

Title: How far did they go?

Subject: Science/Mathematics

Grade Level: 5th- 7th

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 Daily Data 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 Maps 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.

Common Core State Anchor Standards:

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Lesson Extensions:

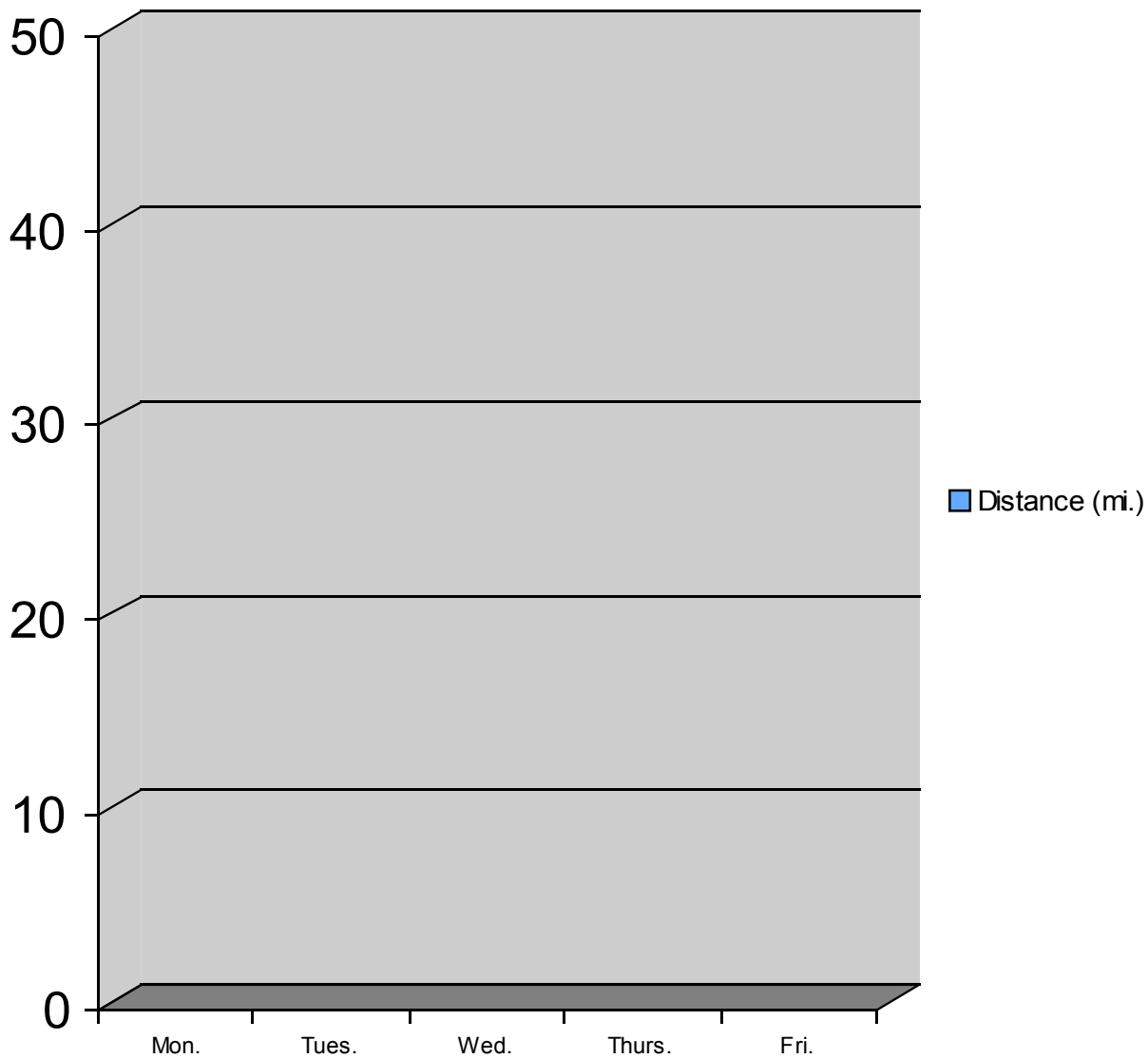
Have students calculate the team's average rate of travel for the day, week, or expedition.

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.

