - ❖ Students will be able to work collaboratively with one another and create their own myth or Arctic story.
- Day 9: Introduction to the Iditarod (57 minutes)
 - **Opening:** Students will watch a PowerPoint on the Iditarod. Students will also need to record important vocabulary.
 - **Through:** Students will then watch an interview of a musher.
 - **Culminating:** Students will need to create their own short story. The students will be focusing their story as if they were a musher during the Iditarod.
 - **Key Concepts:**
 - Students will be able to understand important vocabulary about the Iditarod race.
 - Students will be able to demonstrate their understanding of mushers by creating a short story.
- Day 10: Polar Bears (40 minutes)
 - **Opening:** Students will watch a short video clip on polar bears. They will then need to predict how polar bears survive in the cold.
 - **Through:** Students will be read information about polar bears from, *Polar Bears and the Arctic*, by Mary Pope Osborne and Natalie Pope Boyce.
 - **Culminating:** Students will be able to experience how blubber keeps polar bears and other animals warm through wearing a blubber glove.
 - **Key Concepts:**
 - Students will be able to understand why blubber would be very beneficial for animals or humans to have in the Arctic.
 - Students will be able to demonstrate the knowledge gained about polar bears by writing short response.
- Day 11: Beluga Whales (35 minutes)
 - **Opening:** Students will be asked a few different questions regarding different animals found within Alaska.
 - **Through:** Students will sing “Baby Beluga” and complete a word search with different attributes of a beluga whale.
 - **Culminating:** Students will discuss what things the lyrics say that are true to beluga whales. Students will then color in a picture of a baby beluga whale. For homework, students will complete a worksheet that allows

them to decipher between which animals live in Alaska and which ones do not.

- **Key Concepts:**
 - Students will be able to list different types of animals that are living in Alaska.
 - Students will be able to sing “Baby Beluga” after learning about the various animals that are found within Alaska.
- Day 12: Finalizing Bean Sprouts (51 minutes)
 - This lesson can be moved accordingly. However, this lesson needs to be placed when the bean sprouts seem to be losing their life.
 - **Opening:** Students will be able to see a PowerPoint of various pictures of oil spills.
 - **Through:** Students will create their own line graph, showing the growth of their plants. The class will then compare data on the board.
 - **Culminating:** Students will be asked several questions about their experiment. For homework, students are asked to write a letter to the governor explaining their experiment and their findings.
 - **Key Concepts:**
 - Students will be able to write observations and the differences in growth of plants in various living environments.
 - Students will be able to graph the differences in growth.
- Day 13: Field Trip to the Zoo (all day)
 - **Opening:** Rules are discussed with the students so that they know what is expected of them as they go on the field trip to the zoo.
 - **Through:** The students will be at the zoo all day and will be required to finish the worksheet that is given to them.
 - **Culminating:** Students are asked to compare and contrast the living environments in the zoo and their natural habitat.
 - **Key Concepts:**
 - Students will be able to record observations about the different living environments that animals live in.
 - Students will be able to explain how a zoo’s environment is different from a natural habitat for animals.
 - Students will keep a close record of the living environments of the animals in the zoo compared to that of their home environment.
- Day 14: Field Trip Wrap Up (58 minutes)
 - **Opening:** Students will use the beginning of the lesson to add any additional information to their packets or color in their pictures that they drew at the zoo.

- **Through:** Students will write a brief paper in their journals on the differences that they saw in the environments of the animals.
- **Culminating:** Students will be asked to write a paragraph or two explaining if they think that animals are better off living in their natural environment or in the zoo.
- **Key Concepts:**
 - Students will be able to explain the differences in living environments in a zoo and in nature.
 - Students will be able to explain the importance of making a habitat in a zoo as real as possible.
- Day 15: Ending Activity (75 minutes)
 - **Opening:** Students will complete the KWL chart that they began at the beginning of the unit. They will also be asked a few questions regarding the unit such as could it be improved, would they want to go through the unit again.
 - **Through:** The students will be going through four different centers in the classroom. The first group will be playing the board game, "Race across Alaska." At another center, they will be exploring the bulletin board, "Cruise The Last Frontier." The third center the students will be creating a skit based off their native stories that they created on day eight. Finally, the last center that they will go through is taking the quiz that their peers created on the cities of Anchorage and Juneau.
 - **Culminating:** The students will present their skits that they created during centers to the entire class.
 - **Key Concepts:**
 - Students will be able to demonstrate what they have learned throughout the unit through various centers.
 - Students will be able explain different things that they have learned throughout the unit.

Vocabulary List

- **Arctic Circle:** An imaginary circle around the North Pole, it includes, Northern parts of Alaska, Canada, Russia, Norway, Sweden, Finland, Iceland, and most of Greenland.
- **Blubber:** The fat layer between the skin and muscle of whales and other cetaceans.
- **Booties:** A type of sock that is made to protect the dog's feet from small cuts and sores. These are made out of various materials, i.e., denim, polar fleece, trigger cloth, etc.
- **Caribou:** A type of reindeer.
- **Carnivorous:** Flesh-eating beings.
- **Echolocation:** The general method of locating objects by determining the time for an echo to return and the direction from which it returns
- **Camouflage:** Concealment by some means that alters or obscures the appearance.
- **Endangered species:** All animals in danger of extinction.
- **Equator:** An imaginary line that runs around the middle of the earth.
- **Extinction:** Animals that are put on this list could die out forever.
- **Freezing:** When the temperature is thirty-two degrees Fahrenheit or below.
- **Frigid:** Extremely cold.
- **Hibernating:** When certain animals such as the female polar bear and the Arctic hare collect as much food in the summer and then appear to sleep all winter.
- **High Arctic:** The highest part of the Arctic Circle.
- **Husky:** Any northern type dog.

- **Iditarod:** An annual sled dog race across Alaska from Anchorage to Nome.
- **Igloo:** Comes from the Inuit word iglu, which means house.
- **Inuit** (IH-noo-wut): Arctic people. Often referred to as Eskimos.
- **Low Arctic:** Further away from the North Pole. Many animals live here and plants cover about 90 percent of the land.
- **Migrate:** When animals travel to faraway places to escape cold weather.
- **Mushers:** Train and race sled dogs.
- **Northern Lights** (Aurora borealis: uh-ROAR-uh BORE-ee-AA-lus): The lights that light up the sky of the North in fall and spring. Aurora was the Roman goddess of dawn. Borealis come from Boreas, the Greek god of the north wind.
- **Permafrost:** Soil that stays frozen all year round. Water cannot drain and it remains frozen in ponds or bogs.
- **Polar ice cap:** A huge mass of ice
- **Scarcity:** Insufficiency or shortness of supply of a good or resource.
- **Tundra:** A flat, dry land without trees. Comes from the Finnish word meaning “treeless plain”.
- **Yup'ik** (YOO-pik): Native Alaskan people. Often referred to as Eskimos.

Material List by Day

Note: Students will need writing utensils and their Alaskan journals everyday throughout the unit. At the end of the unit, students will need to turn in their journals so that the teacher can assess their progress throughout the length of the unit.

Day 1:

- ❖ Picture of Alaskan flag
- ❖ Tape or magnets (to hang flag on board)
- ❖ Notebooks
- ❖ Writing utensils
- ❖ Tissue paper (green, blue, yellow, black and white)
- ❖ Blank pictures of the forget me not flower (enough for each student)
- ❖ Tape of the song of Alaska
- ❖ Blank maps of Alaska (enough for each student)
- ❖ Glue
- ❖ Scissors
- ❖ Crayons
- ❖ Atlas or map of Alaska (enough for six children): Must include landforms, bodies of water, capital city, and other important cities.
- ❖ Headphones (enough for six children)
- ❖ Word searches (enough for each student)
- ❖ Large pad of paper
- ❖ Alaskan journal (one for each student in the class-they will each need to keep their journals for the remainder of the unit. They will need it for each lesson.)

Day 2:

- ❖ Internet access for the entire class
- ❖ Color printer
- ❖ Glue
- ❖ Scissors
- ❖ Crayons, markers, colored pencils
- ❖ Large piece of blank paper to write on
- ❖ Pre-made brochures (three or four)
- ❖ Rubrics (enough for each student)
- ❖ Alaskan journal
- ❖ Writing utensils

Day 3:

- ❖ Pens/pencils
- ❖ Notebooks
- ❖ “Alaska Seeks to Overturn Delay in Arctic Drilling” article (enough for each student)
- ❖ Alaskan journal

Day 4:

- ❖ Potting soil
- ❖ Water
- ❖ Motor oil
- ❖ Cups (enough for two for each student)
- ❖ Seeds (enough for a few for each student)
- ❖ Writing utensils
- ❖ Alaskan journal
- ❖ Sharpie
- ❖ Tablespoons (enough for a group of children to share, one for every four children)

Materials for homework:

- ❖ Small bathroom drinking cups (enough for each student)
- ❖ Sand (enough for each student to have about a tablespoon)
- ❖ Scissors (enough for each student—to cut their ice out of their cup)

Day 5:

- ❖ Small bathroom drinking cups (enough for each student)
- ❖ Sand (enough for each student to have about a tablespoon)
- ❖ Scissors (enough for each student—to cut their ice out of their cup)
- ❖ Some extra glaciers incase students did not do their homework
- ❖ A few blocks of smooth wood (enough for half the class)
- ❖ A few aluminum cookie trays with dirt lining the bottom (enough for half the class)
- ❖ Venn Diagram (enough for each student)
- ❖ Pictures of glaciers (on PowerPoint)
- ❖ Alaskan journals
- ❖ Writing utensils

Day 6:

- ❖ Map of Alaska (displaying Juneau, large enough for the entire class to see)
- ❖ Encyclopedias (enough for each student within the class)
- ❖ Markers, crayons, colored pencils
- ❖ Rulers
- ❖ Posters (enough for 5 groups of students)
- ❖ Writing utensils
- ❖ The students should already have individual maps of Alaska within their folders (have extra just in case a student loses his or hers.)
- ❖ Alaskan journals

Day 7:

- ❖ Encyclopedias (enough for each student)
- ❖ Alaskan journal
- ❖ Writing utensils
- ❖ Internet access (if encyclopedias do not have sufficient information)

Day 8:

- ❖ *Polar Bears and the Arctic* by Mary Pope Osborne and Natalie Pope Boyce
- ❖ Writing utensils
- ❖ Loose-leaf sheets of notebook paper (enough for each student)
- ❖ Dry erase marker
- ❖ Venn diagram worksheets (enough for each student)
- ❖ Alaskan journals

Day 9:

- ❖ Iditarod Power Point
- ❖ Clip of Iditarod musher interview
- ❖ Writing utensils
- ❖ Alaskan journals

Day 10:

- ❖ Access to the internet to watch the polar bear video
- ❖ *Polar Bears and the Arctic* by Mary Pope Osborne and Natalie Pope Boyce
- ❖ Alaskan journals
- ❖ Writing utensils
- ❖ Sandwich bags (around ten)
- ❖ Gallon bags (at least one for each student, about seven extras)
- ❖ Crisco

- ❖ Spoon
- ❖ Bowl of water
- ❖ Lots of ice (one large bag should suffice)

Day 11:

- ❖ Different pictures of animals that are found within Alaska and others that are not.
- ❖ Tape
- ❖ Writing utensils
- ❖ Lyrics for each student
- ❖ Alaskan journal
- ❖ Word searches (enough for each student)
- ❖ Outline picture of a beluga whale (enough for each student)

Day 12:

- ❖ Plants grown in oil (one from each student)
- ❖ Plants grown in water (one from each student)
- ❖ Alaskan journals
- ❖ Writing utensils

Day 13:

- ❖ Writing utensils
- ❖ Fieldtrip permission forms
- ❖ Attendance sheet
- ❖ Packets (enough for each student)
- ❖ Alaskan journals

Day 14:

- ❖ Alaskan journals
- ❖ Writing utensils
- ❖ Crayons, markers, colored pencils
- ❖ Reference materials (encyclopedias, internet access)

Day 15:

- ❖ "Race across Alaska" board game
- ❖ The pieces and the board set up for "Cruise The Last Frontier"
- ❖ Quizzes that the students created (enough copies for each student)
- ❖ Writing utensils
- ❖ Alaskan journals

Benjamin Smith

- ❖ 10 years old
- ❖ A very social individual
- ❖ Produces his work when he feels like it or he can
- ❖ Better in mathematics than in reading
- ❖ Will volunteer to do anything you want
- ❖ Always smiling even when in trouble
- ❖ Blond, blue eyed
- ❖ Average Height
- ❖ Prankster
- ❖ Diagnosed with an LD
- ❖ No proven ADHD but has all of the signs
- ❖ Basically does well in groups and socially with other but not so good in the classroom

Sally Jones

- ❖ Enjoys talking and watching
- ❖ Mild intellectual disabilities
- ❖ An attractive young lady
- ❖ Needs support and assistance to complete most assignments
- ❖ Likes to do things that are repetitious
- ❖ Will always try
- ❖ Functioning about 2 grade levels below the class (reading lower than math)
- ❖ Needs someone with her on field trips as she tends to wonder off
- ❖ Never causes any trouble
- ❖ Average height and weight—She is 9 years old
- ❖ Language development that of a child

Cruise The Last Frontier

<http://www.geonames.org/US/AK/largest-cities-in-alaska.html>

Facts about Wasilla

<http://www.hometownusa.com/ak/Wasilla.html>

Which city has a population around
8,521?

