**Solar Lesson Plan**

**Grade level**: 5th

**Subject**: Social Studies

Materials needed: Maps, Skittles, and Jolly Ranchers, and Hershey Kisses. .

**Standards:**

**Map skills-**

5.1.1 Interpret and compare maps of the United States (i.e., political, physical, thematic)

6.1.3 Use geographic tools (e.g., maps, globes, graphs, diagrams, almanacs, GIS) and concepts to locate and describe physical features of places.

**Visual Art**

4.1.5 Know how different visual art media, techniques, and processes are used to communicate ideas, experience, and stories.

4.1.6  Use visual art materials and tools in a safe and responsible manner.

**Objectives:**

Students will illustrate their understanding of where specific mountain ranges, bodies of water and landscapes are located on a map.

Students will prepare their own map of the landscapes presented in class using manipulatives.

Students will participate in locating the locations of landforms using Latitude and Longitude.

**Learning Activities:** To open this lesson I will be asking the students what landforms they currently know about, and they will be asked to point these landforms out on a map in front on the smart board. From here I will talk about landforms they have not learned yet. Landforms include (Rocky Mountains, Appalachian Mountains, Great Plains, Rio Grande, Mississippi River, Missouri River, Great Lakes (Superior, Huron, Eire, Michigan) Black Hills, Columbia River and the Ohio River. The landforms that the students know we will include in the creation of our map.

I will also be assessing their ability to locate the location of the landforms. I will tell them the latitude and longitude of the given Landforms and ask for a volunteer to mark it. The students will be required then to go back and mark it on their own map. The students will be using manipulatives to label each landform along with writing the name of the landform down. They will glue the candies down on the paper.

Before handing out the candy, make sure to explain to the students, the candy that is being passes out is not to be eaten during our activity. Every student will be given a limited amount of each candy to complete his or her own map. Any candy that is left over after the lesson may be eaten. If they do not listen, they lose the manipulatives and will have to label their map with pencils.

Hershey Kisses- for the mountains.

Skittles-For the water/ rivers.

Jolly Ranchers- For the plains.

**The Rock Mountains**-(43 degrees North, 110 degrees west)- Hershey Kisses

**Appalachian Mountains**-(40 degrees North, 78 degree West)-Hershey Kisses

**Great Plains- (**37 degrees North, 97 West)-Jolly Rancher

**Rio Grande River-** (25 North, 97 West)-Skittles

**Mississippi River- (**29 degrees North 89 degrees West)- Skittles

**Missouri River- (**38 Degrees North, 92.5 West)-Skittles

**Great Lakes- (**45DegreesNorth**,** 84Z Degrees West)**-**Skittles

**Black Hills- (**43 Degrees North, 103 degrees West)-Hershey Kisses

C**olumbia River-** (46 degrees North, 124 West)-Skittles

**Ohio River**- (36 degrees north 89 degrees West)-Skittles

For the students that have a difficult time spelling, and reading I will write the name of the landforms for them on the board and read them out loud to them. Students, who do not listen will lose their privilege with the candy.

**Lesson activities used**- Lecture, Model, and student involvement with finding the locations.

**Assessment:** The students will be assessed during the entire lesson, so it would be a summative assessment. Each student will be labeling their own maps, 10 students will be assessed on their ability to locate a given landform when I tell them the Latitude and Longitude. They will be turning their maps in after the activity, I will gauge how well the students paid attention by how many landforms they have labeled.

**Reflection:** The social studies lesson went fairly well. I was not expecting the students to know as much as they did about landforms and barley had to tell them where any of the lessons were. Once I lost my place as to what landforms they knew and did know I struggled with keeping organized in my lesson. The important thing to pull from here is that even when kids know where landforms are, there maybe some students who do not know where they are and could use the lecture from the teacher to find out where the location are. Keeping this in mind I would have not struggled keeping organized in my lessons. I feel like I did an excellent job keep the students on task during this lesson. Students completed their maps fairly well. None of them ate the candy during the lesson, so the procedure was working. Biggest issues on this one was staying organized and following the lesson plans exactly as I had them laid out.



