



### Overview:

Head up...shoulders back as students take a ten minute walk across the United States. They will imagine themselves in various points of interest as they travel to different states.

### Lesson:

Becoming familiar with geographic representations of our region

### National Standard(s) Addressed:

**#2 The History of Students' Own State or Country** - Understands the people, events, problems and ideas that were significant in creating the history of their country.



### Goals:

#### Performance

Students will be able to map their route across the country.

#### Cognitive

Students will identify regional icons in various states across the country.

#### Affective

Students will become aware of the special points of interest in the country and the history behind each of them.

#### Pre Teach Vocabulary

**Monument** - Something built in memory of a person, event or special deed.

**Tribute** - A gift to show respect toward someone or something.

#### Activate Prior Knowledge

Ask students to describe places they have visited in the United States.



Tell students that they will be traveling across the country through nine different states. *[If possible, have a large map of the US displayed in front of the classroom. Point out each of the states students will pass through on their tour: New York, Pennsylvania, Washington D.C., Missouri, South Dakota, Arizona, California, Washington.]*

#### Assess and Think Critically

Ask students to recall the points of interest they visited during their travels. Write each of them on the board. Once they have been identified, call on students to point to the corresponding state on the map. Bonus question: Can anyone name the states they travelled through on the way back from Washington State? *[Idaho, Wyoming, Nebraska, Iowa, Illinois, Indiana, Ohio, Pennsylvania, New York.]*



### My Ideas:

---

---

---



### Overview:

Head up...shoulders back as students take a ten minute walk across the United States. They will imagine themselves in various points of interest as they travel to different states.

### Lesson:

Proper Walking Techniques

### National Standard(s) Addressed:

**#1 Movement Forms** - Demonstrates competency in many movement forms.



### Goals:

#### Performance

Students will demonstrate proper walking techniques while walking.

#### Cognitive

Students will know the cues for proper walking form.

#### Affective

Students will see walking as an enjoyable means of exercise.

#### Pre Teach Vocabulary

**Posture** - The way one holds one's body while sitting, standing or walking.

#### Activate Prior Knowledge

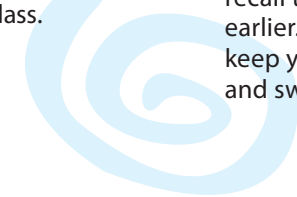
Begin by demonstrating proper walking form to the class.



As you walk around the classroom, note the following cues to the class: head up (always watch where you are going), keep your shoulders back (allows for better breathing), swing arms in opposition (helps with balance). Have students mirror good walking form in their Activity Works space. Observe students' form during the lesson. Reinforce proper walking form by restating the three cues.

#### Assess and Think Critically

Ask students if they enjoyed their walk today. What was a favorite place they visited? Compliment the class on good walking form. Ask them to recall the three cues they learned earlier. Ask... Why it is important to: keep your head up, shoulders back and swing your arms?



### My Ideas:

---

---

---