



## Weir Am I?

Grades 1-4

### Understanding By Design Curriculum Unit

Subjects: Social Studies, Oral Language, Language Arts  
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### Stage 1: Desired Results

#### Established Goals:

Students will read, use and design maps. They will see maps as useful tools. They will use map-building skills to connect with Weir Farm NHS and the mission and meanings related to the National Park Service.

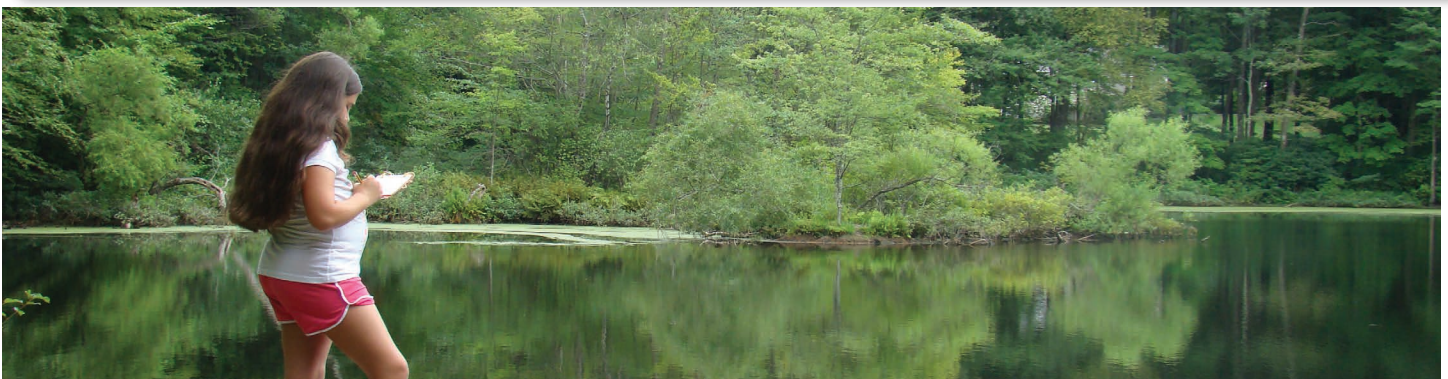
Using one's town (local park) as a context to expand knowledge of geography, history, human interdependence, while incorporating international comparisons. This may include comparing the history and geography of the local community with at least one other town in the United States and at least two towns or regions in other parts of the world.



#### Common Core Standards:

- 1.4 Geographical space and place – critical thinking and problem solving, information literacy, people, places, and environments
- 1.5 Interaction of humans and the environment – critical thinking and problem solving, information literacy, global awareness, people, places, and environments
- 2.1 Access and gather information from a variety of primary and secondary sources including maps, charts, graphs, images, artifacts, recordings, and text
- 2.5 Create and present relevant social studies materials using both print and electronic media – critical thinking and problem solving, information literacy, communication

School philosophy goals met: critical thinking, creativity, communication, place-based learning

