

**Title:** How far did they go?

**Subject:** Science/Mathematics

**Grade Level:** 5<sup>th</sup>- 7<sup>th</sup> Grade

**Time:** 30 minutes

**Objective:**

Students will gather information about the distance the team travels in a given period (day, week, month, the length of the expedition). Students will calculate the distance the team traveled and relate it to familiar places in their neighborhood.

**Method:**

Gather information about distance traveled from today's Trip Tracker entry. Students can record the information in a graph format and/or on a log (see below).

As a class come up with familiar places within your neighborhood and surrounding community. Make sure to include other towns and cities. Remember that the Wilderness Classroom can travel up to 40 miles per day! Calculate the distances to these places from school (teachers can either do this for the students, or students can use maps or Google Driving Directions to calculate the distances).

Create a map or display a map that shows all of the familiar places in relation to your school. Teachers can use different colored lines or string to measure distances from places in increments of 5 miles. For example if a park is less than five miles from school, use a blue string. If another point is 5-10 miles from school, use red string, etc.

In the log, have students figure out where the team could have gone from your school. Make sure that students include the method of travel the team used.

**Illinois State Goals and Learning Standards:**

**11.A.2b** Collect data for investigations using scientific process skills including observing, estimating and measuring.

**11.A.2c** Construct charts and visualizations to display data.

**11.A.3c** Collect and record data accurately using consistent measuring and recording techniques and media.

**11.A.3f** Interpret and represent results of analysis to produce findings.

**6.B.2** Solve one- and two-step problems involving whole numbers, fractions and decimals using addition, subtraction, multiplication and division.

**7.C.2a** Describe relationships in a simple scale drawing

**7.C.2b** Construct or draw figures with given perimeters and areas.

**7.C.3a** Construct a simple scale drawing for a given situation.

**17.A.3b** Explain how to make and use geographic representations to provide and enhance spatial information including maps, graphs, charts, models, aerial photographs, satellite images.

**17.A.2b** Use maps and other geographic representations and instruments to gather information about people, places and environments.

### **Lesson Extensions:**

Have students calculate the team's average rate of travel for the day, week, or expedition.

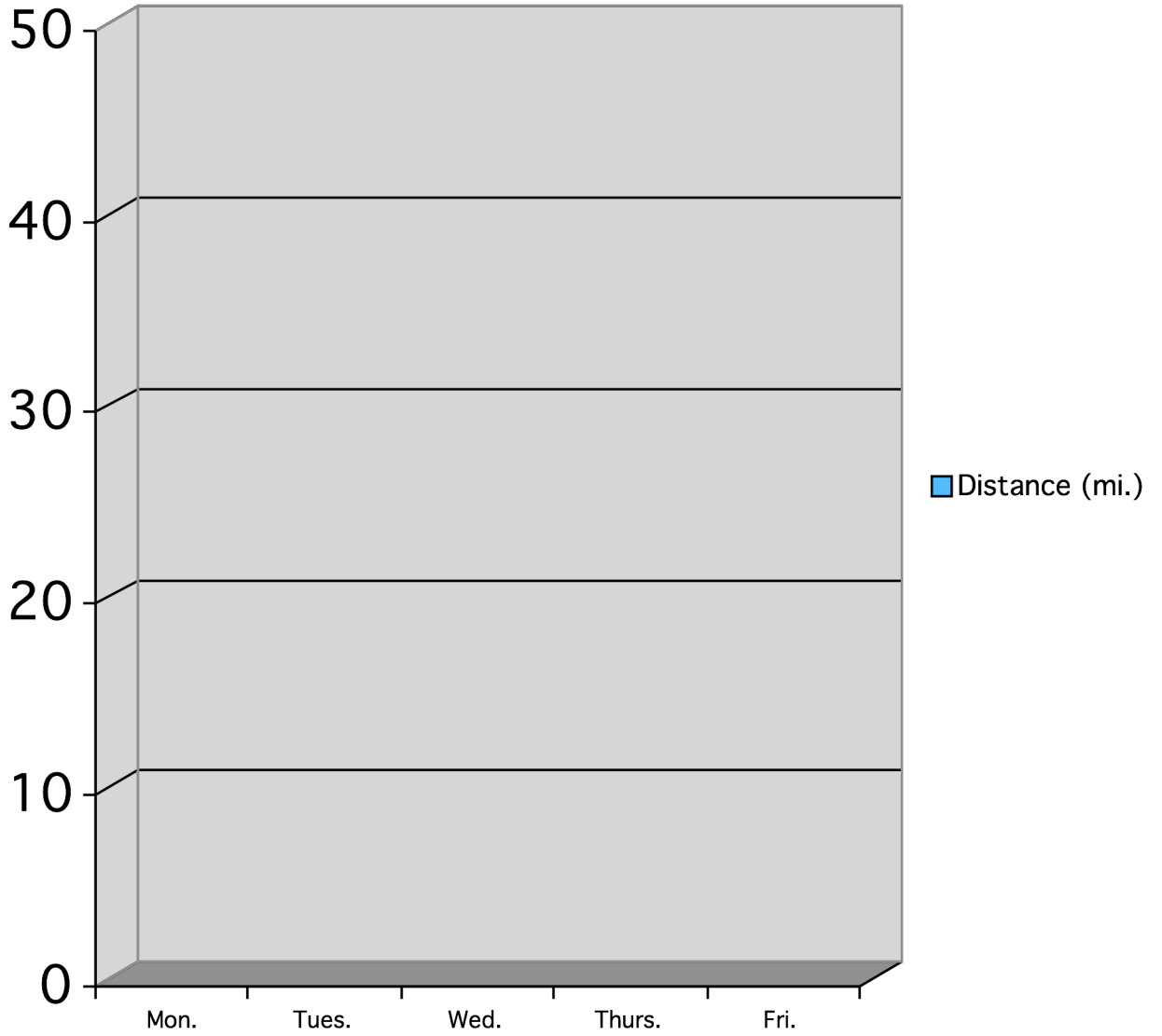
Have students calculate the total distance traveled for the week. Find out where the team could have gone from your school in a week, assuming that the team is traveling in an easterly direction.

