



ACTIVITY 4

ACTIVITY OVERVIEW

Chesapeake Bay Gateways Map Activities

Activity Description

Students will carry out activities using the *Chesapeake Bay Gateways Map and Guide* to develop skills in knowledge, comprehension, application, synthesis, analysis, and evaluation (Bloom's Taxonomy).

Materials

Chesapeake Bay Gateways Map and Guide

Teacher Background

Students can use the information and images in the *Chesapeake Bay Gateways Map and Guide* to complete one or more of the activities inspired by the map. Some activities are suitable for use prior to the field trip; others will work well as post-visit activities, allowing students to reflect on their trip. The activities are arranged according to Bloom's Taxonomy for categorizing educational questions.

Getting Copies of the Chesapeake Bay Gateways Map and Guide

A copy of the *Chesapeake Bay Gateways Map and Guide* is enclosed with the Activity Guide. To order additional copies, contact any Gateway site or:

Chesapeake Bay Program Office
410 Severn Avenue, Suite 109
Annapolis, MD 21403
1-800-YOUR BAY
www.baygateways.net



ACTIVITIES – INSTRUCTIONS

Chesapeake Bay Gateways Map and Guide

A Selection of Pre- and Post-Field Trip Activities

Use the information and images in the *Chesapeake Bay Gateways Map and Guide* to complete one of the activities below. The activities are arranged in complexity according to Bloom's Taxonomy for categorizing educational questions.

Knowledge

Select ten vocabulary words from the article on the back of the *Chesapeake Bay Gateways Map*. Find those words in the dictionary and share the definitions with the class. Add the words to your classroom Word Wall.

Comprehension

Work with a partner or small group to develop twenty trivia questions (and short answers) based on information you read on the back of the *Chesapeake Bay Gateways Map*. Put your trivia questions on index cards with the answers on the other side. Create rules for playing a Chesapeake Bay Trivia Game. Share your game with the class.

After reading the information on the back of the *Chesapeake Bay Gateways Map* or after taking a field trip to a Chesapeake Bay Gateways site, select a related topic you would like to research. After researching and taking notes on this topic, prepare a written report, oral report, or radio talk show to share your information with your class or with another class.

Application

Use the information you have learned from reading the *Chesapeake Bay Gateways Map* to develop a poster, mural, drawing (with captions), or bulletin board to share important facts about the Bay.

Use the *Chesapeake Bay Gateways Map* to plan a trip for your family, class, or your scout troop. Write or look online for more information on the sites you would like to visit.

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Synthesis

After reading the facts about the Bay on the back of the *Chesapeake Bay Gateways Map*, use some of that information in a poem or song about the Bay.

Imagine you are a time traveler looking at the timeline on the back of the *Chesapeake Bay Gateways Map*. You have the ability to travel in time over thousands of years. Begin writing journal entries in a travel log beginning at 15,000 B.P. (before present). Explain what you see in and around the Chesapeake Bay area at that time. Continue traveling forward, stopping at five more time periods (of your choice) along the timeline. As you stop at each time period, write a journal entry describing what you see in and around the Bay.

Work with a partner or in a small group to list some activities you can do at home, at school, and/or in the community to protect the future of the Chesapeake Bay. Using that list, develop and conduct a survey to find out how many people in your class participate in those activities which help save the Bay. Share your survey results orally or in the form of a graph or chart.

If you were developing an activity for the back of the *Chesapeake Bay Gateways Map* what would it be? Develop an outline of the activity to share with the class.

Analysis/Evaluation

The timeline on the *Chesapeake Bay Gateways Map* covers a period of thousands of years. The timeline can be divided into two parts – the period prior to 1524 (date of first known European contact in the Chesapeake Bay region) and the period after 1524. Think about how the Bay has changed over time, and compare and contrast these two periods. Consider changes related to transportation, communication, technology, economics, and/or geography.