Which city is home to the
Iditarod Trail Committee?

Which is Alaska's sixth largest city?

Facts about Sitka

<http://www.bellsalaska.com/sitka.html#info>

<http://www.geonames.org/US/AK/largest-cities-in-alaska.html>

Which is Alaska's fifth largest city?

Which city has a population
around 8,931?

Which city's name means, "people
on the outside of Shee" –Shee
meaning Baranof Island?

Facts about Fairbanks

<http://ozone.gi.alaska.edu/fbks.htm>

Which city receives less than 10 inches of precipitation per year?

Which city is the third largest in Alaska?

Which city lies between two mountain ranges, the Alaska Range and the Brooks Range?

Facts about Juneau

<http://www.alaskainfo.org/CMS/content/view/57/85/>

Which city has 114 species of birds and all five species of salmon?

Which city is the second largest in
Alaska?

Which city is the capital of Alaska?

Facts about Anchorage

<http://www.anchorage.net/686.cfm>

Which city has a population around
277,000?

Which city does 42 percent of
the state's population reside?

Which city is the largest city in
Alaska?

Instructions:

1. Students: take a question card out of the yellow pocket towards the bottom of the bulletin board.
2. Think about the fact that is on your card. In which city does the fact belong?
 - a. Anchorage, Wasilla, Juneau, Fairbanks, Sitka
3. Place the card onto the appropriate spot on the cutout of Alaska.
4. Pull out the corresponding answer card out from the answer pocket towards the bottom of the bulletin board.
 - a. The answer card will be the same color as the question card.
 - b. Each city is represented by a different color index card.
5. Once you have finished with the first question card, place it back into the question card pocket towards the back of the stack.
6. Continue using the bulletin board until you feel that you have mastered the different facts of the cities within Alaska.

Name: Sarah Grollman

Course: Education 365 N-6 Social Studies

Bulletin Board Title: Race Across Alaska

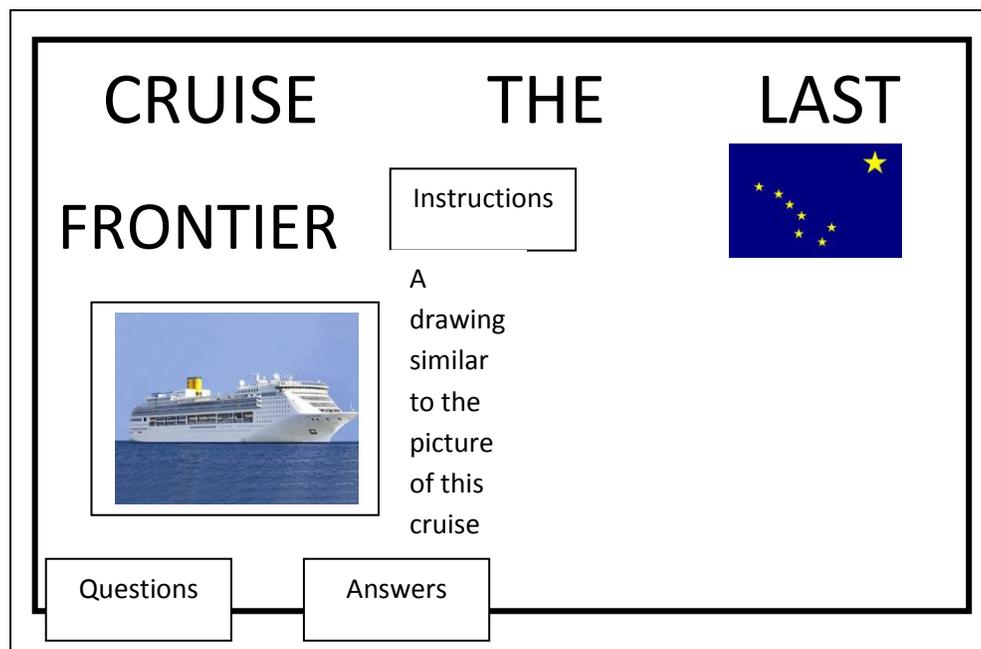
Completion Date: November 15, 2010

Audience: The bulletin board is created to be used by fourth graders. It is designed as a review activity for the students, so that they can review their facts about five of the sixth largest cities in Alaska.

Objectives:

- The objective of the bulletin board is to allow students to practice remembering their facts on different cities within Alaska.
- Students will be able to match a question card to a city within Alaska.
- Students will be able to work cooperatively with one another while sharing the bulletin board with other students during their free time.

Sketch of the Bulletin Board:



The background color will be a light blue. The title will be yellow, as will the pockets for the questions and answers. There will be Velcro on each city on the cutout of Alaska that is presented on the bulletin board

Day 1

PRELIMINARY PLANNING

PA Standards:

- ❖ Economy:
 - 6.1.4 .A: Identify the scarcity of resources in a local community.
- ❖ Geography:
 - 7.2.4. A: Identify the physical characteristics of places and regions.
- ❖ Civics and Government:
 - 5.1.4. F: Identify state symbols, national symbols, and national holidays.
- ❖ Arts and Humanities
 - 9.2.5. A: Explain the historical, cultural and social context of an individual work in the arts.
 - 9.2.5. G: Relate works in the arts to geographic regions.
 - Africa
 - Asia
 - Australia
 - Central America
 - Europe
 - North America
 - South America
- ❖ Reading, Writing, Speaking, and Listening
 - 1.9.4. A: Use media and technology resources for directed and independent learning activities and problem solving.

Pre-Assessment (5 minutes): *

- ❖ Place Alaska state flag on the board; does anyone know what state flag this is?
- ❖ Does anyone know anything about Alaska?
- ❖ Fill in the blank KWL chart
 - What do you already know about Alaska (could be about their food, different animals that live there, climate, economy, etc.)
 - What would you like to know about Alaska?
 - The L portion of the chart (what did you learn portion) will be handed back out to you at the end of the unit to see what information you have learned.

Objectives:

- ❖ Students will be able to work in centers and complete the four different activities.
- ❖ Student will be able to list several important geographical features of Alaska.
- ❖ Students will be able to list the state flower and create a picture of the flower.

Individual Modifications:

- ❖ I will have Ben help me place Alaska's flag on the board during the pre-assessment. He will also aid the teacher write information on the large pad of paper or on the board, when he himself does not need to be taking notes. The lesson does not need to be changed to accommodate his needs because he will be working within his center groups for most of the entire lesson. If he needs help during centers, those in his center can help to try to pull him back on task.
- ❖ Sally should be fine throughout the majority of the lesson since she will be working in groups. If she needs assistance with anything, the members within her center group can help her accomplish the task. While working on her list of things to bring on her cruise, her partner sitting next to her will be able to help her as much as he or she can. When the partner is unable to do so, the teacher will be walking around to help.

Materials:

- ❖ Picture of Alaskan flag
- ❖ Tape or magnets (to hang flag on board)
- ❖ Notebooks
- ❖ Writing utensils
- ❖ Tissue paper (green, blue, yellow, black and white)
- ❖ Blank pictures of the forget me not flower (enough for each student)
- ❖ Tape of the song of Alaska
- ❖ Blank maps of Alaska (enough for each student)
- ❖ Glue
- ❖ Scissors
- ❖ Crayons
- ❖ Atlas or map of Alaska (enough for six children): Must include landforms, bodies of water, capital city, and other important cities.
- ❖ Headphones (enough for six children)
- ❖ Word searches (enough for each student)
- ❖ Large pad of paper
- ❖ Alaskan journal (one for each student in the class-they will each need to keep their journals for the remainder of the unit. They will need it for each lesson.)

LEARNING SEQUENCE

INTO (8 minutes) *

- ❖ Through the next few weeks, we will be going on a cruise to Alaska. What are some things that you would need to bring on a cruise to Alaska? Using prior knowledge of Alaska, students will be required to create a list of things that they will need to bring on our cruise.

THROUGH (40 minutes) *

- ❖ Students will go on a scavenger hunt throughout the classroom through various rotations to find out the following facts about Alaska: the capital of Alaska, the story of the state flag, the state flower and the state song.
 - To find the capital of Alaska, students at this center will be looking at a state map and labeling their own map with different important geographical information (capital and major cities, bodies of water, different landforms, etc.)
 - At the state flag center, students will read a brief paragraph on the history of the state flag and the story behind it. They will then color in the state flag.
 - At the state flower station, students will use tissue paper to create the Forget Me Not Flower on a blank flower outline.
 - At this center, students will be able to hear the state song (students will listen through headphones).
- ❖ For their centers, students will be broken up into four different groups, plan accordingly to class size.

BEYOND (5 minutes) *

- ❖ Did anyone learn something that he or she did not know about Alaska (write items on a large blank sheet of paper—to keep posted throughout the entire unit)?
- ❖ Why do you think that the map we filled in today will be important (write answers on the board)?

For homework, students can finish any of the activities that they did not finish in their centers. They will also have to do a word search that finds many words that relate to the day's lesson.

POST INSTRUCTIONAL PLANNING

1. What levels of thinking (Bloom) did your lesson incorporate?
 - a. Knowledge: Students are asked to place different places on a map and identify key places on the map.
 - b. Comprehension: Students are asked what they previously knew about Alaska and what they learned after their centers.
 - c. Application: Students created their own flower, flag and map.
2. How did you evaluate your student's performance?
 - a. Checking for Understanding: Students are asked questions after the content is presented to make sure they understood the concepts.
 - b. Guided Practice: Students created their own maps, flowers and flags using examples that are provided to them.
 - c. Independent Practice: Students worked independently throughout the class time during their centers.
3. In what ways have you included safeguards that all children will learn including second language learners and special needs students?
 - a. The lesson has been adapted for both Ben and Sally. The other students within the class will be able to bounce ideas off their partners while making their list of things to bring on their cruise. The teacher will be walking around the classroom as the students are working, so that the students can ask questions. While in their center groups, the students will be able to work together if they need extra assistance.
4. Total Participation Techniques: How did you make sure all students were engaged in your lesson? Mark high-engagement strategies with an asterisk (*).
5. Describe the instructional modes that you used in each of your activities (VAKT). Vary these in each lesson.
 - a. Visual: Students created their own maps, flowers, and flags.
 - b. Auditory: Students are given directions before the centers and are required to listen to Alaska's state song.
 - c. Tactile: Students created their own flowers, maps, and flags.
6. Describe the changes you would make if you taught this lesson.

Day 2

PRELIMINARY PLANNING

PA Standards:

- ❖ Geography:
 - 7.1.4. B: Describe and locate places and regions as defined by physical and human features.
 - 7.2.4. A: Identify the physical characteristics of places and regions.
- ❖ Arts and Humanities
 - 9.1.5. B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
 - Dance: • move • perform • read and notate dance • create and choreograph • improvise
 - Music: • sing • play an instrument • read and notate music • compose and arrange • improvise
 - Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct
 - Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media
 - 9.1.5. J: Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
 - Experiment with contemporary technologies (e.g., color fills on computers, texture methods on computers, fonts/point systems, animation techniques, video conferencing, multimedia techniques, internet access, library computer card catalogues).

