

GRADE LEVEL EXPECTATION: 4-5
WALK ACROSS THE COUNTRY (OR ANY GEOGRAPHIC AREA)
CONTENT AREA: SOCIAL STUDIES, MATHEMATICS

LESSON TIME:
30-50 minutes,
initial lesson,
then ongoing as
progress is made
across the chosen
area

MATERIALS:
1. US or Colorado
State Map (local
maps can be used
also)
2. Pins/tacks

OBJECTIVE:
Students get into shape by walking and chart how far they've gone by marking an equivalent distance on a map.

4TH GRADE STANDARDS:
CONTENT AREA: MATHEMATICS
3. Data, Analysis, Statistics, and Probability
1. Visual displays are used to represent data

5TH GRADE STANDARDS:
CONTENT AREA: Social Studies
2: Geography
1. Use various geographic tools and sources to answer questions about the geography of the United States

CONTENT AREA: MATHEMATICS
3. Data, Analysis, Statistics, and Probability
1. Visual displays and summary statistics are used to describe and interpret data.

PROCEDURE:

1. Students can walk or jog at school or chart the distance they walk to school, maybe on a specific day each week.

- City maps allow them to accurately chart how far they've gone. Each student picks a starting point on the map, then draws in each day the distance they've gone toward a destination.
- To expand the options or opportunities for learning, students can use state or country maps.
- Have parents help out by walking with their child. Having one parent along can double the distance; both parents can triple the distance. Stress the positives of exercising with child (time to connect, cut out the need for so many after school activities, good role model).

2. Students can pick their own imaginary starting and ending points, or the entire class can start from the same place and try for the same destination

- Your class could walk as a group across the country, adding the total distance traveled by your students to the map.

3. Post map in a prominent place in the classroom; extend thumbtacks/ yarn to show the daily progress across the Colorado or the United States. Advertise or celebrate each day as class 'reaches' a new city, town, or state.

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OPTIONS/VARIATIONS:

- Become space travelers; each mile walked equals one light year.
- Walk through history by letting each mile equal one year, one century or one thousand years.
- Walk between battlefields during the Civil War era.
- As the class makes progress and reaches a new town or state, use this as an opportunity for students to do some research about the location.

Each 'landing' becomes an opportunity for additional research or a report