**![C:\Users\teschowv\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JUV9HYG7\MC900187455[1].wmf]()Urban Toronto Field Trip**

1. **Intro/Google Earth**

(each whole class, in class—3s from 2/3 could join us, or 2s could be farmed out for a period, and he could do it with his 3s) Show students Google Earth; zero in on Mississauga, Toronto. Announce our intentions of going on a field trip to Toronto.

1. **Specific Destinations**

Display the following questions (or some variations thereof), to peak student interest:

* Where can you find two glass buildings, one that houses dinosaurs and the other that is home to music? (ROM/RCM)
* Where will you find an indoor track, indoor swimming pool, millions of dollars worth of art, and a great hall like at Hogwarts? (Hart House/U of T)
* Where can you find a courthouse, a fountain, and more than 5 hospitals, all on one street? (University Ave.)
* Where can you see a car exploding out of a brick wall? (Queen St West/City TV)
* What is the world’s longest street? (Yonge st)
* Where can you shop for fruits and vegetables, see live squid and go to the doctor, never speaking English? (Chinatown)
1. **Student Choices**

Explain that although we will all travel to Toronto together, students will choose which part of Toronto they research, visit and report on. Have students select their two top choices on a card or slip of paper with their name on it; teachers meet to arrange groups , assign students and a leader to each group.

1. **Map Trip**

Show students map, discuss how we will get to Toronto. Go on MT and TTC website and map trip route; discuss merits of various routes

1. **Send home and collect signed field trip letters & $5 per student**
2. **Contact any additional parent volunteers**
3. **Purchase TTC tix and MT tix**
4. **Contact MT to confirm date, arrange extra bus**

1. **Pre-trip Destination Research**

Each adult meets with his/her group over a lunch time

* Distribute “research” booklet
	+ cover page: “My Trip to \_\_\_\_\_\_\_\_ in Toronto” (leave space for picture later)
	+ predictions/wonderings
	+ transportation options
	+ modes of transportation used
	+ people seen enroute
	+ interesting buildings (at least two sketches, and words to describe)
	+ map of the area your group walked around, incl. street names
	+ reflections (enroute home, that night, a few days later) “My favourite part of the trip was \_\_\_\_\_\_\_\_\_\_\_\_\_\_ “, “A question I still have about Toronto is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”, etc.
	+ space for planning 3-5 sentence oral presentation later
* Google photos
* Gather questions for discussion enroute
* Collect booklets
1. **Day before the trip**
* Remind students to dress warmly, bring lunch and water bottle
* Review rules and expectations for the trip, i.e. stay within eyesight of your group leader, listen to group leader at all times, stay on the sidewalk, be polite to any people we meet; if going indoors, use quite voices (on bus/subway, too)
1. **Day of Trip**
* Students meet in class for attendance, then line up outside front of school according to their group – remind them to bring a pencil
* Walk to bus, and go have fun!
* Students complete booklet
* HOMEWORK: Students finish their cover page picture, and complete the reflection section of booklet
1. **Follow Up Activities**
* Students meet with other members of their group in their class to share their booklets, and discuss the trip, prepare 3-5 sentences (mini ***oral report***) about their group’s learning
* Students meet with students from at least two other groups to share the learning and ask questions
* Students write either a ***recount*** of the trip, or a ***description*** of one part of the trip (a building or a street, etc.) – writing process (model first)… could be published on their blog with a photo imported and credited from online
* Students could design and mail a postcard from this project: http://www.peace-quest.org/2012/09/rizal-public-elementary-postcard.html

**![C:\Users\teschowv\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JUV9HYG7\MC900187455[1].wmf]()Urban Toronto Field Trip Groups**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Destination** | **Bloor St/Philosopher’s Walk (ROM/Planetarium/RCM)** | **U of T/Hart House /Queen’s Park** | **University Ave Hosp/Courthouse** | **Queen St West/City TV** | **Yonge Street** | **Chinatown** |
| **Adult(s)****& Cel #** |  |  |  |  |  |  |
| **Station** | Bloor/St George (or Museum Stn) | Museum Station or St George | Queen St. (walk up to Queen’s Prk) | Queen St (could take streetcar few stops to Spadina, wlk bck) | Yonge & Bloor | Spadina, take LRT south to Dundas |
| **Students** |  |  |  |  |  |  |

***All groups must be back at Islington subway station by 2 p.m. in order to catch the 2:03 Mississauga Transit bus! If you are going to be late, there is another bus at 2:17 p.m. Please call at least one other Group to let them know of your whereabouts.***

![C:\Users\teschowv\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JUV9HYG7\MC900187455[1].wmf]()Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Urban Toronto Field Trip – Follow-Up**

|  |  |  |
| --- | --- | --- |
| **3-5 Sentences about****my Group’s Destination** | **What I Learned from \_\_\_\_\_\_\_\_\_\_\_**  (other student name)**About \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (another part of the city) | **What I Learned from \_\_\_\_\_\_\_\_\_\_\_**  (other student name)**About \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (another part of the city) |
| **Sentence starters:*** *Our group went to…*
* *We got off at … and then ….*
* *Something interesting we saw was…*
* *A question I had before the trip was… I found out that…*
* *My favourite part of the trip was… because…*
 |  |  |

**Mississauga Transit 905-615-4636, option 3**

* Children’s tx, 10 for $16.50
* Adult tix, 10 for $26
* Morning bus (Bloor 3 to Islington subway), Bloor & Tomken
* 8:48, 8:57, 9:06

**TTC**

* Children’s tx, 10 for $6.00
* Adult tix, $3 each

Total cost for transportation:

50 children return, both systems = 10 x 16.50 + 10 x 6 = $225

10 adults, return, both systems = 2 x 26 + 20 x 3 = $112

TOTAL COST: $337

($7 per kid, or if we can get $87 donated, then we can charge $5 a kid)