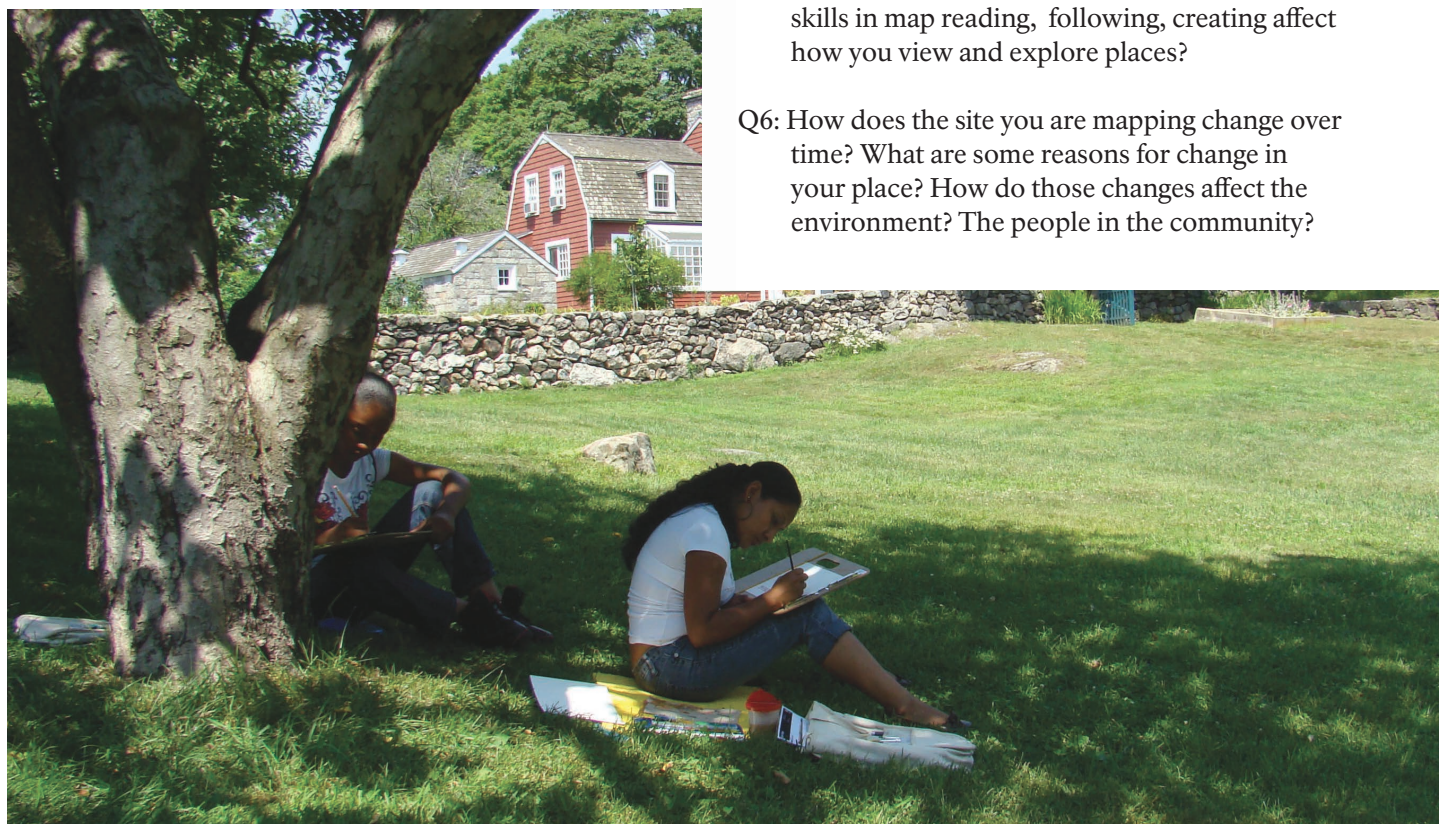




## Enduring Understandings:

Students will understand. ....

- The importance of preservation and conservation of land resources
- That maps provide valuable information and benefit society.
- Their mapping site at Weir Farm NHS has changed over time, and continues to change over time



## Essential Questions:

Q1: Why are maps important? In the park, how are maps important?

Q2: How do maps benefit society?

Q3: When is a map a necessary tool?

Q4: What role do maps play within your school, your community, your local national park, the world

Q5: Why do people use maps? How does having skills in map reading, following, creating affect how you view and explore places?

Q6: How does the site you are mapping change over time? What are some reasons for change in your place? How do those changes affect the environment? The people in the community?

