

Take an iHike!
Blaze New Trails by Following the
Old

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Project Description

This project will enable students to explore the various trails that this grant entails. The collection of activities engages students in the exploration of major trails throughout the world. Students will learn how nature stays with us in a meaningful way, and the trails are an ideal place for such learning. The goal of this grant is to encourage enthusiasm for and curiosity about the great diversity of landscapes and wildlife spanning the trails.

There are many technological opportunities in this grant for students to engage in the simulation of being on the trails. The students will explore the history and journey of each trail through the internet and technological applications.

Students will also be able to adapt the iPad book, *An Aerial View of Geology*, to the trails.

Students

This project is designed for 3-6th grades. Many of the lessons can be altered, according to grade level. This project can also be altered to accommodate ESL students. The activities used in this project focuses on the exploration and discovery of history, Geography, Language arts and science with an emphasis on teamwork in a learning environment.

Staff

Dr. Minerva Santerre is in her 27th year of teaching, both in private and public school in Miami-Dade County, Florida. She was a National Board Certified Educator. Dr. Santerre holds a Doctorate in Science Education. Dr. Santerre has participated in Disseminator grants as well as Adapt-a-grants programs.

Goals and Objectives

<u>Components</u>	<u>Objectives</u>	<u>Next Generation Standards</u>	<u>Grade Levels</u>
<u>Scientific Inquiry</u> <u>Big Idea 1</u>	Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.	(SC.3.N.1)	<u>3</u>
<u>Big Idea 14</u>	Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction	(SC.3.L.14.1)	<u>3</u>
<u>Big Idea 15</u>	Earth is home to a great diversity of living things, but changes in the environment can affect their survival.		<u>3rd</u>
<u>Big Idea 17</u>	Both human activities and natural events can have major impacts on the environment.		<u>3rd</u>
<u>Reading process</u>	listen to, read, and discuss familiar and conceptually challenging text	(LA.3.1.6)	<u>3rd</u>
<u>Big Idea 1</u>	determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details,	(LA.3.1.7.3)	<u>3rd</u>

	strongly implied message and inference, and chronological order of events		
<u>Big Idea 2</u>	construct and analyze frequency tables, bar graphs, pictographs, and line plots from data, including data collected through observations, surveys, and experiments	(MA.3.S.7.1)	<u>3rd</u>
<u>Components</u>	<u>objectives</u>	<u>Next Generation Standards</u>	<u>Grade Levels</u>
<u>Big Idea 1</u>	Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.	(SC.4.N.1)	<u>4th</u>
<u>Big Idea 2</u>	Because science is based on empirical evidence it strives for objectivity, but as it is a human endeavor the processes, methods, and knowledge of science include subjectivity, as well as creativity and discovery	(SC.4.N.2)	<u>4th</u>
<u>Big Idea 3</u>	Investigate how technology and tools help to extend the ability of humans to	(SC.4.E.6.5)	<u>4th</u>

	observe very small things and very large things. (SC.4.E.6.5)		
<u>Reading Process</u>	determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing;	(LA.4.1.7.3)	<u>4th</u>
<u>Literary Analysis</u>	respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)	(LA.4.2.1.5)	<u>4th</u>
<u>Big Idea 3 Math</u>	Describe and determine area as the number of same-sized units that cover a region in the plane, recognizing that a unit square is the standard unit for measuring area	(MA.4.G.3.1)	
<u>Geography</u>	Identify physical features of the land.)	(SS.4.G.1.1.)	<u>4th</u>
<u>Geography</u>	Locate and label cultural features on a map.	(SS.4.G.1.2)	<u>4th</u>
<u>Geography</u>	Interpret political and physical maps using map elements (title, compass rose,	(SS.4.G.1.4)	<u>4th</u>

	cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude)		
<u>Science</u>	Recognize and explain that when scientific investigations are carried out, the evidence produced by those investigations should be replicable by others.	(SC.5.N.2.2)	<u>sth</u>
<u>Science</u>	Distinguish among the various forms of precipitation (rain, snow, sleet, and hail), making connections to the weather in a particular place and time.	(SC.5.E.7.4)	<u>sth</u>
<u>Science</u>	Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.	(SC.5.L.15.1)	<u>sth</u>
<u>Science</u>	Both human activities and natural events can have major impacts on the environment.	(SC.5.L.17)	<u>sth</u>
<u>Science</u>	Energy flows from the sun through producers to consumers	(SC.5.L.17)	<u>sth</u>
<u>Language Arts</u>	determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and intended audience	(LA.5.3.1.2)	<u>sth</u>

	of a writing piece;		
<u>Language Arts</u>	prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);	(LA.5.3.5.1)	<u>sth</u>
<u>Language Arts</u>	select and use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations);	(LA.5.6.2.1)	<u>sth</u>
<u>Social Studies</u>	Use latitude and longitude to locate places.	(SS.5.G.1.2)	<u>sth</u>
<u>Social Studies</u>	Identify major United States physical features on a map of North America.	(SS.5.G.1.3.)	<u>sth</u>

Course Outline/Overview

This project can be implemented throughout the school year or during a designated portion of the year. It is lengthy, therefore you may want to delete some of the activities in this project. However, you may also want to designate a special day to accompany project.

Utilize a Bloom's Taxonomy Question Board (see Appendix A) Or hot Spot Chart in order for students to place their questions accordingly

Week 1

Introduction to unit. Divide Students into groups as Appalachian Trail, Pacific Crest Trail, Iditarod Trail, Silkroad trail, Inca Trail, and the Trail of Tears. Students will create questions of inquiry and place them in metacognitive categories.

Week 2-3

Students create timeline of their specific trails. If chronological information is not there, they can create a journey line of the specific areas on the trails

Appalachian Trail-

<http://www.greatcarolinaproperty.com/Outdoor-recreation/Appalachian-hiking-trail-History.htm>

Pacific Crest Trail

http://en.wikipedia.org/wiki/Pacific_Crest_Trail

Iditarod Trail

<http://www.blm.gov/ak/st/en/prog/nlcs/iditarod/history/timeline.html>

Silkroad Trail

<http://www.silk-road.com/artl/chrono.shtml>

Inca Trail

<http://www.infoperu.com>

Trail of Tears

<http://www.powersource.com/cocinc/history/trail.htm>

Weeks 4-5 students will complete webquest associated with
Associated with their trails

Week 6-7 Students create salt maps of their trails and label them with specific locations along the trails. Students will utilize I pads in order to understand the geographical aspects of their trails. Students will utilize various applications for IPads to enhance further inquiry on their specific trail.

Weeks 8-10 Students research and explore plants and animals along their specified trails. Students will create big books as part of their final presentations.

Week 11-13 Students will read a novel associated with their specific trail.



The Great Serum Race by Debbie S. Miller-

Iditarod Group The 1925 serum run to Nome was one of the most dramatic races in Alaska's history. I enjoyed researching the book and used as many first-hand accounts that I could discover, including a copy of one of the original telegrams requesting emergency help for the town of Nome.

All of the mushers in the serum race have died, but four mushers left wonderful taped oral histories about the race. Alfred John, the five-year old boy in the story, still lives in Nenana. As a little boy, he remembers seeing the first relay musher leave for Nome in 50-below temperatures. Alfred and I walked some of the old mushing trail together and I'm grateful that he shared his memories of the serum run and growing up in Nenana in the 1920s.

Leonard Seppala, a famous dog musher who was in the team relay, wrote his own book, *Alaskan Dog Driver*, which includes his personal account of the serum run. Seppala owned both Togo and Balto, along with many other Siberian Huskies. His book describes the serum race in detail, with lots of information about his favorite dog, Togo. The more I learned about Togo, the more I loved this amazing husky.

A wonderful 95-year old lady named Ingeborg MacMillan contributed the two historic black and white photos of Togo and Leonard Seppala's dog team in the book. Ingeborg wanted children to see real pictures of these heroic dogs. She grew up in Nome and played with Togo and Balto when they were puppies. I'm very grateful for the photos and memories of Nome that she shared with me. Sadly, Ingeborg passed away in September, 2002, but a part of her history lives on in this book.

It was exciting to read all the old news clippings about the serum run. Newspapers all over the country reported on the progress of the serum run. I'm most grateful to the staff at the University of Alaska's Rasmuson Library Archives and the Carrie M. McLain Memorial Museum in Nome, for guiding me to many historic sources pertaining to the serum run.

Last, Jon and Jona Van Zyle are both dog mushers and they own many Siberian Huskies. As the official Iditarod Trail Sled Dog Race artist, Jon was the perfect illustrator for this book. He has also raced two times in the Iditarod. He and Jona provided lots of expertise regarding dog mushing terms, Siberian Huskies, and the history of the serum run.-



Halfway to the Sky by Kimberly Brubaker Bradley - Appalachian Trail

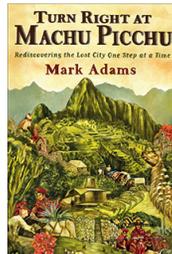
Group- Have you ever wanted to run away from home? Katadhin (Dani for short) decides after her brother's death from muscular dystrophy and her parents' divorce that it's time for her to hit the trail—and not just any trail—the Appalachian Trail, a 2,163-mile trail from Georgia to Maine. On this intense journey, Dani grows to understand herself and comes to terms with her parents' divorce. Unlike many outdoor stories, *Halfway to the Sky* explores a girl's survival story, and Bradley also sensitively deals with the fragile relationship between a mother and daughter.



Why is Crater Lake so Blue by Michael LaLumiere - Pacific Crest Trail

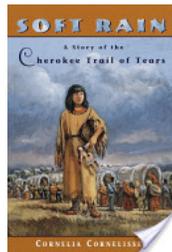
Group- Thousands of years ago, the peak of volcanic Mount Mazama erupted, and then fell back into itself, creating a giant crater. The crater slowly filled with rain and melted snow to become one of the deepest, bluest lakes in the world. In this pristine setting, Sam Hunter thinks he has won the lottery when he lands a job as a seasonal maintenance worker at Crater Lake National Park. The work won't be glamorous, so he plans to hunker down, earn next year's college tuition and read a few books in his spare time. But when Hunter reports on his first day, a June blizzard is raging. Finding his lodgings buried under a snow bank and filled with snow, he is ordered to dig out the cabin. Doubts about the uneventful summer he'd planned swirl in his head. Within weeks an antiquated sewer system, greed and selfishness combine to shut down Crater Lake the first time a U.S. National Park closed during the height of tourist season. Amidst finger-pointing, conspiracy theories and shared, tragic secrets, Hunter witnesses the discrepancy between what people say they value and what they will do to protect it. Eventually he must make a decision that means

leaving his safe role as observer and putting his life in danger. Against the backdrop of actual events in 1975, Michael LaLumiere shares the humorous, poignant tale of Hunter's youthful and anguished choices. You'll enjoy the keen, self-deprecating wit of the author, along with his straight-as-an-arrow insight into what makes people tick and what forces may converge to close down a major national park.



