

Title: What's significant in today's Notes from the Trail?

Subject: English Language Arts

Grade Level: Late Elementary (4-6)

Time: 30 minutes

Objective:

Students will apply word analysis and vocabulary skills to comprehend selections and then relate it back to their personal lives.

Method:

Have students read the day's "Notes from the Trail." Ask students what they feel is the most important or significant event of the journal entry. Was it a specific event, or an encounter with wildlife or people, or perhaps it's the adventurers' feelings? Have students identify three sentences of the journal entry that led to their decision, either verbally or in writing. Ask students if they can relate to the adventurer's experiences. Have they ever been in a similar circumstance? Ask students to speculate on how the adventurers feel about the day's "Notes from the Trail."

Illinois State Goal and Learning Standard(s):

1.B.2a Establish purposes for reading; survey materials; ask questions; make predictions; connect clarify and extend ideas.

1.B.2c Continuously check and clarify for understanding

1.C.2b Make and support inferences and form interpretations about main themes and topics.

1.C.2d Summarize and make generalizations from content and relate to purpose of material.

Lesson Extensions:

Have students speculate how today's "Notes from the Trail" might affect tomorrow's journal entry, travel, wildlife, or wilderness.

Have students divide into groups to decide on how they would have responded to the event? Did the adventurers make good decisions. How might the adventurers done things differently, and what would have been the possible outcomes?

Title: Investigate a new word from "Notes from the Trail."

Subject: English Language Arts

Grade Level: Late Elementary (4-6)

Time: 35 minutes

Objective:

Students will apply reading strategies to improve understanding and fluency. Students will apply work analysis and vocabulary skills to comprehend selections.

Method:

Print out a copy of the day's "Notes From the Trail" for each student, or one per cooperative learning group.

Have students read the day's "Notes From the Trail," carefully marking each word they are unfamiliar with. There should be at least 7-10 new words. Use dictionaries, glossaries, or online dictionaries (See Resources) to correctly define the unfamiliar word. Make sure that students can use the unfamiliar word in an un-related sentence.

Illinois State Goals and Standards

1.A.2a Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.

1.A.2b Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries, and thesauruses.

1.A.3b Analyze the meaning of words and phrases in their context.

Resources: www.dictionary.com, www.yourdictionary.com, or you can use the Wilderness Classroom's Glossary.

Whenever you see a word highlighted in red, click on the word to view the quick definition.

Lesson Extensions:

Keep a running log of the newly comprehended words and their definitions and parts of speech. Have weekly contests to see which student has gained the most vocabulary from "Notes from the Trail."

Title: From A Different Perspective

Subject: English Language Arts

Grade Level: Late Elementary

Time: 40 minutes

Objective:

Students will write to communicate for a variety of purposes. Students will use correct grammar, spelling, punctuation, capitalization, and structure. Students will compose well-organized and coherent writing for specific purposes and audiences.

Method:

Have students read the day's "Notes from the Trail." Have students discuss which adventurer's perspective they feel that the journal is written from, making sure that students can defend their choice with clear, contextual evidence from the "Notes from the Trail." Have students write a response to the "Notes from the Trail" in first-person perspective as if they were on the adventure, making sure to ask follow-up questions about how the adventurers felt when a particular event occurred.

Have students discuss how they would respond to the particular event and how it would shape their understanding of the adventure, wilderness, wildlife, or personality. Students should also try to relate the events or emotions back into their personal history.

Illinois State Goal and Learning Standard(s):

3.A.2 Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization, and punctuation.

3.B.2b Establish central ideas, organization, elaboration, and unity in relation to purpose and audience.

3.B.3a Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration, and coherence.

3.B.3b Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.

Lesson Extensions:

Submit students' questions directly to the adventure team via email. Have students re-write the day's "Notes from the Trail" from the perspective of another member of the adventure team, animal, or person encountered during the adventure.

