

MORIAH

TENNESSEE TRAIL

TRAILHEAD

EXPEDITION 1

Notice. Measure. Wonder. Tell the Story.

|               |                                       |
|---------------|---------------------------------------|
| Assignment ID | TN-G6-START-1                         |
| Grade         | 6                                     |
| Learning time | About 4 hours 15 minutes, plus breaks |
| Credit        | 100 completion points                 |

Student name or initials: \_\_\_\_\_

Date: \_\_\_\_\_

*Your first lesson is not waiting at a desk. It is already outside your door.*

# Welcome from Moriah

Welcome to Tennessee Trail. Today is not about proving that you already know everything. It is about showing how you notice, reason, create, and explain.

Your first classroom is outside. Take a pencil, ask your parent before you go, and return with evidence. I will guide you one step at a time.

You may type, speak, draw, or write by hand when the directions allow it. When a minimum is given, you may always do more.

## Supplies

- Pencil, eraser, and three sheets of paper or printed field pages
- Clipboard or firm book
- Ruler or measuring tape
- Internet device for the optional parent-approved video
- Camera only with parent permission; keep images in the family record

## Safety

Ask your parent before going outside. Stay in the approved area. Do not touch, taste, chase, capture, or disturb an organism. Do not photograph faces, addresses, license plates, or anything identifying where you live.

If weather or safety keeps you indoors, use a window view, houseplants, produce, or a parent-approved nature video.

## Seven-checkpoint trail

- ☐ Meet Moriah
- ☐ Living World Field Quest
- ☐ Science and Math Field Lab
- ☐ Reading Detective
- ☐ America at 250
- ☐ The Five-Minute World
- ☐ Wisdom, Stewardship, and Reflection

## CHECKPOINT 1

**Meet Moriah: Your Learner Compass**

Answer each question in one or more complete sentences. You may type, dictate, or write by hand.

**1. What is something you became better at during the last year?**

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**2. What is one subject you enjoy, and why?**

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**3. What is one subject that sometimes feels difficult?**

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**4. When you are stuck, what kind of help works best: an example, a hint, someone reading aloud, a picture, time to think, or something else?**

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**5. Which ways do you like to learn: reading, listening, speaking, typing, drawing, building, moving, or exploring outdoors?**

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**6. What is one question you hope to answer this school year?**

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**Voice sample**

Explain what makes a school day feel successful to you. Speak for at least 30 seconds, then review and correct the transcript.

## CHECKPOINT 2

## Living World Field Quest

Find three living organisms or signs of living organisms. Try to include at least two plants and one animal, insect, fungus, or animal sign. If you cannot safely find those, observe three parent-approved living things.

*Observe each subject quietly for five full minutes.*

### For each organism

- Record date, time, and general weather
- Write five direct observations
- Make one measurement or careful estimate
- Write one inference and one question
- Make a pencil sketch or parent-approved photograph

### Observation or inference?

An observation is something you detected or measured. An inference is an explanation formed from evidence.

*The leaf has three holes.*

That is an observation. An insect may have eaten the leaf is an inference.

### Family record minimum

Keep at least one parent-approved photo caption and two pencil sketches, or keep three sketches if photographs are not allowed. Include your handwritten field notes in this guide. Do not upload or email this work to UVP during the controlled launch.

## CHECKPOINT 2

## Organism A Field Record

Organism or nickname: \_\_\_\_\_

Date/time: \_\_\_\_\_ General weather: \_\_\_\_\_

Location description without an address: \_\_\_\_\_

**Five direct observations**

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**Measurement or careful estimate**

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**Inference**

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**Question**

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**Sketch or photo label**

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## CHECKPOINT 2

## Organism B Field Record

Organism or nickname: \_\_\_\_\_

Date/time: \_\_\_\_\_ General weather: \_\_\_\_\_

Location description without an address: \_\_\_\_\_

**Five direct observations**

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**Measurement or careful estimate**

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**Inference**

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**Question**

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**Sketch or photo label**

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## CHECKPOINT 2

## Organism C Field Record

Organism or nickname: \_\_\_\_\_

Date/time: \_\_\_\_\_ General weather: \_\_\_\_\_

Location description without an address: \_\_\_\_\_

**Five direct observations**

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**Measurement or careful estimate**

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**Inference**

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**Question**

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**Sketch or photo label**

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## CHECKPOINT 3

## Science Field Lab

1. List three biotic parts of the environment.

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2. List three abiotic parts.

