Authentic Activities

**Geocaching – City Exploration**

*Strand* Geography

*Topic* Spatial Thinking and Skills

Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.

*Content Statement 4.* Latitude and longitude can be used to identify absolute location.

*Strand* Geography

*Topic* Human Systems

Human systems represent the settlement and structures created by people on Earth’s surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.

*Content Statement 6.* Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment

*Strand* Economics

*Topic* Financial Literacy

Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.

*Content Statement 16.* When selecting items to buy, individuals can compare the price and quality of available goods and services

For this geocaching activity, students will be put in groups of 3-5 (depending on the number of adult volunteers). Each group will be given a list of coordinates. Each coordinate will lead to a significant place in our city. Some examples: Sam Hornish Jr. monument, canon at the library, court house, etc. As a group they will travel to those locations and take a picture of the place.

They will also note the significance of that place to our city. If students don’t know why that place is significant yet, when they return to the school they will have time to do some research.

Once all the groups have returned to the classroom, they will put together a short presentation about each location they came across. There will also be a few “bonus” locations. Instead of having coordinates, there will simply be a description of the area. If a group successfully figures out what the secret locations are, they will find a note at those locations to bring back with them. This will encourage students to think about the different regions just in our town.

To tie in some economic standards, a few coordinates listed will bring groups to some different stores. Along with those stores, there will be a few different school supplies listed. If they go to those locations, they will figure out which is a better deal on different school supply items (for example, a store sells notebooks individually for $1 or they have a set of 5 for $4.50… that’s a very simple example and the ones they would come across would be a little more difficult but it gets the point across).

**Mystery Strategy- Mystery People and Places**

*Strand* Geography

*Topic* Places and Regions

A place is a location having distinctive characteristics, which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.

*Content Statement 5.* Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic).

*Strand* Geography

*Topic* Human Systems

Human systems represent the settlement and structures created by people on Earth’s surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.

*Content Statement 6.* Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.

*Strand* Economics

*Topic* Economic Decision Making and Skills

Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence, and proposing alternatives to economic problems.

*Content Statement 12*. The choices people make have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.

For this mystery activity, students will be placed in groups of 3-4. Groups will be given clues throughout the class that will be about a person or place in history.

Each group starts with one clue. After that one clue groups can either take a guess right away or choose to do some research on their chromebooks using that clue. After doing some research groups can take a guess.

If a group guesses and is wrong, they will receive the second clue card. If they guess right they will start another set of clues about a different person or place. The object of this activity is for groups to figure out the mystery person or place in as little clues as possible. They will have to use their critical thinking skills and research skills to make logical guesses. The winning group will be determined by whichever group figured out the most people/places by the end of the class. If two groups made it through the same number of people/places, the group that used the least amount of clues through it all will be the winners.

The first clue will be fairly vague. Example: This person lived in the United States.

The second clue will be a little more specific. Example: This person was a man who was born in Kentucky.

The third clue will include even more detail. Example: This man had a wife and four kids.

They would continue with clues dealing with the person’s job, importance in history, appearance, what the consequences of their actions were, etc. The order of clues could be changed or some could be added to/taken out depending on the ability level of the students.

\*Not necessarily s.s. related, but this could also be a fun end of the year activity for the students to do and make the clues about the different staff members in the school. Just for fun. :)