Title: Graph and Compare the Adventure's Temperature Vs. Local Temperature

Subject: Mathematics

Grade Level: Late Elementary (4-6)

Time: 10-15 minutes each Expedition Update

Objective:

Students will demonstrate and apply a knowledge and sense of numbers, patterns, and sequential order. Students will compute and estimate using mental mathematics, paper-and-pencil methods, and computers

Method:

Analyze today's weather data from the "Notes from the Trail." Gather today's temperature for you home location (See Resources). Have students draw a table that will record the day's temperatures for both the adventure and your home location (See Resources). Continue this throughout the adventure to chart how the adventure's temperature fluctuates in relation to your home temperatures. Come up with a comparison chart to monitor the clothing worn by the students on that day vs. the clothing worn by the adventurers.

Illinois State Goals and Learning Standard(s):

10.A.2a Organize and display data using pictures, tallies, tables, charts, bar graphs, line graphs, line plots and stem-and-left graphs.

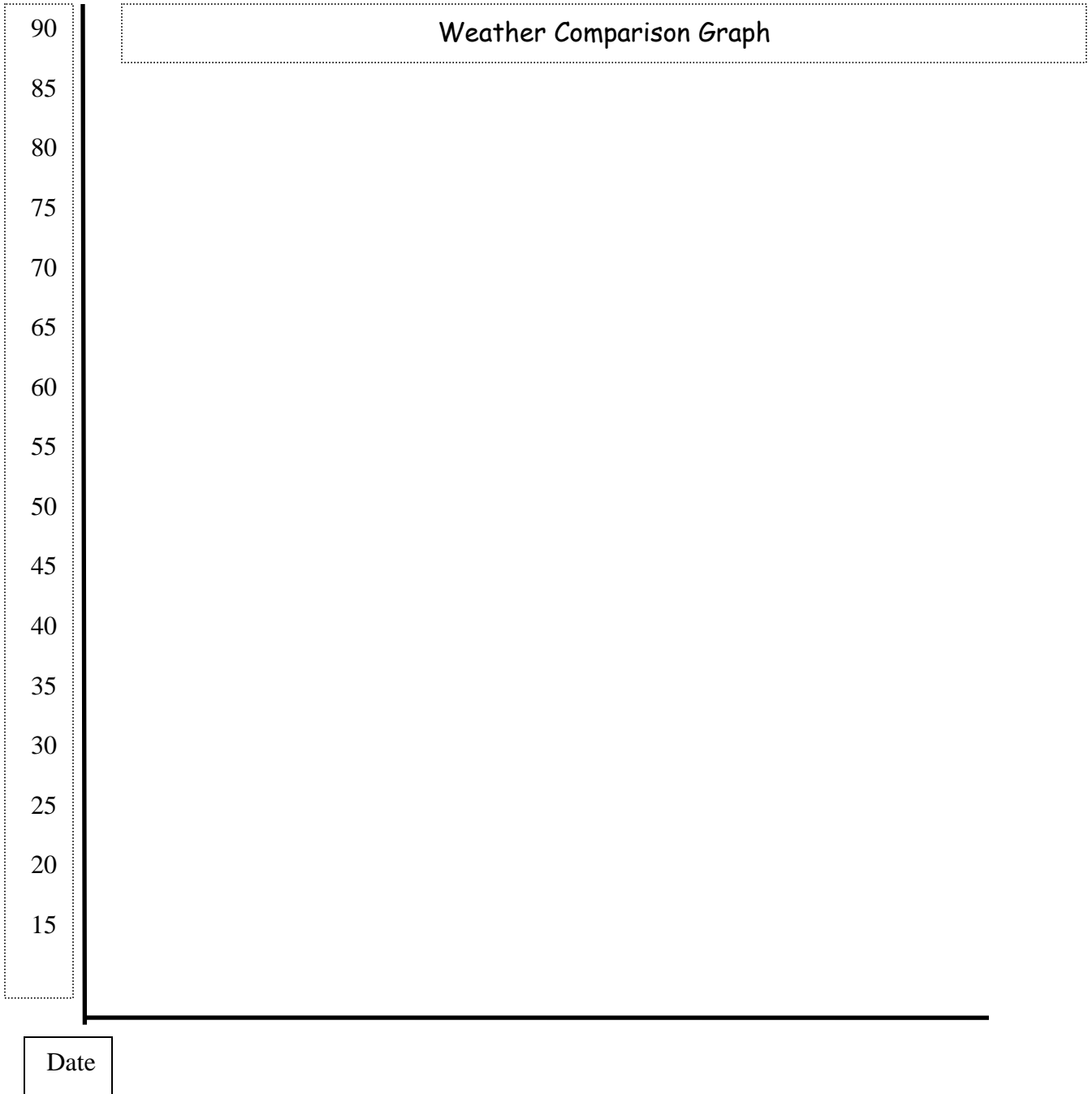
10.A.2b Using a data set, determine mean, median, mode and range with and without the use of technology.