Pre-Assessment: (5 minutes) *

- ❖ What information did you find that you put on your maps (what is the capital, what are important land features, etc.?)
- ❖ The students will compare their map with a partner and write down anything that their partner included in their map that the student did not.

Objectives:

- ❖ Students will be able to use their maps in order to provide necessary information about Alaska's geography.
- ❖ Students will be able to create a brochure of Alaska and pinpoint different attractions within Alaska.

Individual Modifications:

- ❖ In the pre-assessment of the lesson, the class will be working with a partner to compare maps. This will help Ben focus and make sure that he got all the correct information the previous day. He can aid the teacher by helping he or she write on the board the different aspects of a brochure. Although he will not be able to work in a group to create their brochure, he will be sitting close to the front of the room. The teacher will be able to assist him if he needs it. He can also ask for help from his classroom partner.
- ❖ In the beginning of the lesson, Sally will be able to repeat her actions from yesterday by reviewing the map that she created. The teacher will be able to assist her for the majority of the time that she is creating her brochure.

Materials:

- ❖ Internet access for the entire class
- ❖ Color printer
- ❖ Glue
- ❖ Scissors
- ❖ Crayons, markers, colored pencils
- ❖ Large piece of blank paper to write on
- ❖ Pre-made brochures (three or four)
- ❖ Rubrics (enough for each student)
- ❖ Alaskan journal
- ❖ Writing utensils

LEARNING SEQUENCE

INTO (7 minutes) *

- ❖ Students will need to brainstorm what they think are important aspects to add onto a brochure (Title, pictures, brief descriptions, contact information, etc.) As the students are brainstorming, the teacher will need to write their ideas onto a large sheet of paper for the entire class to see. Once the students have brainstormed what they deem to be important, the teacher will need to show them an actual brochure. Ask the students after passing around the brochures, if there is anything that they would like to add to their list of important aspects.

THROUGH (30 minutes) *

- ❖ Students will need to choose a particular portion of Alaska that they would like to center their brochure on. Once the student has reviewed their maps a little more to decide their part of Alaska that they will make a brochure on, they will begin

their research. Students will need to make sure that they find appropriate pictures and brief bits of information that they will like to use in their brochures. Students will be handed a rubric so they know what things they will be graded on beforehand.

BEYOND (20 minutes) *

- ❖ Students will have two options to create their brochures. They are allowed to create their entire brochure online using various computer programs or they can create their brochure by hand. The students are allowed to either type their information or handwrite it, and use pictures from the internet or draw their own.
 - ❖ Whatever the students do not finish in class, they are required to finish them for homework.
 - ❖ The students will be required to grade themselves following a rubric that the teacher too will grade the student upon their brochure.
-

POST INSTRUCTIONAL PLANNING

1. What levels of thinking (Bloom) did your lesson incorporate?
 - a. Knowledge: Students are asked to recall information about their maps that they had made the previous day.
 - b. Comprehension: The students are asked what types of elements are important to include in a brochure.
 - c. Application: Students are asked to find more information on the different parts of Alaska that they included on their maps on the previous day.
 - d. Synthesis: Students are asked to compose a brochure on a particular place or area of Alaska.
 - e. Evaluation: Students are asked to analyze themselves and give themselves a grade on their brochure following the rubric that is handed to them before the creation of their brochures.
2. How did you evaluate your student's performance?
 - a. Checking for Understanding: The students are asked to review the information on their maps and answer questions about their maps asked by the teacher.
 - b. Guided Practice: The students are handed a rubric so that they understand what was important to include on their brochures.
 - c. Independent Practice: Students researched further about a particular place in Alaska and created their own brochure.

3. In what ways have you included safeguards that all children will learn including second language learners and special needs students?
 - a. The teacher will be walking around while the students are creating their brochures. If the students need more assistance, they are able to ask their partners in the classroom for help. When the teacher is not assisting others in the classroom, he or she will be helping Ben or Sally complete their assignments for the day.
4. Total Participation Techniques: How did you make sure all students were engaged in your lesson? Mark high-engagement strategies with an asterisk (*).
5. Describe the instructional modes that you used in each of your activities (VAKT). Vary these in each lesson.
 - a. Visual: Important aspects of brochure are written on a large piece of paper as the students brainstormed in the beginning of the lesson.
 - b. Auditory: Students could hear the important aspects of a brochure as their fellow classmates brainstormed them aloud.
 - c. Tactile: Students created their own brochure of a particular place in Alaska after researching for information.
6. Describe the changes you would make if you taught this lesson.

Day 3

PRELIMINARY PLANNING

PA Standards:

- ❖ Geography:
 - 7.3.5.5. A: Identify the human characteristics of places and regions using the following criteria.
 - Population
 - Culture
 - Settlement
 - Economic Activities
 - Political Activities
 - 7.4.5. B: Identify the effect of people on the physical systems within a community.
- ❖ Economy:
 - 6.1.4. A: Identify scarcity of resources in a local community.
 - 6.1.4. C: Illustrate what individuals or organizations give up when making a choice.
- ❖ Reading, Writing, Speaking and Listening
 - 1.4.5.C: Write persuasive pieces
 - Include a clearly stated position or opinion
 - Include supporting details, citing sources when needed.
 - 1.5.4.C: Organize writing in a logical order
 - Include a recognizable beginning, middle, and end.
 - Use appropriate transitions within sentences and between paragraphs
 - 1.5.4. F: Use grade appropriate conventions of language when writing and editing.
 - Spell common, frequently used words correctly.
 - Use capital letters correctly.
 - Punctuate correctly
 - Use correct grammar and sentence formation
 - 1.6.4. A: Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions

Pre-Assessment (5 minutes):

- ❖ What is a natural resource that is found in Alaska?
- ❖ What are the benefits of this resource in our economy?

- ❖ What are the consequences of obtaining this resource?

Objectives:

- ❖ Students will be able to explain the benefits and consequences of drilling for oil in Alaska.
- ❖ Students will be able to write a persuasive paper explaining their opinion on the topic of drilling for oil in Alaska.

Individual Modifications:

- ❖ Ben should do very well during this lesson because he will be in a group for the majority of time. The debate will be good for him because he will be able to work within a group and become a little more active than while he is reading the article. He and Sally will be able to work together while reading the article to help them understand the article better. If they still need assistance, the teacher will be around to help them.
- ❖ Sally will enjoy the lesson since she enjoys talking and watching. She will be able to talk during the debate and watch others interact with each other while they present their stances on the topic. She and Ben will be reading the opening article together so that they can both better understand it. If either one still has questions, the teacher will be around to help them.

Materials:

- ❖ Pens/pencils
- ❖ Notebooks
- ❖ “Alaska Seeks to Overturn Delay in Arctic Drilling” article (enough for each student)
- ❖ Alaskan journal

LEARNING SEQUENCE

INTO (10 minutes) *

Students will read the article entitled, “Alaska Seeks to Overturn Delay in Arctic Drilling.” Students will need to take notes on the article in their journal and be prepared to present their information to the class.

THROUGH (25 minutes) *

There will be a group discussion on the article and the students’ opinions will be presented. This activity will lead to the preparation for a debate amongst the two

different sides of the topic: for drilling or against drilling. The teacher will split up the classroom (if the students cannot divide themselves equally) into two different sides.

BEYOND (10 minutes) *

- ❖ Did you learn anything about the opposite side of the argument about drilling in Alaska?
- ❖ Can anyone think of any possible environmentally friendly alternatives?
- ❖ How do you think that the drilling for oil in Alaska affects the environment, animals and/or people living in Alaska?
- ❖ Why would people need to drill for oil in Alaska?

These questions will help the students prepare for the preceding lesson where the students will plant bean plants in which the basic needs of plants will be examined: water versus oil.

For homework, the students will be required to write a short persuasive paper (1-2 pages) on whether they believe that drilling in Alaska should be allowed.

POST INSTRUCTIONAL PLANNING

1. What levels of thinking (Bloom) did your lesson incorporate?
 - a. Knowledge: Students are asked to list various pieces of information to make sure they understood the main concepts of the lesson.
 - b. Analysis: Students are asked think about different resources that people could use as opposed to oil.
 - c. Synthesis: Students are asked to present their stance to the class through the form of a debate.
 - d. Evaluation: Students are broken into groups to defend their stance on drilling for oil in Alaska.
2. How did you evaluate your student's performance?
 - a. Checking for Understanding: The students will be asked several follow up questions after the lesson.
 - b. Guided Practice: The teacher will lead discussion before the students embark on a class debate on the topic of drilling for oil in Alaska.
 - c. Independent Practice: The students are required to write a short persuasive paper on their stance of the presented topic.
3. In what ways have you included safeguards that all children will learn including second language learners and special needs students?
 - a. Ben and Sally will be working together while reading the article so that they can assist one another. The teacher will be around if anyone in the

class has questions. The debate will help the students better understand the information that is presented to them in the article. They will be able to hear other people's ideas and stances on the article, which should help them if they are confused.

4. Total Participation Techniques: How did you make sure all students were engaged in your lesson? Mark high-engagement strategies with an asterisk (*).
5. Describe the instructional modes that you used in each of your activities (VAKT). Vary these in each lesson.
 - a. Visual: Students are presented with an article that they are able to read to themselves.
 - b. Auditory: Students can hear their peers' stances on the debate of drilling for oil in Alaska.
6. Describe the changes you would make if you taught this lesson.

Day 4

PRELIMINARY PLANNING

PA Standards:

- ❖ Geography:
 - 7.4.5. B: Identify the effect of people on the physical systems within a community.
- ❖ Science:
 - S4.B.1.1.3: Describe basic needs of plants and animals (e.g., air, water, food).
 - S4.B.3.1.2: Describe interactions between living and nonliving components (e.g. plants – water, soil, sunlight, carbon dioxide, temperature; animals – food, water, shelter, oxygen, temperature) of a local ecosystem
 - S4.B.3.2.1: Describe what happens to a living thing when its habitat is changed.
 - S4.B.3.2.2: Describe and predict how changes in the environment (e.g., fire, pollution, flood, building dams) can affect systems.
 - S4.A.3.3.1: Identify and describe observable patterns (e.g., growth patterns in plants, weather, water cycle).
- ❖ Mathematics:
 - 2.6.4. B: Organize and display data using tables, pictures, tallies, bar graphs, line graphs, or pictographs.
- ❖ Reading, Writing, Speaking and Listening
 - 1.5.4.C: Organize writing in a logical order
 - Include a recognizable beginning, middle, and end.
 - Use appropriate transitions within sentences and between paragraphs
 - 1.5.4. F: Use grade appropriate conventions of language when writing and editing.
 - Spell common, frequently used words correctly.
 - Use capital letters correctly.
 - Punctuate correctly
 - Use correct grammar and sentence formation

Pre-Assessment (5 minutes):

- ❖ From the article that we read yesterday, what effects do you think drilling for oil has on the environment?
- ❖ Hypothesize the effects that the oil will have on the lifespan of a bean sprout.
- ❖ Do you think that the plants will grow better using water or oil?

Objectives:

- ❖ Students will be able to plant bean sprouts, then compare and contrast the effects of oil and water on plant life.
- ❖ Students will be able to mention long-term effects of oil on the plant, animal, and civilian population of Alaska.

Individual Modifications:

- ❖ Ben will be asked to help demonstrate how to plant the seeds with the teacher's guidance. This will help Ben while he is planting his own bean sprouts. Although the students will not be working in groups, Ben will be able to seek assistance from his partner or others within his cluster of desks. The teacher will be around assisting all students, so if Ben's peers cannot help him, the teacher will.
- ❖ Reviewing the article from yesterday will help Sally relearn the information from the previous day. The demonstration of planting the seeds will help Sally understand the procedure since she enjoys watching things. If she is unable to work through the procedure, she can talk to others, including the teacher and have her assisting person plant the seeds, as she explains the directions to whomever is helping her.

