**A GREAT PLACE TO LIVE WIKI**:  <http://greatplacetolive.wikispaces.com/>

**WORKING DRAFT**

Title: **A Great Place to Live**  
Description: To answer the guiding question -- What makes our community a great place to live? Our students will engage in a comparative study of their favorite community, city, and state attractions. Lesson content will also pull from prior knowledge (obtained from student traveling experiences and classroom field trips) and from collaborative group study. As a culminating, authentic assessment activity, each individual class will create a printable travel brochure and collaborate on creating a VoiceThread to present their information. The National Social Studies Standards for Geography K-12 targeted by this project are: Standards 1-6 (The World in Spatial Terms, Places and Regions, Physical Systems, and Human Systems).

**LESSON PLAN**

**Teacher/Instructor Name:** Henry Briggs

**Subject:** Geography

**Grade Levels:** 9-12

**School Environment:** Small Public High School with a school population of 80. A supportive environment

**Learner Characteristics:** Alternative High School, Grades 9 – 12, small class sizes 5 – 10 students

**Anticipated entry level skills of Audience:** Some computer skills, but will need direction and support

**Standards:** Standards 1-6

(The World in Spatial Terms, Places and Regions, Physical Systems, and Human Systems).

**Lesson/Module Title: “**A Great Place to Live”

**Class Days:** Monday – Friday, Five days

**Class Duration:** One hour per day = 5 days and one field trip

**Field Trip Location:** Norwich, CT USA

**Class Strengths:** Young- high growth potential

**Class Concerns for Growth:** Low interest and motivation for typical classroom activities

**Other Comments:**

**Strategy:** Experiential and Interactive Brainstorming

**Adaptations**:

Adaptations should also be made for students with learning disabilities and extensions for others. The main specific adaptations for many students will be keeping their attention on the assigned project. In addition, all individual differences will be taken into consideration. Also, for the field trip a vehicle that is ADA compliance may be necessary.

**Resources and Materials:**

* Pen/Pencil
* Writing and printer paper
* CD/DVD to keep paper as back-up in case of computer issues or shared system
* Hard cover or internet dictionary
* Computer usage with Microsoft Office Word processing software
* Access to the internet and possible useful internet resources
* Printer to print final project
* Digital camera, web-cam, cell phone with camera, video camera, web-sites and any digital device to interface with VoiceThread
* Rubrics
* Access to a Wiki site.
* GIS/GPS software if available

**Goals:**

* 1. Students will create a brochure of their favorite community attraction.
  2. Students will know how various digital technologies are interfaced.
  3. Students will share the best of their community with other communities.
  4. Students will collaborate with other schools.

**Objective:**

The students will know how to demonstrate how to show that Norwich, CT is a Great Place to Live. The objectives will be directly measurable by the outcome of the brochure. The student will also complete an assessment and evaluation. In other words, we will be able to know if the objectives were met by the end results the brochure and evaluation of VoiceThread. In addition, the class will be logging into another class site to interact with other students in another state and at a different level than themselves.

**Outcomes:** The outcome for A Great Place to Live will be an informative and visually attractive brochure hard copy and electronic copy.

**Keywords:** VoiceThread, collaboration, community, brochure, digital technology, residential choice

**Complimentary Standards and Connections for other related discipline subject matter:**

Anthropology: “the study of human beings and their ancestors through time and space and in relation to physical character, environmental and social relations, and culture” [Webster.Com 7/28/07] of where families and individuals choose to live.

Art: “the conscious use of skill and creative imagination especially in the production of aesthetic objects”, images, etc. The creation of the visually pleasing brochure for the class will require artistic skills and using basic artistic methods.

Communication: “A process by which information is exchanged between individuals through a common system of symbols, signs, or behavior.” The way information is given to the general public and professions giving information to the general public, individuals living in certain areas, the research institutions, real estate companies, the media, teachers [us], and many others.

Economics: “A social science concerned chiefly with description and analysis of the production, distribution, and consumption of goods and services”. Cost of the total cost of living in areas and moving.

History: “A chronological record of significant events” (as affecting a town, city, state, nation or institution) “often including an explanation of their causes”. The recording of information throughout the history of a town or city

Psychology: “The mental or behavioral characteristics of an individual or group” “in relation to a particular field of knowledge or activity”. How living in an area, moving or other related items are reacted to behaviorally by all others including self, individuals, families and all groups as mentioned above.

Sociology: The “scientific analysis of a [social](http://www.webster.com/dictionary/social) institution as a functioning whole and as it relates to the rest of society” [Webster.Com, 7/28/07] in relation to the living or moving or working in a particular area

Technology: “The practical application of knowledge especially in a particular area.” In this category it can mean the research develops new technology which can assist in choosing where to live or work. Some student learners in this age of technology may see it linking with communication in the spreading of information as quick as the speed of light on the internet or intranet via the computer. In addition, GIS/GPS software may be utilized.