Turn Right At Machu Picchu by

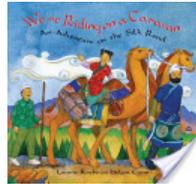
Mark Adams- Inca Trail Group- July 24, 1911, was a day for the history books. For on that rainy morning, the young Yale lecturer Hiram Bingham III climbed into the Andes Mountains of Peru and encountered an ancient city in the clouds: the now famous citadel of Machu Picchu. Nearly a century later, news reports have recast the hero explorer as a villain who smuggled out priceless artifacts and stole credit for finding one of the world's greatest archaeological sites. Mark Adams has spent his career editing adventure and travel magazines, so his plan to investigate the allegations against Bingham by retracing the explorer's perilous path to Machu Picchu isn't completely far-fetched, even if it does require him to sleep in a tent for the first time. With a hard-as-nails Australian survivalist and several Quechua-speaking, coca-chewing mule tenders as his guides, Adams takes readers through some of the most gorgeous and historic landscapes in Peru, from the ancient Inca capital of Cusco to the enigmatic ruins of Vitcos and Vilcabamba. Along the way he finds a still-undiscovered country populated with brilliant and eccentric characters, as well as an answer to the question that has nagged scientists since Hiram Bingham's time: Just what was Machu Picchu?



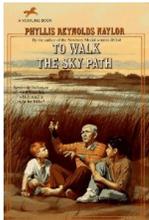
Soft Rain: Story of the Cherokee

Trail of Tears by Cornelia Comelissan- In Soft Rain, a 9-year-old Cherokee girl finds herself in the same situation as Sweet Leaf as soldiers arrive one day to take her and her mother to walk the Trail of Tears, leaving the rest of her family

behind. It all begins when Soft Rain's teacher reads a letter stating that as of May 23, 1838, all Cherokee people are to leave their land and move to what many Cherokees called "the land of darkness". . .the west. Soft Rain is confident that her family will not have to move, because they have just planted corn for the next harvest. Because Soft Rain knows some of the white man's language, she soon learns that they must travel across rivers, valleys, and mountains. On the journey, she is forced to eat the white man's food and sees many of her people die. Her courage and hope are restored when she is reunited with her father, a leader on the Trail, chosen to bring her people safely to their new land.



We Are Riding On A Caravan by Laurie Krebs- Silk Road Group This book tells the story of a Chinese family of traders who travel the Silk Road from Xian in the East to Kashgar and back again. The illustrations are watercolours with rich colour and extra detail is added to the goods bought along the way. The background although usually simple and serene shows changes in the countryside travelled through -



To Walk the Sky Path by Phyllis Reynolds Naylor- Whole Class- Billie Tommie, a ten-year-old Seminole Indian, lives with his family in a chickee on a mangrove island in the Florida Everglades. Billie is the first in his family to attend school. Now he walks in two worlds--the traditional world of his ancestors and the modern world of teachers, tourists, and schoolmates. Billie's grandfather, Abraham, tells him the legends, stories, and rituals that are important to the Seminole people. Abraham says that an honest man who leads a good life will walk the path to the city in the sky when he dies. But Billie wants to learn more about the white man's ways.

Weeks 14-16 Students in groups will create discussion as They read in order to promote critical Thought. Teacher will work with various Groups and utilize activities for discussion

Weeks 17-19 Students in various groups will plan a simulated journey of their trails. (see Appendix D) (grades 4-5)

- Week 20-22 Groups will create a big book to share with younger students as well as utilize big book for presentations.(grades 3 and 4) The big book will include Wildlife, plants, trees and wildflowers of their trail.
- Week 23-24 Students will create a display board for group presentations, along with the Big Books.
- Week 25 Students will present their display boards and their big books, along with an oral Presentation Assessment will be determined by rubric.
- Week 26-30 Collaboration of all groups will end in activities for Tamiami Trail and fieldtrip(see Lesson plans)

Lesson Plans

Week one

Students will be divided into groups so that each group will investigate their specific trails. Once the groups are divided evenly with students who have various abilities, the groups will formulate higher order thinking questions.

KNOWLEDGE :arrange, define, duplicate, label, memorize, name, order, recognize, relate, recall, repeat, reproduce, state.

COMPREHENSION: classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, translate

APPLICATION :apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.

ANALYSIS analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.

SYNTHESIS arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.

EVALUATION appraise, argue, assess, attach, choose, compare, defend, Estimate, judge, predict, rate, core, select, support, value, evaluate.

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
What date was the trail first walked on as recorded?	Who discovered the trail?	Why do think people created the trail?	What could the trail's purpose be?		

These are just examples of questions. After you teach the children what each dimension is and what questions are to go in each dimension, the chart becomes easier. Remember that the questions are student driven. As a manager of their thinking you defer judgment as to where each questions should go. The students will suggest to each other the right dimensions, if there is questions as to location of their created inquiry.

Assign roles to students according to abilities

Cooperative Learning

Effective Group Roles:

Materials/Observer: You are responsible for ensuring that the group has all needed materials to begin and complete assignments and that all materials are returned. You should not have to be asked to get the materials for your group. The materials for the day will be listed in the same place on the board. If you are assigned the material person role, you need to ensure all necessary manipulatives, calculators, copies, books, etc. are on the desks at the start of class. You are also responsible for putting these back where you found them at the end of class. You must collect any copies for absent students in the folder as well as keep a record of the homework they need to make up. While your group is

working you are responsible for paying attention to how your group members interact. It is your job to discuss any issues and offer suggestions for how you can work more cooperatively.

Advice Seeker/Checker: Your role is unique; you are the only member of your group who can ask questions of the teacher. You must be sure that no one in your group already knows the answer to the question you wish to ask. You are responsible for asking the questions that move the group towards meeting the goals and objectives of the lesson. The advice seeker needs to communicate with the entire group and check for understanding. The group must come to a consensus as to what pertinent questions need to be posed to the teacher if any. You must ensure by questioning that each member has sufficiently learned the expected goals of the activity. If you find that one or more of your group members can not explain the material, it is your job to ensure your group comes together to help them learn.

Manager: You will assure that all members of the group continue to work until the task is completed. The task is not done until you say so. You are responsible for organizing the final product and overseeing that all members contribute and the work gets done. Each member of the group must contribute to the final product and you should be able to articulate what they added. You are also the support and encourager for the group. You need to pay attention to how group members are feeling—are they feeling left out? Slighted? You need to get them back involved. Offer praise and encouragement when appropriate and needed. Keep members on track by being aware of how actions and words are perceived.

Relater/Summarizer: You are responsible for getting the whole group to articulate how the current tasks and topics relate to content previously studied. This is ongoing. Your whole job focuses on how connections can be made between this assignment and anything else that relates—work in other classes, work in this class, movies, TV, home life experiences, shopping, whatever. Make the connections and get your group talking about it in the context of the activity. You are not

responsible for making the connections, but you are responsible for getting the group to discuss it. Be careful. If the group is off task and is talking about topics that don't pertain to this lesson, it is you who will not have succeeded in your role. As tasks and activities are completed you will work with the advice seeker to ensure that the each of your group members can summarize their learning.

mspinnyc 3/15/07

Cooperative Learning

Necessary Components for Cooperative Group Work

Individual Accountability: Each group member is responsible for his/her own learning. You must make sure you understand and be your own advocate. Group members cannot rely on one or a few students to "do" the bulk of the work. The dynamic should reflect a balance of contributions from all members. Individual contributions to the group effort could be assessed and that assessment needs to be shared to continue to support and encourage each member of the group. Students may be asked to self-assess or use a form of peer-evaluation. At times an individual test, quiz, project or assignment will be given to assess this learning and students need to be able to demonstrate this learning.

Peer Accountability: Groups only function if all members are accountable to one another. The group cannot be successful unless all members are successful. If one member fails, the entire group fails. Each group will "sink or swim together." If one member is off task, the entire group will

face the consequences. It is essential that everyone understands the impact they will have on others. The instructor may choose to poll one student random as a representative of the whole group, or grade one student's paper as a reflection of all the work done as a group. Each member is responsible to the other group members for their grade. Knowledge and understanding should be shared and responsibility for this rests on all members. On a particular assignment, the instructor may assign everyone the lowest grade of the group members' work, the highest grade or offer a bonus if everyone in the group achieves at a particular level.

Interpersonal Skills: Teamwork is of the utmost importance in cooperative learning groups. The success of the cooperative learning experiences hinges on how well students can work together as a team. In order to work closely with someone you have to communicate and play nicely. Unkind words and sarcasm have no place in our groups. A level of trust must be maintained if you are to work together and be responsible to one another. There should be a spirit of cooperation and encouragement. If one member is struggling with the content, the other members should see themselves as cheerleaders—encouraging and helping until success is achieved.