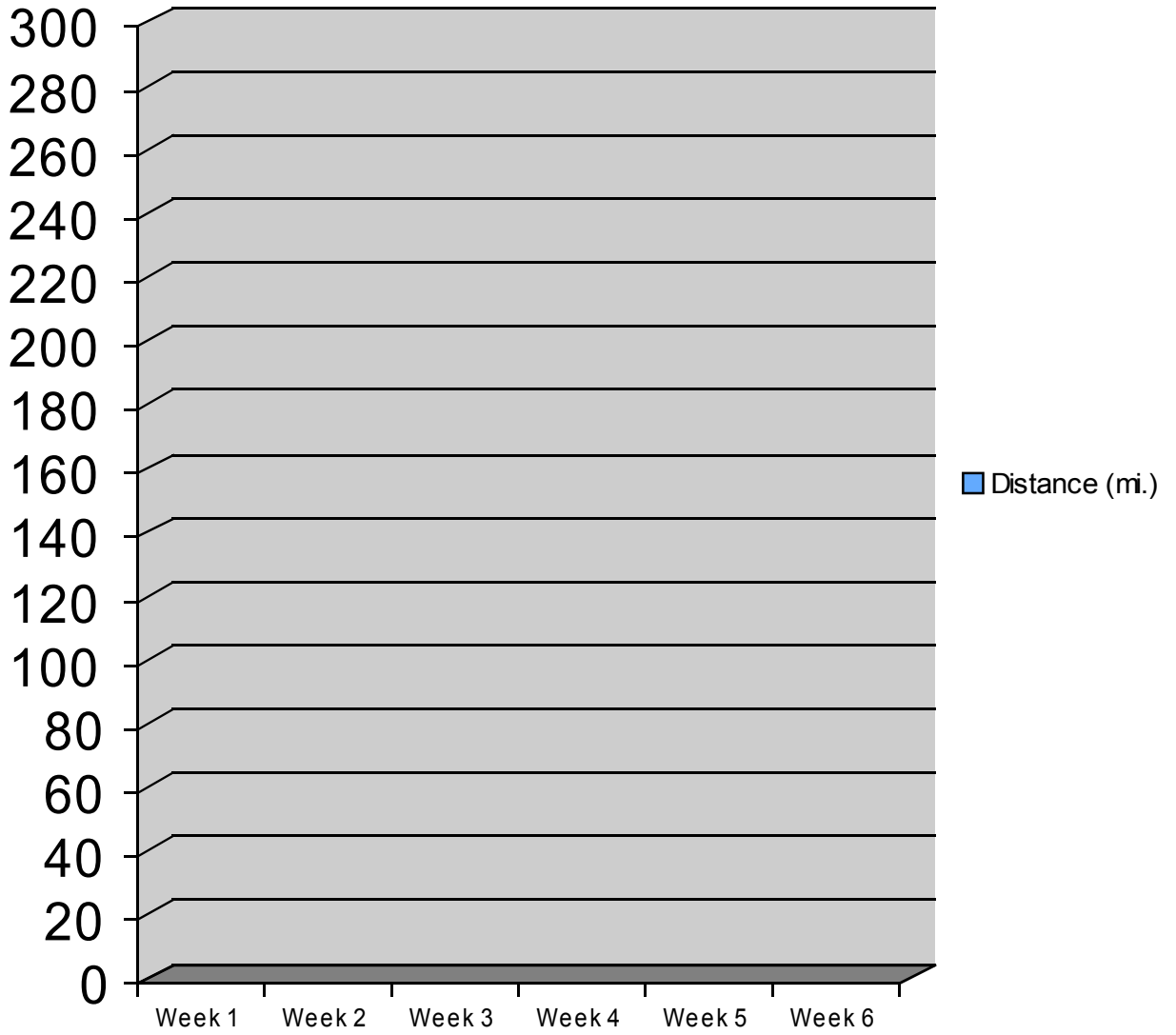
Calculate how long it would take to travel that distance in a car, bike (average 9 miles per hour), or walking (2 miles per hour).

Decide if there would be any natural challenges in the way, traveling 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?
2. What day did the team travel the least?
3. What was the total distance traveled this week?
4. What was the average distance traveled from Monday – Friday?
5. Did the team travel more or less than the week before?