

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 access to web sites to assist them complete the tasks.

Common Curriculum Goals

Social Studies

- Geography: Understand the spatial concepts of location, distance, direction, scale, movement, and region.

Technological Knowledge and Application

- Understand that technology can be used to solve problems and meet needs.

Benchmarks

Social Studies

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

National Education Technology Standards

- Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.

Lesson Objectives

- Develop ability to search a large database of constantly changing information
- Interpret timetables and schedules

Anticipatory Set

Class Discussion to explain that in order to travel, the students must determine and make arrangements to get from one place to another. Discuss different modes of transportation and the concept of booking airline tickets.

Stated Objective and Purpose

Today, you will be researching flight arrangements on the Internet for you and your travel partner.

Learning Activities/Procedures

Travel teams will access the Internet for several travel arrangement web sites. They will input their departure and arrival countries and search for appropriate flights. Students will write this information in chart format. I will demonstrate on the computer how to access various travel sites and create several arrangements so the students can see how to do it. As the teams are working, I will check in on them and ask directed questions to see if they understand the lesson. Because teams are researching different flight arrangements, it is difficult to have the students follow along verbatim with guided practice. Therefore, while I am checking for understanding, I will help each team individually if it is warranted.

Adaptation for Special Needs & Multiple Intelligence's

Some groups are moving faster than others. Therefore, when teams appear to be finished with this task, I may ask them to do some further research to extend their understanding of the concept.

Closure

Summarize what was accomplished for the day. Discuss some of the problems teams had during their research (incorrect spelling, no flights between certain cities, etc.). Explain that the next class period would be devoted to finish their itineraries.

Assessment

I will check all teams itineraries to make sure it is complete, accurate and logical and in accordance to Itinerary checklist.

Reflection

When the students arrived to class, I was pleased to see that they were still excited about this project. The importance of team planning and cooperation really struck home because two teams were arguing about what countries to select and about the division of labor. They were not able to finish their assignment during the allotted class time so they will have to finish this lesson after school or at home. A small oversight on my part led to a bit of confusion. When the students began looking for their flights, they didn't know what city to put as their destination. Fortunately, I am a huge map fan and I have two large world maps in my classroom. This served as a focal point for the first part of the lesson because the students not only were able to find cities within their countries, but they also were able to trace potential route lines for their itinerary. Overall, the lesson progressed smoothly and the students are buying into the unit.