Materials:

- ❖ Potting soil
- ❖ Water
- ❖ Motor oil
- ❖ Cups (enough for two for each student)
- ❖ Seeds (enough for a few for each student)
- ❖ Writing utensils
- ❖ Alaskan journal
- ❖ Sharpie
- ❖ Tablespoons (enough for a group of children to share, one for every four children)

Materials for homework:

- ❖ Small bathroom drinking cups (enough for each student)

- ❖ Sand (enough for each student to have about a tablespoon)
- ❖ Scissors (enough for each student—to cut their ice out of their cup)

LEARNING SEQUENCE

INTO (15 minutes) *

The teacher will model the procedure for planting the bean sprouts before the class does it themselves. Students will put potting soil into two different cups and place a few seeds deep in the soil of each cup. Until bean sprouts develop, students will use a sufficient amount of water in each cup. When the plants begin to develop, have the students choose which cup they desire to start putting oil in. Write on the cup with a sharpie to show which cup is designated for the oil.

THROUGH (7 minutes each day for about a week) *

After the plants begin to develop, students will keep track daily of how much oil they are putting into their cups. They will need to create a chart, and track the plant's growth daily; indicating the changes in the plant's progress, once the oil is introduced into the soil.

BEYOND (15 minutes, complete after the plants have reached the desired result) *

After about a week's worth of growing, the plants should have reached their desired result for the lesson. The students will need to go back through their notes and charts on the plant's growth. Have a class discussion with the students and have the students develop ideas about the dangers of oil drilling in Alaska.

- ❖ What effects does the oil have on the plant?
- ❖ Do you think the effects that the oil had on the plant are capable of happening in Alaska?
- ❖ Did your beginning hypothesis prove itself true? Why or why not?
- ❖ How could the effect of oil on plants affect humans and animals living in or outside of Alaska?

For homework, students will be required to freeze their sand and water within their provided cups for the next lesson.

POST INSTRUCTIONAL PLANNING

1. What levels of thinking (Bloom) did your lesson incorporate?
 - a. Comprehension: Students are required to recall information that they read the previous day and give examples of how oil could affect their plants or life in general.
 - b. Application: Students are conducting an experiment on bean sprouts to see how drastically adding oil to plants will affect their growth.
 - c. Analysis: Students will be comparing and contrasting the growth of the two plants (the one with water and the other with oil).
 - d. Synthesis: Students are asked to predict what will happen to their bean sprouts if they add oil into the plant.
2. How did you evaluate your student's performance?
 - a. Checking for Understanding: Students are asked to answer questions about their findings and explain how they think that oil effects plant life.
 - b. Guided Practice: Students will plant bean plants with guidance of the teacher to show the effects of oil on plant life in Alaska
 - c. Independent Practice: Students need to make their own observations and track their plants daily.
3. In what ways have you included safeguards that all children will learn including second language learners and special needs students?
 - a. Ben will help model the procedure for planting the seeds, while Sally watches so that they both can learn the procedure themselves. All students will be allowed to seek help from others within their clusters of desks. The teacher will be walking around so that the students can ask questions and seek guidance.
4. Total Participation Techniques: How did you make sure all students were engaged in your lesson? Mark high-engagement strategies with an asterisk (*).
5. Describe the instructional modes that you used in each of your activities (VAKT). Vary these in each lesson.
 - a. Visual: Students are conducting an experiment and through using graphs will be able to see the effect of oil on plants.
 - b. Tactile: Students are conducting an experiment to learn about the effects that oil has on plants.
6. Describe the changes you would make if you taught this lesson.

Day 5

PRELIMINARY PLANNING

PA Standards:

- ❖ Geography:
 - 7.2.4. B: Identify the physical processes that affect the physical characteristics of places and regions.
- ❖ Reading, Writing, Speaking, and Listening:
 - 1.4.4.B: Write multi-paragraph informational pieces (e.g., descriptions, letters, reports, instructions)
 - Use relevant graphics (maps, charts, graphs, tables, illustrations, photographs).
- ❖ Science and Technology and Engineering Education
 - 3.3.4. A1: Describe basic landforms. Identify the layers of the earth. Recognize that the surface of the earth changes due to slow processes and rapid processes.

Pre-Assessment (5 minutes):

- ❖ From all of our previous lessons, what do we know about Alaska? (Write answers on a large piece of paper for all students to see)
- ❖ Can anyone describe what a glacier is?

Objectives:

- ❖ Students will be able to create their own glaciers.
- ❖ Students will be able to compare their glaciers to real glaciers in Alaska.
- ❖ Students will be able to explain what happens to glaciers as they melt.

Individual Modifications:

- ❖ During the pre-assessment, Ben will help the teacher by writing what the students have learned on a large piece of paper for all to see. Throughout the majority of the lesson, Ben will be paired within his center group. Since there is a large amount of time that the students will be required to sit in seats, Ben will be given an elastic band to attach to his desk. He will be able to use the elastic band to wear away some of his excessive energy while trying to complete the Venn diagram and write his short reflection.
- ❖ Since Sally's language development is not up to grade level, while writing her reflection, she will be allowed to bullet point the points that she would cover if she

were writing a paper. Due to the lack of language skills, it may be too time consuming in the allotted time for her to finish the reflection in full if she writes a short response. During the centers, she will be allowed to talk with her peers about their observations as she is watching the experiment happen in front of her.

Materials:

- ❖ Small bathroom drinking cups (enough for each student)
- ❖ Sand (enough for each student to have about a tablespoon)
- ❖ Scissors (enough for each student—to cut their ice out of their cup)
- ❖ Some extra glaciers incase students did not do their homework
- ❖ A few blocks of smooth wood (enough for half the class)
- ❖ A few aluminum cookie trays with dirt lining the bottom (enough for half the class)
- ❖ Venn Diagram (enough for each student)
- ❖ Pictures of glaciers (on PowerPoint)
- ❖ Alaskan journals
- ❖ Writing utensils

LEARNING SEQUENCE

INTO (5 minutes) *

- ❖ Students will be shown various pictures of glaciers. They will need to examine them so that they are able to compare the pictures of real glaciers to the glaciers that they made overnight.

THROUGH (10 minutes, 5 minutes at each area)*

- ❖ The students will need to cut their paper cups off their “glaciers.” Once they do so, they will be broken up into two different groups. Half the class will be sent to the area with the dirt on the aluminum cookie trays, the other half of the class will be sent to the area with the smooth blocks of woods. The students will need to make sure that they are watching as their glacier is melting. Students will need to record their observations.
 - What is happening to their glaciers as they are melting, are they leaving traces of sand behind, etc.?
-

BEYOND (20 minutes) *

- ❖ Students will first need to complete the Venn diagram comparing real glaciers to their own glaciers.
- ❖ Students will need to write a one-page reflection on the importance of the glaciers within Alaska. They will need to discuss things that they have learned through their experiment (such as what happens as the glacier moves from place to place, why glaciers melt, etc.) Once the students have written their reflection, students will need to pair up with a partner and share their reflections with one another. The class will then reconvene as a whole and share a few reflections.

POST INSTRUCTIONAL PLANNING

1. What levels of thinking (Bloom) did your lesson incorporate?
 - a. Comprehension: Students are asked to describe or explain what a glacier is at the beginning of the lesson.
 - b. Application: Students will be able to create their own model of a glacier.
 - c. Analysis: Students will be asked to create a Venn diagram comparing and contrasting their glacier and real glaciers found in Alaska.
2. How did you evaluate your student's performance?
 - a. Checking for Understanding: The teacher will be able to see how well the students understood the material through reading their reflections and going over the Venn diagram.
 - b. Guided Practice: The instructor will be walking around the classroom as the students are working on their different centers (the wood and the tray of dirt) to make sure that the students are working and seeing informative results.
 - c. Independent Practice: Students will be writing a reflection on what they learned and filling in a Venn diagram on their own.
3. In what ways have you included safeguards that all children will learn including second language learners and special needs students?
 - a. The students will be working together in groups to observe their glaciers on the different types of surfaces. If the students are unable to finish their reflections within the time, they are allowed to bullet point the rest of their ideas so that they can present them to the class.
4. Total Participation Techniques: How did you make sure all students were engaged in your lesson? Mark high-engagement strategies with an asterisk (*).
5. Describe the instructional modes that you used in each of your activities (VAKT). Vary these in each lesson.

- a. Visual: Students are presented with images of glaciers so that they could compare their glaciers with a real one. In addition, students are able to see what types of things happen when glaciers melt.
 - b. Auditory: Students will be able to hear their peer's reflection to compare their information.
 - c. Tactile: Students are asked to create their own glacier and watch what happens to the glacier as they move it on different surfaces.
6. Describe the changes you would make if you taught this lesson.

Student Teacher: Sarah Grollman

Date: November 9, 2010

Day 6

Grade Level: Fourth Grade

Subject: Social Studies

Supervisor: Dr. Warfield

PRELIMINARY PLANNING

PA Standards:

- ❖ Geography:
 - 7.1.4. B: Describe and locate places and regions defined by physical and human features.
 - 7.3.4. A: Identify the human characteristics of places and regions using the following criteria
 - Population
 - Culture
 - Settlement
 - Economic Activities
 - Political Activities
- ❖ Reading, Writing, Speaking, and Listening
 - 1.6.4. A: Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.

Pre-Assessment: (3 minutes)

- ❖ Students will be asked to raise their hands and mention anything that they may know about the city of Juneau (the students should already know that Juneau is the capital of Alaska due to previous lessons). The instructor will write their ideas on the board for the entire class to be able to read their fellow student's ideas.
- ❖ The students will be asked to find Juneau on their individual maps of Alaska.

Objectives:

- ❖ Students will be able to write down a few different facts of the city of Juneau.
- ❖ Students will be able to work collaboratively to create poster boards to display important information to the class.

Individual Modifications:

- ❖ Although the beginning of the lesson is individual, the remainder of the lesson is group oriented. If Ben has trouble researching his city, he can work with a group member to get relevant information. Since he is better with mathematics, the

teacher will ensure that Ben is placed in the group that focuses on the economy of Juneau.

- ❖ Sally should do pretty well during this lesson because she will be able to talk and collaborate with her group members while researching. Since Sally too, is better at math, the teacher will need to ensure that Sally is within the group that deals with Juneau's economy.

Materials:

- ❖ Map of Alaska (displaying Juneau, large enough for the entire class to see)
- ❖ Encyclopedias (enough for each student within the class)
- ❖ Markers, crayons, colored pencils
- ❖ Rulers
- ❖ Posters (enough for 5 groups of students)
- ❖ Writing utensils
- ❖ The students should already have individual maps of Alaska within their folders (have extra just in case a student loses his or hers.)
- ❖ Alaskan journals

LEARNING SEQUENCE

INTO (10 minutes) *

From the Pre-assessment, students learned, if they had not already, that Juneau is the capital city of Alaska. Students will now need to work individually to come up with predictions about the city. Ask them to think of the five following items of information: how long do they believe that Juneau has been the capital of Alaska (has it always been that way), what resources do they believe are important to Juneau's economy, (students should deduct that fishing is an important resource, among others), and the population.

After students have predicted their information, they must turn to a buddy within their cluster of students and share with one another. They should explain why they came up with the predictions that they did.

THROUGH (10 minutes) *

Students will be broken into five different groups. Each group will be designated a specific topic to investigate within the city of Juneau. The topics will be; what resources are important to Juneau, what it is known for, the population, the history, and what the people are like. Although students will be working within a group on a

particular topic, they will work individually to research. Once the students have completed their research, they will rejoin their group members and collaborate. The capability of internet should be available if they cannot find sufficient information within the encyclopedias, or information that they desire to put on their poster boards.

BEYOND (30 minutes) *

Students will create posters to model the important information that they found within the encyclopedias or the internet. A rubric is attached that will be given to the students so that they are aware of what is important to include on their poster boards. The students will present their posters as a group as the other members of the class are recording vital information.

For homework, the students will be required to gather the same sort of information about the cities Fairbanks and Wasilla. The students will need to research the topics of population, what it is known for, the history, and what the people are like. For extra-credit, the students can provide different information that they find interesting about the city such as tourist attractions.

