

Alysha Hanson
LIBM 461
30 April 2015
Guided Inquiry Lesson

Shared Google Drive Folder

<https://drive.google.com/file/d/0B5xDIGdX7iIgT0lwQjV4YmRVNFE/view?usp=sharing>

1. Lesson Title: World Traveler

2. Lesson Author:

- Alysha Hanson
- School Library Media Specialist (1 year)
- Kindergarten teacher (7 years)
- Lesson adapted from



3. Curriculum/Subject of Lesson:

- Subjects- math, geography, literacy/library media
- Students will
 - Research a country of their choice
 - The countries currency, weather, capital city, population, travel destinations, economy, food, leisure activities, etc.
 - Plan a trip to another country
 - Calculate their budget.
 - Create a presentation
- LMS is involved by
 - Providing a variety of research tools (print and non-print) for students
 - Providing support in creating MLA citations for all resources used
 - Providing support in creating presentations (PowerPoint, trifold, Glogster, etc.)

4. Grade Level of Lesson:

- 6th grade

5. Lesson Duration: Students will receive 60 minutes of Library instruction once a week and have approximately 9-10 weeks to complete this inquiry unit. Extra time to complete this project will be provided by the classroom teacher.

6. Lesson Materials/Resources:

- Equipment- Chrome books and/or mac laptops, Elmo (document camera), projector
- Graphic organizers and budget spreadsheet
- Google- Docs. PowerPoint, Glogster

- **Other websites-** [Culturegrams](#), [The World Clock - Time Zone Converter](#), [World Weather Information Service](#), [Weather Zone](#), [Fact Monster Conversion Calculator](#), [Yahoo Finance](#), [Kayak](#), [Trip Advisor](#), [Atlapedia Online. \(2011\).](#), [Bing Maps.](#), [Flags of the World. \(2014\).](#), [World Factbook. \(2014\).](#)

7. Lesson Overview/Rationale:

Overview/Rationale

Essential Question: How and what do you need to plan a visit another country?

This World Traveler unit was created to give students a real world opportunity to prepare a 10-day vacation to a new and exciting country anywhere in the world with only \$5000. Throughout this unit the students will collaborate with a partner to select a country they would like to visit, research different cultural aspects (customs, weather, currency, recreational activities, language, etc.) of the chosen country, plan for travel accommodations (airfare, lodging, food, transportation, recreational activities) by creating and analyzing a budget, and prepare an itinerary for a trip to the country. At the end of this unit students will accumulate all of their findings and create a visual presentation (trifold, Google Presentation, or Glog) to explain their budget, itinerary, and a brief overview of the country.

Objectives

Students will know:

- How to prepare and complete a simple budget
- How to create a travel itinerary
- What cities or destinations to visit while in the country
- What to bring on the vacation
- How to locate and utilize multiple different research tools
- How to cite their sources using easybib or citation machine
- How to use graphic organizers to organize information regarding: culture, weather, transportation, currency, geography, etc.
- How to transfer their information from their notes, budget, itinerary, and graphic organizers to create an effective and understandable visual presentation

Standards

Standards covered over the duration of this unit include National Information and Technology Literacy Standards, Montana [Literacy/Library Media State Standards K-12](#), Montana Mathematical Practice and Social Studies Content for Sixth Grade

[ISTE NETS for Students](#)

- 1. Creativity and innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - a. Apply existing knowledge to generate new ideas, products, or processes
 - b. Create original works as a means of personal or group expression
- 3. Research and information fluency Students apply digital tools to gather, evaluate, and use information.
 - a. Plan strategies to guide inquiry
 - b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
 - c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
 - d. Process data and report results
- 6. Technology operations and concepts Students demonstrate a sound understanding of technology concepts, systems, and operations.
 - a. Understand and use technology systems
 - b. Select and use applications effectively and productively
 - c. Troubleshoot systems and applications
 - d. Transfer current knowledge to learning of new technologies

Literacy/Library Media State Standards K-12

Information Literacy/Library Media Content Standard 1 - a student must identify the task and determine the resources needed.

- A. Define the problem
 - 1. Recognize keywords related to topic (D)
 - 2. Recognize the problem or task (D)
 - 3. Identify the steps needed to solve the problem or task (D, E)
- B. Identify information resources needed
 - 4. Choose possible resources to solve the problem or task (e.g. reference materials, nonfiction books, databases, almanacs, age appropriate websites)

Information Literacy/Library Media Content Standard 2 - a student must locate sources, use information, and present findings.

