

**(Campus) (Subject) Outreach Learning**  
**May 18<sup>th</sup> – 22<sup>nd</sup> , 2020**

**(Grade Content) Week of (Date)**

Teacher/Team:

If there are any questions, please feel  
free to email me/us at:

(Email Address of the Teacher)

Link to [TEAMS Folder](#)

Previous Lessons:

Link to: (Resources).

[vaughnt@lpisd.org](mailto:vaughnt@lpisd.org)

[1st Period](#)

[2nd Period](#)

[3rd Period](#)

[5th Period](#)

[7th Period](#)

[8th Period](#)

[Lesson Resources for Geometry with Tiffiny Vaughn](#)

## Objectives

Objective / I Can:

- I can apply mathematics to problems arising in everyday life, society, and the workplace. (1A)
- I can communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (1D)
- I can create and use representations to organize, record, and communicate mathematical ideas. (1E)
- I can analyze mathematical relationships to connect and communicate mathematical ideas. (1F)
- I can display, explain, and justify mathematical ideas and arguments using precise mathematical language in written and oral communication. (1G)

## Activities

Student Activities:

**Watch “FLATLAND MOVIE”**

**Write a summary of what you learned from watching this movie based on the novel, Flatland by Edwin A. Abbott, published in 1884 it tells the tale of a square, a resident of a two dimensional world, and his discovery of an incredible third dimension when he is visited by a sphere from Spaceland.**

This masterpiece of science (and mathematical) fiction is a delightfully unique and highly entertaining satire that has charmed readers for more than 100 years. The work of English educator and Shakespearean scholar Edwin A. Abbott (1838-1926), it describes the journeys of A. Square, a mathematician and resident of the two-dimensional Flatland, where women-thin, straight lines-are the lowliest of shapes, and where men may have any number of sides, depending on their social status.

Through strange occurrences that bring him into contact with a host of geometric forms, Square has adventures in Spaceland (three dimensions), Lineland (one dimension) and Pointland (no dimensions) and ultimately entertains thoughts of visiting a land of four dimensions—a revolutionary idea for which he is returned to his two-dimensional

**(Campus) (Subject) Outreach Learning**

**May 18<sup>th</sup> – 22<sup>nd</sup> , 2020**

world. Charmingly illustrated by the author, Flatland is still a first-rate fictional introduction to the concept of the multiple dimensions of space. "Instructive, entertaining, and stimulating to the imagination."

**Project: Students will create a project after watching the movie Flatland that integrates writing, drawing, and construction skills. They will use their creativity to create, illustrate, and communicate Chapter 13 as a creative expression of their very own.**

**Students will watch the following videos before creating their projects:**

[TED EX: Flatland](#)

[A Beginners Guide to the Fouth Dimension](#)

[Flatland: the Film \(2007\)](#)

Go to [Teams Folder](#). Look for the assignment:

LINK TO TEAMS FOLDER FOR TIFFINY VAUGHN

### **Academic/Instructional Support**

Schedule:

Office Hours

**Teacher Support** – TEAMS, Remind, or Email

I have a Remind that now has 94 parents and students participating. I am presently receiving daily communication from my parents and students with questions. I also have created a parent email list in my outlook email that includes every parent email from Eschool.

***I will be available to my students and parents Monday through Friday daily from 7am to 4pm. I will also respond to all email or Remind messages with in a 24 hour period.***

### **To Be Graded**

Assignment for students to submit to TEAMS Folder:

#### **DAY 1**

Read the project guidelines and watch [TED EX: Flatland](#) as an introduction to thinking about dimensional reasoning. Write or type a one page summary after watching TED EX: Flatland and communicate your learning experience from watching the video.

#### **DAY 2**

Watch [A Beginners Guide to the Fouth Dimension](#) and write a one page summary about what you learned from watching this video. Be sure to use your Geometry vocabulary when describing your learning experience from watching the video.