POST INSTRUCTIONAL PLANNING

1. What levels of thinking (Bloom) did your lesson incorporate?
 - a. Knowledge: Students are asked to recall information throughout the beginning of the lesson, such as what the capital of Alaska is and where it is located.
 - b. Application: Students are asked to research their particular topic within Juneau.
 - c. Synthesis: Students are asked to create a poster within their group to present to the class.
2. How did you evaluate your student's performance?
 - a. Checking for Understanding: Students are asked in the beginning what they know about Juneau, this is checking to ensure that from previous units the students understand that Juneau is the capital of Alaska.
 - b. Guided Practice: As students are researching their topic, the instructor will walk around the classroom to ensure that the students are not having any difficulty. Each student is given a rubric for their poster so that they are able to know what is important in creating their posters.
 - c. Independent Practice: Students are asked to make predictions, by themselves, about the city of Juneau. They are also asked to research the

city on their own and choose important information on their specific subject.

3. In what ways have you included safeguards that all children will learn including second language learners and special needs students?
 - a. The students will be able to collaborate with one another about the research that they found about the city of Juneau. Students are also working together to create their posters. Ben and Sally will be working on a portion of the research that deals more with items in Juneau's economy, due to their higher achievement in math.
4. Total Participation Techniques: How did you make sure all students were engaged in your lesson? Mark high-engagement strategies with an asterisk (*).
5. Describe the instructional modes that you used in each of your activities (VAKT). Vary these in each lesson.
 - a. Visual: Students are asked to point to Juneau on their individual maps. The students will also be able to read the information that they are researching. In addition, students will be able to look at their peers' poster presentations.
 - b. Auditory: The students will be able to listen to their peers as they present their vital information off their poster board.
 - c. Tactile: The students are creating poster boards within their group.
6. Describe the changes you would make if you taught this lesson.

Student Teacher: Sarah Grollman

Date: November 27, 2010

Day 7

Grade Level: Fourth Grade

Subject: Social Studies

Supervisor: Dr. Warfield

PRELIMINARY PLANNING

PA Standards:

- ❖ History:
 - 8.1.4. C: Identify a specific research topic and develop questions relating to the research topic.
- ❖ Geography:
 - 7.1.4. B: Describe and locate places and regions defined by physical and human features.
 - 7.3.4. A: Identify the human characteristics of places and regions using the following criteria
 - Population
 - Culture
 - Settlement
 - Economic Activities
 - Political Activities
- ❖ Reading, Writing, Speaking, and Listening
 - 1.1.4. D: Demonstrate comprehension /understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text, and nonlinguistic representations.
 - 1.6.4. A: Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.

Pre-Assessment: (5 minutes) *

- ❖ Does anyone know anything about the city of Anchorage?
- ❖ Can anyone point on a map where the city of Anchorage is located?
- ❖ Can anyone predict why it is important to study the city of Anchorage when we are studying Alaska?

Objectives:

- ❖ Students will be able to work collaboratively with peers while working within their jigsaw.
- ❖ Students will be able to find pertinent information on the city of Anchorage.

- ❖ Students will be able to create an assessment for their peers to complete.

Individual Modifications:

- ❖ As the students are researching, a partner should be working with Ben so that he can find relative and pertinent information. Ben should do very well during the jigsaw activity since he works well in groups. The teacher will need to designate him as the person that goes from group to group. The movement from group to group will help keep Ben active throughout the lesson.
- ❖ As the students are researching, a partner should be working with Sally so that she too can find relative and pertinent information. Sally should also do very well during this lesson. The teacher should make sure that she is the person that is going from group to group during the jigsaw. She should enjoy this activity very much, especially since it is repetitious and she can talk and explain concepts to her peers.

Materials:

- ❖ Encyclopedias (enough for each student)
- ❖ Alaskan journal
- ❖ Writing utensils
- ❖ Internet access (if encyclopedias do not have sufficient information)

LEARNING SEQUENCE

INTO (20 minutes) *

- ❖ Students will be broken up into groups of five (number of students within each group varies on the amount of children in the class). Each group will be given a specific topic from the following: important resources in the city of Anchorage, things that Anchorage is known for, the population, history of Anchorage, and information on what the people of Anchorage are like. Each person within the group will have their own encyclopedia so that they can do independent research. Once the students are done researching, they must collaborate with their fellow students within their group and compare their information. It is important that the students all found the same information so that we are sure that all their information is accurate.

THROUGH (25 minutes, 5 minutes with each group) *

- ❖ Once the students have collaborated information, they need to pick one person that will go through the jigsaw routine telling their peers their important

information. That one student will move from group to group (there will be four other groups that the student must report to before reporting to their own group). That student will tell all the members of each group all their important information (the other students should be recording in their journals as their fellow student is talking to them).

- ❖ Once the student gets back to their own group, their group members must be able to explain all the other information that they received throughout the jigsaw.
-

BEYOND (10 minutes) *

- ❖ The students within each group will come up with three questions that they think are important and relevant to their given topic. These questions will be placed into a document, and the teacher will create a comprehension quiz for the students. The quiz will be given when the teacher believes the students have had adequate time to prepare.

For homework, the students will be required to gather the same sort of information about the city of Sitka. The students will need to research the topics of population, what it is known for, the history, and what the people are like. For extra-credit, the students can provide different information that they find interesting about the city such as tourist attractions.

POST INSTRUCTIONAL PLANNING

1. What levels of thinking (Bloom) did your lesson incorporate?
 - a. Knowledge: Students are asked to recall any information they know or remember about the city of Anchorage.
 - b. Comprehension: The students are required to summarize their information and explain it to their classmates sufficiently enough for the entire class to understand all the concepts presented.
 - c. Application: The students are required to research about the city of Anchorage using encyclopedias.
 - d. Synthesis: The students are asked to predict why they think it is important to study Anchorage while learning about Alaska.
 - e. Evaluation: Students are asked to create a few questions for their fellow students so that the entire class can be evaluated on the information on Anchorage.
2. How did you evaluate your student's performance?
 - a. Checking for Understanding: The students are asked to summarize their information to their fellow students. By doing this, students will better understand their own topic.

- b. Guided Practice: Throughout their research and jigsaw, the teacher will be walking around the room to make sure that the students have found and are providing accurate information on their topic.
 - c. Independent Practice: Students are asked to research and summarize their information on Anchorage. This is so that they can create questions for their peers and themselves to answer when the teacher deems is appropriate.
- 3. In what ways have you included safeguards that all children will learn including second language learners and special needs students?
 - a. The students will be working with one another in groups and will be able to bounce ideas off each other. The teacher will be walking around assisting the students and making sure that they have pertinent information. Sally and Ben will be working on topics that are closer to their strengths and will be going from group to group during the jigsaw explaining their group's information.
- 4. Total Participation Techniques: How did you make sure all students were engaged in your lesson? Mark high-engagement strategies with an asterisk (*).
- 5. Describe the instructional modes that you used in each of your activities (VAKT). Vary these in each lesson.
 - a. Visual: Students will be looking through their own encyclopedia and reading over their information.
 - b. Auditory: As the students are jigsawing, they are explaining their portion of information about Anchorage with their classmates.
- 6. Describe the changes you would make if you taught this lesson.

Day 8

PRELIMINARY PLANNING

PA Standards:

❖ History

- 8.1.4. A: Identify and describe how geography and climate have influenced continuity and change over time.
- 8.3.4. C: Explain how continuity and change in U.S. history have influenced personal development and identity.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations

❖ Writing

- 1.4.4.A: Write poems, multiparagraph stories, and plays
 - Include detailed descriptions of people, places, and things
 - Include literary elements
 - Begin to use literary devices
- 1.5.2.C: Organize writing in a logical order
 - Include recognizable beginning, middle, and end
 - Use appropriate transitions within sentences and between paragraphs

❖ Listening

- 1.6.4. A: Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.

Pre-Assessment: (3 minutes) *

❖ Where is the Arctic?

- The arctic is the area that is found within the Arctic Circle.

❖ What areas does the Arctic include?

- Northern parts of Alaska, Canada, Russia, Norway, Sweden, Finland, Iceland and most of Greenland.

- ❖ Does anyone know the different types of native people that are found in the Arctic Circle?
 - Yup'iks (found in Alaska)
 - Inuit (Canada and Greenland)

Objectives:

- ❖ Students will be able to listen to the story and recall the important facts of the reading.
- ❖ Students will be able to work collaboratively with one another and create their own myth or Arctic story.

Individual Modifications:

- ❖ Ben will be able to assist the teacher in preparing the chart on the board. During the reading, Ben will be able to work on a worksheet that will allow him to remain focused during the lesson. The last half of the lesson incorporates group work. Ben should work well with his partners in creating a native Alaskan story.
- ❖ A partner will be working with Sally on a similar worksheet to Ben's. As the teacher is reading the story, Sally and her partner will complete the worksheet to make sure that she gathers all the necessary information to complete the activity. While the groups are creating their native stories, the teacher will need to walk around to make sure that Sally is being fully included with her group.

Materials:

- ❖ *Polar Bears and the Arctic* by Mary Pope Osborne and Natalie Pope Boyce
- ❖ Writing utensils
- ❖ Loose-leaf sheets of notebook paper (enough for each student)
- ❖ Dry erase marker
- ❖ Venn diagram worksheets (enough for each student)
- ❖ Alaskan journals

LEARNING SEQUENCE

INTO (3 minutes) *

- ❖ Create a chart on the board so that the students can brainstorm information about the lives of the natives. Include how they ate, where they got their food, or what type of houses they lived in.
-

THROUGH (10 minutes)

- ❖ Students will be in their circle for story time. The story will come from *Polar Bears and the Arctic*. The teacher will be reading pages 31-33(The first People of the Arctic, Hunting and Fishing), 40-41(Houses), 45-47 (Arctic stories), 48-49 (Native People Today) so that they are able to compare and contrast the native people today to those of the past.

BEYOND (30 minutes) *

- ❖ For the first part, students will need to be broken off into groups of three. The activity will follow the reading on natives of Alaska telling their Arctic stories. Each group will be required to come up with a natural phenomenon such as an earthquake, hurricane, waterfall, etc. Once the group has chosen their phenomenon they will be required to work within their groups and create their own myth or sacred story of how such a phenomenon came about. Students will then present their story in front of the class and explain how they came up with their idea.
- ❖ If students finish creating their stories earlier than the time allotted, they will be required to work on a Venn diagram. One-half of the diagram will be the natives of Alaska from many years ago and the other side will be the natives in Alaska of today.
- ❖ For homework: If students do not complete the Venn diagram, they must do so for homework.

POST INSTRUCTIONAL PLANNING

1. What levels of thinking (Bloom) did your lesson incorporate?
 - a. Knowledge: Students are asked in the beginning of the lesson to recall where the Arctic Circle is and which areas it includes.
 - b. Analysis: Students are asked to compare and contrast the natives in Alaska's past, and the natives today in Alaska.
 - c. Synthesis: Students are asked to create their own version of a myth based on the information that is read to them in class. Students will also be asked to predict how they think that the native in Alaska used to live before they are read the information.

2. How did you evaluate your student's performance?
 - a. Checking for Understanding: Students are asked to recall various pieces of information in the beginning of the lesson. This shows the teacher that they remember and understand past information that they have learned. They will also be asked questions throughout the story to make sure that they understand certain words and concepts.
 - b. Guided Practice: The teacher will be walking around the classroom as the students create their stories so that they are sure that the students understand the task.
 - c. Independent Practice: Students are asked to write a myth or native story in small groups to show that they understand the different concepts that go into the native stories that the natives once told. Students are asked to complete the Venn diagram to show that they understand the difference between the natives of the past and the natives of the present.
3. In what ways have you included safeguards that all children will learn including second language learners and special needs students?
 - a. The students will be working within groups to create their native stories. This will help them be able to share their knowledge that they have gained with one another. Ben and Sally will be working on a note-taking sheet while the story is being read so that they can fully pay attention to the important information that is presented to them.
4. Total Participation Techniques: How did you make sure all students were engaged in your lesson? Mark high-engagement strategies with an asterisk (*).
5. Describe the instructional modes that you used in each of your activities (VAKT). Vary these in each lesson.
 - a. Visual: There are some pictures in the story that will be read, which allows the students to see various pieces of information in pictorial form. The teacher will also write different predictions that the students have made up on the board so that all students can see.
 - b. Auditory: The information during story time will be read aloud to the students while pictures are shown to the class. Instructions for the in-class project will be told aloud to the class. Students will also be able to hear the native stories of their classmates.
6. Describe the changes you would make if you taught this lesson.

