Galimoto STEM Lesson

INTRODUCTION

My class will take part in a lesson about the Galimoto using the *Windows to the World* website as well as other websites for research purposes.

This lesson focuses on technology and engineering, two of the basics of STEM education.

INDIANA STANDARDS CONNECTION Grade 8 Integrated STEM	COMPELLING QUESTIONS
8.CC.1 Students collect and document evidence to share information with others in multiple media forms	How did children gather supplies to make a Galimoto?
8.DM.3 Students use approximations and evaluate reasonableness of observations, results, and solutions throughout processes	What supplies did we use that differed from the original Galimoto?
8.IPS.1 Students conduct or extend an original investigation, analyze results, iterate, and revise to improve the design	How are the Galimotos made in class different from the original Galimotos?
8.AM.4 Students will use and revise models to describe, test, and predict phenomena or solutions.	What did you learn about the children from Malawi as a result of this project?
8.IDL.2 Students will review and compile information from multiple sources to solve a problem.	

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LESSON OBJECTIVES
<ins>Students will:</ins> ● Research the country and people of Malawi and present their findings to the class in a creative technological format of their choosing ● Design and create their own Galimoto (either a car, truck, bicycle, train, airplane, helicopter, or bird) based upon their research and utilizing the supplies given in class and the recycled materials brought from home ● Students will present their Galimoto to the class
MATERIALS
Supplies offered in the STEM classroom Recycled materials the students bring from home Student iPads
LEARNING PLAN **(Activities)**
Students will begin by conducting research into the country and people of Malawi, especially the children. They will present their findings to the class in digital format of their choosing (i.e. Google slide presentation, iMovie, etc.) Students will draw a design for a Galimoto of their choosing, to include a list of supplies needed. Students will design and build their own Galimoto. They will iterate the design as necessary until it functions. Students will present their Galimoto to the class and receive feedback, both positive as well as constructive.
ASSESSMENT SUGGESTIONS Students will be assessed on their technology presentation (information included and engagement of material). Students will receive feedback from their peers about their presentation–both positive as well as constructive, using a rubric of the teacher's design. Students Galimoto will be assessed using the 4 C's of STEM–creativity, collaboration, communication, and critical thinking, using a rubric of the teacher's design.
EXTENSIONS To add a <ins>literacy</ins> component to this activity, students could write a short story about their Galimoto and the child(ren) who play with it.