

## **Grade Level: 6**

### **Materials**

All students will have access to a computer equipped with Internet access, Microsoft Office and Microsoft Encarta on CD-ROM.

### **Prerequisite Skills**

Students will need to have basic Web Browser skills and the ability to work as part of a team to complete this lesson

### **Common Curriculum Goals**

#### **English**

- Reading: Use a variety of reading strategies to increase comprehension and learning.

#### **Social Studies**

- Geography: Use maps and other geographic tools and technologies to acquire, process, and report information from a special perspective.

### **Benchmarks**

#### **English**

- Reading Gr. 8: Locate information and clarify meaning by using tables of contents, glossaries, indexes, headings, graphs, charts, diagrams, and/or tables.

#### **Social Studies**

- Geography Gr. 8: Use maps, charts, and graphs to understand patterns of movement over time and space.

### **Career Related Learning**

- Personal Management: Identify tasks that need to be done and initiate action to complete the tasks.
- Problem Solving: Identify problems and locate information that may lead to solutions.
- Teamwork: Identify different roles within teams and describe why each role is important to effective teamwork.

### **Lesson Objectives**

- Understand the importance of planning and cooperation.
- Identify parts and determine steps to complete a project.
- Divide workload among team members.

### **Anticipatory Set**

#### Class Discussion

- How many of you have visited a foreign country?
- What things are different in other countries?
- Explain to students that they will have an opportunity to go on a virtual tour of the world by selecting five countries to visit.
- Tell them they will be travelling in pairs.
- Explain components of planning and working cooperatively.

### **Stated Objective and Purpose**

Today, you will begin planning a virtual trip with a travel partner by selecting your countries and determining the steps involved to complete your journey.

### **Learning Activities/Procedures**

With the class in teams of two, students begin using Internet resources and maps to decide which countries they would like to visit for their journey. Once decided, students will write down the names of their countries. Students will then assess the workload assignments and determine which team member will do which task based on a checklist. After the country selection is completed, teams will share their countries with the rest of the class. I will demonstrate on the computer different research tools on the Internet that can assist the teams in deciding which countries to choose. I will also visit each team and ask them to tell me what they have accomplished during their tasks. I will guide them, when needed, in order for the task to be completed.

### **Adaptation for Special Needs & Multiple Intelligence's**

To ensure success, I will identify students who may need more guidance and group accordingly. There are several instances where a high-achieving student will be placed with a low-achieving student. TAG students could take this assignment further to plan a dream vacation to include travel, lodging, food, transportation, etc.

### **Closure**

Review what happened during this lesson and have the teams orally present their country choices to the class.

### **Assessment**

Teacher observes students during the lesson. Teacher checks team's checklist to ensure they are working properly and appropriately. The students are getting their feet wet with the concept of cooperative learning. My job is to guide the students toward their goal and head off potential problems like lack of teamwork or not staying on task. By observing, I can be of immediate assistance if I see any problems.

### **Reflection**

The students were easy to pump up for this lesson. They became so excited that I almost had some behavioral problems as a result. I felt that discussing the importance of teamwork and planning paid off. As I was walking around the class, I saw students actively planning who would do what task. I tried to use the term "travel companion" as much as possible so that the experience could feel more "real." I didn't need the entire 45 minutes to complete the written lesson. So, when the teams finished choosing their countries, I had the students go to a web site and save an image of a map and a flag to their folder. This reinforced the image saving process that they will need to be capable of doing to complete their presentations.