

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

Remind students of their assignment. Ask if there are any questions. Review pitfalls and procedures.

Stated Objective and Purpose

Today, you and your travel partner will continue researching your countries.

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. 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

If students are not finished, they will need to finish at home or come in during recess to complete their research.

Assessment

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

Reflection

I reminded the students what we were doing and instructed them to get with their partners to finish the research task. Many brought information from home which helped several teams that were getting a little behind. I did notice different approaches that the teams were taking to accomplish this task. Some were doing it together (as intended) and discussing what they were discovering. A few other teams found it to be easier for each to pick a country and each do their own research. This will greatly increase the efficiency of getting the work done but I was concerned that they might not be getting the same kinds of information by not working together. We'll see how that turns out during the presentation portion of the unit.

Overall, the class really enjoyed this lesson. Not surprisingly, the research part was the most challenging for the students rather than the mechanics of pulling the information off the web site and into Microsoft Word. I was glad for that because the basic word processing concept became second nature for them. They didn't need to be coached on how to set up the document. They could focus almost exclusively on the content of the lesson - information on their respective countries.