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3. Describe one interaction between an organism and its environment.

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4. Draw a labeled model showing sunlight, water, air, soil or surface, an organism, and two relationship arrows.

5. Write at least 150 words: How could changing one nonliving part of this environment affect one organism you observed?

Use Claim, Evidence, and Reasoning. Include two observations or measurements.

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## CHECKPOINT 3

## Math Field Lab - Problems 1-5

Show your work. Try without a calculator first; check afterward if desired.

**1. Three organisms were observed for five minutes each. Total minutes?**

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**2. You counted 12 ant crossings in 5 minutes. At the same rate, how many in 20 minutes?**

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**3. A leaf is 8.4 cm by 3.7 cm. Estimate rectangular area, then calculate the exact product.**

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**4. A plant has 18 green leaves and 6 yellow leaves. Ratio of yellow leaves to all leaves in simplest form?**

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**5. Three-fourths of 28 seeds sprouted. How many?**

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## CHECKPOINT 3

## Math Field Lab - Problems 6-10

6. Temperature changed from 72 degrees to 65 degrees. Represent the change with an integer and explain its sign.

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7. Evaluate  $4n + 7$  when  $n = 6$ .

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8. A garden is 9 ft by 5 ft. Find perimeter and area with units.

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9. Counts are 4, 7, 7, 10, 12. Find mean, median, and range.

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10. Write and solve one math question using your own field data.

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Explain why your method works for two answers.

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## CHECKPOINT 4

## Reading Detective

## How Observation Becomes Evidence

Careful observation is more than looking. A scientist slows down, notices details, records what happened, and separates evidence from explanation. That separation matters because two people can see the same event and imagine different causes.

Suppose a student finds several holes in a leaf. The holes are observations because they can be seen and counted. The statement 'a caterpillar ate the leaf' is an inference. It may be reasonable, but it still needs evidence. The student might look for bite patterns, droppings, eggs, or a caterpillar nearby. Each new observation makes the explanation stronger or weaker.

Measurements can strengthen a record. Instead of writing that a stem is tall, a student can measure it. Instead of saying that many birds visited, the student can count visits during a set period. Numbers make comparisons possible. A class could compare shade and sunlight, morning and afternoon, or one week and the next.

Good records also include conditions. Temperature, rain, wind, soil, noise, and nearby activity can affect what happens. A lizard might stay hidden on a cool morning and become active when a sunlit rock warms. If the observer records only the lizard and ignores the temperature, an important part of the story is missing.

Evidence does not remove imagination. It gives imagination something sturdy to build on. A writer may turn an observed beetle into a courageous explorer, but accurate details make the story believable. A historian also uses evidence when studying letters, photographs, speeches, objects, and maps. In every subject, a careful thinker asks: What do I know? What do I think? What evidence connects the two?

Questions are not signs of failure. A strong question identifies what should be investigated next. Sometimes the most truthful answer is, 'I do not know yet.' That answer becomes useful when followed by a plan to observe, measure, read, compare sources, or ask someone with experience.

### Reading support used

- ☐ I read independently
- ☐ I used read-aloud support
- ☐ We took turns reading

## CHECKPOINT 4

## Reading Detective - Questions

1. State the main idea in one complete sentence.

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2. Give two details supporting the main idea.

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3. Explain observation versus inference.

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4. What does conditions mean in paragraph four?

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5. Why mention scientists, writers, and historians?

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6. Write a 75- to 100-word summary without copying full sentences.

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## CHECKPOINT 5

## America at 250: A Historian's Lens

With parent permission, watch the captioned 27:53 program:

**PBS: Celebrating America's 250th Anniversary**

**Title and source**

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**Five facts**

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**One interpretation or opinion**

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**One question to investigate**

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**One moment that helped you understand how people experienced the past**

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## History Source - Offline Alternative

*Record the exact title and author or publisher, then use that source for the same fact, interpretation, question, and writing tasks.*

## CHECKPOINT 5

## History Response

*Write at least 250 words in four or more paragraphs.*

## Why is it important to study both the ideals of the United States and the real experiences of people who lived through its history?

