

Don't Monkey Around with Safety on Field Trips

Document-Based Question (DBQ)

Lesson Plan (3-6)

Learning Objectives

Students will:

1. Understand the importance of safety rules.
2. Listen critically to interpret and evaluate.
3. Participate in class discussion.
4. Write safety rules.
5. Analyze, synthesize, and evaluate a primary source image.

TEKS:

SS: 3.11A; 4.21AB, 4.22BCDE, 5.24AB, 5.25BCDE

ELAR: 3.1ABCDE, 3.11AB, 3.12B; 4.7AB, 4.11A, 4.12B; 5.7ABCDEFG, 5.11A, 5.12B

Health: 3.2A, 3.9ABDEF, 3.10A; 4.9BCH, 4.11ADE; 5.9BC, 5.10AB

Materials Needed:

Don't Monkey Around with Safety on Field Trips book or *Don't Monkey Around with Safety on Field Trips* PowerPoint, *Don't Monkey Around on Field Trips* Safety Cards, *Don't Monkey Around on Field Trips* Slides PowerPoint, Historical Scene Investigator handout, paper sack, chart paper, Field Trip Acrostic handout

Resources:

DRSR Children's Books website, DRSR Education Publications and Lessons website

Vocabulary:

field trip, safety, rules, contract

Teaching Strategy

Teaching Tips:

- You can order the *Don't Monkey Around with Safety on Field Trips* book on the DRSR website for free.
- *Print the Don't Monkey Around on Field Trips* Safety Cards in advance and put them in a paper bag.
- You might consider having students analyze the primary source images from the PowerPoint in groups. Post the images on chart paper.
 - Divide the students into groups.
 - Have each group go to one of the images and answer the question: Why is safety important on this field trip?
 - Students write their response on the chart paper under the image.
 - Then have students rotate clockwise to another image. Look at the image. Read the current responses on the chart paper and add additional responses.
- This would be a great story to use for shared and modeled reading. You can project the book on the screen.

- You might consider having students reread the story during station time. Provide questions for students to find text evidence at the station. Students can also write cause and effect statements about safety rules.
 - Some of the other DRSR Children's Books would make great read alouds.
1. Introduce the theme of safety and get students talking about safety with a bag filled with the *Don't Monkey Around on Field Trips Safety Cards*.
 2. Take each card out one at a time for discussion. Ask questions such as:
 - What is this a picture of?
 - Why do we need this? or Why do we do this? (the image of the students walking in a straight line)
 - How does it help us?
 - How does this keep us safe?
 3. Share with students that they are going to be Historical Scene Investigators. (Play it up with them and get them excited about being investigators.) Give each student a Historical Scene Investigator handout. Explain that you are going to show them a piece of an image, and they are going to predict or infer what the image is based on what they see.
 4. Open the *Don't Monkey Around on Field Trips Slides PowerPoint*. (Each time you click, a piece of the image will reveal itself.)
 - Click one time so students see the little girl in the image.
 - In the first column of the handout, have students list everything they see in the image.
 - Then on the right-side of the handout, have students make a prediction about what they think the whole image is.
 - (Click) Show another piece of the image. Have students once again list everything they see and make a prediction.
 - Continue the process until the whole image is revealed. The last image might help students make a connection to the students on a field trip with their teacher.
 5. Once the whole image is shown and students have made predictions, have them use their senses to try to make sense of the image. Ask questions such:
 - What do you see in the image?
 - What might you hear if you were in the image?
 - How might you feel?
 - Where do you think this image takes place?
 - Is it in the present? How do you know?
 - What might this image have to do with safety?
 6. Have students write a summary on the bottom of their handout of what story the image is telling. Allow time for students to share.
 7. Explain to the students that this image was taking in 1899. It shows students on a field trip at the Library of Congress in Washington D.C. Ask questions such as:

- Have you ever been on a field trip?
 - Where did you go?
8. Have students brainstorm different places to go on field trips.
 9. Show students Slide 2. Ask student questions such as:
 - What do you see in the image?
 - What do you think is happening?
 - What do you wonder?
 10. Share with students that this is a field trip to the Grand Canyon in Arizona. (See what students know about the Grand Canyon.)
 - When do you think it was taken? (present day) What makes you say that?
 - How is this image similar to the last image we looked at? (Both images show students on a field trip. Both images have students arranged in an organized fashion (in a line or group); Both show students paying attention; Both have an authority figure with them leading the discussion; etc.)
 - How are the images different? (One is outside and the other is inside; One is in the past and one is in the present; etc.)
 - How do both images show students following safety rules?
 - What rules might be important on this field trip to keep students safe?
 - Why is safety important on field trips?
 11. Show students Slide 3 and ask questions such as:
 - What do you see in this image?
 - Where do you think this image takes place? What makes you say that? (This image is from an exhibit at the Idaho Museum of Natural History. It was taken in 2012)
 - What rules might be important on this field trip to keep students safe?
 12. Ask students to think about their day so far and what rules they've had to follow. Have students share the rules. Ask questions such as:
 - Why do we follow rules?
 - What would happen if we didn't have rules?
 - What is the purpose of rules?
 - Why do we need to follow rules while on a field trip?
 - What rules do you think are important to follow on a field trip to keep everyone safe? (Write students responses on a sheet of chart paper or on the board.)
 13. Share with students that you are going to read a book titled Don't Monkey Around with Safety on Field Trips. Show the cover. Have students predict what it might be about. Have them explain their predictions.
 14. Explain to the students that as you read, you want them to think about the rules listed on the chart to see if any of their rules are the same as the ones mentioned in the story.