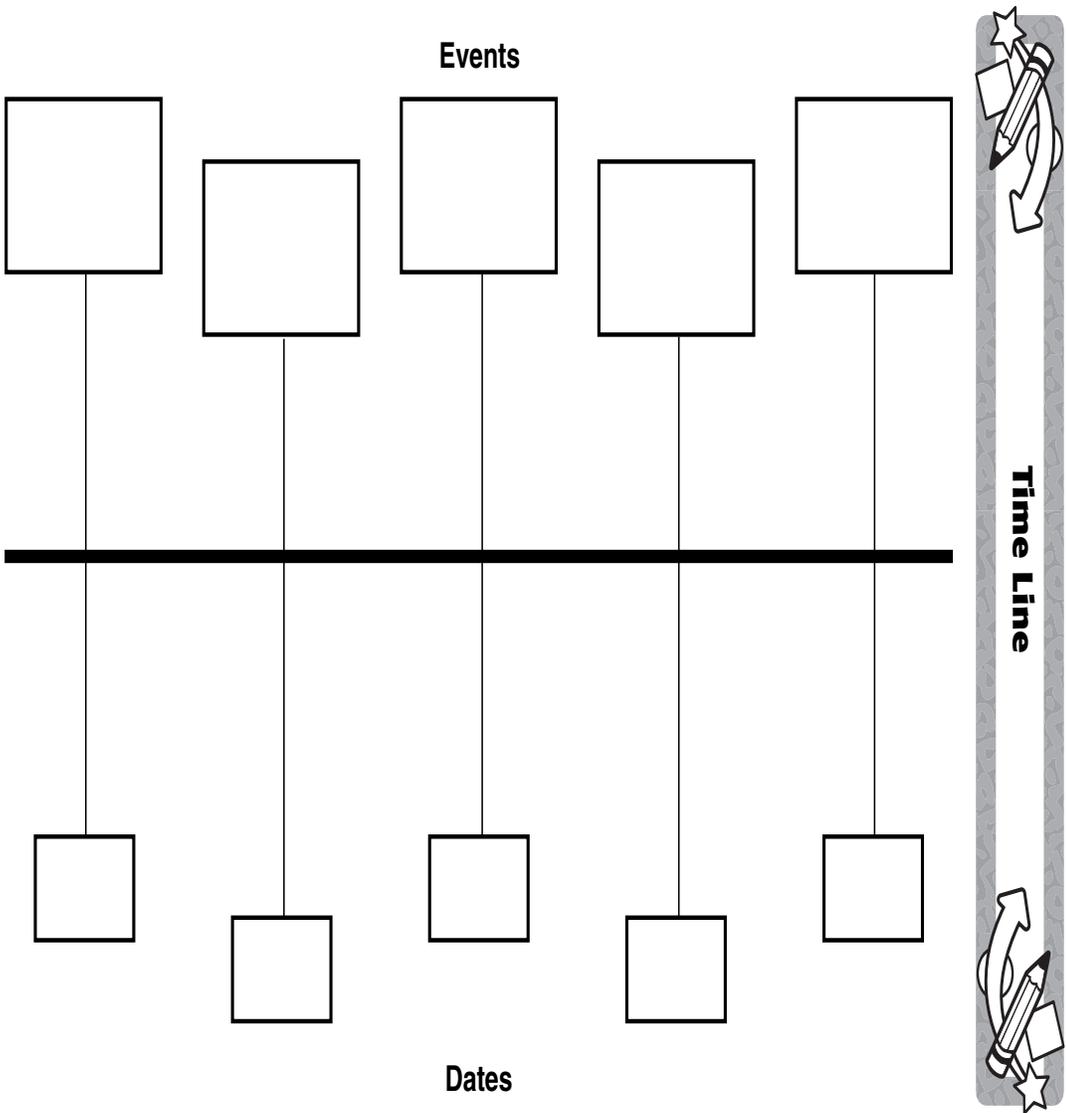
Group Processing: From time to time you must look at how well you are working together. As a group, you need to describe and decide on what behaviors are useful or not and what changes need to be made to move the group along and complete tasks. This is ongoing. Students should be evaluating the "working relationship" throughout the lesson. Are you getting your tasks accomplished? Why or why not? What can you do if you are not finishing? Is one person doing all the work? How can you fix this? Is everyone learning the material? Fulfilling their roles? Taking their responsibility seriously? You will be asked to reflect on your cooperative efforts periodically, but you should also be self-monitoring along the way.

Bibliography:

Cohen, E, 1986, *Designing Group Work* Johnson, D & Johnson,

R, 1991, *Cooperative Learning* Schmuck, R & Schmuck, P,
1983, *Group Processes in the Classroom*

Week 2-3 Students will work on timelines of events of their
specific trails.



Week 4-5 After Group is established, each group will complete a webquest that are online.

http://www.kenston.k12.oh.us/kms/computer_dept/webquest/index.htm Appalachian Trail

<http://mapquest123.blogspot.com/2006/11/crater-lake-national-park.html> Crater Lake -Pacific Crest Trail

http://www.scribd.com/doc/8943637/Inca-Webquest#outer_page_3 Inca trail

<http://silkroadsagepark.wordpress.com/>
Silk Road Trail

<http://www.hallsville.org/elementary/blevins/iditarod.htm>
Iditarod Trail

http://www.icsd.k12.ny.us/legacy/acs/library/doing_history/index.htm
Trail of Tears

Week 6-8

Using the Geo iPhone Application, students will create salt maps of their trails. They will compare their trails to the school's elevation and land around it. They can zoom in on one area and find elevation. The application is interfaced for the iPad as well.



Elevation Geo iPhone
Application

with Elevation Geo. Just hit the green button to enter search mode. Now you can zoom and pan to anywhere. When you are ready, hit the brown button to find the elevation.

This application will work on an iPhone 3GS and later as it requires a compass. Internet connectivity is needed to display the wind.

Topo Maps application will help students find the topography of their trail.

Students can decide which application they will use after the teacher introduces them to the applications.

Step by Step Salt Map

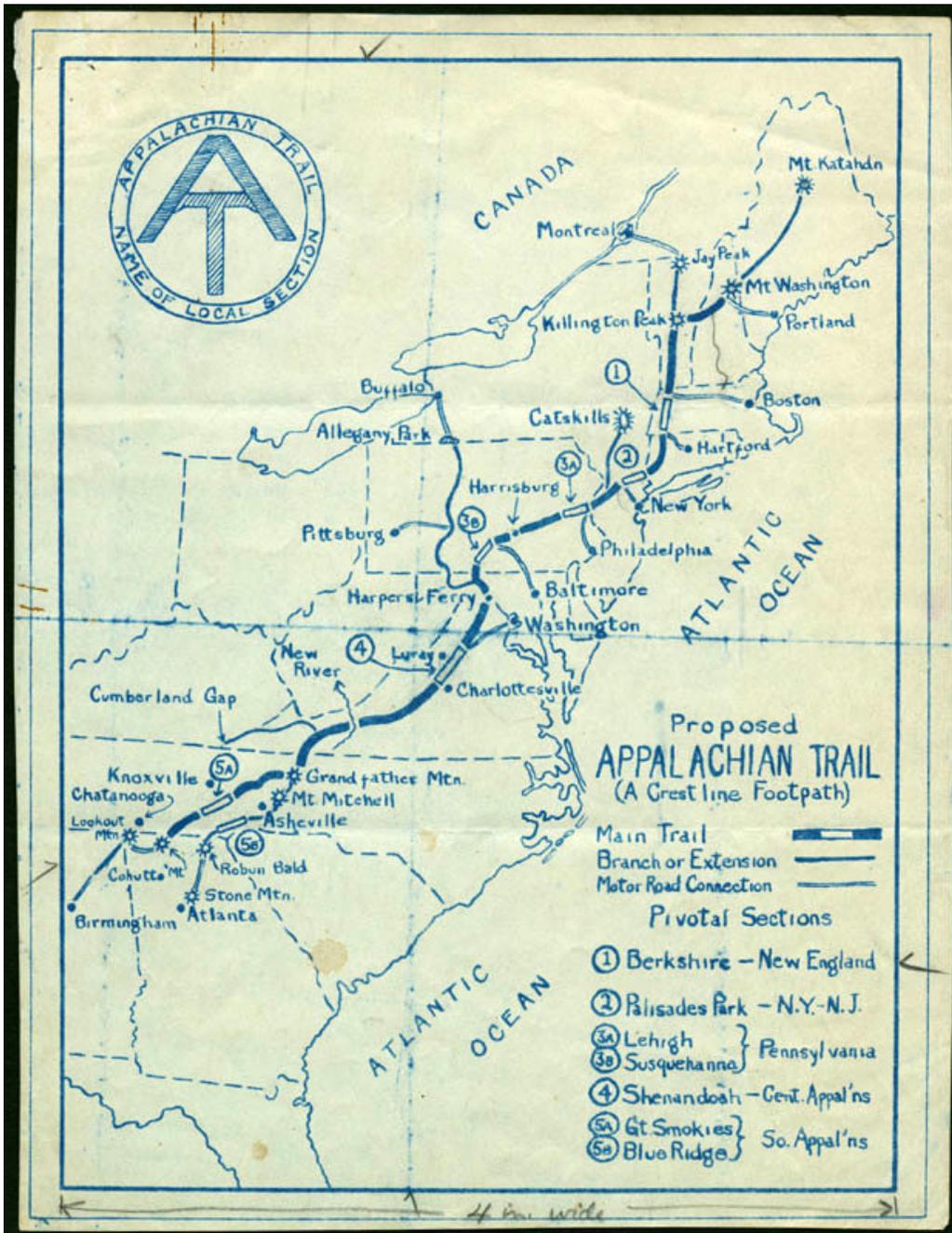
Obtain pizza boxes. They're sturdy, easily accessible (most pizza places are happy to give you one if you just ask) and the perfect size. You'll also want to make sure that you have the following:

- flour
- water
- one or two boxes of salt
- a map of your country, enlarged to 11X17
- tape
- a pencil
- a Sharpie marker
- paint

Websites for Salt Maps:

