

ND Tourism Lesson Plan
2/8/19

Grade: 4th		Subject: North Dakota Studies	
Materials: markers, white construction paper		Technology Needed: smartboard	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s) Standard 3: Economic concepts 4.3.3 Explain the impact of tourism on North Dakota's economy (e.g. revenue for our state, jobs created, tourist sites--Fort Lincoln, Peace Gardens, Medora, Lake Sakakawea, Devils Lake)		Differentiation Below Proficiency: Students work in groups, so they have their peers to help them spark ideas Above Proficiency: Students can contribute ideas to their group that most people wouldn't think of Approaching/Emerging Proficiency: This lesson is tailored for these students Modalities/Learning Preferences: Visual- tourist attraction ideas will be on the whiteboard, Josh Duhamel videos will be shown on the smart board, I will show graphs Auditory- students will collaborate in a small group Kinesthetic- students will come up to the whiteboard to write down an idea	
Objective(s) By the end of the lesson, students will be able to describe how North Dakota tourism impacts the economy of North Dakota. Bloom's Taxonomy Cognitive Level: comprehension			
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> - Use sticks to pick groups - Students will sit with their group wherever they choose - I will say eyes up here if needed to redirect attention 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> - Students will collaborate and contribute to their group - Students will be active listeners - Student voice levels should be at a 2 when brainstorming ideas 	
Minutes	Procedures		
2 minutes	Set-up/Prep: <ul style="list-style-type: none"> • Get video link ready • Get ND Tourism Impact data sheet link ready • Gather construction paper and markers 		
4 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • “We are going learn about tourism in North Dakota and how it impacts our economy.” • “So, what is tourism?” • “What do people come to do or see in North Dakota?” • Discuss the concept of tourism • “Who knows who Josh Duhamel is?” • Explain how he is a North Dakota native born in Minot, ND and how he did an advertising campaign for ND tourism • Show Josh Duhamel videos <p>https://www.ndtourism.com/information/advertising-campaign</p>		

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15 minutes	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • “Josh Duhamel gave us a couple ideas of some tourist attractions in North Dakota, but now I’m going to have you all brainstorm and think of more tourist attractions in North Dakota.” • “I know you learned about some of these in ND studies the last couple of days” • “I will put you into groups to do this” (groups of 3 or 4) • “One person in your group can be the designated writer or you can take turns, but everyone must participate and contribute ideas” • “The first person I pick for each group will come up and get a sheet of paper and a marker for your group to write your ideas ” • “Once I say your name get together with your group” • Color code groups with color of marker • Pick groups with sticks • Give students some time to collaborate and come up with a list of tourist attractions in North Dakota • Walk around to the groups as they are brainstorming and writing down their ideas • Have one person from each group come up and write one idea on the whiteboard (in order by color) • “If it is already on the board, choose another one” • Do the same for the second person in each group and then the third and finally the fourth (if applicable) • Read all the tourist attraction ideas on the whiteboard • Discuss and maybe add more ideas • Tell students that I will write all the tourist attractions on chart paper after this so that they can refer to it when they start a project
10 minutes	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • “Now we know what tourism is and have ideas about what places tourists visit in North Dakota.” • “Now how about economy?” • “Can anyone explain to me what economy is?” • “The economy is all about money being made and money being spent.” • “North Dakota has its own economy.” • “In what ways do you think tourism impacts North Dakota’s economy?” • Have students do a turn and talk to discuss how they think tourism impacts ND’s economy • Discuss how tourist attractions impact ND’s economy <ul style="list-style-type: none"> ○ Example: Medora (Medora Musical, Pitchfork Steak Fondue, buy items at gift shops etc.) people also need to work at these places which creates jobs ○ It is important to think deeper into some ○ Example: World’s Largest Buffalo in Jamestown (gift shops, restaurants in town, gas) ○ Revenue or income for our state & jobs created • Explain ND Tourism Impact data <ul style="list-style-type: none"> ○ Relate campaign results data to Josh Duhamel’s advertising campaign ○ Tourism is North Dakota’s 3rd largest industry- show pie graph ○ Visitor spending in North Dakota- show bar graph <p>https://www.ndtourism.com/sites/default/master/files/pdf/TourismImpact20162017.pdf</p>
5 minutes	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Review some of the tourist attraction ideas on the board • Students will complete an exit slip <ul style="list-style-type: none"> ○ “You will choose one tourist attraction that your group came up with” ○ “You will specifically describe how the specific tourist attraction impacts North Dakota’s economy in some way” <ul style="list-style-type: none"> - How does it generate income or make money? How? - Does it create jobs? What kind of jobs?

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	<ul style="list-style-type: none"> - Refer to Medora or the World's Largest Buffalo as an example (students can't choose these ones) o Hand out an exit slip to each student
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student's learning?) <p>Monitor groups while brainstorming and writing down ideas of tourist attractions in North Dakota</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>Students will complete an exit slip to describe how a tourist attraction of their choice specifically impacts the economy of North Dakota.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I thought the lesson went well and students seemed to be engaged throughout the lesson. Mrs. Degree evaluated me on this lesson and she had all good things to say which made me feel confident that it was a good lesson. I thought it was cool to show the Josh Duhamel advertising videos, but I was surprised when the students didn't really know who he was. It worked really well to put students into groups to brainstorm ideas of tourist attractions in North Dakota. I believe that multiple minds working together is better than one. I am glad that I chose groups by picking sticks, because it usually doesn't end well when students pick their own group members. I also gave each group the choice to have a designated writer or take turns which added some differentiation. The students came up with really great ideas, some that I hadn't even thought of. When students were collaborating and coming up with ideas, the room got louder but students were being productive. I walked around the room and made sure that each student was participating and contributing to their group because I know how easy it can be to slack off when that teacher presence isn't there. I could tell that students understood the concept of tourism and they identified many tourist attractions in North Dakota. Having the students come up and write one of their ideas of a tourist attraction in North Dakota on the white board got students moving and this is something I would for sure do if I taught the lesson again. I told the students that I would take their ideas on the board and write them on chart paper so that they can refer back to them. My lesson was more of an introduction to tourism in North Dakota as they will soon begin a project where they make a brochure to promote tourism in North Dakota. I could tell that some students had difficulties grasping the concept of economy and how our North Dakota economy is impacted by tourism. I took some specific examples and tried to explain specifically how they impact the economy, which helped many of the students to understand. Showing the graphs was a good visual, I just wish I would have spent some more time explaining the graphs. I could tell if students understood the whole concept of tourism and its impact on the economy by looking at their exit slips. Some students fully understood, while others didn't quite grasp the economic part. Maybe next time I would find ways to explain the economic correlation better, although I feel it is a hard concept to understand especially when it is introduced.</p>	