Day 9

PRELIMINARY PLANNING

PA Standards:

- ❖ Reading, Writing, Speaking, and Listening:
 - 1.4.4. A: Write poems, multi-paragraph stories and plays.
 - Include detailed descriptions of people, places, and things.
 - Include literary elements.
 - Begin to use literary devices.
 - 1.5.4. C: Organize writing in a logical order.
 - Include a recognizable beginning, middle, and end.
 - Use appropriate transitions within sentences and between paragraphs.
- ❖ History:
 - 8.3.4. B: Locate historical documents, artifacts, and places critical to United States history.

Pre-Assessment (5 minutes): *

- ❖ Has anyone ever heard of the Iditarod?
- ❖ Does anyone know where the Iditarod takes place?
- ❖ What kinds of dogs are used in the Iditarod?

Objectives:

- ❖ Students will be able to understand important vocabulary about the Iditarod race.
- ❖ Students will be able to demonstrate their understanding of mushers by creating a short story.

Individual Modifications:

- ❖ During the presentation of the PowerPoint, Ben will have the elastic band attached to his desk so that he can remove some excess energy as he is sitting for an extended period. If need be, he can get up and walk around the classroom as the PowerPoint is being presented. If Ben has any trouble while writing his story, the teacher or a partner will need to assist him and help provide him with main ideas from the video.
- ❖ Sally should enjoy the lesson because she will be viewing a PowerPoint and an interview of a musher. While writing her creative writing piece, if she is unable to

finish her story, she may bullet the rest of the main points. At the end of the lesson, she will be able to share her story and should enjoy listening to the stories of others.

Materials:

- ❖ Iditarod Power Point
- ❖ Clip of Iditarod musher interview
- ❖ Writing utensils
- ❖ Alaskan journals

LEARNING SEQUENCE

INTO (7 minutes) *

- ❖ Students will take a virtual fieldtrip around the concept of the Iditarod. The students will need to watch the PowerPoint on the Iditarod and will need to take notes in their journals of any observation that they find interesting or important information.
- ❖ Important vocabulary will be on the board for the students to copy down so that they can better understand the videos (reference the vocabulary sheet for definitions, words to be covered: Iditarod, mushers, booties).

THROUGH (5 minutes) *

- ❖ Students will watch an interview of a musher. As they watch the interview, the students will need to record important or interesting information in their Alaskan journal.

BEYOND (40 minutes) *

- ❖ Students will write their own short story as if they were a musher during the Iditarod. They can explain their experiences, how long the race may have taken them, if they lost any dogs along the way, if they got sick, etc. The students must include some of the new vocabulary words within the story. The students will be able to share their stories, if there is time.

POST INSTRUCTIONAL PLANNING

1. What levels of thinking (Bloom) did your lesson incorporate?
 - a. Knowledge: Students are asked to write out the definitions of the vocabulary words that are written on the board.
 - b. Synthesis: The students are asked to write their own short story as if they were a musher during the Iditarod.
2. How did you evaluate your student's performance?
 - a. Checking for Understanding: Students are writing in their journals as the different medias are presented to them. They will also be evaluated through their short story that they will write.
 - b. Guided Practice: The students are presented with a video and a PowerPoint. Vocabulary words are also on the board so that the students can better understand the two different forms of media.
 - c. Independent Practice: Students will write their own story as if they are mushers in an Iditarod race.
3. In what ways have you included safeguards that all children will learn including second language learners and special needs students?
 - a. If the students seem to have difficulty understanding the PowerPoint or interview, the teacher will go over necessary information for the students to understand. Sally will be able to present her story, and if it is not finished, she will be able to bullet point the ending. Ben will be able to ask a partner for guidance while writing his short story, if he has trouble remembering the main points from the interview.
4. Total Participation Techniques: How did you make sure all students were engaged in your lesson? Mark high-engagement strategies with an asterisk (*).
5. Describe the instructional modes that you used in each of your activities (VAKT). Vary these in each lesson.
 - a. Visual: Students will watch a PowerPoint and an interview of a musher. The vocabulary words are written on the board for all the students to see.
 - b. Audio: Students will be able to hear the interview of the musher.
6. Describe the changes you would make if you taught this lesson.

Student Teacher: Sarah Grollman

Date: November 27, 2010

Day 10

Grade Level: Fourth Grade

Subject: Social Studies

Supervisor: Dr. Warfield

PRELIMINARY PLANNING

PA Standards:

- ❖ Geography:
 - 7.2.4. A: Identify the physical characteristics of places and regions.
- ❖ Science and Technology and Engineering Education
 - 3.1.4. C2: Describe plant and animal adaptations that are important to survival.

Pre-Assessment: (3 minutes)

- ❖ Predict why polar bears are able to survive the harsh weathers in Alaska.
- ❖ What do we know about polar bears?

Objectives:

- ❖ Students will be able to understand why blubber would be very beneficial for animals or humans to have in the Arctic.
- ❖ Students will be able to demonstrate the knowledge gained about polar bears by writing a short response.

Individual Modifications:

- ❖ The teacher should ask Ben to write a few of the students' predictions about polar bears onto the board. Throughout the reading, Ben will be working on a note taking worksheet. This will ensure that he is able to follow the reading and pick out necessary information about polar bears. During the blubber glove experiment, it is important that the teacher does not allow him to explore the experiment's materials on his own. The experiment's materials may look interesting to play with, especially for a prankster. The teacher will need to make sure that he is steadily working on his assignment while he waits. A partner will be able to help Ben complete the worksheet while they are waiting.
- ❖ Sally should enjoy watching the video on polar bears. During the reading, Sally too, will need to complete a note taking worksheet to ensure that she is able to remain focused throughout the story. Sally will be able to work with a partner to work on the puzzle sheet about polar bears, while she waits to experiment with the blubber.

Materials:

- ❖ Access to the internet to watch the polar bear video
- ❖ *Polar Bears and the Arctic* by Mary Pope Osborne and Natalie Pope Boyce
- ❖ Alaskan journals
- ❖ Writing utensils
- ❖ Sandwich bags (around ten)
- ❖ Gallon bags (at least one for each student, about seven extras)
- ❖ Crisco
- ❖ Spoon
- ❖ Bowl of water
- ❖ Lots of ice (one large bag should suffice)

LEARNING SEQUENCE

INTO (5 minutes) *

- ❖ Students will watch a short video clip on polar bears (<http://www.youtube.com/watch?v=PSksXZ6ETA8>: called “Polar Bears in Kaktovik, Alaska (on Barter Island) (2 minutes to 3.5 minutes).
- ❖ Ask the students to continue to predict why polar bears are able to survive the cold. They will need to write their responses in their journals, along with any other observations they have made through watching the video clip.

THROUGH (7 minutes)

- ❖ After the students have watched the video on polar bears and have made their predictions, they will listen to more information on polar bears. Read the students pages 77-81, (Polar bears, Really big bears, and The perfect winter coat), 83-89 (Swimming champs, Their noses know, Diet, Teeth, and Hunting)

BEYOND (25 minutes) *

- ❖ Students will be able to experience what blubber is and how it helps animals survive in the frigid temperatures of Alaska.
- ❖ In order to create the blubber glove, first place a lot of ice into a large bowl or bucket of water. Fill a plastic sandwich bag with a about a cup of Crisco. Have the students place their hand in the gallon bag and then put their hand in the bag with the Crisco (this is so that the children do not get Crisco all over their hands).

By squishing their hands around the Crisco, the students get a sense of what it is like to have a layer of blubber.

- ❖ Once the students have tried the blubber glove, allow the students to put their hands into the ice water without the blubber glove. Ask them to write in their journals about their observations (ask them to talk about how much the blubber glove helps to keep their hand warm).
- ❖ While the students are waiting to try the blubber glove, they will be given a puzzle sheet to do to keep them accompanied. The puzzle will revolve around their reading about polar bears.

POST INSTRUCTIONAL PLANNING

1. What levels of thinking (Bloom) did your lesson incorporate?
 - a. Knowledge: The students are asked to identify things with their class that they already know about polar bears.
 - b. Comprehension: The students are asked to write about their observations.
 - c. Application: Students are able to conduct an experiment to get a sense of what it feels like to have blubber.
 - d. Analysis: Students are asked to compare and contrast the coldness they felt while wearing the blubber glove and not wearing the blubber glove.
 - e. Synthesis: Students are asked to predict why they think polar bears are able to survive in the frigid temperatures of Alaska.
2. How did you evaluate your student's performance?
 - a. Checking for Understanding: Students recorded their observations within their journals and reflected on what they learned.
 - b. Guided Practice: Students were able to get a sense of blubber by conducting an experiment with the help of the teacher.
3. In what ways have you included safeguards that all children will learn including second language learners and special needs students?
 - a. If need be, the students will be provided with a note taking worksheet to help them follow along during the reading. The students will be able to work on a puzzle sheet as they are waiting their turns to experiment with the blubber. Since it may be difficult to understand the concept of blubber, it is important that all students participate in the activity in the lesson.
4. Total Participation Techniques: How did you make sure all students were engaged in your lesson? Mark high-engagement strategies with an asterisk (*).
5. Describe the instructional modes that you used in each of your activities (VAKT). Vary these in each lesson.

- a. Visual: Students will watch a video on polar bears to get a better idea of how their bodies are built.
 - b. Auditory: Students will listen as information about polar bears is read to the class.
 - c. Tactile: Students are able to experience the benefit of blubber through experimenting with a blubber glove.
6. Describe the changes you would make if you taught this lesson.

Student Teacher: Sarah Grollman

Date: October 19, 2010

Day 11

Grade Level: Fourth Grade

Subject: Social Studies

Supervisor: Dr. Warfield

PRELIMINARY PLANNING

PA Standards:

- ❖ Geography: 7.2.4.A: Identify the physical characteristics of places and regions.
- ❖ Music: 9.2.5.G: Relate works in the arts to geographic regions.
 - Africa
 - Asia
 - Australia
 - Central America
 - Europe
 - North America
 - South America

Pre-Assessment (5 minutes):

- ❖ What type of environment does Alaska have (climate, terrain)
- ❖ What types of physical features do animals need to have that are living within Alaska?

Objectives:

- ❖ Students will be able to list different types of animals that are living in Alaska.
- ❖ Students will be able to sing “Baby Beluga” after learning about the various animals that are found within Alaska.

Individual Modifications:

- ❖ The teacher should ask Ben to help he or she write the characteristics of beluga whales onto the board. During the song, Ben will be able to help the teacher present the different movements that go along with the song.
- ❖ Sally will be able to help the teacher present the different motions that go along with the song, “Baby Beluga.” This should help her remember different facts from the song because the motions and the chorus are repetitive.

Materials:

- ❖ Different pictures of animals that are found within Alaska and others that are not.
- ❖ Tape
- ❖ Writing utensils

- ❖ Lyrics for each student
- ❖ Alaskan journal
- ❖ Word searches (enough for each student)
- ❖ Outline picture of a beluga whale (enough for each student)

LEARNING SEQUENCE

INTO (5 minutes)

- ❖ What type of animals live in Alaska?
- ❖ Does anyone know any characteristics of a beluga whale?

THROUGH (15 minutes) *

Students will sing the song, “Baby Beluga” following the teacher’s lead. They will then complete a word search dealing with different attributes of baby beluga whales in Alaska.

BEYOND (10 minutes) *

- ❖ What things do the lyrics say that are true to beluga whales that live in Alaska?
- ❖ What things can be found within the lyrics that are not true about beluga whales in Alaska?
- ❖ Students will then be able to color in a picture of a baby beluga whale.

For homework, students will complete a worksheet that allows students to decipher between which animals live in Alaska and which ones do not.

POST INSTRUCTIONAL PLANNING

1. What levels of thinking (Bloom) did your lesson incorporate?
 - a. Knowledge: Students are asked questions to check the background knowledge of the students.
 - b. Comprehension: Students are asked what information they found within the lyrics of the song that demonstrates characteristics of the beluga whale.
 - c. Analysis: Students are asked to compare the lyrics about the beluga whale to valid information that may or may not have been found within the lyrics.