<http://www.weirdunsocializedhomeschoolers.com>

<http://www.escapadedirect.com/saltmaps.html>

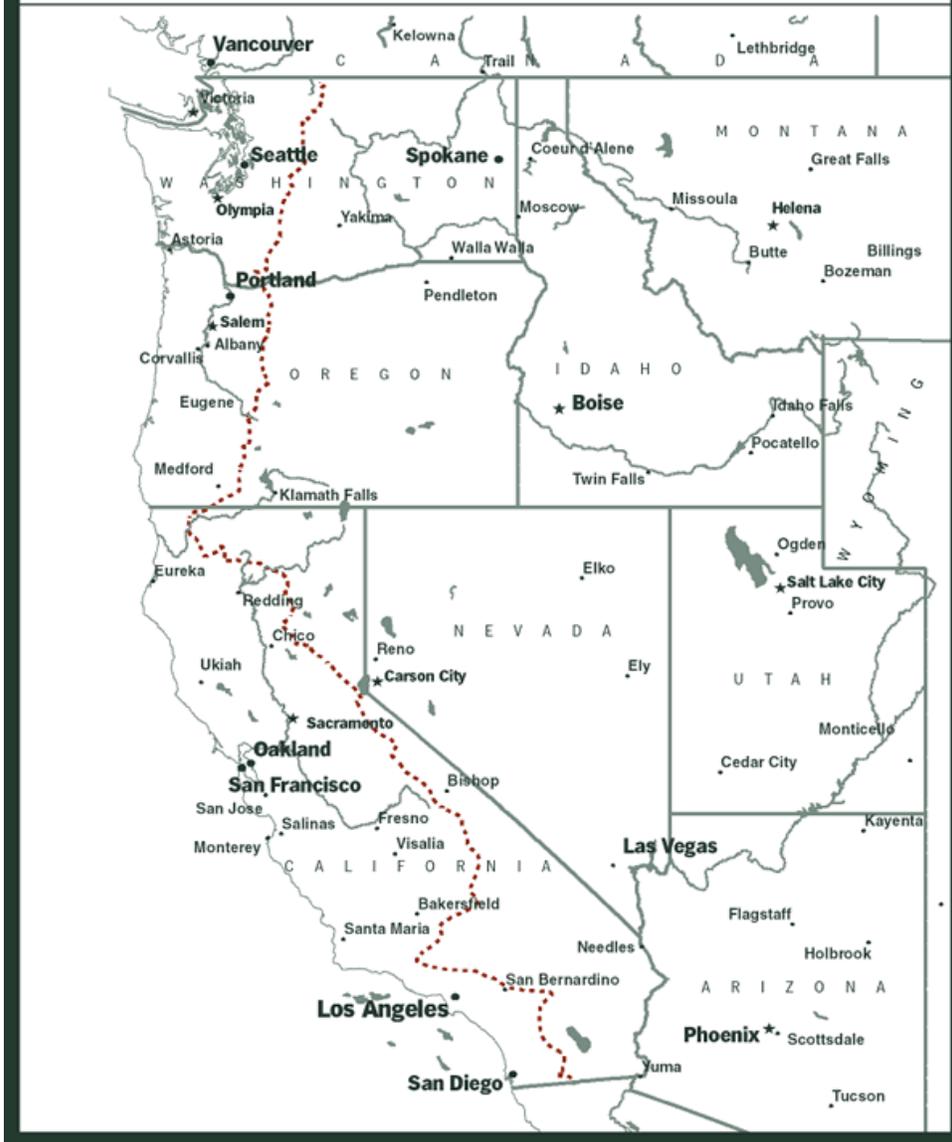


Copied from Lesson Planet.
 Another lesson plan can be found at:

<http://new.thesolutionsite.com/solutionsite/data/9351/lesson3.html>

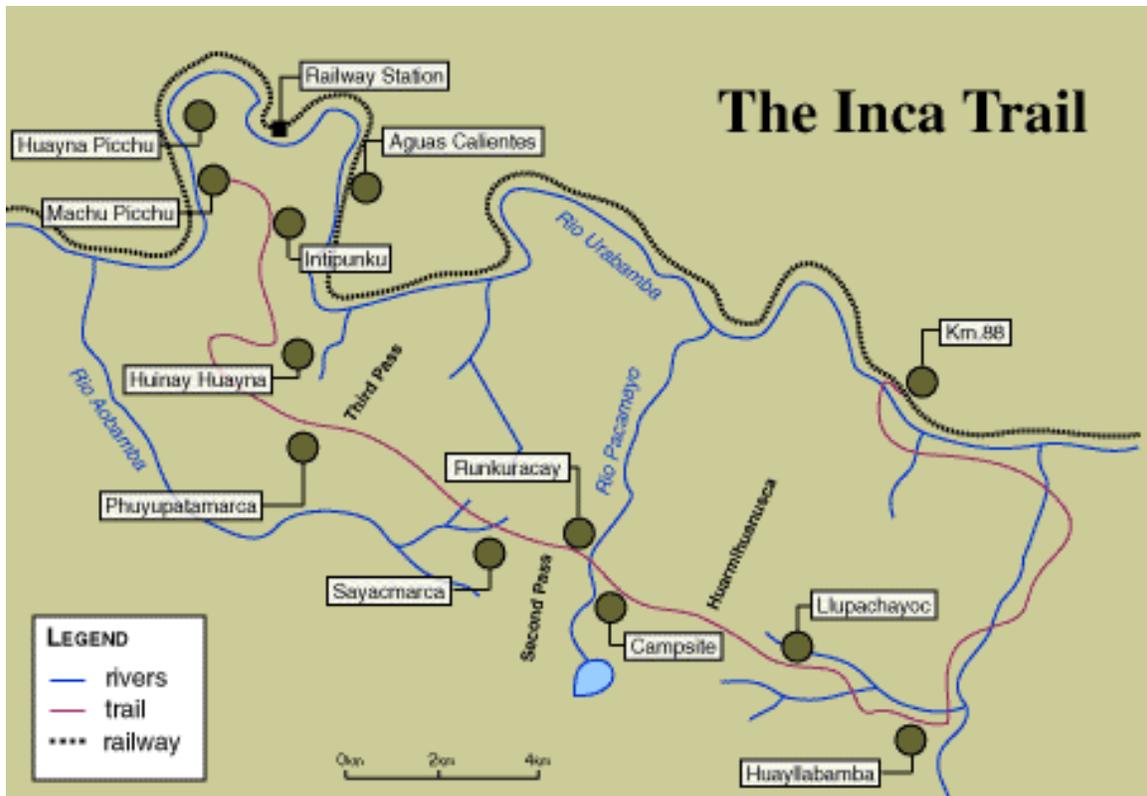
Pacific Crest Trail

The Pacific Crest Trail spans 2,650 miles from Mexico to Canada and passes through three states.



Another Website for maps is:

<http://www.pctmap.net/download/p/mapdl.html>

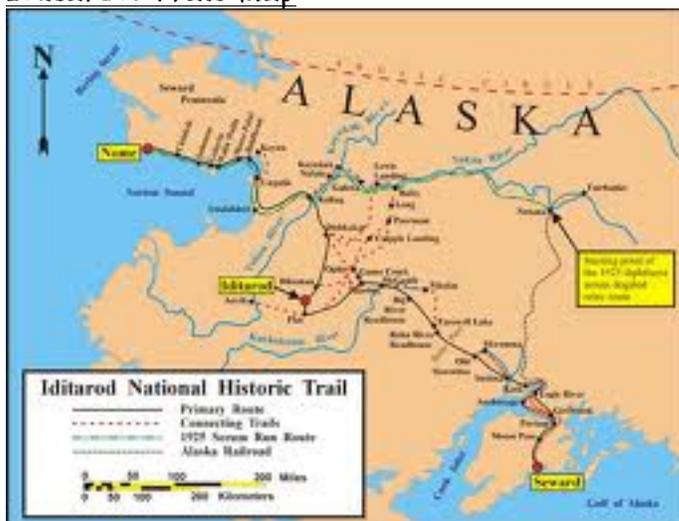


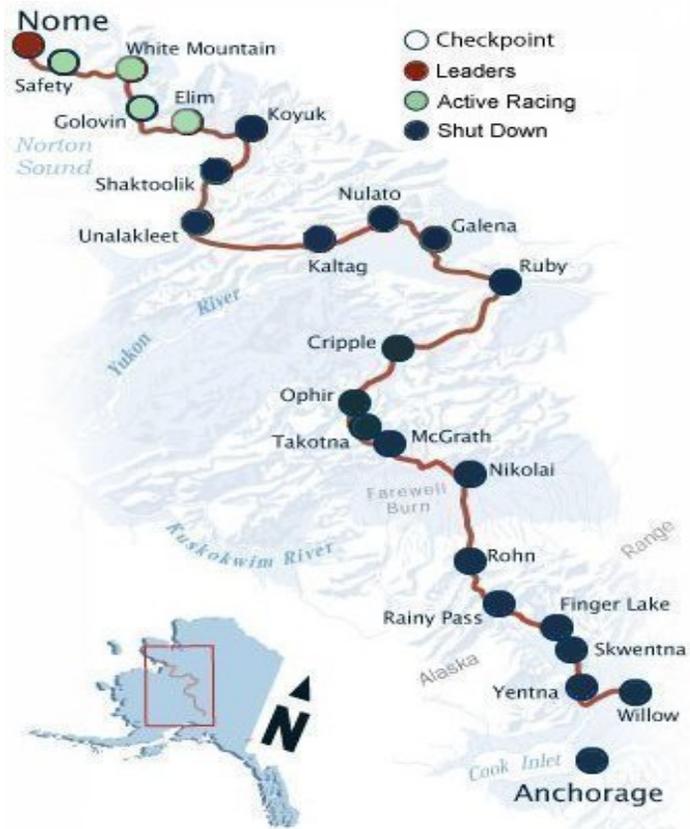
Another Website for maps is:

<http://www.travelbygps.com/guides/machupicchu/machupicchu.php>

<http://www.incatrailperu.com/>

Iditarod Trail Map

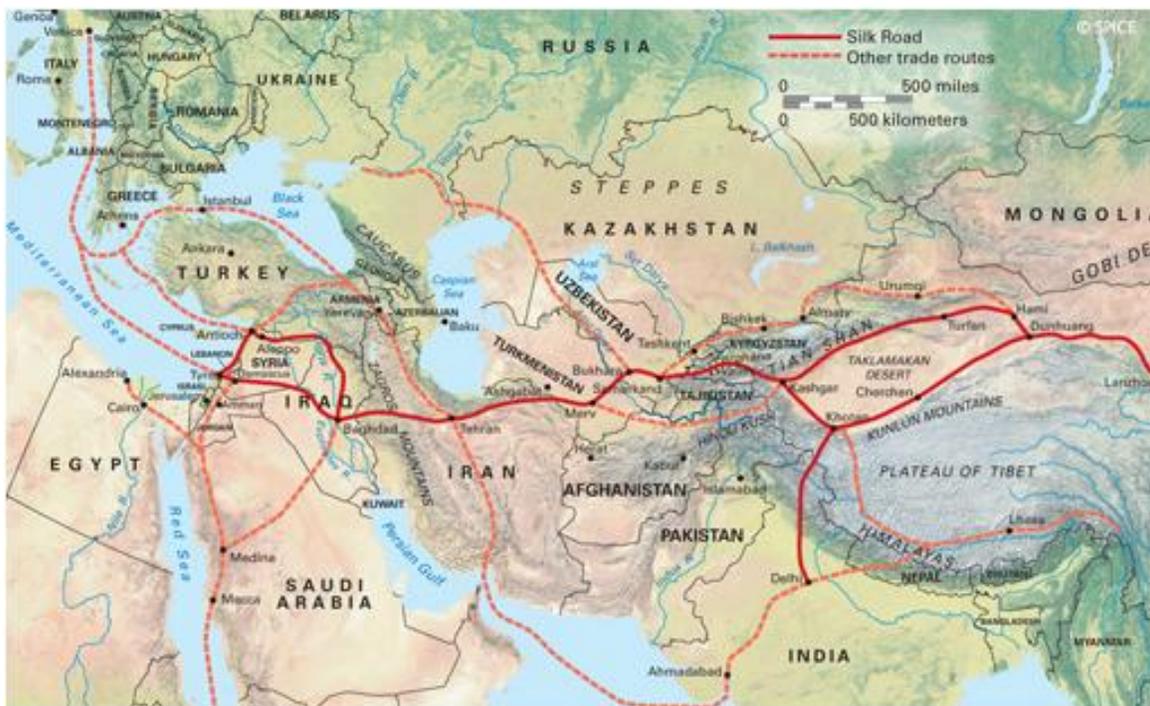




Another website for maps is:

<http://www.trails.com/usgs-topo-itarod-trail-topographic-map-1403699.html>

The Silk Road



The Silk Road and related trade routes



Another Website for maps is:

<http://www.chinatouristmaps.com/travel/gansu/silk-road/silk-road-topography.html>

The Trail of Tears



Another website for maps is:

http://wiki.answers.com/Q/Topographic_map_of_the_Trail_of_Tears

<http://www.trails.com/usgs-topo-trail-of-tears-national-historic-trail-overlook-locale-topographic-map-1959733.htm>

Week 9-10 Students will research and explore plants and animals along their specified trails. These will be the pages that they will create in Big Books. Students will utilize trail guides, the internet, apps for Ipad to research. The Ipad and Iphone apps are :

<http://www.audubonguides.com/field-guides/pacific-northwest.html>

<http://www.audubonguides.com/field-guides/ipad.html>

<http://blog.nwf.org/2011/08/the-best-wildlife-and-nature-iphone-and-android-apps/>

<http://appfinder.lisisoft.com/ipad-iphone-apps/inca-trails.html>

<http://appfinder.lisisoft.com/ipad-iphone-apps/silk-road-walk.html>

<http://appfinder.lisisoft.com/ipad-iphone-apps/trail-of-tears.html>

Week 11-13 STUDENTS WILL READ A NOVEL ASSOCIATED WITH THEIR SPECIFIC TRAIL AND COMPLETE ACTIVITIES

The Great Serum Race Activities

<http://treasures.macmillanmh.com/natural/students/grade6/book1/unit2/the-great-serum-race>

Taken from above website

Students will:

earn about sled dogs and the ways they help people.
Access prior knowledge and build background about dogs and the artic

Apply the concept of the characteristics of a sled and what kinds of tasks sled dogs can accomplish.

Language Objectives:

Students will:

- Demonstrate an understanding of the concept of sled dog teams.
- Orally use words that name the various items a sled dog team may use.
- Extend oral vocabulary by speaking about the various jobs and activities of do
- Use key concept words
[transportation, arctic, harness, musher, husky, Iditarod].

Explain

- Use the slideshow to review the key concept words.
- Explain that students are going to learn about dogs.
- What sled dog teams are used for.
- What kinds of things a sled dog team needs to work in the arctic.
- The history of using sled dog teams for important jobs as well as racing.

Model

- After the host introduces the slide show, point to the photo on screen. Ask students: *What is a sled dog team?* (a team of dogs, often huskies who pull a large sled controlled by a person called a musher).
- Ask students: *What are some things sled dogs are used for?* (personal transportation, delivery of supplies, racing).
- Say: *Sled dogs are important when traveling through snow. Why are dogs used in the arctic instead of horses?* (their fur makes them better suited to the arctic climate, they are easier to control in the uneven arctic terrain, etc.)

Guided Practice

- Guide students through the next four slides showing them items a sled dog team may take along on a trip. Always have the students discuss what the item is used for and what kind of sled dog team would need the item most.

Apply

- Play the games that follow. Have them discuss with their partner the different topics that appear during the **Talk About It** feature.
- After the first game, ask students to discuss the kinds of dogs they own or have seen first-hand and compare them to sled dogs. After the second game, encourage them to share experiences they have had with dogs.

Close

- Ask students: *Do you think you would ever like to work or go on a vacation in the arctic?*

- Summarize for students that sled dogs can guide people in the Arctic and transport supplies. Encourage them to make up a story about exploring the Arctic with friends.

Haiku 5th Grade Research and Inquiry Resources

Objectives

- Students will use the Internet to do research and inquiry on haiku poetry.
- Students will read several examples of Haikus and learn about the rules for writing Haikus.
- Students will use the information they have learned to write their own Haikus.

Description

This site was created to honor the famous Haiku poet Shiki Masaoka. The site is hosted on the Web site for Matsuyama University in Japan.

Suggested Activities

- Have students work in small groups to make Haiku books about the current season. Students should be encouraged to bring or photograph actual objects that remind them of the season and include them in their book. Students can use the Haiku rules from the Web site to edit each other's Haiku poems.

Level Activities

- Have students go to <http://volweb.utk.edu/school/bedford/harrisms/haiku.htm>. Then have students:  use the information on the Web site to write their own Haikus.  Look through poetry books or research on the Internet to find poems about seasons. Have them work in pairs to rewrite the poems they found into Haikus. Make sure they look back on the Web site to review the rules for writing Haikus.  read over the Web site and then write up their own "instruction manual" to teach others

how to write a Haiku. Students can work in groups to create their document. They should include the rules, examples of other Haikus, and questions to help students brainstorm ideas. If possible, bring students to a younger grade classroom and have them teach other students how to write a Haiku using their own directions.

From the first page of *The Great Serum Race: Blazing the Iditarod Trail*:

"On a dusky January afternoon in 1925, Dr. Welch walked quickly toward the outskirts of Nome. Sled dogs howled from their yards. Outside a small cabin, a worried Inupiat Eskimo mother greeted the doctor. She led him into her home where two small children lay in bed, struggling to breathe...."

The diphtheria outbreak created an emergency for Nome's community of 1,400 people. 20 dog mushers and more than 160 sled dogs worked together in a dramatic team relay to bring the life-saving serum to the isolated community. The heroic mushers and dogs risked their lives in extreme cold temperatures and blizzard conditions to save the town.

CHOOSE YOUR VIEWPOINT: There are many viewpoints from which this story could be told. Read the *Great Serum Race* and then create your own story from a different viewpoint. You could become one of the sled dogs, a dog musher, or one of Nome's sick children awaiting the delivery of the serum. You could write from the viewpoint of Alfred John, the five-year old child who witnessed the beginning of the serum race in Nenana, or you could write from the viewpoint of the bundle of serum that was strapped to the sleds. You could be Togo or Balto, or the famous Norwegian musher Leonhard Seppala or Gunnar Kaasen.

HOOK YOUR READER: Set the scene in a dramatic way, using all of your senses. If you are successful, readers should feel like they are standing next to you in the story. Let your readers see, feel, hear, smell and taste the scene and characters of your story.

START WRITING! KEEP WRITING! HAVE FUN CREATING!

Additional Websites:

<http://activities.macmillanmh.com/reading/treasures/stories/olteachres/6102034.html>

<http://thebookreviews.wordpress.com/2009/11/14/the-great-serum-race/>

Halfway to the Sky- Appalachian Trail

Activities taken from:

<http://teachers.net/lessons/posts/437.html>

Give students a copy of the arrowhead poem. "The poet asks a question, what is that question, and does she answer it?". Pass around arrowhead artifacts. Opportunity for discussion.

Arrowhead by Jan D. Curran

I found an arrowhead today. Black stone, chipped and grooved. Not your normal museum arrow - This was real, lying on the trail where it was shot or lost by someone long ago.

I wonder - was it on the hunt? Or a battle between tribes? Or perhaps he'd stopped to rest and it fell unnoticed by his side.

What sort of man was this? A proud and noble huntsman after food for wife and child? Or some mean savage set in ambush for a foe? Perhaps a soldier of the tribe trying to hold the settler tide.

It is certain I will never know. So it shall be a souvenir of whatever I decide. I found an arrowhead today lost by a noble huntsman long ago.

The Appalachian Trail is a wilderness footpath that wanders along the Appalachian range, 2,160 miles from Katahdin in Maine to Springer Mountain, Georgia. This footpath has some of the East's most beautiful scenic wonders. It passes

through fourteen states, eight national forests and six national parks. It is maintained by volunteers. The trail was the dream of Emile Benton MacKaye, ("Ma-kye", rhymes with "sky") who gained enough support to have the trail built in the 1920's and 1930's. The Appalachian Trail is marked with 2-inch by 6-inch white paint blazes. A double blaze—one above the other—is placed before turns, or other areas that where hikers need to be alert. Blue blazes mark side trails. Usually these lead to shelters, water supplies, or special view-points. Each year some hikers come to the Trail to attempt a thru-hike, a non-stop hike from beginning to end. Maybe 20 percent who start will actually finish. The rest either quit because they are not ready for the test, get hurt, or have some other emergency. Many people hike the trail in parts. Some have taken years to complete the entire trail. One man finally finished after 45 years of short hikes.

Activities

United States Geography Journal

Name of State _____ Region

_____ Capital

_____ Facts What other states or countries border this state?

The Appalachian Trail

Find all 10 words in the list below. Then take the underlined letters and unscramble the mystery word to find out who maintains the trail!

