Exploring My Backyard

**Topic:** Schoolyard Exploration

**Grade Level:** 2-7

**Time to teach lesson:**
Total time 2 weeks:
- One 30 min block for introduction
- Four 15-20 min time slots for strategy building
- One week to write and edit final presentation

**Concept:** Student will gain an understanding of various uses for public lands.

**Overview:** Students will explore their school grounds using the geographic model worksheet. This information will be used as the basis for a final presentation.

**Objectives/Goals:** Students will:
1. investigate the student’s environment before learning about other places.
2. apply the Geographic Model Worksheet.
3. make choices on presenting information (ex. collage, diorama, power point, or written project).
4. learn to write note cards.
5. write a report.

**Materials:**
- Geographic Model Worksheet
- notepad
- pencils
- markers
- tape recorders
- resource books
- internet sites
- maps
- cameras
- magazines
- Global Positioning Systems, if available

**Procedures:**

**Initiating activity:**
After learning about the geographic model, students will break into groups and create a KWL (Know, Want To Know, Learned) chart about their school environment. Students will use this information as the basis for their report.
Strategies:
1. Fifteen to twenty minutes a day is strategy building time. Work on ways to get information from maps and research materials.
2. Chart various places that can provide research material (Chamber of Commerce, public libraries, internet sites, telephone books, etc.).
3. Discuss and model notetaking skills.
4. Walk the school campus taking notes and pictures.
5. Brainstorm possible ways for presenting information.
6. Emphasize the objectives and explain how creativity can be used in the students final project.

Culminating activities:
Students will present their report to the class. This presentation can be in the form of a collage, diorama, power point presentation, or written report. A rubric should be created for students to use as a grading process for their peers. The rubric should include the elements of the geographic model, along with oral presentation skills.

Evaluation:
Students will be graded on their use of the geographic model, note taking skills, final presentation and will be graded by their peers using a student generated rubric.

Sunshine State Standards:
SS.B.1.3.1: The student uses various map forms and other geographic representations, tools, and technologies to acquire, process, and report geographic information.
SS.A.1.1.1: The student compares everyday life in different places and times and understands that people, places, and things changes.
SS.B.2.3.6: The student understands how the interaction between physical and human systems affects current conditions on Earth.
LA.A.2.2.7: The student recognizes the use of comparison and contrast in a text.
LA.A.2.4.8: The student synthesizes information from multiple sources to draw conclusions.

FCAT:
Reading skills:
Drawing conclusions
Reference materials
Read and organize information for multiple purposes

Math Skills:
Data analysis and probability
Geographic Model Worksheet

Application on the Geographic Model to ____________________________

I. Location & Physical Characteristics
   1. 
   2. 
   3. 
   4. 

II. Population & Cultural Characteristics
   1. 
   2. 
   3. 
   4. 
   5. 

III. Historical Background
   1. 

IV. Major Economic Activities and Land Use
   1. 
   2. 
   3. 
   4. 
   5. 
   6. 

V. Problems and Prospects
Suggested Final Grade Sheet

Class: _________________________________
Project: _______________________________
Student: _______________________________
Team: _________________________________
Standard: ______________________________
Task: _________________________________

The Rubric

Wow: excellent work in that area
O.K.: adequate work in that area
Not Yet: still needs work in that area

Indicator 1: _________________________________
Wow O.K. Not Yet
5_________________________3_________________________0

Indicator 2: _________________________________
Wow O.K. Not Yet
5_________________________3_________________________0

Indicator 3: _________________________________
Wow O.K. Not Yet
5_________________________3_________________________0

Indicator 4: _________________________________
Wow O.K. Not Yet
5_________________________3_________________________0

Indicator 5: _________________________________
Wow O.K. Not Yet
5_________________________3_________________________0

Grade: A/21   B/17   C/12   D/7
(25 possible points)