## Student Will Know:

- K1: Maps are designed with specific details to make them effective, Maps include titles, compass rose, key
- K2: Weir Farm NHS provides a variety of maps for visitors, with a variety of uses and purposes
- K3: Maps provide safety and orientation
- K4: Maps are used throughout the world by a

## Student Will Be Able To:

- Recognize the importance of maps in their surrounding environments. Explain why maps are important to society
- Design an original map of Weir Farm NHS incorporating park resources and landscape features
- Identify the different sites associated with Weir Farm NHS
- Navigate through the park using park maps

## Stage 2: Assessment Evidence



### Performance Tasks:

Task 1: Students write down observations from analyzing maps on Smart Board and Weir Farm NHS maps. What are some similarities and differences? What are common features of these maps? What features do you think are important, and why?

Task 2: Students write journal entries to begin inquiry process. Inform students of upcoming class activity to take place at Weir Farm NHS. Have students look at maps of park for orientation. Ask students to answer journal questions (How long will it take to get to Weir Farm NHS? How do you know? What do you expect to see? Explain what you know about Weir Farm NHS by looking at the map.) Students continue to use journals in class and during Weir Farm NHS visits documenting resources, thoughts, inspirations, and artistic impressions.

Task 3: Students create K-W-L foldable. What do students “know” about Weir Farm NHS and what do students “want” to know about Weir Farm NHS. Lastly, students write what they have “learned” about Weir Farm NHS.

Task 4: Students create an original map of school grounds and original map of Weir Farm NHS that incorporates park resources and map symbols.

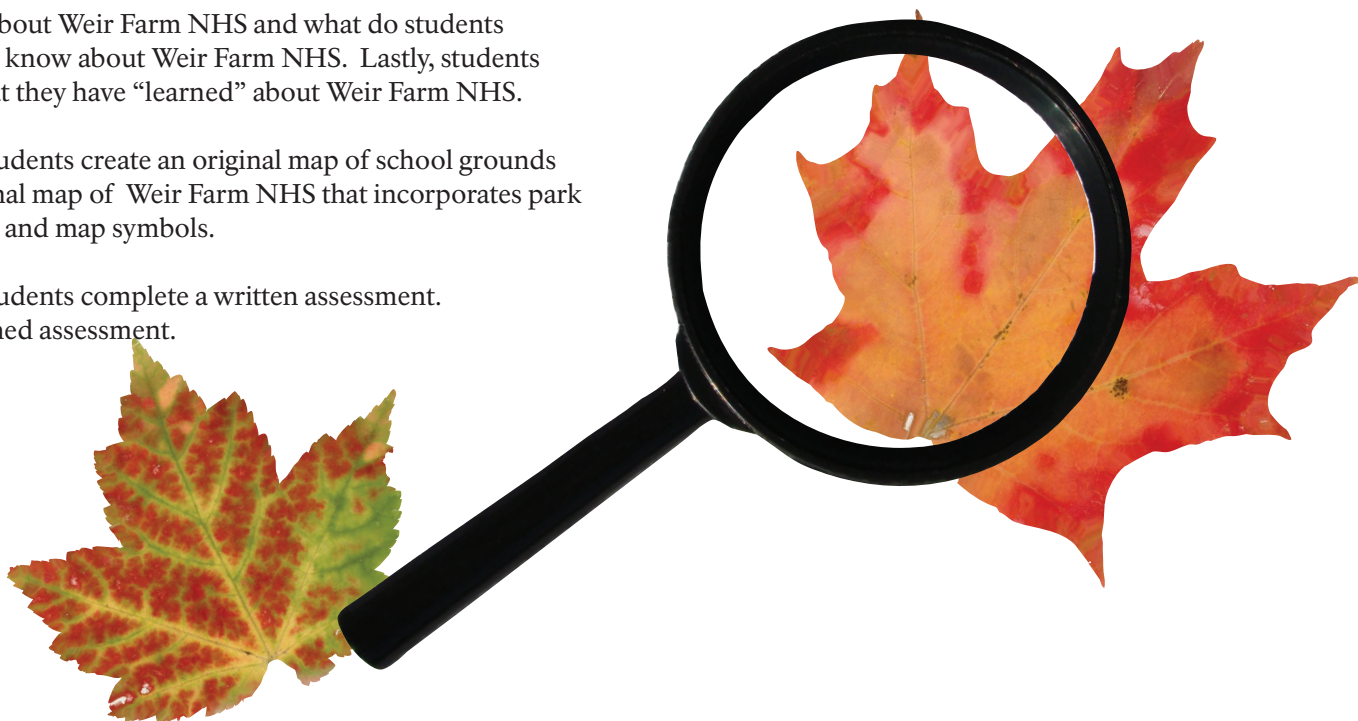
Task 5: Students complete a written assessment. See attached assessment.