15. Read the story. Ask questions such as:

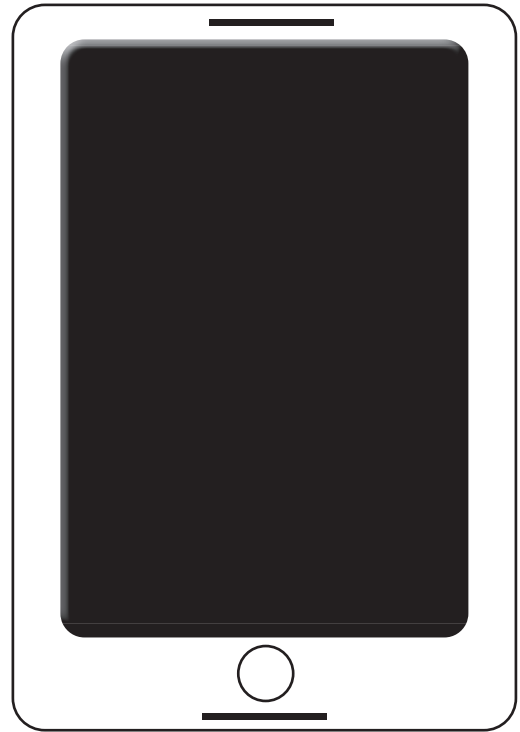
- Which safety rules mentioned in the story were the same as the ones we listed on the chart?
- What were some of the other ones mentioned in the story?
- Why is it important to follow safety rules on a field trip?
- What are some rules to remember when riding on a bus?
- Why is it important to listen to the bus driver?
- Why are rules important?

16. Show Slide 4. Have students write an expository essay to answer the question: Why is safety important on field trips? Have them think back to the images they looked and discussed as they write. Students should answer the question by giving three reasons to support their answer. They should provide reasons and examples.

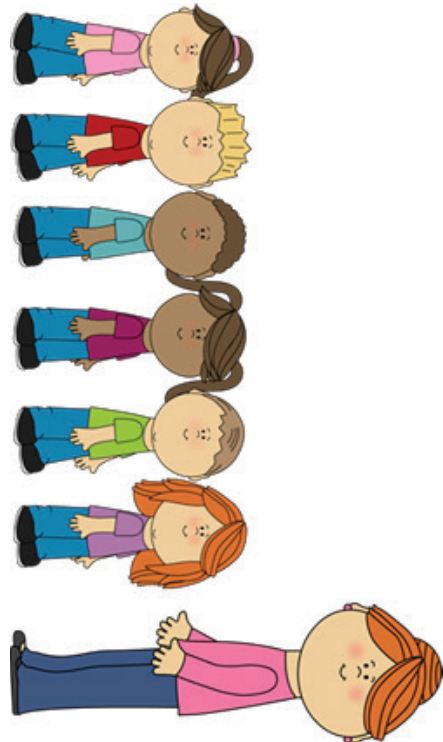
17. Students share their essays either with a partner or the class.

18. As an extension, have students create a FIELD TRIP acrostic on the FIELD TRIP acrostic handout. Each letter should either give reasons for being safe on field trips or rules for being safe on field trips.

Don't Monkey Around on Field Trips Safety Cards



Don't Monkey Around on Field Trips Safety Cards





HSSI

Historical
Safety
Scene
Investigation

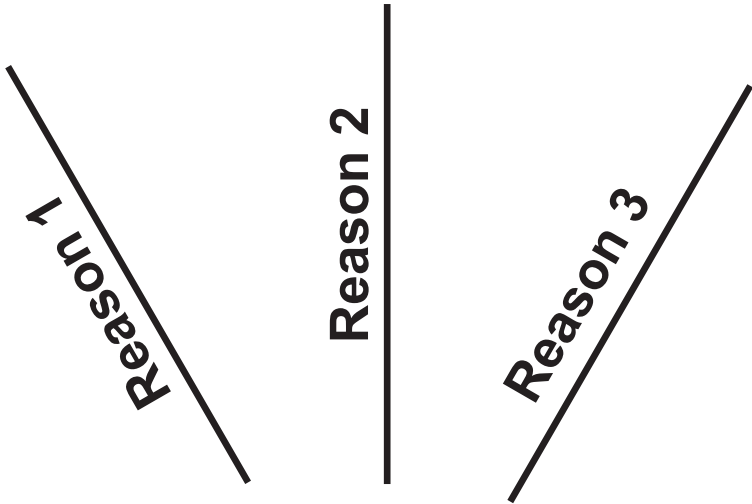


Student field trip to the Grand Canyon



IMNH exhibit in Pocatello Idaho. 2012





Why is safety important on field trips?



HSI



HISTORY SCENE INVESTIGATOR

1) The Evidence

What do I see in the image?

LIST:

2) Prediction:

What do I think this is?

Uncover a piece of the image



Add what I see to my LIST

3) Second Prediction:

Now I think?

Uncover a piece of the image



Add what I see to my LIST

4) Final Prediction:

I think?

5) Title and Summary of Image:

FIELD TRIP Acrostic Poem

Directions:

Create a Field Trip acrostic poem. Each letter should be the first letter of a sentence that either gives a reason for being safe on field trips or the first letter in a rule for being safe on field trips.

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