**Strategy:**

Step: 1. Introduction to lesson

1. Why is your community a great place to live? Braindstorming-15 minutes.
2. VoiceThread- <http://voicethread.com/#u0>

Step: 2. Handouts

Step: 3. Create a class wiki

Step: 4. Select tools for project

Step: 5. Field trip to began collecting information for visitors given out at a visitor’s center

Step: 6. Organize informational brochures and other items picked up at visitor’s locations

Step: 7. Write narrative and create brochure

**Anticipatory Set**:

To lead into the lesson plan and develop the students' interest in learning what is about to be taught. The teacher could start by asking the students how they would divide up the tasks to create the brochure making sure that the tasks are assigned equally and fairly as much as possible. Assigning task time making sure all students would spend an equal amount of time on the project including homework. Explaining time management would help. Perhaps fractions may be helpful too.

**Lecture**:

**Discussion Group**:

**Selected Readings**:

**Demonstration by or Interviewing of an Expert**:

**Case Studies**:

**Background Research**:

How do people choose the location in which they live? Does their age, educational institution, employment preferred company or industry, employment current company locations for the bread winner of the family or for dual working couples with equally significant jobs, entertainment/leisure/recreational activities, gender, ideological beliefs: conservative verses liberal beliefs; different identity, political view, socioeconomic status and other factors play a part? Children do not normally control where a family lives; unless there are preferred school choices or proximity to a nonresident’s parent in a single family home. Also, most individuals prefer to live in another city than their current residential choice. I will review the research literature regarding what factors influence one’s choices of a great place to live.

Location to a workplace is one of the motivations when choosing a good place to live (Tivadar 2010). The author maintains that accessibility to the workplace is very important when making this decision. Households with workplaces in different locations may opt to live in an area equal distances from workplaces. The author contends that housing in this area is cheaper.

The learners this lesson is written for are alternative high school and few are going on to higher education. A good part of the learners will enter the work force. This will stimulate their thinking in hopes they will apply locations to a workplace as a factor when they move. This has real-world implications to help the learners make good a decision that affects their lives. Geography Standard: Human Systems; understand the processes, patterns, and functions of human settlement.

This article takes a look at how the area you live in affects other areas of your life. Your zip-code can determine your social network, the safety of your neighborhood, job opportunities and other areas of your life. There are more poor whites, but because Blacks and Latinos live in concentrated poverty areas it is easy for them to be discriminated against (Powell 2008). Your neighborhood affects your job opportunities.

This article will facilitate their thinking on spatial aspects of their life and implications it has that connect to other areas of the real-world. The learners make connections how others perceive their neighborhood or community. Your neighborhood has the potential to affect your job opportunity when you enter the workforce. Understand how physical systems affect human systems. Geography Standard: Environment and Safety; understand how culture and experience influence people's perceptions of places and regions.

In this book, the author describes the types of food your body will require in warm contrasted to cold climates. If you live in a cold northern climate your body will need more protein fewer carbohydrates, but in a warmer your body needs less protein and more carbohydrates (Rost 2009 ch.9 p.373). .The body burns more carbohydrates in a warm climate than a cold one.

Health influences the learner’s decision on where they live after they enter the real-world. This align with Geography Standard: Environment and Society; Understand how physical systems affect human systems. If you are very active carbohydrates are to your liking, a warm climate would be appropriate to live. Learners equate how the area they live has some implications on their health.

In this article modernization is an influencing factor on our lives and how we interact with the world environment. We interact with our neighborhoods and adopt some of their culture into our lives (Global Citizenship 2010). Modernization in the world such as technological advancements causes changes in family life.

This is aligns with Geography Standard: Human Systems: Understand the characteristics, distribution, and complexity of Earth's cultural mosaics. The learners look at the diverse cultures in their community and know the world is one big mosaic and technology is a factor that brings us closer.

The Horizon Report has identified collaborative environments as a technology to watch for adoption into the educational community. Though collaborative environments have been partly adopted their full potential has not been realized in the educational community (The Horizon Report 2010). Collaborative environments model the types of work patterns that are part of 21st Century society.

**Conclusion**:

By using a tiered lesson plan the diversity of the differentiated classroom can be met and each student who will have the opportunity to reach the standard that is set. The goal is the same but the students will take different paths to reach it and the student will take the path they are more comfortable with and at an appropriate level. The educator will be effective with the design and implementation of their tiered lesson plan curriculum thus the educator will be successful in assisting all students to participate in the learning process. “No child left behind.”

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[www.merriam-webster.com](http://www.merriam-webster.com) Definition retrievals in July and August 2010 and on 7/28/10 and 08/08/2010.