### Other Evidence:

- Dialogue, group discussions
- Observations
- Journal notes
- Map work
- Written Assessment
- Active participation
- Ability to navigate Weir Farm NHS, school grounds, and other community sites while demonstrating map skills

### Self-Assessments:

- Written Assessment - Completed maps of school -
- Completed maps of Weir Farm NHS -
- Journal Entries - K-W-L Foldable -





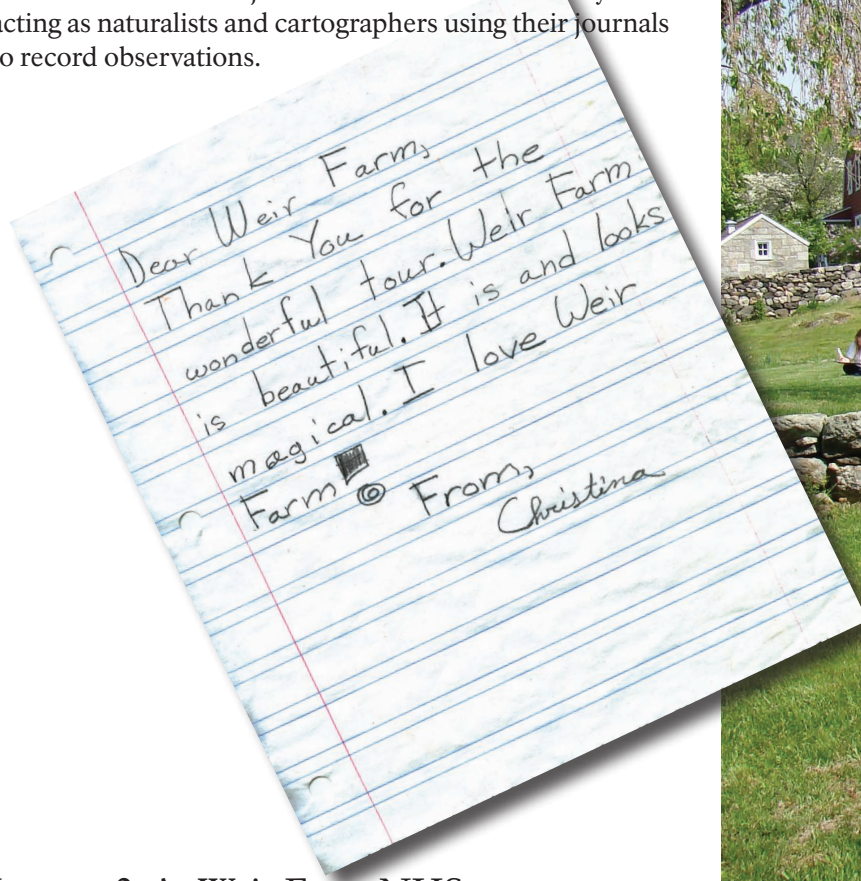
# Stage 3: Learning Plan

## Lesson 1, In the classroom:

Using Smartboard interactive activity, students participate and analyze maps. Students receive Weir Farm NHS maps and make observations. All observations are documented and saved on Smartboard. Map keys, compass rose, and directions are discussed.

