

1. Lesson Title: A Field Trip to A New Place

2. Lesson Author: Joanne Boyles – I hold a MT Class 1 Professional License with 5-12 Math endorsement and am working towards K-12 Library endorsement. I have 5 years of Math teaching experience in the UK and 5 years' experience of teaching Math to grades 8-12 in the US.

3. Curriculum/ Subject of the Lesson: Students will use various research tools to research a country of their choice. Students will work together or independently to find facts about their chosen country, design a poster and present their research.

4. Grade Level of Lesson: Fourth / Fifth Grade

5. Lesson Duration: 4 x 30 minute lessons – may take longer to see all presentations depending on number of students in class

6. Lesson Materials/Resources: Atlases, maps, Great Britain – Dorling Kindersley Travel Guide, Internet travel search sites such as Tripadvisor, poster board, various art supplies for poster making (markers, glue sticks, scissors etc.), computers, iPads

Note – As I am not teaching right now, I do not have specific atlases, maps etc. to hand, but when I am working in a school, I will use resources that are available in their school library that are applicable to this lesson and if I can not find what I need there I will use the Public Library as a resource.

7. Lesson Overview/Rationale: This lesson was created to help students learn more about other countries and cultures, since I am from the United Kingdom and have an absolutely non-American accent, students frequently ask where I am from and what my home country is like, especially London. The students will research a country of their choice and choose their idea of the top three things to do while visiting there. They need to give reasons why they chose them as their top three and what they have to offer another visitor. In doing so they will (hopefully) become more globally aware. This opening lesson gives me an opportunity to talk briefly about my home country and also opens the door to students to research it for themselves. In a classroom there may also be students who are from other countries or regions who could share aspects of their 'home' and culture with the class.

8. Essential Questions/ Focusing Questions of Lesson:

I would use the following questions as a brief introduction to the lesson to get the students thinking about travel and different places:

“Where do you think I am from originally?”

“Who has visited the UK? London?”

“Who would like to visit?”

“Is everyone from Montana?”

“Has anyone visited any other countries, states, cities, towns?” (depending on the make-up of the class).

“What three attractions would you want to be sure to visit when you go to a new place?”

Then I would move onto these questions to encourage deeper thinking and ideas:

“If money was no object and you could visit a new place, where would that be and why?”

“What about if you were traveling on a budget, where would you choose to visit and why?”

“What influences your choice of tourist attractions when you visit a new place?”

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This will form the basis of the research project. Students will choose a country (or state, city or town, depending on student), find the top three attractions that interest them and make some kind of display showing this to use when making a presentation to the rest of the class.

9. Goals: Found in Lesson Overview/Rationale

10. Objectives: Found in Lesson Overview/Rationale

11A. Standards National: NETS-S

3 – Students apply digital tools to gather, evaluate and use information

3a, 3b, 3c, 3d

4 – Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources

4a, 4b, 4c

6- Students demonstrate a sound understanding of technology concepts, systems and operations.

6a, 6b

11B. Standards National: 21st Century AASL

1 – Learners use skills, resources and tools to inquire, think critically and gain knowledge.

1.1.1, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7

1.2.2, 1.2.3, 1.2.4

1.3.1, 1.3.3, 1.3.5

1.4.1, 1.4.2, 1.4.3, 1.4.4

2 – Learners use skills, resources and tools to draw conclusions, make informed decisions, apply knowledge to new situations and create new knowledge.

2.1.1, 1.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6

2.2.4

2.3.1, 2.3.2

2.4.1, 2.4.2, 2.4.3, 2.4.4

3 – Learners use skills, resources and tools to share knowledge and participate ethically and productively as members of our democratic society.

3.1.1, 3.1.3, 3.1.4, 3.1.6

3.2.1, 3.2.3

3.3.1, 3.3.2

3.4.1, 3.4.2, 3.4.3

4 - Learners use skills, resources and tools to pursue personal and aesthetic growth

4.1.8

4.4.1, 4.4.2, 4.4.4

11C. Standards State: MT Library/Information Literacy

1 Students identify the task and determine the resources needed.

2 Students locate sources, use information and present findings.

3 Students evaluate the product and learning process.

11D. Standards State: MT Technology

- 1.2 Students collect data and information using digital tools.
- 1.3 Students organize collected data and information using a variety of digital tools.
- 3.4 Students understand ownership of digital media.
- 3.5 Students use digital tools and skills to construct new personal understandings.