2. How did you evaluate your student's performance?
 - a. Checking for Understanding: Students in the beginning are asked different questions that will help the teacher know if the students understand previous material.
 - b. Guided Practice: Students are examining the song and choosing which characteristics of animals living in Alaska are found within their song.
 - c. Independent Practice: Students are asked to do complete a worksheet on animals that live in Alaska.
3. In what ways have you included safeguards that all children will learn including second language learners and special needs students?
 - a. The song in the lesson requires motions and should keep the students' attention. Sally and Ben will be able to help the teacher teach the motions to the class, so that the rest of them can follow along. The information that is presented will be written on the board and spoken aloud so that visual and auditory learners can retain the information easily.
4. Total Participation Techniques: How did you make sure all students were engaged in your lesson? Mark high-engagement strategies with an asterisk (*).
5. Describe the instructional modes that you used in each of your activities (VAKT). Vary these in each lesson.
 - a. Visual: Students were presented with different pictures of various animals that are found and not found within Alaska.
 - b. Auditory: Students will be able to hear the teacher sing the, "Baby Beluga" song and then join in him or herself.
 - c. Tactile: Students will be able to color in a picture of a beluga whale as well as participate in singing the song.
6. Describe the changes you would make if you taught this lesson.

PRELIMINARY PLANNING

PA Standards:

- ❖ Geography:
 - 7.4.5. B: Identify the effect of people on the physical systems within a community.
- ❖ Math
 - 2.6.4. A: Gather data from surveys and observations within the classroom or homes.
 - 2.6.4. B: Organize and display data using tables, pictures, tallies, bar graphs, lines graphs, or pictographs.
- ❖ Science:
 - S4.B.3.1.2: Describe interactions between living and nonliving components (e.g. plants – water, soil, sunlight, carbon dioxide, temperature; animals – food, water, shelter, oxygen, temperature) of a local ecosystem
 - S4.B.3.2.1: Describe what happens to a living thing when its habitat is changed.
 - S4.B.3.2.2: Describe and predict how changes in the environment (e.g., fire, pollution, flood, building dams) can affect systems.
 - S4.A.3.3.1: Identify and describe observable patterns (e.g., growth patterns in plants, weather, water cycle).

Pre-Assessment (3 minutes):

- ❖ Why did we grow the two different plants?
- ❖ What did we want to find out through growing bean sprouts in oil?

Objectives:

- ❖ Students will be able to write observations and the differences in growth of plants in various living environments.
- ❖ Students will be able to graph the differences in growth.

Individual Modifications:

- ❖ Ben will be able to work with a partner to compare results and answer the questions that are presented throughout the lesson. He will receive a letter

template to help him remember the important aspects that a formative letter should contain. He should do quite well throughout the majority of the lesson due to his better skills in mathematics.

- ❖ Sally will be able to work with a partner to compare results and answer the questions that are presented throughout the lesson. She will receive a letter template to help her remember the important aspects that a formative letter should contain. She should do quite well throughout the majority of the lesson due to her better skills in mathematics.

Materials:

- ❖ Plants grown in oil (one from each student)
- ❖ Plants grown in water (one from each student)
- ❖ Alaskan journals
- ❖ Writing utensils

LEARNING SEQUENCE

INTO (8 minutes) *

- ❖ Students will be shown a PowerPoint of various pictures of oil spills around the world. Once the PowerPoint is finished, the students will need to record the following questions in their journals.
 - Do you think that drilling for oil is more or less dangerous than an oil spill? Explain.
 - Do you think that drilling for oil in Alaska could have the same effects as oil spills have had elsewhere?

THROUGH (25 minutes) *

- ❖ Since students have been recording the growth of their bean sprouts daily, they should have a chart of growth (in centimeters) in their Alaskan journal. After writing down all of their numbers for both bean sprouts, the students will need to create a line graph to show how much each plant grew.
- ❖ Once the students have created their own line graph, the students will each need to report their observations to the class. The teacher will record each number into a chart on the board. This is to show the students that for the most part, their numbers should all be very similar.

BEYOND (15 minutes) *

- ❖ What effects does the oil have on the plant?
- ❖ Do you think the effects that the oil had on the plant are capable of happening in Alaska?
- ❖ Did your beginning hypothesis prove itself true? Why or why not?
- ❖ How could the fact that oil affects plants, affect humans and animals living in or outside of Alaska?

For homework, the students will be required to write a letter to the governor of Alaska explaining their experiment and their findings. Using their findings, allow students to explain to the governor why drilling for oil in Alaska should or should not be continued.

POST INSTRUCTIONAL PLANNING

1. What levels of thinking (Bloom) did your lesson incorporate?
 - a. Comprehension: Students are asked why their class conducted the experiment that we did.
 - b. Application: The students will conduct an experiment and are asked to create a graph to display their findings.
 - c. Analysis: Students are asked to compare and contrast oil spills and drilling for oil.
 - d. Evaluation: The students are asked to think about the pictures that they see and if an oil spill would be worse than drilling for oil. They must choose one and explain why they think so.
2. How did you evaluate your student's performance?
 - a. Checking for Understanding: The students are asked different questions at the beginning of the lesson to make sure they understand the reason behind the experiment.
 - b. Guided Practice: Students are asked to provide their data to the teacher so that the whole class can compare results. The teacher will be walking around as the students create their line graphs.
 - c. Independent Practice: Students are asked to record their own observations and create their own graphs.
3. In what ways have you included safeguards that all children will learn including second language learners and special needs students?
 - a. If need be, the students are allowed to work with partners to discuss the different questions that are presented. The class will go over their findings and compare them with partners. The graphs should help those that are

visual learners gain more concrete knowledge about their completed experiment.

4. Total Participation Techniques: How did you make sure all students were engaged in your lesson? Mark high-engagement strategies with an asterisk (*).
5. Describe the instructional modes that you used in each of your activities (VAKT). Vary these in each lesson.
 - a. Visual: Students will be able to see their data plotted on a graph. Students are also able to see real pictures from oil spills so that the damage is more real to them.
 - b. Auditory: Students will be able to hear their peers' responses throughout the lesson.
 - c. Tactile: The students planted their own bean sprouts and were able to see for themselves how much the oil affected their growth.
6. Describe the changes you would make if you taught this lesson.

Student Teacher: Sarah Grollman

Date: November 28, 2010

Day 13

Grade Level: Fourth Grade

Subject: Social Studies

Supervisor: Dr. Warfield

PRELIMINARY PLANNING

PA Standards:

- ❖ Civics and Government:
 - 5.1.4. A: Examine school rules and consequences.
 - 5.1.4. B: Explain rules and laws for the classroom, school, community, and state.
- ❖ Geography:
 - 7.2.4. A: Identify the physical characteristics of places and regions.
- ❖ Science and Technology and Engineering Education
 - 3.4.3. A1: Identify how the natural made world and the human made world are different.

Pre-Assessment: (3 minutes)

- ❖ Do you think that the environment in a zoo will be identical to that of the natural environment of the animals?
- ❖ Is the habitat in the zoo man-made or natural?

Objectives:

- ❖ Students will be able to record observations about the different living environments that animals live in.
- ❖ Students will be able to explain how a zoo's environment is different from a natural habitat for animals.

Individual Modifications:

- ❖ On this trip, Ben will need to be accompanied by a chaperon that knows him well. Although he does not have a tendency to wonder off, it is important that the chaperone understands his hyperactive tendencies. While on this trip, the chaperon will be able to assist Ben in completing the worksheet and making sure that he is able to gather all of the important information that is necessary to complete further assignments.
- ❖ While on this fieldtrip, it is important that Sally have a chaperone that knows her very well. It is critical that the chaperone is close to her so that they understand how frequently she wonders off. Her chaperone may also help her complete the

worksheet that will be given to the class. This will ensure that Sally stays on task and is able to get all the necessary information to complete further assignments.

Materials:

- ❖ Writing utensils
- ❖ Fieldtrip permission forms
- ❖ Attendance sheet
- ❖ Packets (enough for each student)
- ❖ Alaskan journals

LEARNING SEQUENCE

INTO (15 minutes)

- ❖ Before we go on the fieldtrip, it is important that the students understand what is required of them. Students will be told their groups (groups of five, this number can depend on the number of chaperones we have). Students will need to be reminded of the school's rules. They will need to know that they must always be with at least one other person and they are not allowed to separate from their chaperone. Although this is a fieldtrip and the students have some freedom, they need to complete the attached worksheet. Explain the worksheet to the students and discuss that they will need to examine Alaskan animals' habitats. Remind the students to bring their lunches and anything else that they will need while they are on the fieldtrip.

THROUGH (all day) *

- ❖ The students will be at the zoo all day. They will need to complete the worksheet that is given to them.

BEYOND (5 minutes) *

- ❖ Look over the observations that you have recorded in your packet. Begin to compare and contrast the living environments of the animals in the zoo to the animals in Alaska. Jot down a few bullet points of how the living environments are different.

POST INSTRUCTIONAL PLANNING

1. What levels of thinking (Bloom) did your lesson incorporate?
 - a. Comprehension: The students are asked to describe or explain the different habitats that they observed while at the zoo.
 - b. Analysis: The students are asked to compare and contrast the zoo habitat with that of the Alaska habitat.
2. How did you evaluate your student's performance?
 - a. Checking for Understanding: The students are asked questions in the beginning of the lesson and are reminded of the school's rules.
 - b. Guided Practice: The students are asked to complete the packet.
 - c. Independent Practice: The students have to brainstorm on their own in their journals.
3. In what ways have you included safeguards that all children will learn including second language learners and special needs students?
 - a. The students will be able to experience the living environments in a zoo first hand. They will be broken up into about five groups, depending on the amount of chaperones. During the fieldtrip, the students are able to work with one another while completing the worksheet. Ben and Sally will both have chaperones that know them well, to allow the fieldtrip to go smoothly.
4. Total Participation Techniques: How did you make sure all students were engaged in your lesson? Mark high-engagement strategies with an asterisk (*).
5. Describe the instructional modes that you used in each of your activities (VAKT). Vary these in each lesson.
 - a. Visual: The students are able to observe the different living environments while exploring the zoo.
 - b. Kinesthetic: The students are looking at different exhibits in the zoo.
6. Describe the changes you would make if you taught this lesson.

Student Teacher: Sarah Grollman

Date: November 29, 2010

Day 14

Grade Level: Fourth Grade

Subject: Social Studies

Supervisor: Dr. Warfield

PRELIMINARY PLANNING

PA Standards:

- ❖ Geography:
 - 7.2.4. A: Identify the physical characteristics of places and regions.
- ❖ Science and Technology and Engineering Education
 - 3.4.3. A1: Identify how the natural made world and the human made world are different.

Pre-Assessment: (3 minutes)

- ❖ What types of different animals did you see at the zoo?
- ❖ Were all the animals you saw at the zoo animals that live in Alaska?

Objectives:

- ❖ Students will be able to explain the differences in living environments in a zoo and in nature.
- ❖ Students will be able to explain the importance of making a habitat in a zoo as real as possible.

Individual Modifications:

- ❖ Ben will be able to compare his worksheet to a partner. This will ensure that he was able to get valuable information on the fieldtrip. During the various reflections that are required of the class to do, he is able to bullet point or outline his various responses, if he does not have adequate time to complete the assignments. The teacher will be able to assist him if more support is needed.
- ❖ Sally will be able to compare her worksheet with a partner. This will ensure that she was able to get valuable information while on the fieldtrip. During the various reflections that are required of the class to do, she is able to bullet point or outline her various responses, if she does not have adequate time to complete the assignments. The teacher will be able to assist her one-on-one if more support is needed.

Materials:

- ❖ Alaskan journals
- ❖ Writing utensils

- ❖ Crayons, markers, colored pencils
- ❖ Reference materials (encyclopedias, internet access)

LEARNING SEQUENCE

INTO (15 minutes) *

- ❖ Students will be able to color their packets that they completed yesterday. If they need to complete any more information they will be able to do that now, before they turn their packets in.

THROUGH (20 minutes) *

- ❖ Students will need to write a brief paper in their journals on the differences that they saw in the environments of the animals. They should use examples from their observations that they made at the zoo. The students should also use information that they have gathered on their own or information that has been presented in class.