#### **DAY 3**

Watch [Flatland: the Film \(2007\)](#) Create a project that reflects what you have learned from your experience of watching the Flatland movie. Your project can be a one page writing, a video

**(Campus) (Subject) Outreach Learning**

**May 18<sup>th</sup> – 22<sup>nd</sup> , 2020**

**you create, a 3-dimensional geometric landscape, or a geometric skit or play that is written incorporating your knowledge gained from Chapter 13 on area of regular polygons.**

**DAY 4**

**Students continue working on your projects.**

**DAY 5**

**Students work on assignments.**

**DUE on Monday, May 22<sup>nd</sup> @ 11:59 p.m.**

Since there are 4 days of activities for the sixth week, each day the notes practice, and lessons will count 25% of the grade for May 18<sup>th</sup> to May 22<sup>nd</sup> . Students should create their projects and then take photos or make videos of their projects unless it is a written script as a skit or play and upload to TEAMS.

If you are unable to access, TEAMS you should send to Mrs. Vaughn in Remind or email to Mrs. Vaughn at "vaughnt@lpisd.org"

**When is it due?**

**DAY 1**

**Read the project guidelines and watch [TED EX: Flatland](#) as an introduction to thinking about dimensional reasoning. Write or type a one page summary after watching TED EX: Flatland and communicate your learning experience from watching the video.**

**DAY 2**

**Watch [A Beginners Guide to the Fouth Dimension](#) and write a one page summary about what you learned from watching this video. Be sure to use your Geometry vocabulary when describing your learning experience from watching the video.**

**DAY 3**

**Watch [Flatland: the Film \(2007\)](#) Create a project that reflects what you have learned from your experience of watching the Flatland movie. Your project can be a one page writing, a video you create, a 3-dimensional geometric landscape, or a geometric skit or play that is written incorporating your knowledge gained from Chapter 13 on area of regular polygons.**

**DAY 4**

**Students continue working on your projects.**

**DAY 5**

**Students work on assignments.**

**DUE on Monday, May 22<sup>nd</sup> @ 11:59 p.m.**

**What assignments will the student submit?**

Students will create their projects and then take photos or make videos of their projects unless it is in written skit or play and upload into TEAMS and all of the above assignments for the week of May 18<sup>th</sup> to May 22<sup>nd</sup> and upload into TEAMS or they can also send their projects to Remind or email to Mrs. Vaughn at [vaughnt@lpisd.org](mailto:vaughnt@lpisd.org)

**(Campus) (Subject) Outreach Learning**

**May 18<sup>th</sup> – 22<sup>nd</sup> , 2020**

Assignment for students to submit to TEAMS Folder:

**DAY 1**

Read the project guidelines and watch [TED EX: Flatland](#) as an introduction to thinking about dimensional reasoning. Write or type a one page summary after watching TED EX: Flatland and communicate your learning experience from watching the video.

**DAY 2**

Watch [A Beginners Guide to the Fouth Dimension](#) and write a one page summary about what you learned from watching this video. Be sure to use your Geometry vocabulary when describing your learning experience from watching the video.

**DAY 3**

Watch [Flatland: the Film \(2007\)](#) Create a project that reflects what you have learned from your experience of watching the Flatland movie. Your project can be a one page writing, a video you create, a 3-dimensional geometric landscape, or a geometric skit or play that is written incorporating your knowledge gained from Chapter 13 on area of regular polygons.

**DAY 4**

Students continue working on your projects.

**DAY 5**

Students work on assignments.

DUE on Monday, May 22<sup>nd</sup> @ 11:59 p.m.

**How will it be submitted?**

Students should screenshot their notes, examples, and practice and upload to TEAMS. If you are unable to access, TEAMS you should send to Mrs. Vaughn via Remind or via email to Mrs. Vaughn at [vaughnt@lpisd.org](mailto:vaughnt@lpisd.org)

Electronically all work will be submitted, except by individual arrangement.