Include a clear introduction, three specific details, fact versus interpretation, your reasoning, a conclusion, and the source link.

### Plan

Introduction idea:

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Three details:

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Fact versus interpretation:

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Conclusion idea:

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### Draft or attach additional paper

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## CHECKPOINT 6

## Writing Studio: The Five-Minute World

*Write at least 300 words and five paragraphs from the point of view of one organism you observed.*

## Requirements

- ☐ Title; clear beginning, middle, and ending
- ☐ One accurate field observation
- ☐ Sensory details
- ☐ A thought or short line of dialogue
- ☐ Transitions showing time or movement
- ☐ A problem, discovery, or decision
- ☐ A satisfying conclusion
- ☐ Student reviews and revises dictated text

## Plan

1. Who tells the story?

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2. What does the organism notice first?

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3. What changes during the five minutes?

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4. What accurate scientific detail will appear?

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5. How will the story end?

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## Narrative Draft - Page 1

Title: \_\_\_\_\_

**Narrative Draft - Page 2**

## CHECKPOINT 7

## Wisdom, Stewardship, and Reflection

With your parent, choose one reference in your family's preferred Bible translation:

- ☐ Psalm 19:1-4
- ☐ Proverbs 14:15
- ☐ Genesis 1:20-31

'I am not sure yet' is an acceptable starting answer.

**1. Is this poetry, wisdom, or narrative?**

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**2. Who or what is described?**

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**3. What does it teach about creation, truth, wisdom, or responsibility?**

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**4. Put one detail into your own words.**

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**5. Write one inference.**

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**6. Write one question to discuss with your parent.**

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**Write at least 100 words: How can careful observation and truthful reporting be part of wisdom and good stewardship?**

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Finish one labeled drawing or photo caption connecting your field work to this reflection.

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## CHECKPOINT 7

## Integrity, Reflection, and Parent Review

## AI Integrity Log

If you used Moriah or another parent-approved AI tool, record:

Tool and question:

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Help received and what I changed myself:

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One fact I checked:

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### Final reflection

1. Which checkpoint showed your best work?

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2. Which was most difficult?

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3. What help did you use?

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4. What would you like to practice next?

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5. What is one thing you discovered today?

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### Before parent review

- ☐ I completed all seven checkpoints
- ☐ I attempted every minimum
- ☐ I showed my own math work
- ☐ I reviewed voice-typed text
- ☐ I labeled drawings and any photo captions kept in my family record
- ☐ I did not upload or email my work to UVP
- ☐ I logged any AI help
- ☐ My parent reviewed the completed guide

Student initials: \_\_\_\_\_ Date: \_\_\_\_\_

Parent initials: \_\_\_\_\_ Date: \_\_\_\_\_

## TRAIL GUIDE

## Links and Completion Record

*Open links only with your parent's permission.*

[PBS America at 250](#)

[America250 teacher resources](#)

[Unshaken Kids Safe Search - parent-approved use only](#)

[Safe Search Kids - parent-approved use only](#)

[Seek by iNaturalist - optional](#)

## ChatGPT note

Students younger than 13 should not create a personal ChatGPT account. Use the protected Moriah experience. A parent may use approved tools according to current terms.

## Completion record

Checkpoint 1: \_\_\_\_\_ / 10

Checkpoint 2: \_\_\_\_\_ / 10

Checkpoint 3: \_\_\_\_\_ / 10

Checkpoint 4: \_\_\_\_\_ / 10

Checkpoint 5: \_\_\_\_\_ / 10

Checkpoint 6: \_\_\_\_\_ / 10

Checkpoint 7: \_\_\_\_\_ / 10

Family-record evidence: \_\_\_\_\_ / 10

Original effort: \_\_\_\_\_ / 10

Revision and integrity: \_\_\_\_\_ / 10

**Total completion credit: \_\_\_\_\_ / 100**

*Moriah may guide and summarize. Your parent remains the teacher of record and decides how the completed work is kept in the family homeschool record.*