

Lesson Title: Adventures of Oliver K. Woodman

Grade Levels: 3-4

Lesson Description:

After reading the captivating story of Oliver K. Woodman, students will have the opportunity to explore one of the stops on his journey more thoroughly. Using Google Earth, students will gain insight into the physical and human characteristics of their assigned location. They will then create a booklet that details the location's human and physical characteristics. In addition, they will include a fictional story about their imaginative adventures in this location based on the features they found. Join in the adventures of Oliver K. Woodman!

Literature Connection

The Journey of Oliver K. Woodman
By Darcy Pattison

Tameka longs to see her Uncle Ray who lives on the other side of the United States and writes him a letter inviting him to visit her in California. Her disheartened Uncle cannot make the trip as he will be working, but he sends someone special in his place. Because he is a cabinet maker, Uncle Ray builds a wooden man, Oliver K. Woodman, to hitchhike across the United States. Uncle Ray puts a letter in Oliver's backpack asking travelers who encounter him to help give him a ride towards California and to send a postcard to Uncle Ray along the way. Their postcards make the story come alive as Oliver travels with a Brahman Bull, in a fourth of July parade, and through the redwood forest. This multicultural book is wildly original and sure to please both teachers and students alike.

Concepts and skills

- Place
- Human features
- Physical features

National Geography Standards

- Interpret aerial photographs or satellite-produced images to locate and identify human and physical features (e.g., mountain ranges, rivers, vegetation regions, cities, dams, reservoirs)
- Use labels and symbols to locate and identify physical and human features (e.g., largest cities, rivers, recreation areas, historic sites, landforms, power plants) on a prepared base map of the state or United States

Common Core Standards:

- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Objectives: Upon completion of this lesson, students will be able to:

1. Locate and identify human and physical features.
2. Describe how these human and physical features can dictate what one does in that location.
3. Write informative texts to examine a topic and convey ideas and information clearly.

Google Earth Skills Needed:

- View and exit street level imagery
- Navigate in street view
- View 3D buildings and trees

Teaching Procedures**Day 1**

1. Introduce the concept of place, human features, and physical features by using Google Earth to describe the physical and human features that surround your school. The teacher will describe these features and label them for the students.
2. The students will then be asked to find a familiar place in their town (ie: their home) and write down three human and three physical features that surround the location they chose on the “Physical and Human Features” graphic organizer. They can do this individually or with a partner.
3. The teacher will then read *The Journey of Oliver K. Woodman* to the class, making sure to discuss the various places Oliver is visiting and what it would be like to be there based on the physical and human features that can be seen.
4. Using Google Earth, each student will explore one of the stops on Oliver’s journey and will use the “Oliver’s Adventure with Human Features” and the “Oliver’s Adventure with Physical Features” graphic organizer to record specific information about that place. The students will only fill in the left three boxes of each graphic organizer. The teacher should model how to record the first stop on Oliver’s journey before the students do this activity.
5. Using this information, students will brainstorm ideas about what it would be like to visit their location based on the information they noted in their “Oliver’s Adventure” graphic organizers. They will now fill in the right three boxes in of the graphic organizers.

Day 2

6. Using the two graphic organizers they filled out on day 1, the students will write one paragraph describing three physical features that make their location special. Another paragraph will be dedicated to describing three human features that make their city special. The third and final paragraph will describe one or two things they would most want to do with Oliver in that city and why.
7. Each student will proofread and edit their rough draft, making sure there are no spelling or grammar errors. They will work with a partner based on the timing of those who finish and they will edit each others' paragraphs. The teacher will make sure to help each student before they create their final draft.

Day 3

8. Once the draft has been proofread and edited, each student will get one sheet of construction paper and one sheet of white computer paper. They will fold each of these sheets of paper in half (the hamburger style), putting the white paper inside the construction paper and stapling along the folded edge. This will resemble a book.
9. On the front of this book, the student will title their work, write the location they studied, and include their name.

10. Students will write their story within the inside white pages of the book. The first white page will contain an outlined map of the United States with a star to mark the location of their city. The students should include a sentence explaining that this is the location where they met Oliver. On the other side of that page, or the second white page, students will write the first paragraph from their edited draft. They can include illustrations as time allows. The third page will include the second paragraph from their edited draft.
11. The third page will be dedicated to the adventure they would have with Oliver if they met him in that location and an explanation for why they would do this. This will be the third paragraph from their edited draft.
12. Once the students have completed their books, they will share the physical and human features of their location with a partner. They will then describe to their partner the activities they would choose to do with Oliver if they met him there and why they chose those activities.

Assessment:

Objective 1 will be assessed based on completion of the “Physical and Human Features” graphic organizer and the left three boxes in the “Oliver’s Adventure” graphic organizer for both human and physical features.

Objective 2 will be assessed based on completion of the right three boxes of the “Oliver’s Adventure” graphic organizer for both the human and physical features. This objective will also be assessed when students write a narrative associated with their specific location.

Objective 3 will be assessed based on each student’s informative description of their location.