

Amusement Park Extravaganza

The students worked cooperatively to create their own amusement parks while learning the state's proficiency learning objectives in a fun and unique way.

Curriculum/State Standard

Ohio Sixth Grade Proficiency Learning Outcomes

Overview

This lesson plan was designed to be an interdisciplinary unit used to teach/reinforce proficiency material in a memorable way. Everything the students did was placed on a tri-fold display board. We had a parent night to show off our projects. To make the evening more entertaining, the students created an amusement game and gave away candy and prizes to family members who tried their game.

Objectives

- The student will write letters to existing amusement parks requesting information.
- The student will write a personal narrative and journal entry telling about a specific trip to a park.
- The student will measure and cut an isosceles triangle to create a pennant for their park.

- The student will create a graph displaying the results of their surveys regarding amusement park favorites (food, ride, and souvenir).
- The student will design a map of their theme park using symbols and a key.
- The student will make a brochure of their park and include highlights and attractions and include a map showing distances from major cities to their park.
- The student will create a list of possible civic issues that might occur involving their amusement park and list possible solutions to those issues.
- The student will classify various amusement rides according to Newton's Laws.

Continued on the back...

6

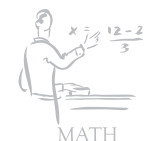
GRADE LEVEL



ARTS



LANGUAGE



MATH

Misc

MISCELLANEOUS



SCIENCE



HISTORY



SOCIAL STUDIES

2

WEEKS

\$750

TOTAL BUDGET

“Amusement Park” project continued...

Materials

tri-fold display boards
felt squares for pennants and various materials to decorate them
digital camera to record the activities
trophies for the best display
popcorn and lemonade to sell on Parent Night

Readiness Activity

The students were divided into groups of six. They were teacher selected to ensure that ability levels would be well balanced. A discussion about various amusement parks and their personal experiences first took place. Then, the students talked about problems or improvements that could be made at some of the parks, such as the lay-out, long lines at food counters, parking, etc., and what could be done to rectify them. They were told they would now have the opportunity to create their own amusement park.

Strategies/Activities

Each group chose a theme, logo name, and location for their parks.

They designed a map of the inside of their park and had to include symbols and a key. They were encouraged to use map pins, push pins, and tacks to create a three-dimensional effect.

They made a brochure of the park. They had to include highlights and main attractions and a map showing distances from major cities.

They created a list of possible civic issues involving an amusement park and possible solutions.

They wrote a set of directions using major state routes and highways to get to their park.

They wrote a personal narrative or journal entry involving their own personal experience of going to an amusement park and riding the rides.

They wrote letters to amusement parks, asking for directions, information, or a pamphlet.

They created and performed commercials advertising their parks.

They wrote invitations inviting their families to Parent Night.

They created pennants using felt squares and cutting isosceles triangles. They had to include their logo and name.

They surveyed 100 people per group to find out what people's favorite ride, food item, and souvenir were from amusement parks. Then they graphed their results.

They designed colorful menus for their amusement park restaurants.

They set up work schedules for first, second, and third shifts.

They sold popcorn and lemonade on Parent Night.

Each group created a concession-type game that was set up in front of each booth.

Culminating Activity

Our culminating activity was a Parent Night to show off their work on their display boards and to get parents to try their skills at their games and to win prizes. We had over 500 people in attendance that night and sold out of popcorn and lemonade.

Evaluation

Evaluation was group or individual grading based on participation, cooperation, and self-evaluation.