

Lake Mills O.S.A.E. Land Mark and Business Field Walk

Created by :Angie Boehmer/Lake Mills Elementary 5th Grade

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| Grade Level (Req.): 5th Grade  | Content Area (Req.): Social Studies   | Unit (Opt.): |
| <p>Connections to Other Disciplines (Opt.):</p> <ul style="list-style-type: none"> <li>• <a href="#">Click here to enter text.</a></li> <li>•</li> <li>•</li> </ul>  |   |              |
| <p>Time Frame (Req.): 1 class period and a half day for field walk. Lesson will be taught in the spring and be included in a unit in which students create business advertisements to be published in the local paper.</p>   | <p>Goal (Req.): Students will become familiar with the layout of Lake Mills and location of local landmarks and area businesses by using the O.S.A.E. Field Walk guide and google maps.</p> |              |
|  | <p>Objective (Req.): Students will create a map of Lake Mills that accurately includes local landmarks and area businesses using the O.S.A.E. strategy.</p>                                 |              |
| <p>Materials Needed (Req.):</p> <ul style="list-style-type: none"> <li>• O.S.A.E. Field Walk Guide Sheet<br/><a href="#">Click here to enter text.</a></li> <li>• Blank map of Lake Mills, IA</li> <li>• Clip board</li> <li>• Name and address of given businesses</li> <li>• Mimio and Projector</li> <li>• <a href="#">Click here to enter text.</a></li> </ul>   | <p>New Vocabulary (Opt.):</p> <ul style="list-style-type: none"> <li>• Observe</li> <li>• Speculate</li> <li>• Analyze</li> <li>• Evaluate</li> <li>•</li> </ul>                            |              |
| <p>Anticipatory Set/Introduction [Inquiry Question is required] (Req.): 1.How could you find out more information about the town of Lake Mills and the businesses that are located in and around the area?</p>   |   |              |
| <p>Instructional Sequence/Procedure (Req.):</p> <ol style="list-style-type: none"> <li>1. Ask students to do a quick draw of a map of Lake Mills on scrap paper including a compass rose and any streets, roads, and landmarks they are familiar with (5-10 Minutes)</li> <li>2. Have students compare and share maps</li> <li>3. Ask students to share what they had in common on their maps</li> <li>4. Next, give students a blank map of Lake Mills that includes streets and ask them to collaborate with their groups to add all the landmarks they think they are familiar with to the new map.</li> <li>5. Discuss why this was easier and how could they get more information. (Discussion should include resources such as maps, people, internet, and exploration)</li> <li>6. Introduce the O.S.A.E. Field Walk Guide – Display on Mimio to discuss</li> <li>7. Explain Field Walk Expectations. Explain that we will be going on a walking tour of Lake Mills Students will be asked to look for businesses and local landmarks and plot them on the LM map as they walk.</li> <li>8. Field Walk – May be on the following day - Students will take OSAE sheet, clip board, and map. While walking with group they will make and record observations.</li> <li>9. Upon return, students will complete OSAE Field Walk sheet with groups and finalize LM map. May use Google Maps to view Lake Mills Land Marks and businesses.</li> <li>10. Follow-up with large group discussion.</li> <li>11. <a href="#">Click here to enter text.</a></li> <li>12.</li> </ol> |   |              |

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| <p>Click here to enter text.</p> <p>13.</p> <p>14.</p> <p>15.</p> <p>16.</p> <p>17.</p> <p>18.</p> <p>19.</p>  |  |
| <p>Formative Evaluation (Req.): 1. Observation of map construction, group work, and Field Walk. 2. Discussion before and after Field Walk</p>  | <p>Assessment (Req.): Completion of Field Walk Guide and Final Map of Lake Mills</p>                                   |
| <p>Iowa Core Curriculum Standards Used (Req.):</p> <ul style="list-style-type: none"> <li>• SS.3–5.G.1 Essential Concept and/or Skill: Understand the use of geographic tools to locate and analyze information about people, places, and environments.</li> <li>• SS.3–5.G.2 Essential Concept and/or Skill: Understand how geographic and human characteristics create culture and define regions.</li> <li>• SS.3–5.BS.1 Essential Concept and/or Skill: Understand the changing nature of society.</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul> |  |
| <p>Common Core Curriculum Standards Used (Opt.):</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>   |  |
| <p>NGS Standards Used (Req.):</p> <ul style="list-style-type: none"> <li>• <b>1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information</b></li> <li>• <b>2. How to use mental maps to organize information about people, places, and environments in a spatial context</b></li> <li>• <b>4. The physical and human characteristics of places</b></li> <li>• <b>14. How human actions modify the physical environment</b></li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>  |  |
| <p>Five Themes of Geography Used (Req.):</p> <ul style="list-style-type: none"> <li>• Location</li> <li>• Place</li> </ul>   | <p>School District Standards and Benchmarks (Opt.):</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> |

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| <ul style="list-style-type: none"><li>• Human Environment Interaction</li><li>•</li><li>•</li></ul>                            | <ul style="list-style-type: none"><li>•</li></ul> |
| 21 <sup>st</sup> Century Universal Constructs (Opt.):  |   |
| Other Disciplinary Standards (Opt.): <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul> |   |
| Other Essential Information (Opt.):  |   |
| Other Resources (Opt.): <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>                        |   |