Calculate how long it would take to travel that distance in a car, bike (average 9 miles per hour), or walking (2 miles per hour).

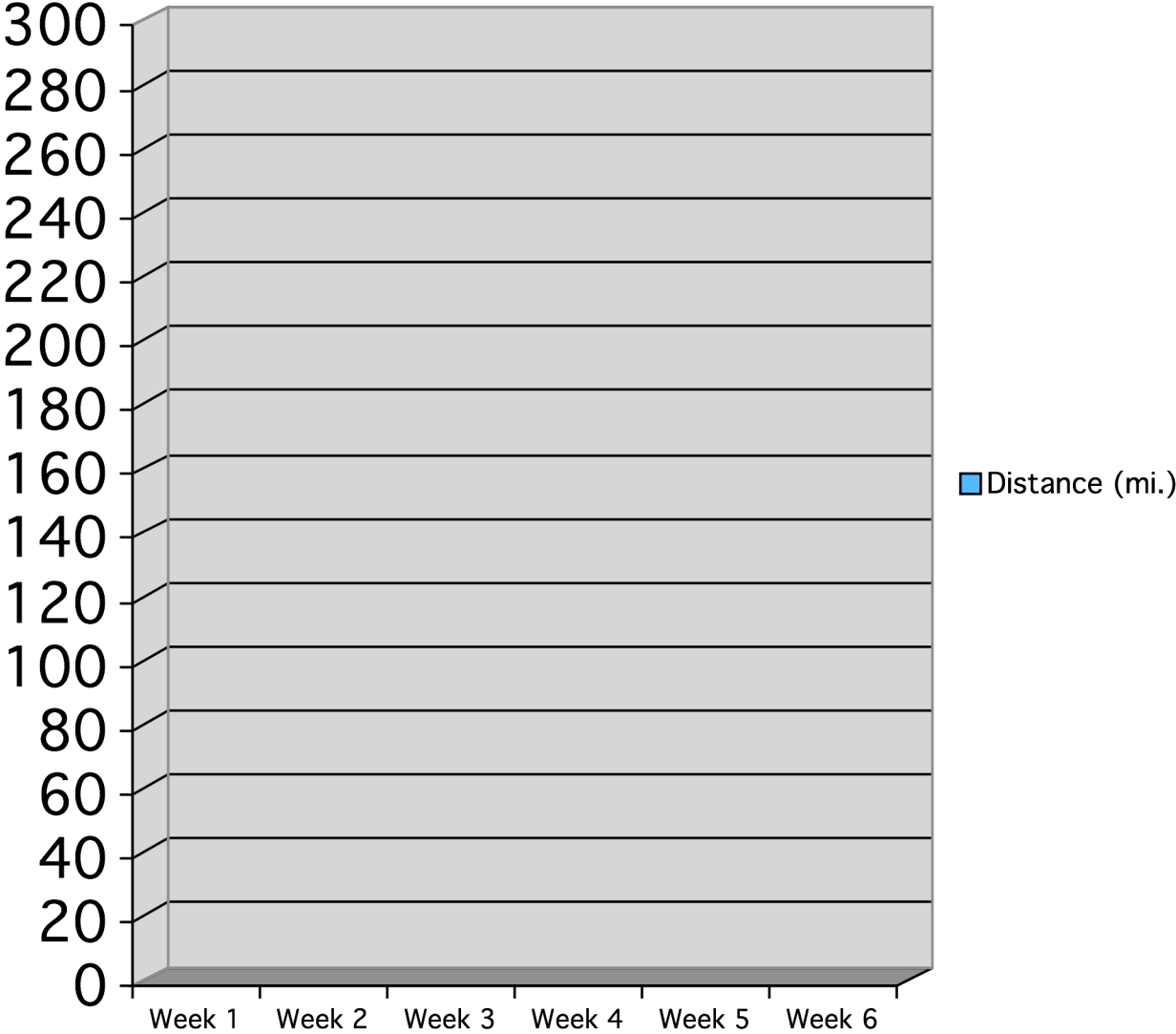
Decide if there would be any natural challenges in the way from school to a familiar place that would slow the team down. Examples would include rivers, mountains, hills, one-way streets, etc.

# Daily Distance Graph

Week of: \_\_\_\_\_



# Weekly Distance Graph



# Weekly Distance Log

Week of \_\_\_\_\_

Day	Date	Distance Traveled	Method of Travel	Where could the team have gone from your school?
Mon.				
Tues.				
Wed.				
Thurs.				
Fri.				

End of the Week Questions:

1. What day did the team travel the furthest?

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2. What day did the team travel the least?

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3. What was the total distance traveled this week?

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4. What was the average distance traveled from Monday – Friday?

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5. Did the team travel more or less than the week before?

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