

## **LESSON PLAN 6: VIRTUAL DRIFTLESS: SHARING YOUR NEW KNOWLEDGE**

### **Overview:**

Over the last five lessons students have learned about how glaciers form, what forces cause them to move, and how that movement has affected the local landscape. The Driftless Area is home to wildlife and geology that is unique to the region. Previous lessons also examined humans' impact on the land, from mining and farming to Native American burial practices, and plans to preserve the land for future generations. This lesson has students use those building blocks of knowledge about the Driftless to create a virtual fieldtrip of the area.

**Duration:** Two class periods

**Grade Levels:** 5-8

**Subject Areas:** Earth Science, Physical Science, Geography

**Standards Addressed:**

- 4-PS3-1
- 4-PS3-4
- 5-ESS3-1
- MS-ESS2-5
- MS-ESS2-3
- MS-ESS1-C
- MS-PS2-4
- SS.G.1.5

### **Objectives:**

- Provide overview of previous Driftless lessons and knowledge acquired
- Ability to consolidate information from numerous lessons into a comprehensive understanding of the how glacial movement affected the local landscape
- Use technology to highlight the unique features of the Driftless are for the public

**Teacher Background:** Review background sections from lesson plans 1-5.

### **Activity: Creating a Virtual Field Trip**

### **Supplies Needed:**

Computers with Google Slides or PowerPoint

Previous Lesson Plans

### **Activity Steps:**

1. Spend a few minutes reviewing key terms and ideas from previous lesson plans
2. Split students up into 4-6 groups. Have each group open up a new Google Slide or PowerPoint file. Ask students to create a virtual fieldtrip for someone not from the area. How would you teach visitors about the Driftless? What information do you think they should know about the region's unique geologic past?
3. Presentations should include one slide each for the following categories:
  - A slide with brief text to explain the difference between Drift vs. Driftless
  - A slide featuring a geologic feature, plant or animal unique to the Driftless ecosystem and an accompanying photo
  - A slide with 3-5 bullet points about how human have impacted the Driftless over time
  - A slide about one location to take a virtual field trip, including an image, text, and map (see list of locations in Appendix)
4. Time may require the activity to be broken into two class periods. The second class session can allow for students to finish edits of their slides and present their virtual tours.

### **Discussion Questions:**

- Discuss the difference between Drift and Driftless
- What is unique about plant and animal life in the Driftless ecosystem?
- Talk about different ways in which humans have altered the landscape such as:
  - Farming
  - Mining
  - Development
  - Pollution
  - Mound Building
  - How do you think you humans continue to alter the landscape?
- How do you think the location you chose for your virtual field trip was affected by glacial movement? Would it look different if the glaciers passed through this region?
- What do you think someone from outside of this area would think about the Driftless?