

4th Grade Geography Landform Dance or Skit

I. Pre-Assessment Data

Guiding Questions: What do students already know about this topic? What data (formal or informal) is available?

Students have already done the following regarding landforms:

- Watched a Brainpop Jr. video and created a tree map about different types of landforms (<https://jr.brainpop.com/socialstudies/geography/landforms/zoom.weml>)
- Broken up into groups and created a graffiti board about a specific landform (on piece of chart paper, students research their landform and put words, hashtags, poems, drawings, graphic organizers... anything they want to express their learning about the topic.) In this case, students were required to research and describe the landform and the possible effects the landform would have on the type of life/jobs/homes/food/weather of the people living around the landform might have.

II. Objective *Must be conveyed to students

Guiding Question: What will students be able to do at the end of today's lesson?

Describe **Explain** Apply Analyze Compare Evaluate Defend **Create** Interpret Formulate

My Objective: Students will be able to, through dance or skit, create an interpretation explaining characteristics of a landform and implications the landform has on life surrounding it.

Student Friendly Objective: Geographers can choreograph a dance or skit representing a landform and the impact the landform has on life surrounding it.

Spanish Objective: Los geógrafos pueden coreografiar un baile o sketch que representa una forma de relieve y el impacto del accidente geográfico tiene en la vida que lo rodea.

What Does it Look Like to Meet the Objective Rubric (display and briefly discuss with students)

Still Getting There	Got it 😊 !
<ul style="list-style-type: none"> • I am having difficulty explaining how my group's skit or dance represents our landform • I am having difficulty explaining how my landform effects life surrounding it. • I am letting my group do most of the work. I am not contributing any ideas. • I am not pushing myself outside my comfort zone. 	<ul style="list-style-type: none"> • I can explain and defend how my group's skit or dance represents our landform and the effect our landform has on life surrounding it. • I can explain the effect our landform has on life surrounding it. • I am creatively contributing to the group. • I am taking risks.

Big Questions: How do landforms impact life?

Bloom's Verbs

Create, Explain

CRISPA Elements:

Risk Taking- dancing/being in front of people requires students to take a risk

Imagination- students have to use their imagination to create an interpretation of a landform

Active Engagement- Students are actively and physically engaged. They are using their bodies and minds to create something new. They are in the driver's seat of their learning.

III. Rationale * Must be conveyed to students

Guiding Questions: Why is this important to students? How is this related to unit goals, essential questions, or relevant standards? How does this connect to students' real lives and cultures?

CDE Social Studies Standards, 4th Grade Geography:

1. Use several types of geographic tools to answer questions about the geography of Colorado

2: Connections within and across human and physical systems are developed

IV. Assessment * Must be conveyed to students
 Guiding Questions: How will you measure students' progress toward the objective? Will the data you gather allow you to differentiate future instruction?

Exit Ticket: Students will fill out a quick exit ticket explaining their reasoning for their dance or skit and answering the question "how does your landform impact life surrounding that landform?"

V. Differentiation
 Guiding Questions: Which students will struggle with this content? Which students already mastered this content? How will you modify your instruction to meet their needs?

Differentiated Product: This assignment provides lots of student voice and choice. Students can chose between dance or theatre. This lesson, the product students can create to demonstrate their learning is differentiated. Students also have a choice of their role in the their presentation. For some students, taking a risk might mean just speaking in front of the class. Students have the choice to be dancers, actors, or narrators.

VI. Lesson Components	
<ul style="list-style-type: none"> ✓ Active Engagement Strategies ✓ Oral language development ✓ Cooperative learning ✓ Critical thinking ✓ Arts Integration 	<ul style="list-style-type: none"> ✓ Checks for understanding ✓ Frequent feedback ✓ Student voice and choice ✓ Scaffolding
<ul style="list-style-type: none"> ✓ Strategies to support ELLs <ul style="list-style-type: none"> ○ Visual supports ○ Explicit vocabulary ○ Realia ○ Native language support 	
Component: Arts integration, critical thinking, cooperative learning, active engagement Use of Technology: Youtube, music CLD Support: Visual supports, kinesthetic learning, cooperative learning	
<p>A. Lesson Introduction: 'Hook' students into content. Explain objective, rationale, and assessment</p> <p>Teacher will show an example of an interpretive dance (maybe weather related) and ask students to discuss how something like dance can be used to represent something concrete or literal like weather or geography.</p> <p>*The dance you show students could be about anything. I will probably use the video of the dance my group did for the institute to model risk taking. The point is to get students thinking creatively about how something literal can be represented with dance and body movements.</p>	Time required <p style="text-align: center;">Day 1: Hook, Objective, Class brainstorm, work time</p>
B. Body of Lesson	

<ul style="list-style-type: none"> • <u>Teacher Model:</u> As a class, teacher and students will brainstorm possible ideas for skits and dances. Teacher will be sure to emphasize that this assignment is about risk taking, creativity and collaboration. 	<ul style="list-style-type: none"> • <u>Students Do:</u> Taking the information they gathered from their graffiti board yesterday, students will create a 2 minute dance or skit to represent their landform and the effects the landform has on the land. Students may select music if they wish. Students will present their landform dances or skit to the class. At the end of each presentation, the narrator will take audience comments and give information about their landform and answer how the landform affects human life and available resources. 	<p style="text-align: center;">Day 2: Work time, teacher check in with each group, groups show teacher what they have so far</p>
<p style="text-align: center;">C. Closing: Review progress toward objective (may include student self-assessment)</p> <p>Come back together as a class, review objective. Brief discussion about how taking a risk and using dance/skit felt. Encourage students to start thinking about how they can apply what they learned about landforms to landforms they see in Colorado. Pass out exit tickets.</p> <p>*The next lesson in this unit is a regions of Colorado jigsaw. Students will look at different landforms and geographic features of various regions of Colorado. They will be asked to answer the same question “how do the landforms/geographic features of Colorado impact life in that area?”</p>		<p style="text-align: center;">Day 3: Presentations, closing exit ticket</p>
<p>Materials and Resources Needed</p> <p>Landform graffiti boards Computer/ youtube Exit tickets Music/speaker system</p>	<p>Extension of Learning (e.g., homework)</p> <p>NA</p>	

Name: _____

Exit Ticket: Landforms

Objective: Geographers can choreograph a dance or skit representing a landform and the impact the landform has on life surrounding it.

1. Describe your landform. How does that landform impact life surrounding it?

2. As an expert geographer, make a prediction! Based on what you learned, how do you think the mountains of Colorado impact life in Colorado? (Make sure to include “I think this because....”)

How I feel I did towards today’s objective. (circle any bullets that apply)

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