BEYOND (20 minutes) *

- ❖ Students will need to write a paragraph or two explaining if they think that animals are better off living in their natural environment or in the zoo.
- ❖ Some writing suggestions are:
 - Are there benefits and detriments to both types of living environments? Is one environment safer than the other is? Which one is more natural?

POST INSTRUCTIONAL PLANNING

1. What levels of thinking (Bloom) did your lesson incorporate?
 - a. Comprehension: The students are asked to describe what types of environments they saw at the zoo.
 - b. Analysis: The students are asked to compare and contrast the living environments of a zoo and a natural environment.
 - c. Evaluation: Students are asked to choose which living environment would be best for the animals and explain why.

2. How did you evaluate your student's performance?
 - a. Checking for Understanding: Students are asked questions in the beginning of the lesson to make sure they understand the reason why they took a fieldtrip.
 - b. Guided Practice: The students were given a packet yesterday to fill out at the zoo to help them with their short responses today.
 - c. Independent Practice: Students are asked to write short responses that allow them to analyze different aspects of the zoo and apply it to what they have learned.
3. In what ways have you included safeguards that all children will learn including second language learners and special needs students?
 - a. If need be, the students are able to share ideas from their packets with one another. The teacher will be walking around to assist all of the students finish their packets and provide them with ideas for their responses. If the students are unable to finish their written assignments, they are able to outline their responses.
4. Total Participation Techniques: How did you make sure all students were engaged in your lesson? Mark high-engagement strategies with an asterisk (*).
5. Describe the instructional modes that you used in each of your activities (VAKT). Vary these in each lesson.
 - a. Visual: Students went to the zoo to see the animals and their living environments so that they could apply it to their learning today.
6. Describe the changes you would make if you taught this lesson.

PRELIMINARY PLANNING

PA Standards:

- ❖ Geography:
 - 7.1.4. B: Describe and locate places and regions as defined by physical and human features.
 - 7.2.4. A: Identify the physical characteristics of places and regions.
 - 7.3.4. A: Identify the human characteristics of places and regions using the following criteria
 - Population
 - Culture
 - Settlement
 - Economic Activities
 - Political Activities
- ❖ Economy:
 - 6.1.4. A: Identify scarcity of resources in a local community.
- ❖ Civics and Government:
 - 5.1.4. F: Identify state symbols, national symbols, and national holidays.
- ❖ Arts and Humanities:
 - 9.1.5. B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
 - Dance: • move • perform • read and notate dance • create and choreograph • improvise
 - Music: • sing • play an instrument • read and notate music • compose and arrange • improvise
 - Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct
 - Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media

Pre-Assessment (5 minutes):

- ❖ As a class, we are going to brainstorm what we have learned about in this unit. The responses will all be written on the large sheet of paper from the beginning of the unit.

Objectives:

- ❖ Students will be able to demonstrate what they have learned throughout the unit through various centers.
- ❖ Students will be able explain different things that they have learned throughout the unit.

Individual Modifications:

- ❖ Ben should help the teacher write down the different things that the students have learned onto a large sheet of paper. For the majority of the lesson, the students will be working in groups; therefore, Ben can seek guidance from his classmates. He should especially enjoy acting out the skit that his group will prepare for the class. Moving around from the various centers should help keep Ben's hyperactivity a little less than normal.
- ❖ Through working in the various centers, Sally will be able to seek assistance from her fellow classmates. Before taking the quiz, the teacher should review a few of the facts from the various cities with her. She should especially enjoy working on the skits because she benefits from talking to and watching others.

Materials:

- ❖ "Race across Alaska" board game
- ❖ The pieces and the board set up for "Cruise The Last Frontier"
- ❖ Quizzes that the students created (enough copies for each student)
- ❖ Writing utensils
- ❖ Alaskan journals

LEARNING SEQUENCE

INTO (10 minutes) *

- ❖ Students will complete the KWL chart that they began at the beginning of the unit. They should reflect on what they have learned over the past fourteen days. They should also compare what they already knew about Alaska to what they learned.
- ❖ Ask them to write in their journals, after completing the "L" portion of the chart, what types of things that they learned. As opposed to the KWL chart where the students just bulleted, in their journals they should do more reflecting.
 - Do they think that what they learned is beneficial? Would they want to go through the unit again? Would they change anything within the unit, if so what would they change?

THROUGH (40 minutes) *

- ❖ Before students are tested on their knowledge that they have gained throughout the unit, they will have an opportunity to review. The students will be going to four different centers in the classroom. The groups that worked on the Alaskan native stories must be at the same center. More than one group may work at each center (this depends on the number of students in the class). At one of the centers, they will be playing “Race across Alaska” to review different facts that they have learned throughout the unit. Another center that the students will be going to, they will be playing with and reviewing the bulletin board, “Cruise The Last Frontier”. In the third center, students will be working with their group to create a short skit based off their Alaskan native story that they created. If necessary, the group can add more or take away from their story. In the final center, the students will each be taking the quiz that their class created on Juneau and Anchorage.

BEYOND (20 minutes) *

- ❖ Once the students have completed their centers, they should have put together a short skit with their group members based off the Alaskan native story that they completed on the eight day of our unit. The groups will take turns presenting their skits to the class.

POST INSTRUCTIONAL PLANNING

1. What levels of thinking (Bloom) did your lesson incorporate?
 - a. Knowledge: A few questions in the review game and bulletin board ask the students to identify or name certain things.
 - b. Comprehension: The students are asked to create a list that explains different things that they have learned throughout the unit.
 - c. Analysis: The students are asked in what ways they would change the unit.
 - d. Synthesis: The students are asked to compose a skit to show the class based off their native stories.
2. How did you evaluate your student’s performance?
 - a. Checking for Understanding: Students are practicing what they learned through the various centers during class.

- b. Guided Practice: The students are given answer sheets for both the game board and the bulletin board to make sure that they are answering questions correctly.
 - c. Independent Practice: The students will take a quiz on Juneau and Anchorage.
 3. In what ways have you included safeguards that all children will learn including second language learners and special needs students?
 - a. The students will be working in groups throughout the majority of the lesson. Group work will allow students to share their ideas and help one another with various projects and assignments. The teacher will be walking around to help any student that may need help on the different projects. The teacher will help Sally review for the quiz on the assorted cities.
 4. Total Participation Techniques: How did you make sure all students were engaged in your lesson? Mark high-engagement strategies with an asterisk (*).
 5. Describe the instructional modes that you used in each of your activities (VAKT). Vary these in each lesson.
 - a. Visual: The students are allowed to work with the bulletin board and the game board, which gives them a greater understanding of different concepts.
 - b. Auditory: As students present their skits, their classmates are able to listen to the Alaskan stories that their peers created.
 - c. Tactile: The game board and the bulletin board are both very hands-on review for the students.
 - d. Kinesthetic: The students will create a short skit and prepare it to present in front of their class.
 6. Describe the changes you would make if you taught this lesson.

Kids

Books:

Kreeger, C., & Cartwright, S. (1978). *Alaska ABC book*. Anchorage: Lone Raven Pub. Co.

Spedden, D. C., & McGaw, L. (1994). *Polar the Titanic Bear*. Boston: Little, Brown.

Websites:

(1996). Retrieved October 1, 2010, from National Geographic Kids:
<http://kids.nationalgeographic.com/kids/>

(1999). Retrieved October 9, 2010, from Apples 4 the Teacher:
<http://www.apples4theteacher.com/usa-states/alaska/>

(2000). Retrieved October 8, 2010, from Alaska Kids:
<http://www.alaskakids.org/index.cfm>

Alaska State Symbols Games. (2010). Retrieved October 8, 2010, from Learning Games for Kids:

http://www.learninggamesforkids.com/us_state_games/alaska/salmon_video.html

Artistic Wildlife Portfolio. (2004). Retrieved October 1, 2010, from Artistic Studies Center:
<http://www.mnh.si.edu/arctic/html/wildlife.htm>

Phillip, M. (n.d.). Retrieved October 10, 2010, from 50 States:
<http://50states.pppst.com/alaska.html>

Journal Articles:

Rosen, Y. (2010, September 9). *Alaska Seeks to Overturn Delay in Arctic Drilling*. Retrieved September 28, 2010, from Reuters:
<http://www.reuters.com/article/idUSTRE68905820100910>

Brochures:

Kavanagh, J., & Leung, R. (2001). *Alaska Wildlife: An Introduction to Familiar Species*. Blaine, Washington, United States of America: Waterford Press.

DVDs:

Cruise: Alaska. (2005, May 17).

http://www.amazon.com/Cruise-Alaska-Artist-Not-Provided/dp/B0000AYLJW/ref=sr_1_2?s=dvd&ie=UTF8&qid=1286764318&sr=1-2

Websites

- <http://www.mnh.si.edu/arctic/html/wildlife.html>
- <http://kids.nationalgeographic.com/kids/>
- <http://www.apples4theteacher.com/usa-states/alaska/>
- <http://www.alaskakids.org/index.cfm>
- http://www.learninggamesforkids.com/us_state_games/alaska/salmon_video.html
- <http://50states.pppst.com/alaska.html>

Books

- Alaska ABC Book (Last Wilderness Adventure)
 - [Charlene Kreeger](#)
- Polar the Titanic Bear (story time)
 - [Leighton H. Coleman](#)
- Brochure on Cruise to Alaska
- Brochure Alaska Wildlife: An Introduction to Familiar Species (A Pocket Naturalist Guide)
 - http://www.amazon.com/exec/obidos/ASIN/1583551069/alaskacom-20?dev-t=mason-wrapper%26camp=2025%26link_code=xm2

Dvds:

- Cruise: Alaska
 - http://www.amazon.com/exec/obidos/ASIN/B0000AYLJW/ref=pd_sxp_elt_11/104-9564309-7602343
 - Roam the dramatic and beautiful wilderness, climb the remote and rugged mountains and glaciers, and get close to rare and wonderful wildlife. Your itinerary includes densely forested Ketchikan, with its colorful, mysterious totem poles created by early natives; mountainous Sitka, once the capital of Russian Alaska; pristine Juneau, the only state capital unreachable by car; racous Skagway, the jumping-off point for prospectors in the Klondike's great Gold Rush; charming Haines, home to the world's largest concentration of bald eagles; remote Seward, where stunning Kenai Fjords National Park went largely unexplored until the 1960s; complex Anchorage, a bustling metropolis surrounded by vast wilderness; untouched Denali, home to the first people to cross the Bering Strait from Siberia; indomitable Valdez, which overcame both the Exxon oil spill and the massive

earthquake of 1964; fish-rich Homer, with its artist colony aptly named Pioneer Avenue; lush Kodiak, Alaska's largest island and longtime home to Eskimos; and historic Fairbanks, an adventurer's city lying just 200 miles south of the Arctic Circle. Extra Features: Grandeur of the Glaciers - They move under their own power, crush or reshape everything in their path, and sometimes give birth to entire ecosystems. This extra feature takes a cold, hard look at these massive and magnificent ice forms. Top 10 Attractions - Lead a sled-dog team. Walk on glacial ice. Approach grouchy bears snacking on salmon. Can an average person really do all these things? This program suggests 10 activities to help make your Alaskan trip an experience of a lifetime.

Article:

- Alaska seeks to overturn delay in Arctic drilling By Yereth Rosen
 - <http://www.reuters.com/article/idUSTRE68905820100910>

Teacher Resources

- Websites
 - <http://50states.pppst.com/alaska.html>
 - http://www.mnh.si.edu/arctic/html/beluga_whale.html
 - <http://kids.nationalgeographic.com/kids/places/>
 - <http://www.alaska.com/about/books/wildlife/>
 - <http://www.lessonplanspage.com/SSLAAlaskaUnit2AnimalsK3.htm>
 - <http://www.youtube.com/watch?v=mK1sF6kv0I8>
 - <http://score.rims.k12.ca.us/activity/alaska/>
 - <http://www.easyfunschool.com/article1947.html>
 - <http://www.easyfunschool.com/article1026.html>
 - <http://www.apples4theteacher.com/usa-states/alaska/>
- Articles
 - <http://www.reuters.com/article/idUSTRE68905820100910>