After sharing observations using the Weir Farm NHS maps, inform students they will be visiting the park and we plan to hike to the pond. Ask students how long to they think it will take to get the pond? How do they know?

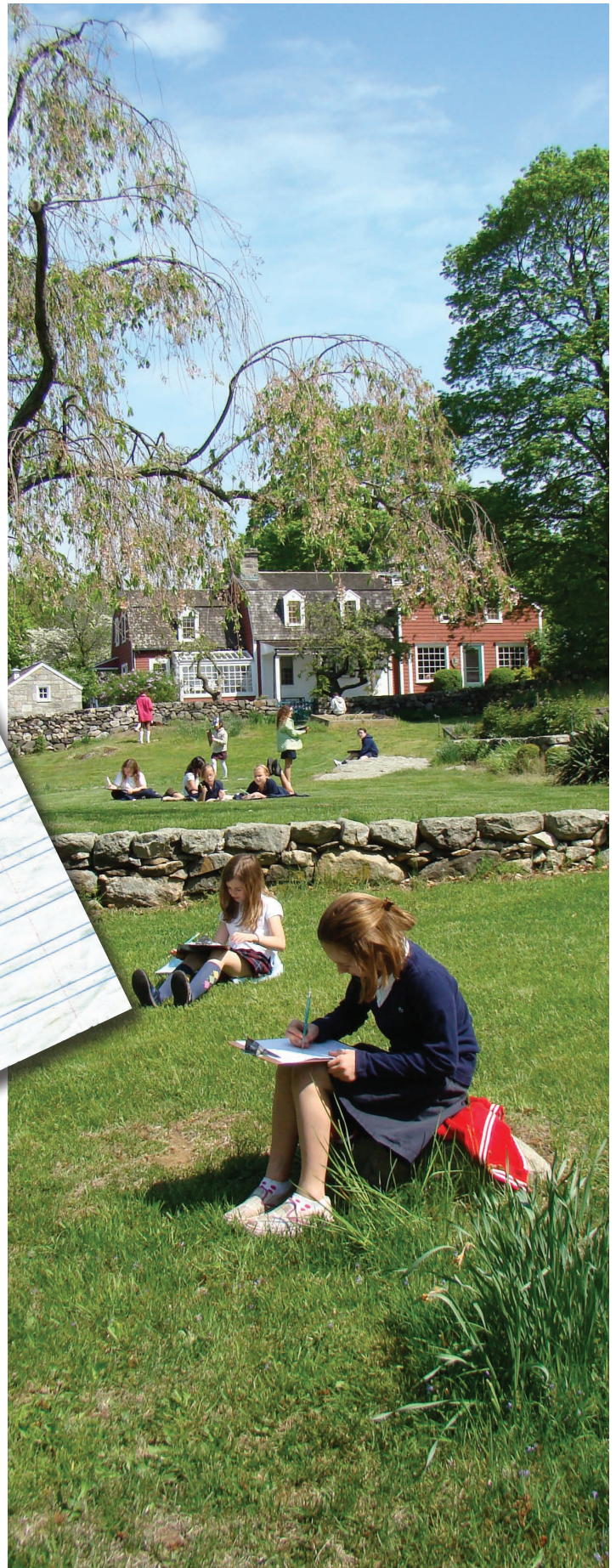
Provide students with journals. Inform students they will be acting as naturalists and cartographers using their journals to record observations.



## Lesson 2, At Weir Farm NHS:

Meet with Park Ranger. Receive introduction to significance of the site.

Using park maps, navigate a hike to Weir Pond. Along the way, stop to look at significant landmarks located on maps including Weir House, studios, sunken garden, and trails. Students lead using their maps, teachers and Ranger act as guides to help facilitate observations, and questions. Note trail markers along the way. Note observations at pond. Hike back to visitor center.







### Lesson 3, In the classroom:

How was the map helpful at Weir Farm NHS? Did the map help the students navigate their way through the park?