10.A.2c Make predictions and decisions based on data and communicate their reasoning.

10.B.2b Collect, organize and display data using tables, charts, bar graphs and line graphs.

10.B.2c Analyze the data using mean, median, mode and range, as appropriately, with or without the use of technology.

Resources: Use www.weather.com as your resource for finding out local temperature. Use a table similar to the one below to record your temperature data



COLOR KEY

Wilderness Classroom Temp.	
Home Temp.	

Title: Debate the Daily Dilemma

Objective: Students will better understand the art of persuasion and opposing view points.

Grade Level: Late Elementary (4-6)

Time: 1 – 1 ½ hours

Illinois State Standards and Objectives:

1.C.2f Connect information presented in tables, maps, and charts to printed or electronic text.

1.C.3a Interpret and analyze entire narrative text using story elements, point of view and theme.

1.C.2a Use information to form and refine questions and predictions

1.C.2b Make and support inferences and form interpretations about main themes and topics.

Method:

Present the Daily Dilemma to your class as a large group. As a class, determine the central issue and the two (or more) points of view posed by the Daily Dilemma. Come up with possible outcomes for each issue and factors that will lead to the outcomes.

Arbitrarily, divide the class in two groups. Explain the importance of a debate and how one must include opposing points of view. Establish that students must recognize the disagreement and that both points of view must respect and understand the opposing point of view.

Have the groups of students elect one or more speakers for each group. Also, elect note-takers and fact finders.

Debate the Daily Dilemma and have each group submit their reasoning and list of factors to the Wilderness Classroom.

Lesson Extensions:

Review other submissions to determine accuracy and validity. Did other schools come up with different logical paths? What might be the reason for this?

Title: Rainforest Resources

Grade Level: 3rd-7th Grades

Subject: Language Arts/ Science

Time: 45 minutes

Objective: Students will better understand what products come from the rainforest and how the rainforest's resources are used by local users and global users. Students will make connections between their choices and their effects on the environment.

State Standards:

- 1.A.2b** Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries, and thesauruses.
- 1.B.2a** Establish purposes for reading; survey materials; ask questions; make predictions; connect clarify and extend ideas.
- 1.B.3a** Preview reading materials, make predictions and relate reading to information from other sources.
- 1.C.2f** Connect information presented in tables, maps, and charts to printed or electronic text.
- 1.C.3a** Interpret and analyze entire narrative text using story elements, point of view and theme.
- 12.E.2b** Describe and explain short-term and long-term interactions of the Earth's components.
- 12.E.2c** Identify and classify recyclable materials.
- 12.E.3c** Evaluate the biodegradability of renewable and nonrenewable natural resources.
- 13.A.2b** Describe the effects of society of scientific and technological innovations.
- 13.A.2d** Compare the relative effectiveness of reducing, reusing, and recycling in actual situations.
- 13.A.2e** Identify and explain ways that technology changes ecosystems.
- 13.A.2f** Analyze how specific personal and societal choices that humans make affect local, regional, and global ecosystems.
- 13.A.3e** Identify advantages and disadvantages of natural resource conservation and management programs.

Method:

Students will use the Rainforest Resources Worksheet to determine what comes from the rainforest, how the rainforest's resources are being used locally and globally.

Rainforest Resource Worksheet

During the adventure, the team will meet many people who use their ecosystem's natural resources to make life easier. People need to use resources. We need wood from trees. We need the food that plants and animals provide. It's your job to determine how the rainforests resources are being used. Also consider what resources you use and what their impact might be on the Earth.

1. This person lives in (name of town) _____

2. This person's occupation is _____

3. The climate for the region is (use four adjectives)

4. Two ways that this person uses the natural resources of the land are:

5. The ecosystem provides this person with (three examples):

6. Some alternatives to using these natural resources might be:

7. The natural resources I use are (list four)

8. Three ways I can reduce my use of natural resources are:
