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| <b>Title:</b>   |  |
| <b>Take a Left on Cactus Road</b>   |  |
| <b>Developed by:</b> Jane Blaile 2008 Wells Fargo Teacher on the Trail  |  |
| <b>Discipline/Subject:</b> social studies   |  |
| <b>Topic:</b> culture and identity  |  |
| <b>Grade Level:</b> 3-8   |  |
| <b>Resources/References/materials Teacher Needs:</b> a collection of ads, pictures, telephone books, or any other materials that have place names from Alaska, a scavenger hunt checklist for students  |  |
| <b>Lesson Summary:</b> Students will conduct a scavenger hunt to collect place names of their area that reflect the identity of it, the culture of it, and how others perceive it.  |  |
| <b>Standards Addressed:</b>   |  |
| <b>national standards:</b>  |  |
| NSS-G.K-12.2 Understand how culture and experience influence people's perceptions of places and regions   |  |
| <b>Alaska standards:</b> A student should be able to utilize, analyze, and explain information about the human and physical features of places and regions.   |  |
| (B) 2) analyze how places are formed, identified, named, and characterized;   |  |
| 3) relate how people create similarities and differences among places;  |  |
| 4) discuss how and why groups and individuals identify with places;   |  |
| 5) describe and demonstrate how places and regions serve as cultural symbols, such as the Statue of Liberty;  |  |
| <b>Arizona state standards:</b>   |  |
| Describe the natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change with emphasis on:   |  |
| 3SS-E6-PO4 influences and effects of regional images  |  |
| 3SS-E6-PO5 how culture and economics give a place identity and meaning and affect the perception of places and regions  |  |
| 3SS-E6-PO6 how places and regions serve as cultural symbols   |  |
| <b>Learning Objectives:</b>   | <b>Method of Assessment for Learning:</b>  |
| The students will:  | Make a checklist of examples for students to collect and give them points for each item collected. (see example) |
| <ul style="list-style-type: none"> <li>○ consider how the identity of where they live is influenced by the culture and nature around them (analysis)</li> <li>○ relate the culture of their area to its identity and perception others have of it (analysis)</li> <li>○ collect examples of identity that relate to the culture of their area (comprehension)</li> </ul>  |  |
| <b>Procedural Activities:</b>   |  |
| <ol style="list-style-type: none"> <li>1. Show students pictures of regionally named places from Alaska. (another state)</li> <li>2. Discuss how each name reflects the culture of the place.</li> <li>3. Brainstorm other possible names that might be found in Alaska (another state) - let them be creative!</li> <li>4. Categorize the places into types - streets, restaurants, schools, nurseries, other businesses, movie theaters, car dealers, parks, etc.</li> <li>5. Give the students the checklist and explain they need to show a picture, a menu, a business card, a flyer, a phone book listing, or any other evidence of the place.</li> </ol> |  |

**Materials Students Need:** scavenger hunt checklist, pencil, newspapers, magazines, phone books

**Technology Used to Enhance Learning:**

digital cameras, Internet access

**Other Information:**

You may have in class work time and resources so all students have access to needed materials.

**Modifications for Special Learners/Enrichment Opportunities:**

Allow students to photograph and import their pictures into a PowerPoint slide show.

To reinforce regional word meanings, find pictures of what is named e.g., Denali for Denali Elementary School.

Research Iditarod checkpoint names for connotations related to location. Possibly use the Insider video segment from [www.iditarod.com](http://www.iditarod.com) , Jan 02 "Checkpoints and Villages Along the Iditarod Trail, Chapter 1 Anchorage to Rainy Pass" and new additions for more!