BLAZE, KATAHDIN, GORP, MOUNTAIN, MACKAYE,
BALD, APPALACHIAN, HOSTEL, BACKPACK, WILDLIFE

ERHOSTELOLJHGFRPKHSCJUYTRENBIO
IGHPIOKHASZTHYUKJGFDERFGNMUITH
FBPIUULLGRQWBLAZEKRLROQWVZDPO
LOKBBGTRIEWGFDRLPKIUYHMNGFRE
WQASDFGVNMKJUIOLKATAWILDLIFEFR
ETHJNBCCOLUJGTEFBMZXWPHJFGERYT
AERFYIKGORPJHGFRPKHSCJUYTRENBIO
IGHPIOKHASZTHYUKJGFDERFMOUNTAI
NBPIUULLGRQWBNMUDKROROQWVZDP
OLMACKAYEJIEWGFDRLPKIUYHMNGFR
EWASDFGHNMKJTIOLKJHGYXKATAHDI
NBHJNBCCOOUJGTEFBMZXWPHJFGERYT
AARAPPALACHIANSCJUYTRENBIOIGHPI
OCHASZUHYUKJGFDERFGNMUITHFBPIU
UKLGRQWBNMUDKRLROQWVZDPOLOKB
BPTRIIEWGFDRLPKIUBALDGFREWQASD
FAHNMKJRIDGELPREGFRETHJNBCCOO
UCTEFBMZXWPHJFGERYTAOSYKJKKJIP
KKYULKHFFJSKJIPJTYULKHFFRPOUJGT

Appalachian Trail Diary of _____

Starting from: _____ Date: _____

Stop #1 A lean-to on Roan
MountainState _____

_____ Miles left to go

_____ Today I

saw/learned

—

Stop #2 A hostel near Boiling
Springs State _____

_____ Miles left to go

_____ Today I

saw/learned

Stop #3 Trail shelter by a cairn on Mount
Lafayette State _____

_____ Miles left to go

_____ Today I

saw/learned

—

Stop #4 End of the trail, the bald on Mount
Katahdin State _____

_____ Miles traveled

_____ Today I saw/learned

_____ I
feel

Pacific Crest Trail

Students Check out our interactive online game and resource center about the importance of waste conservation. They Then fill out an internet field trip form.

<http://www.naturebridge.org/garbology.php>

Internet Field Trip form taken from:

<http://www.eduplace.com/science/dw/4/ift/b/index.html>

Name:

Date:

Internet Field Trip

Trip Log

GRADE .

UNIT TITLE .

I am studying . in my science class.

WHAT I ALREADY KNOW ABOUT THIS SUBJECT

.
. .
.

OTHER THINGS I WANT TO KNOW ABOUT THIS SUBJECT

.
. .
. .
. .
. .

WEB SITE

I visited this Web site:

.

WHAT I LEARNED ON MY INTERNET FIELD TRIP

A. . .

B. . .

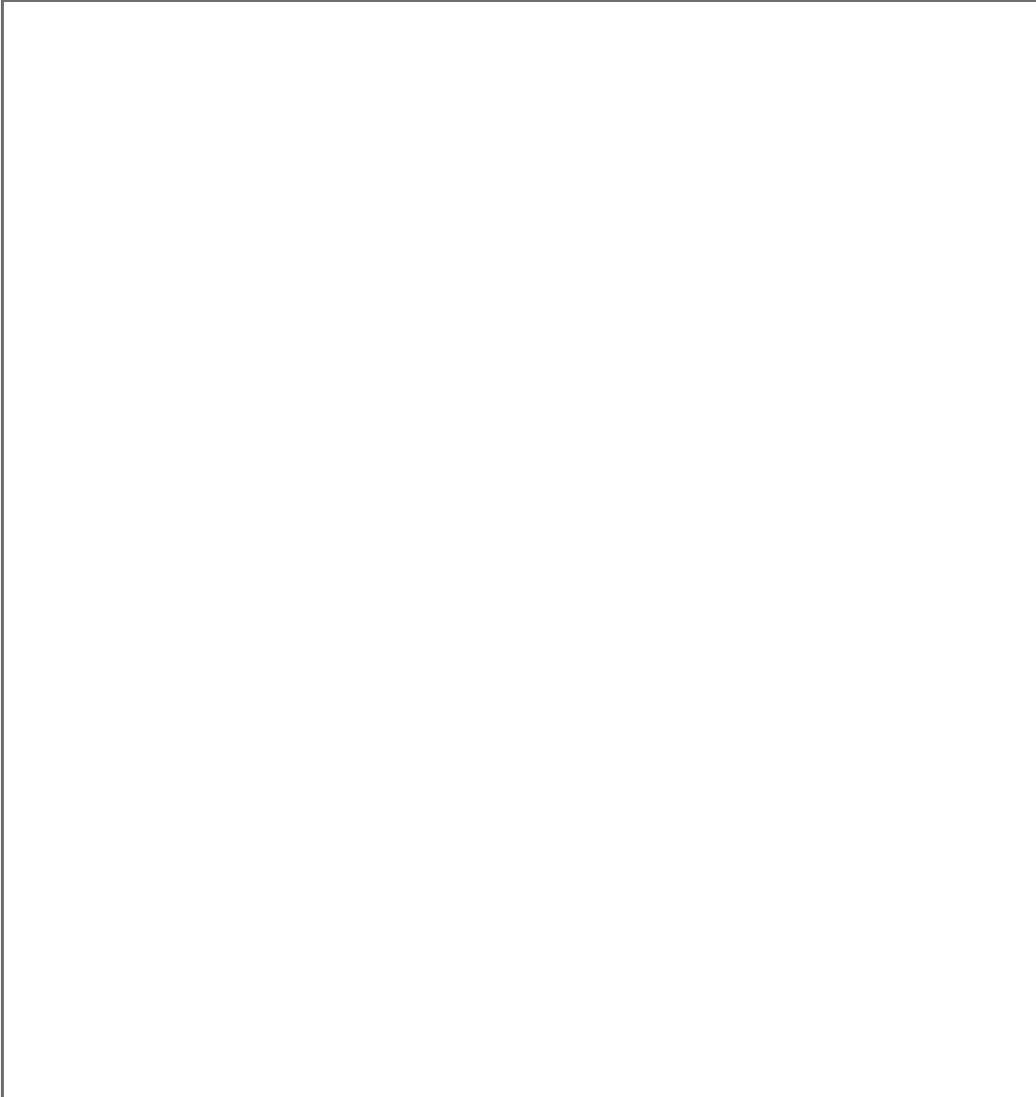
NEW WORDS

I learned these new words on my Internet Field Trip. Here are the words and their meanings.

WORD	MEANING

WHAT I SAW ON MY INTERNET FIELD TRIP

This is a drawing of ..



WHAT I THINK ABOUT MY INTERNET FIELD TRIP : Draw
Faces to match what you think.

Students can illustrate how Crater Lake was formed on a 8 1/2 by 11 inch
paper. Website below will be an excellent source of information.

<http://kids.britannica.com/comptons/article-9320571/Crater-Lake>

<http://www.crater.lake.national-park.com/>

Inca Trail

Turn Right At Machu Pichu- Inca Group-

The below internet websites gives you an array of activities that you can do with your Inca Group.

<http://peabody.yale.edu/sites/default/files/documents/education/MP%20Social%20Studies%20occurriculum.pdf>

<http://www.42explore2.com/inca.htm>

http://www.mythicjourneys.org/bigmyth/myths/english/2_inca_full.htm

Have students **create a poster celebrating Inca accomplishments.** Identify all the contributions or accomplishments of the Inca culture. Incorporate these in a colorful and informative poster display.

Trail of Tears

Soft Rain: Story of the Cherokee Trail of Tears Group- Have students write a paragraph in one of the characters voice using Cherokee Language.

Activities

BEGINNING CHEROKEE-NOVICE LEVEL

Simple Rules to Remember--- The vowels of the Cherokee language are similar BUT NOT THE SAME as in English. A, E, I, O, U, and V.

Sister (from sister)	Jo-sda-da-lv	Joh-sdah-dah-Luh
Brother (from brother)	Jo-sda-da-hnv-tli	Joh-sdah-dah-nuh-tlee
Brother (from sister)	A-gi-do	Ah-gee-doh
Friend (3rd person)	O-gi-na-li	Oh-gee-naw-lee

INQUIRIES & CONVERSATIONAL TERMS

What is your name?	Ga-do De-ja-do?	Gah-doh Dey-jah-doh?
(name) is my name. Da-wa-do. Dah-wah-doh.
Who is your (family term)?	Ka-hnv- (ja)....?	Kah-hnuh-(jah)....?
This is (name or object). Hi-a. Hee-ah.
(name) is his/her name. Du-do. Doo-doh.
Where is (name or object)?	Ha-tlv.....?	Hah-tluh.....?
What is this?	Do-u-sdi Hi-na?	Doh-oo-sdee Hee-nah?
What time is it?	He-La-ya A-hli-li?	Heh-lah-yah Ah-tlee-lee?
What is it? (Which is it?)	Do-u-sdi?	Doh-oo-sdee?
I am hungry.	A-gi-yo-si.	Ah-gee-yoh-see.
Are you hungry?	Ja-yo-si-has?	Jah-yoh-see-hahs?
Where do you live?	Ha-dlv Hi-he-la?	Hah-dluh Hee-neh-lah?

NUMBERS 1 - 20 (30)

One	Sa-gwu	Saw-gwoo
Two	Tal	Tawl
Three	Tso	Joh
Four	Nvk	Nuhk
Five	Hisk	Hesk
Six	Su-dal	Soo-dawl
Seven	gal-hgwog	Gawl-gwoh-g Jah-nel
Eight	Ja-nel	
Nine	So-nel	Soh-nel
Ten	Sgo	Sgoh
Eleven	Sa-du	Saw-doo
Twelve	Tal-du	Tawl-doo
Thirteen	Tso-ga-du	Joh-gah-doo
Fourteen	Ni-ga-du	Ne-gah-doo
Fifteen	Sgi-ga-du	Sgee-gah-doo
Sixteen	Da-la-du	Dah-lah-doo
Seventeen	Gal-hgwa-du	Gawl-gwah-doo
Eighteen	Ne-la-du	Neh-lah-doo
Nineteen	So-ne-la-du	Soh-neh-lah-doo
Twenty	Tal-sgo	Tawl-sgoh
Thirty	Jo-sgo	Joh-sgoh

Silk Road

We are Riding on A Caravan- SilkRoad Group

WORKSHEET ANALYZING POETRY

As we look at *We're Riding on a Caravan* and "Shirt" today, answer the following questions to help you determine how the poets are using language to convey meaning.

Questions for *We're Riding on a Caravan*

- C. What is the rhythm and meter of the text? What is the rhyme scheme?
- D. Tap out the rhythm on your desk. How does the rhythm reflect the journey itself? List some adjectives you would use to describe the journey as it is depicted in this book.
- E. Name some of the things you learned about the Silk Road through the descriptions of the journey in this book.
- F. How do the descriptions and the artwork demonstrate both the adventurous and the difficult aspects of the journey along the Silk Road?
- G. Overall, what tone and message are the author and artist trying to convey in this book?

Questions for "Shirt"

1. Although it is a rather mundane object, the shirt is surrounded by history. In this poem, we see many different historical associations with the shirt. In the space below, create a bubble map with "shirt" in the middle and all of the historical references in the poem

surrounding it.