### Lesson 4, In the classroom:

Divide the students into groups and assign roles:

Pedometers (measures distance by counting steps or using pedometer), Cartographers (creates rough draft of map), Naturalists (point out natural resources, landmarks), Architects (point out man-made building, resources), and Timekeepers (measure time using stopwatch).

Inform students they will be designing a map of Ridgefield Academy using the Weir Farm NHS map as a template or model. What must students include on their maps? (title, key, compass rose) What landmarks should students include? (summit building, garden, pond annex, various playgrounds, parking lots). As a group, walk the school campus. Students participate in their roles and note-take accordingly in their journals.



### Lesson 5, In the classroom:

Upon return to classroom the groups meet to create maps of their school.

Each group of five to have one “expert” of the five job titles. Students use notes from journal observations and prior knowledge of map components as well as Weir Farm NHS provided maps as models to create original maps of school grounds. Completed maps will be provided to lower school students and visitors for use.



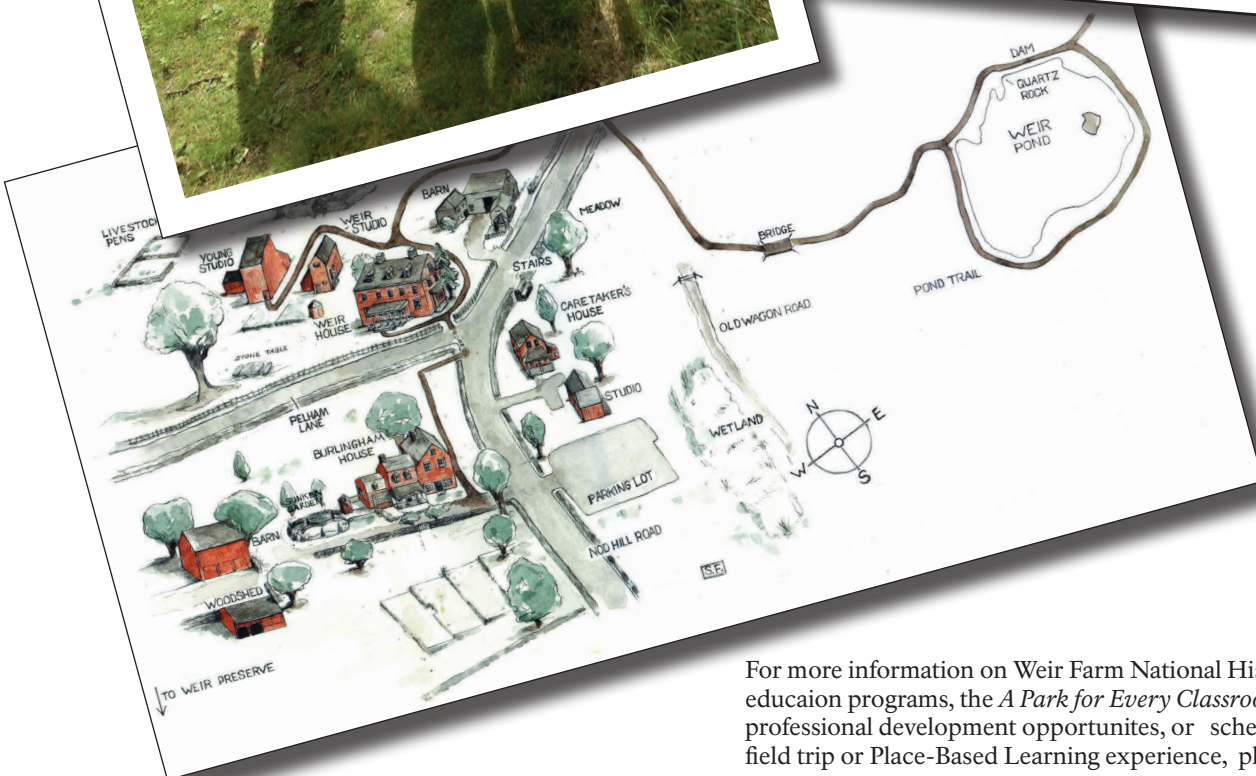


## Lesson 6, At Weir Farm NHS:

(Second visit to Weir Farm NHS) Students stay in groups and roles to explore and make observations of park resources in their journals. (This can be expanded to multiple visits where students note changes in the seasons and resources and connect with their mapping sites and their local national park. Students are encouraged to add details to their Weir Farm NHS maps upon visits. This includes artwork, symbols, topography, natural features, buildings, keys) Students use their notes and acquired knowledge to create original maps of Weir Farm NHS for future visitors.

## Lesson 7, In the classroom:

Students complete written and artistic assessment, sharing their knowledge of Weir Farm NHS. Assessments and maps are shared and displayed in the classroom and other school areas. Park Ranger visits classroom for final celebration. Students present maps, share journals, assessments and artwork. Students are presented with certificates and become official Junior Park Rangers of Weir Farm NHS.



For more information on Weir Farm National Historic Site's education programs, the *A Park for Every Classroom* program, professional development opportunities, or scheduling a class field trip or Place-Based Learning experience, please visit [www.nps.gov/wefa/forteachers](http://www.nps.gov/wefa/forteachers) or call (203) 834-1896.



# Weir Am I? Unit Questions

Name\_\_\_\_\_ Date \_\_\_\_\_



1. You are a Park Ranger at Weir Farm National Historic Site! Your first visitor of the day has arrived. This visitor has never been to Weir Farm National Historic Site. Suggest three activities they may do during his or her visit. Include details, directions, and the amount of time the activities may require. Make sure your visitor is going to have fun!

