



The Amazing Journey of Edgar the Eagle

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Grade Level 5
Duration 2 class periods

ELL Adaptation by Diane Godfrey

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

2. How to use mental maps (a person's internalized picture of a part of Earth's surface) to organize information about people places, and environments in a spatial context

Element 2: Places and Regions

4. The physical and human characteristics of places

Element 6: The Uses of Geography

17. How to apply geography to interpret the past

AZ Standards

ELA

Reading

Key Ideas and Details

5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Writing

Production and Distribution of Writing

5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

5.G1.1 Use and construct maps and graphs to represent changes in the United States.

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

5.G3.1 Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.

HISTORY

Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

5.H4.1 Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.

SIOP Elements

Preparation

Adapting content

Linking to background

Linking to past learning

Strategies used

Scaffolding

Modeling

Guided practice

Independent practice

Comprehensive input

Grouping Option

Whole class

Small groups

Partners

Independent

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Integrating Processes Reading Writing Speaking Listening	Application Hands on Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral
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Arizona English Language Proficiency Standards

Grade 5

Basic

Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: determine the central idea (in informational text) and theme (in literary text) and explain how they are supported by key details.

B-2: recount a text including specific details and information.

B-3 identify and describe similarities and differences within a text

B-4 utilize visual information to understand the text

Standard 2 By the end of each language proficiency level, an English learner can determine the meaning of words and phrases in oral presentations and literary and informational text.

B-1: determine the meaning of frequently occurring academic and content-specific words and phrases.

Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-2: compose written narratives using appropriate conventions that include details to develop a topic.

B-5: use examples of precise language and domain-specific vocabulary within informative texts. and content specific words, phrases, and expressions with developing control.

Overview

Most students know a few facts about a state, nation, or region. These facts are generally limited to the location of something. But students need to know more, such as the significance of a landmark, the economic activities that take place there, or what that place looks like. If this can be done, students will gain a better appreciation of the complexity of our world.

Purpose

This lesson, students will look at the United States and Canada through the eyes of a geographer and identify the five themes. They will learn about various places and regions and create a straight-line map. This lesson contains adaptations for diverse learners (ELLs).

Key Vocabulary

woods - covered with trees; forest
industrial - engaged in the manufacture of products
agricultural - business of cultivating soil, producing crops, and raising livestock; farming
pipeline - used for the delivery of water, gas, or petroleum products through a series of pipes
landmark - identifying feature of a landscape; building or site with historical significance
skyscrapers - tall buildings

Materials

- Vocabulary Word Sort
- Vocabulary Cards
- Record of Edgar's Trip Across North America and Suggested Answer Key
- Edgar's Trip Across North America (Variation) for diverse learners
- "The Amazing Journey of Edgar the Eagle" story
- Construction paper

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- Art Supplies
- Scoring Guide for Straight-Line Map
- Scoring Guide for Student Story (Extension Idea)

Objectives

The student will be able to:

- Identify the locations, human and physical characteristics, and the 5 Themes of geography.
- Create an illustrated map.

Procedures

Prerequisite Knowledge: Students know the 5 Themes of Geography. A lesson (5 Themes of Geography: A Basis for Understanding Geography) that can be used to gain this knowledge can be found at: <https://geoalliance.asu.edu/5Themes/>

SESSION ONE

1. Begin the lesson by reviewing the 5 themes of geography: location, place, movement, regions, and human/environment interaction. *Discuss each theme and ask students to draw a picture of something in their city/town that would represent one of the themes Have students share their pictures and explanations of the theme selected. (Preparation: Linking to past knowledge, Linking to background)*

2. Explain to students that they will be hearing a story about an eagle that travels around the United States and they will be recording examples of the five themes mentioned in the story and then creating a straight-line map. **(Application: Linked to objectives)**

3. Project and explain the Vocabulary Cards. Distribute cards to those who might need extra help. Distribute the Vocabulary Word Sort to reinforce the vocabulary words in the story. Have students work in pairs or groups to cut out, discuss, and sort words by 1) Physical and Human Characteristics, 2) Place Names (locations), and 3) Relative Location Terms (north, south, east, and west). **(Scaffolding: Comprehensible Input, Integrating Processes: Speaking and Listening, Application: Hands-on, Grouping Option: Small groups)**

3. Write the 5 Themes of Geography on the whiteboard (Location, Place, etc.). Pair up students. Distribute the Record of Edgar's Trip Across North America worksheet or the variation form for diverse learners (ELLs). **(Preparation: Adapting content)**

4. Project or distribute the story, "The Amazing Journey of Edgar the Eagle." Read Section 1 aloud. Pause and give partners time to determine the location, some descriptive words, and which of the five themes applies to this section of the story.

(Grouping Option: Partners, Scaffolding: Comprehensible Input, Integrated Processes: Listening, Speaking, Writing)

5. Discuss the possible answers to the first section. (Place Name: Wausau, Wisconsin Description: woods and lake Theme: Place) **(Scaffolding: Modeling)**

6. Continue reading the story, stopping at the end of each section giving time for students to complete the worksheet. Discuss what students are writing down and clarify the vocabulary as it is used in context. Students may add or change information on their charts. **(Application: Linked to objectives, Promotes engagement) Scaffolding: Comprehensible Input)**

SESSION TWO

7. Have the students look at their worksheet from Session One. Tell the students that the Place Names/Locations will now be used to create a straight-line map. This map looks like a timeline, but records where Edgar stops and has an illustration that describes each stop. Distribute construction paper and art supplies. Allow students to work with the same partner as Session One. **(Application: Linked to objectives, Promotes engagement; Grouping Option: Partners).**

8. Show samples of previously done straight-line maps or model the assignment by completing the first entry. Share the scoring Guide for the Straight-Line Map. **(Scaffolding: Guided Practice)**

Assessment

Social Sciences

The straight-line map can be graded using the Scoring Guide. Mastery will be 80 points out of 100.

ELA and Social Sciences

The Record of Edgar's Trip Across North America worksheet can be graded for accuracy. Mastery will be considered 80% or higher.

Extensions

Students could create their own travelogue about an animal that made a trip. The animals could be a snake in Arizona, an elephant in Asia, a jaguar in Central America, a llama in South America, a camel in the Middle East, a giraffe in Africa, a stork in Europe, a whale traveling the world's oceans, or a kangaroo in Australia. In their travelogue, they will make ten stops. They need to describe each stop using one of the five themes and each theme must

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be used twice. They need to illustrate each stop and create a map showing the route taken. Use the Scoring Guide for Student Story to assess the stories.

Students could map the route Edgar the Eagle took on an actual map of North America.