11E. Standards State: Subject Content Standard

Social Studies: Content Standard 3 - Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).

use appropriate geographic resources (e.g., atlases, databases, charts, grid systems, technology, graphs, maps) to gather information about local communities, reservations, Montana, the United States, and the world.

Note – As I am not teaching right now, I do not have specific atlases, maps etc. to hand, but when I am working in a school, I will use resources that are available in their school library that are applicable to this lesson and if I can not find what I need there I will use the Public Library as a resource.

12. Technology Used: Computers and iPads, internet

13A-D. Collaboration: In this assignment I am taking the role of Classroom teacher (teaching a social studies unit about differences between cultures and learning about other countries) and School Librarian and collaborating with students too as they will be discussing and deciding which country to research for themselves.

14. Anticipatory Set/Object Based Learning (Lead In): Ask students do they know where I am from? (The UK.) Ask if any of them have ever visited there. Ask if everyone is from Montana. Ask if anyone has visited any other countries, states, cities, towns (depending on the make-up of the class). Have students imagine they wanted to visit a new place, then ask “what three things would you not want to miss when you go there?” This will form the basis of the research project. Students will choose a country (or state, city or town, depending on student), find the top three attractions that interest them and make a display showing this to use when making a presentation to the rest of the class.

15. Process Model and Information Technology Literacy Activities:

Task Definition – Day One

Students will choose their country, state, city or town and will decide on an area of interest to them and choose their top three attractions (the things a visitor to that place would not want to miss.)

Information Seeking Strategies – Day One

As a class we will brainstorm ideas for finding information and model this using iPads, computers, books in the library and travel magazines, if available.

Location and Access – Day Two

Students will find information about their place of choice.

Use of Information – Day Two

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Students will be specific in their searches and narrow their searches to find things that interest them from their place of choice.

Synthesis – Day Three

Students will organize their research into a format of their choosing for display and presentation to the class that contains (in their view) the top three attractions that place has to offer.

Evaluation – Day Four – Presentation Day

Students will use self-assessment to rate their performance in this project. They will reflect on their research methods and on the final product (their poster and presentation).

16. Step by Step Activities and Process Models: Found in 15.

17. Lesson Closure/Object Based Learning (Reflect Anticipatory Set):

Gather students together and discuss original question, watch/listen to presentations then discuss what they learned from this activity.

18. Lesson Evaluation/Assignments/Handouts/Teaching Materials: The lesson objectives would be met if the assignment and presentation of the “top three attractions” is clear, maintains the students' interest and if they learned something new about an area.

19. Connection to Other Curricular Areas: Linked to Math if research is extended to currency and exchange rates and calculating distances from Montana. Also linked to Language Arts, particularly reading and writing non fiction texts.

20. Adapted Learning:

4. Race/Culture/Ethnicity Considerations – stress that Native-Americans and those not born in the US can choose to research their home country or any other area of their choice.

7. Adaptations (For Students with Learning Disabilities) The project is self-differentiating by outcome. If students are finding it too difficult and are overwhelmed by the task of research in another country, they could just do research on their home town, on another town in their home state or on another state. This also is dependent on the learning disabilities of the students

8. Extensions (For Gifted Students) – Could work out the cost of a trip to the country of choice within a specified budget, including modes of transport and 3 activities to do while there. Dependent also on the students and where the teacher feels they could take the activity.

21. Works Cited/ Resources: I looked at Google.com, Tripadvisor.com and a travel guide from a previous trip I had taken for ideas of top 3 things to do in London to show as an example to students.

<http://www.google.com/>

Leapman, Michael. Great Britain. London: Dorling Kindersley, 1995. Print.

<http://www.tripadvisor.com/>