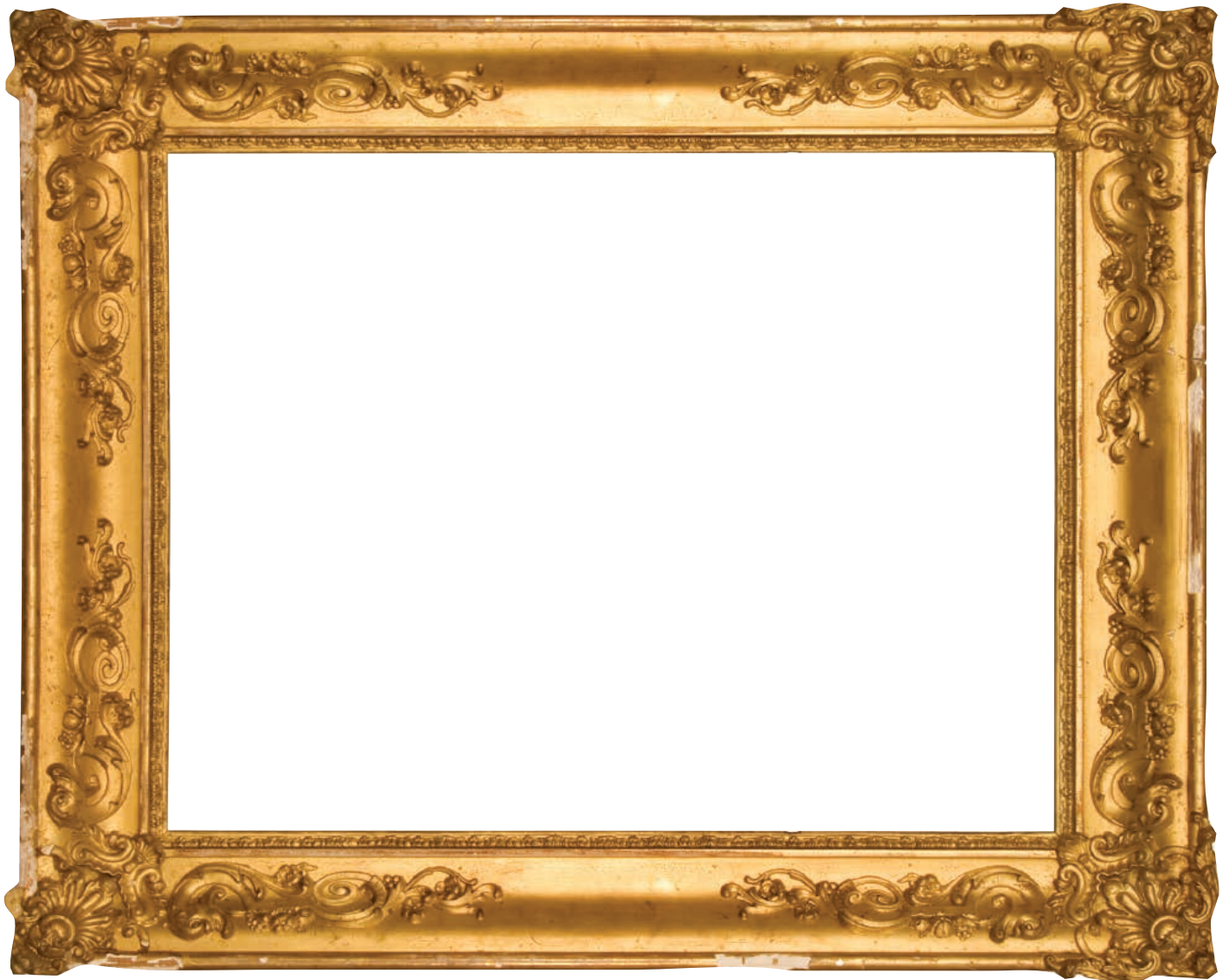


## Weir Am I? Unit Questions

2. Using the picture frame below, illustrate a scene at Weir Farm National Historic Site. Include yourself in the picture. Also include three resources that you may see or use at Weir Farm National Historic Site. Below list the three resources you will include in your picture.

- *Resource* – A person, thing, or material that can be used for help, support
- *Natural Resource* – Materials found in nature that people use

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_





## Weir Am I? Unit Questions



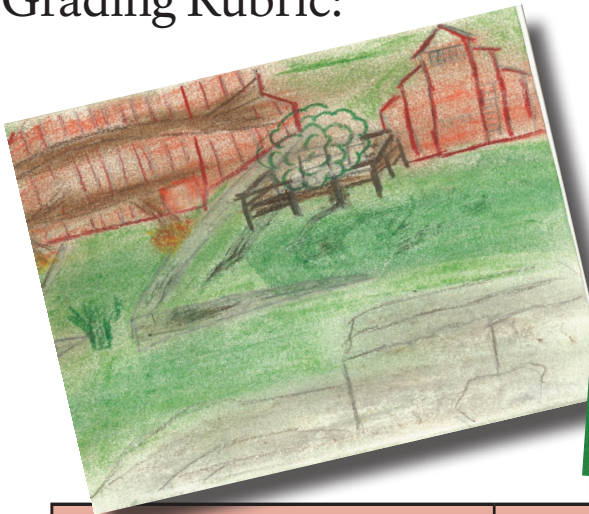
3. Describe why you think National Park Service sites are important to America?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



# Weir Am I? Written Assessment

## Grading Rubric:



3 Points	2 Points	1 Point
I included 3 activities with details. My activities are fun. I have spelled properly and used correct grammar.	I included 2 activities. I included some details. I have a few spelling and grammar errors.	I included 1 activity and few details. I have more than four spelling and grammar errors.
My illustration includes three resources. I used color.	My illustration includes two resources. I used color.	I included one resource. I did not use color.
I answered the question. I included details. I have spelled properly and used correct grammar.	I answered the question. I did not include details. I have a few spelling and grammar errors.	I did not answer the question. I have spelling errors. I did not capitalize my sentence or use proper punctuation.

