Grade Level: 6

Materials
All students will have access to a computer equipped with Internet access and CD-ROM based encyclopedias.

Prerequisite Skills
Students will need a basic knowledge of web browsers and knowledge of searching on the web.

Common Curriculum Goals
English
- Reading: Connect reading selections to other texts, experiences, issues, and events.

Social Studies
- Geography: Locate major physical and human (cultural) features of the Earth.

Technological Knowledge and Application
- Understand that technology can be used to solve problems and meet needs.
- Understand the relationships between technology and other disciplines.

Benchmarks
English
- Reading: Locate information and clarify meaning by using tables of contents, glossaries, indexes, headings, graphs, charts, diagrams, and/or tables.
- Extend and deepen comprehension by relating text to other texts, experiences, issues, and events.

National Education Technology Standards
- Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
- Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.

Lesson Objectives
Demonstrate ability to locate and analyze information researched from the Internet.

Anticipatory Set
Short introduction: Tie today's activity with the template created in previous class.
Explain importance of acquiring factual information and of citing resources.

Stated Objective and Purpose
Today, your team will begin travelling around the world. You will research information about your respective countries so you can better understand their unique characteristics.

Learning Activities/Procedures
Direct students to web search engines, CD-ROM encyclopedias, and online resources. Keeping journal close by, students will record information and facts pertinent to their countries. Demonstrate: resources that are available, citing sources and capturing images for presentations. Visit each team as they begin to complete each country and provide needed feedback.

Adaptation for Special Needs & Multiple Intelligence's
Have students think of a creative story based on their itinerary.

Closure
Students will need more than one day to complete this portion of the unit. State that the next class period will be for completing research.

Assessment
Check progress of teams at the end of the class to make sure students are staying on task and collecting information properly.

Reflection
This is the heart of the research component of the unit. I found out quickly that there were some concepts that I took for granted that the students already had prior knowledge. For instance, "natural resources" was a concept that the students didn't readily have a grip on. I had to stop and use it as a teaching moment so they could better understand what was being asked. I gave a brief demo on an obscure country that nobody picked and went through the process of collecting information. Because there were many different sources required, it took some time to go through it. By the end of the class, they had made it through about a third of the way through all five countries.