2. Pinsky uses a technique called cataloging, or listing, in this poem. Take a look at the lists he creates in this poem and describe the effect it has on you, the reader.
3. What are some of the details in the poem and why does the author mention them?
4. What message do you think Pinsky is trying to convey in this poem? Make sure you explain what makes you think so.

Review the previous session with the students. Ask them what they remember about the family of long ago on the Silk Road and why they traveled on it. State that today they will learn more about trading on the Silk Road and record information on a chart and maps.

Make a chart with 3 columns on large chart paper. Label one column "City", another "Goods Traded", and the last "Goods Bought or Sold". Discuss the labels with the students, being sure they understand the difference between goods traded and goods purchased. Ask why some items would be traded, while others were bought? (The owner doesn't want what you have to trade; you may not have the same type of money, so you need to trade.)

Reread the story stopping at each page for students to review where the family is and what is traded there. Explain, as needed, what the items are. Record the information on the chart. (2 or 3 chart sheets may be needed.) Discuss with the children that as these items were exchanged, people also learned about languages, art, and inventions from other places.

Additional Websites

<http://www.ade.az.gov/sa/sdi/TravelingtheSilkRoad.pdf>

http://www.silkroadproject.org/Portals/0/Uploads/Documents/Public/Calliope_Music_teacherguide.pdf

<http://www.kidspast.com/world-history/0135-the-silk-road.php>

Display board and presentation

Having demonstrated their expertise of their chosen topic by completing their research report, and display board.

A. Background: After an **introduction of team members** and their topic.

B. Discussion: The discussion should take **at least two minutes** and an introduction of the next speaker allows a smooth transition.

C. Service project: A **full description of the service project that will be designed by students** is given here making sure to mention the **contribution of everyone** involved. The **duration and the impact** of the service project should be explained here. The service project should take **at least two minutes** and an introduction of the next speaker allows a smooth transition.

D. Summary: As the presentation winds down the **challenges** the team faced and how they were **overcome** will be described. **Key ideas, both facts and lessons learned** throughout the project will be summarized. The team's **recommendations** of what **individuals and society** as a whole should do to make further positive change are then given. This would also be an appropriate time to give **thanks** to any persons who contributed in some way to the completion of the project. The conclusion should take **at least two minutes** and thanking the audience and asking if there are any questions allows for a smooth transition. As time allows, questions will then be directed to every member of the team and not necessarily based on the section that they covered.

Formal presentations will last at least five minutes ..

Public speaking involves many skills beginning with maintaining **eye contact** with the audience. **Small note cards** may be discretely used for cues but must not be read or distract the presenter or the audience. Presenters should speak without pause and **loud enough** so that the entire audience can hear them clearly. If a mistake is made then they should try to move on with **minimum hesitation**. Presenters should maintain **good posture** and a **pleasant demeanor**.

Information and supporting images will be shown to the audience in the form of a **display board**. Such images include site maps, photographs taken over the course of the service project, and visuals including **at least one line graph** that provide data to support the team's claims. Teams will also prepare an attractive **3-panel display board**. The display board will contain the best information, visuals, and images from their presentation logically and artistically arranged.

Obviously, a lot of **practice** is necessary to ensure a smooth presentation.

Oral Presentation Rubric

http://www.readwritethink.org/files/resources/lesson_images/lesson416/OralRubric.pdf

Display Board Rubric:

http://www.montana.edu/hhunts/courses/459/assignments/bulletin_board_rubric.htm

Weeks 14-16 Students create discussion questions as they read in order to promote critical Thinking. Teacher will work with various groups and utilize activities.

Weeks 17-19 Students in various groups will plan a simulated journey of their trails.

Tell students to imagine that they are going on a walking journey on their trail. Have students brainstorm a list of questions about the trip (e.g., How will I get there? With whom will I travel? How long will it take to get there? What can I take with me? How will I feel about going on this trip?, What obstacles will I find on the trails). Compile all of their questions in a master list; save the list so that students may refer to

it later. Have them create a journal of their journey. This will be presented, along with their big book and display board.

Weeks 20-22 Students will be given 12 x 16 construction paper. Students will create a big book of wildlife, plants, Trees and wildflowers on their trail.

Weeks 23-24 Students will create a display board for group Presentations, along with simulated journey and Big books.

Week 25 Students will present their projects.

As a whole group culminating activity, Read the book to the children.

Weeks 26-30 Teacher will read Book To Walk the Sky Path to students about the Tamiami Trail and complete activities. Culminating activity with field trip.

To Walk the Sky Path

Author: Phyllis Reynolds Naylor **Publisher and Date:** Bantam Doubleday Dell Books for Young Readers, 1973

Curriculum Developer: Jessica M. Law

Summary: Billie Tommie is a Seminole boy growing up in the Florida Everglades. His family lives in a chickee on an island in the swamp and they continue a lot of the traditional Seminole ways. Billie is the first in his family to go to a public school and learn how to read. Throughout the book Billie tries to find his place in society, taking the best of both the Seminole traditions and what the modern world offers. He learns from his grandfather many legends and rituals that are important to the Seminole people, but he also wants to know more about the white man's ways.

Social Studies Relevance: This is a historical fiction book that is true in its description of the Seminole who play a significant role in the history of the United States. There is a link to history in studying the Seminole wars and the Trail of Tears, as the characters in this book are descendants of those American Indians. Geography is another link, in particular, studying the climate and topography of Southern Florida and

the surrounding regions. Economics can be looked at with regard to a comparison of Billie's family and Jeffrey's family lifestyles. Aspects of sociology and anthropology of the Seminole can be discussed as well.

Grade Level Focus: 5th grade

Title of Lesson: To Walk the Sky Path - Geography

Objectives:

- *Students will locate and highlight a list of 11 places on a map of Florida. The students will use the application TOPO Maps to find the elevation and topography of the areas.
- *Given the story, To Walk the Sky Path, students will determine and then mark the spot they believe the story to have taken place.
- *Students will draw a story map including a legend, compass rose, distance scale, title, and identify and label 10 places described in the book, To Walk the Sky Path.

Materials Needed:

Enough copies of To Walk the Sky Path for the class
Copy of the Map of the state of Florida for each student (use an atlas)

Stack of 11 x 17 construction paper (white)

Pencils, markers, rulers, colored pencils, highlighters

Procedures:

1. Map Location. Pass out maps of Florida to everyone. Ask students to locate the following places and highlight them on their maps. Review basic map skills if needed.
 - a. Lake Okeechobee
 - b. Big Cypress Indian Reservation
 - c. Tamiami Canal and Trail
 - d. The Everglades
 - e. Miami
 - f. Tallahassee (state capitol)
 - g. St. Augustine (first established city in Florida)
 - h. Caloosahatchee River
 - i. Orlando (Disney World, Epcot Center)

j. Cape Canaveral (NASA - space shuttles)

k. The Legend

Discuss possible places for the story setting from the information the author has given. With a different color of pencil or pen, have the students mark an X on their maps to show where they think the events of the story would most likely have taken place.

2. Story Map. Make a list on the board of places and particular events that happen in To Walk the Sky Path. The list could include the following: [refer to specific pages for detailed descriptions]

a. The far island with 4 Chickees [pages 7-8]

b. The Everglades (swampland)

c. Mush Jim's shack (dock) [page 26]

d. Tamiami Trail (highway) [pages 19-20]

e. Tamiami Canal [page 20]

f. Big Cypress Reservation

g. School

h. Plane crash (submerged motor) [page 35]

i. Jeff's house [page 75]

j. New island (bridge) [pages 86 & 91-92]

k. Encounter with the "Big One" [pages 114-115]

l. Indian Village and Souvenir Shop (alligator pit) [pages 100-101]

m. Island deep in swamp (Abraham's funeral spot) [pages 141-142]

Explain that they are now going to create their own map showing a closer view of the area they marked with an X on their maps of Florida. Pass out the construction paper and ask students to design a map of the places in To Walk the Sky Path that are listed on the board. Have them draw a legend with a compass rose and include a distance scale (possible measure - 4" is equal to 1 mile). Students should also label, color and give their map a title.

Evaluation: Look over the maps of Florida to see that they have correctly located the eleven places specified. Check to see if they have drawn an X somewhere in the Everglades, close to the Tamiami trail, and not too far from the Big Cypress Reservation. Examine their story maps looking for at least 10 places drawn and labeled, a legend, compass rose, distance scale and a title.

Title of Lesson: To Walk the Sky Path - Seminole History Timeline

Objectives:

*Students will research facts about Florida history.

*As a group, students will be able to construct a timeline of important

events in Seminole history from the Revolutionary War to the present including dates, a picture, and a short caption.

*Students will contribute ideas to a discussion on perspectives of different groups in history.

Materials Needed:

4 x 6 Index cards
Colored Cardstock White Paper Computer Time (to type up captions)

Library References (need 10 - 12 encyclopedias and/or books on Seminoles and history of Florida in the 1800's for students to get information from)

Pencils Markers Clothesline or rope (9-12 feet in length) Clothespins (24) Glue or Rubber Cement

Procedures:

1. Reread pages 54-56. Tell students to look for the things Billie covered in his report. They will be learning more about some of those events today.

2. For random group division: fold a yellow piece of paper into 12 squares and number them 1 through 12. Do the same thing with a green piece of paper. Cut out the squares and put them in a hat. Let each student pick a square and then match up by number. (Yellow 1 and Green 1 paired together) The timeline topics correspond with the numbers listed in number 3 below. Hand out index cards, one to each student. Have them write their topic on the top of the card.

3. Write the following 12 topics on the chalkboard or an overhead:

H. Revolutionary War

I. 1818 First Seminole War

J. 1822 Florida U.S. Territory

K. 1823 Treaty - Seminole give up 32 million acres of land in northern Florida and move to 4 million acres of reservation in central Florida

L. Andrew Jackson elected president

M. 1830 Indian Removal Act - Indians forced west of the Mississippi River

N. Trail of Tears to Oklahoma (Cherokee and Seminole)

O. 1835-1842 Second Seminole War

P. 1837 Osceola captured

Q. 1855-1858 Third Seminole War

R. 1957 Seminole tribe of Florida formally organized and recognized

- by the federal government
5. 1973 *To Walk the Sky Path* published
4. Have each pair of students select a reference book from the stack and make notes on index cards of information to use in their captions (dates, people, places, other interesting facts).
5. Responsibilities for each pair: "Work Together" Green - write down roughdraft of caption and color picture. Yellow - draw picture and type up caption.
6. Type up captions, color pictures and glue white paper on cardstock. Put timeline in order by hanging papers on clothesline. Then have students share with the class what they have learned about their event in history.
7. Discussion. Reread pages 59-60 and talk about the different perspectives on history, looking at the Native American view and the view of the White Man regarding land, war, ways of life, culture and traditions.

Evaluation:

Check to see that the picture and caption include the date, place and people involved in the event and reflect a concise, objective and factual account of history. See that as many students as possible share their ideas in discussion of different perspectives.

Title of Lesson: To Walk the Sky Path - Seminole Culture (Sociology and Anthropology)

Objectives:

*Students will compare and contrast the Seminole traditions of the 1800's with the Seminole traditions of today, by making a mini-poster illustrating those changes.

*Given the book, To Walk the Sky Path, students will compare and contrast their own lifestyles with that of Billie Tommie using a Venn diagram.

Materials Needed:

Paper (2 Overlapping squares - a venn diagram)

11 x 17 Construction Paper

Marker

Pencils, Colored Pencils, Markers,

8 Reference books on Seminoles

Procedures:

1. Set up 8 stations around the room with at least one book on Seminoles and a paper with the name of the following topics on it at each spot: Population, Dress, Transportation, Shelter, Food, Occupations, Education, and Government.

2. Divide for groups of three. Fold 3 different colors of paper into 8 squares and letter them A through H on each paper. Pass out the squares, one to each student. Have all the A's group up, the B's, etc. As a trio, each group should explore information on their topic looking for ways that the Seminole traditions have changed over time. Have them make notes and then using that information, design a mini-poster comparing life in the early 1800's to the ways of the modern Seminole. They should illustrate, color, write captions, use graphs or make things to represent how it was, and how it is now, in a way that can be hung on a bulletin board.

For each topic below, there is a brief list of some of the information available showing these changes in culture:

Population:

5.1842 - 300 Seminoles hiding in everglades

6.1989 - 1,500 Seminoles in Florida, 6,000 Seminoles in Oklahoma

Dress:

- Women - long skirts and cape like blouses, beads, hairstyles - knot on head combed over frame - sun visor, bright colors and patterns. 1900's sewing machines, patchwork lots of patterns with squares of cloth.
- Men - long shirts to knees, 2 bandanas, turban with feathers, hairstyles - crest across front of head and one down the middle. Leather belt, jeans, boots.

Shelter:

- Chickees - raised platform, open sides, thatched roof, slept in hammocks
- Sewing machines, television, electric fan, iron, mattress
- Modern houses, refrigerators, stoves

Transportation:

- Dugout canoes, foot
- Airboats, automobiles

Food:

- Sofkee mush made from pounded corn, grew corn, sweet potatoes, pumpkins, sugar cane, and beans. Cattail roots, coontie root, bananas, oranges, pineapples, coconuts, hickory nuts, fish and wild

game.

- Modern foods - shopping in supermarkets

Occupations:

- Hunt and fish
- Managers, office workers, run tourist attractions selling crafts and wrestling alligators, physical laborers, raise cattle on reservations

Education:

- Survival skills taught at home in the swamp by mothers and uncles: Boys - hunt, fish, pole canoe and make canoes, by age 12 considered a man. Girls - sew, cook, take care of children, by age 14 ready for marriage.
- Public school or school on reservations from age 5 to 16. Reading and writing.

Government:

- Clan, matriarchal system, older generation respected, representative councilman from each clan formed governing body on court day, crimes judged and punished at annual Green Corn Dance, expected to help each other, no rivalry or competition, democratic system, chief of tribe.
- Tribal Council and Bureau of Indian Affairs

3. If one group finishes early, have them learn about the Green Corn Dance, and plan out what would take place at that event.

4. Share information gathered as a class and then arrange the mini-posters as a display on a bulletin board.

5. Venn Diagram. Pass out paper with two overlapping squares on it with enough space for the students to write in. Label the first square with their name, the second square with Billie's name, and in the middle part write, "what we have in common." Give them an example of a Venn Diagram, by writing one up on the board comparing the similarities and differences between boys and girls. Ask them to compare Billie's house and lifestyle to their own using this Venn Diagram. Things for them to consider might be:

- a. Area they live in
- b. School
- c. Family traditions
- d. Afterschool activities
- e. Conveniences of life - microwave, bicycle, rollerblades, etc.
- f. Weekend fun
- g. Climate - weather
- h. Animals in area

Evaluation:

Look for evidence of research and creativity in representing the changes in cultural traditions over time. Read over the Venn Diagrams looking for at least 5 ideas written down for similarities and 10 ideas about the differences between themselves and the character in the story.

References:

1. Brooks, Barbara, Native American People: The Seminole
2. Garbarino, Merwyn, Indians of North America: The Seminole
3. Lepthien, Emilie, A New True Book: The Seminole
4. Lee, Martin, The Seminoles

Title of Lesson: To Walk the Sky Path - Newscast Role Play

Objective:

*Given the story, To Walk the Sky Path, students will demonstrate their understanding of major events in this book by creating and role playing a believable newscast.

Materials Needed:

Video Clip of a news broadcast about a hurricane or other major event
Something to use as a pretend microphone

Index Cards

Pencils

24 Nametags

Reference Books on Hurricanes and Alligators

Video Camera (if possible - would make newscast a little more real)

Procedures:

1. Show video clip of a news broadcast. Make a list on the board of some of the questions asked, how it was reported and what kinds of information were considered important.
2. Divide the class into 4 groups of 6 students. Designate one corner of the room for each group. Hand out name tags to each group, so that everyone has a character for the role play.
3. Have each group reread the pages listed, so the events and reactions are fresh in their minds. Then have them get together and discuss as a group how they want to talk about the event. The reporter should make a list of questions to ask with help from his/her group.

Group #1 - Reporting on the Hurricane in Southern Florida

Characters: Reporter, Billie, Abraham, Hurricane expert, Mush Jim, Mr. Miller

[Reread pages 62-64, 66-68, 70-74]

Group #2 - Reporting on the Plane Crash in the Everglades

Characters: Reporter, Billie, Charlie, Mush Jim, Tiger, Man in Plane

[Reread pages 33, 36-38, 41-43, 45-47]

Group #3 - Reporting on the Encounter with the "Big One"

Characters: Reporter, Billie, Charlie, Mush Jim, Jeffrey, Alligator expert

[Reread pages 11-12, 25, 42-43, 114-116]

Group #4 - Reporting on the topic, "What it means to be an American Indian?"

Characters: Reporter, Abraham, Mush Jim, Tiger, Billie, Charlie

[Reread pages 28-29, 51, 125-126, 142, 144]

4. Give the groups time to reread certain passages in the book and then time to come up with questions and responses.

5. When each group is ready, begin by making a brief introduction to a newscast, and start videotaping if possible.

"And reporting live from Southern Florida, _____ tell us about this hurricane and the damage it has done to the area." [go to group #1]

"Next we have _____ reporting on the recent plane crash in the Everglades and you are speaking with the pilot and his rescuers." [go to group #2] "Our next story comes to us from the Everglades swampland after an encounter with a mighty big alligator. _____ tell us what happened." [go to group #3]

"Finally, as a special feature of our news broadcast, we have _____ talking with some of the Seminoles on their perspectives of 'what it means to be an Indian.' _____," [go to group #4]

Evaluation:

Each student should have an opportunity to respond with the perspective of the character they have chosen. Observe their responses to check for comprehension of the story and clearly communicated thoughts and ideas. The role play from each group should resemble a typical newscast.

Additional Websites:

http://www.evergladesplan.org/education/for_teachers.aspx

<http://www.nps.gov/ever/forteachers/curriculummaterials.htm>

Culminating Activity:

Field trip to Shark Valley

<http://www.nps.gov/ever/planyourvisit/svdirections.htm>

Field Trip to Everglades National Park

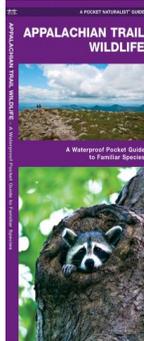
<http://www.nps.gov/ever/forteachers/planafieldtrip.htm>

References and Additional Material

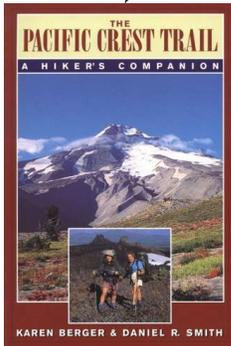
All Websites and References are within the project. Additional References are as follows:

Appalachian Trail Trees & Wildflowers: A Waterproof Pocket Guide to Familiar Species by J.M. Kavanagh

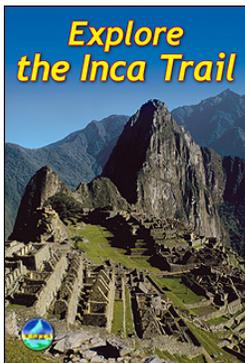
Appalachian Trail Wildlife by J.M. Kavanagh



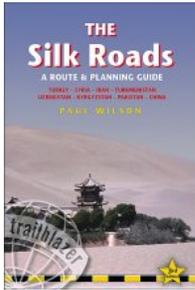
The Pacific Crest Trail: A hikers Companion by Karen Berger and Daniel R. Smith



http://www.pbase.com/mad_monte1/_pacific_crest_trail&page=all



Explore the Inca Trail by <http://www.rucsacs.com/authors/Jacquetta-Megarry/>



The Silk Roads - A route and planning guide by Paul Wilson

Resource Price List

<u>Apple iPad</u>	<u>\$629.00</u>
<u>Appalachian Trail Guide To Trees and Wildflowers</u>	<u>6.95</u>
<u>Appalachian Trail Guide To Wildlife</u>	<u>6.95</u>
<u>Pacific Crest Trail</u>	<u>11.00</u>
<u>The Silk Roads</u>	<u>15.00</u>
<u>Halfway to the Sky</u>	<u>11.00</u>
<u>Explore the Inca Trail</u>	<u>11.00</u>
<u>Turn Right At Macchu Picchu</u>	<u>11.00</u>
<u>We are riding On a Caravan</u>	<u>4.98</u>
<u>To Walk the Sky Path</u>	<u>11.00</u>
<u>Soft Rain:</u>	<u>5.98</u>
<u>The Great Serum Race</u>	<u>8.98</u>
<u>Total</u>	<u>\$732.84</u>