- A. Locate multiple resources using search tools
 - 9. Use a variety of available search tools and methods to locate resources (e.g., library catalog, indexes, search engines, subject directory, Boolean searches, digital databases, library personnel) (D)
 - 10. Use search techniques to locate resources (e.g. keywords, title, author and subject) (D)
- D. Extract information from multiple resources needed to solve the problem
 - 15. Read, listen and view with guided purpose to accomplish task (D)
 - 16. Locate, summarize and paraphrase relevant information (I, D)

- 17. Cite each source (D)
- E. Organize and manage information to solve the problem.
 - 18. Transfer information into a prescribed format to accomplish task (e.g., outlines, graphic organizers, note cards) (I)
- F. Create a product that presents findings.
 - 19. Design original work following established guidelines (A)

Information Literacy/Library Media Content Standard 4 - a student must use information safely, ethically and legally

- B. Appropriately credits ideas and works of others
 - 26. Use paraphrasing and summarizing correctly (D)
 - 27 produce components for an assigned citation format (D)
 - 28. Credit the intellectual property of others (e.g., video, music, website, audio, digital, artwork, photography, interview, presentations) (D)
 - 29. Recognize copyright laws (e.g., fair use, creative commons, plagiarism, public domain) (D)

[BILLINGS PUBLIC SCHOOLS SOCIAL STUDIES Learning Objectives Sixth Grade](#)

- I. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.
 - 1. Use and assess primary sources and geographic tools to enhance learning.
- III. Students apply geographic knowledge and skills (e.g., locations, place, human/environment interactions, movement, and regions).
 - 6. Explore and use types of maps (for example: political, climate, reference, Mercator, and equal area). (I, D, E, A)
 - 7. Use and explore charts (e.g. bar, circle, line, pictograph) to show population, resources, and change in climate. (I, D, E, A)
 - 9. Analyze the physical elements (of water, climate, natural resources, and geography)
- VI. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.
 - 18. Define the cultural elements of religion, arts, government, food, social structure, writing, and technology. (I, D, E, A)

Mathematical Practice and Content Common Core Standards Sixth Grade

- 1. Make sense of problems and persevere in solving them. Mathematically proficient students:
 - a. Understand that mathematics is relevant when studied in a cultural context.
 - b. Explain the meaning of a problem and restate it in their words
 - c. Analyze given information to develop possible strategies for solving the problem.
 - d. Identify and execute appropriate strategies to solve the problem.

- e. Evaluate progress toward the solution and make revisions if necessary.
- 3. Construct viable arguments and critique the reasoning of others. Mathematically proficient students:
 - a. Understand and use prior learning in constructing arguments.
 - b. Habitually ask “why” and seek an answer to that question.
 - f. Justify their conclusions, communicate them to others, and respond to the arguments of others.
- 4. Model with mathematics. Mathematically proficient students:
 - a. Apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. This includes solving problems within cultural context, including those of Montana American Indians.

12. Technology Used: Hardware, Software, Web, etc.

- Equipment- Chrome books and/or mac laptops, Elmo (document camera), projector
- Google- Docs. PowerPoint, Glogster
- Other websites- [Culturegrams](#), [The World Clock - Time Zone Converter](#), [World Weather Information Service](#), [Weather Zone](#), [Fact Monster Conversion Calculator](#), [Yahoo Finance](#), [Kayak](#), [Trip Advisor](#), [Atlapedia Online](#). (2011)., [Bing Maps](#)., [Flags of the World](#). (2014)., [World Factbook](#). (2014).

14. Anticipatory Set/Object Based Learning (Lead-In):

- Teacher will show slides of his/her family vacation
- Students can bring pictures of their favorite family vacation
- Students verbally share memories from their favorite vacation

Big6 Objectives

- **Task Definition:**
 - Students will brainstorm a variety of countries from around the world they would like to travel to.
 - Students will brainstorm what to include on their travel itinerary
 - When to leave/come back, where to stay, what to eat, places to visit
 - Students will brainstorm how their budget will be itemized
 - Airfare, hotel/accommodations, food, recreational activities/places to visit, transportation (taxi, bus, rental, etc.)
 - Students will be able to identify the types of information needed to gain a basic understanding of their country.
 - Language, food, weather, currency, major cities/national parks/destinations, holidays

- **Information Seeking Strategies**

- Students will determine what types of research tools they will need in order to conduct their research about different aspects of their country.
 - World Book, books, maps, etc.
- Students will determine what research tools will effectively create an itinerary
 - Travel sites (kayak, Travelocity, etc.), almanacs, etc.

- **Location and Access**

- Students will locate/visit travel accommodation websites
- Students will use and visit a list of preselected website approved by the instructor
- Students will locate books using the card catalog to select and check out book about their country

- **Use of Information**

- Students will use a variety of research tools (print and nonpoint books, atlas, almanac, encyclopedia, Google Earth, videos, websites, etc.) to locate information
- Students will scan for information using guide words, headings, index, table of contents, and captions depending on the source being utilized

- **Synthesis**

- Students will use graphic organizers, budget form, worksheets, and/or Google Docs. to organize information and MLA citations
- Students will analyze the information and determine what is the most important to present throughout the presentation according to the rubric
- Students will analyze and evaluate the information about the country and create a 10 day itinerary
- Students will analyze and evaluate the weather throughout the year and determine what time of year to take the vacation and what items to pack
- Students will analyze and evaluate their budget to determine if they can afford their vacation
- Students will determine what type of presentation will visually represent their vacation in an effective manner

- **Evaluation**

- Students will understand the basic information needed to create an itinerary and plan a vacation
- Students will understand basic information about their country
- Students will understand what a budget is, how to create and utilize one, and how to analyze a budget
- Students will understand that all countries are interconnected
- Students will evaluate their information and determine whether or not their information is credible and/or is it enough to complete the requirements of the inquiry project

World Travel Unit Plans

This inquiry unit will be completed over 9-10 weeks during 1 hour scheduled library instructional time and supplemented during scheduled social studies periods. The majority of this lesson will be instructed by the library media specialist and supplemented by the regular education teacher.

Week 1

- With the SL the students will make a list of counties they would like to visit
- CT and SL will give students time to research on World Book to choose what county the partners want to research

Week 2 and 3

- Make a list of all the things they need to plan for a vacation (airfare, itinerary, hotel, activities/recreational events, food, transportation, budget, etc.)
- CT will provide the budget form and explain how to fill it out
- SL will give them resources/links to make travel plans (airfare, hotel, etc.)
- With the CT and SL students will select the 10 days to travel (any month/days) to travel and stay and “book” their accommodations and input their selections into the budget.

Week 4-6

- Students will research their chosen country with their partner
 - Weather, currency, language, common phrases, maps/geography, travel destinations, population, food, holiday’s etc.
- Students will organize this information into graphic organizers and/or shared Google Word document
- With the support of the CT and SL the students will create proper MLA citations (print, website, database, etc.) throughout the research process.

Week 7-10

- Students will complete any last minute research during class and scheduled library time
- Students will complete MLA citations
- Student will create presentations (poster board, Glogster, or Google presentation) and present them to the whole class
 - Included in the presentation- budget, hotel (cost and amenities), airfare (arrival and departure date, connections, airline, etc.), facts/basic info about the country, list of things to pack in correlation with the weather, map of country, currency, agenda/itinerary

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

- Students share a few pieces of information about the country and explain to the class why they would or would not like to visit their particular country.

18. Lesson Evaluation/Assignments/ Handouts/Teaching Materials:

SEE HANDOUTS BELOW

19. Connection to Other Curricular Areas:

- Subjects-
 - Math- creating and preparing a budget
 - Social Studies- studying different cultures
 - Literacy/Library Media

20. Adapted Learning:

Adaptations (For Students with Learning Disabilities)

- Students will utilize World Book kids instead of World Book Students
- Students will be given additional time before and/or after school to research their projects with their partner and/or the library media specialist
- Students will create informal citations (author, website, year published, and date accessed)

Extensions (For Gifted Students)

- Students will utilize Google map and/or MapQuest to create a road map of all the destinations visit and track the mileage.
- Students will use the estimated millage and determine how much gas money is needed.
- Students can research specific travel destinations and determine what fees are incorporated to participate in the event or exhibit
- Students will create their budget and show how the money was spent in US dollars and convert the US currency to the particular countries currency.

21. Works Cited/ Resources: List the resources used in preparation of the lesson such as web sites, books, and other intellectual property.

- World Traveler. (2014, June 4). Retrieved April 30, 2015, from <http://silverspringms.montgomeryschoolsmd.libguides.com/worldtraveler>
- BILLINGS PUBLIC SCHOOLS SOCIAL STUDIES Learning Objectives Sixth Grade. (2007, January 1). Retrieved April 22, 2015, from [http://billingsschools.org/cms/lib3/MT01001765/Centricity/Domain/25/Map Guide Sixth Grade Social Studies.pdf](http://billingsschools.org/cms/lib3/MT01001765/Centricity/Domain/25/Map_Guide_Sixth_Grade_Social_Studies.pdf)
- ISTE Standards Students. (n.d.). Retrieved April 22, 2015, from http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf
- Billings Public Schools - Information Literacy/Library Media Grade Level: 6. (2008, October 1). Retrieved April 30, 2015, from <http://billingsschools.org/cms/lib3/MT01001765/Centricity/Domain/25/grade6.pdf>
- Mathematical Practice and Content Common Core Standards Sixth Grade. (2012, March 1). Retrieved April 22, 2015, from [http://billingsschools.org/cms/lib3/MT01001765/Centricity/Domain/25/Sixth Math CC.pdf](http://billingsschools.org/cms/lib3/MT01001765/Centricity/Domain/25/Sixth_Math_CC.pdf)

18. Lesson Evaluation/Assignments/ Handouts/Teaching Materials:

Before you go, let's plan the trip by answering the questions below. You need a MINIMUM of one slide per answer.

1. Where is the country (what continent)? How large is the country in square miles and square kilometers? What is its capital city? Add a map.

[Culturegrams](#)

2. What is the time difference between the Washington, DC and your destination country?

[The World Clock - Time Zone Converter](#)

3. What is the current temperature, Fahrenheit and Celsius?

[World Weather Information Service](#)

[Weather Zone](#)

[Fact Monster Conversion Calculator](#)

4. How much is the U.S. dollar worth in the country's currency?

[Yahoo Finance](#)

5. What is the flight time and cost from a local airport to your destination country?

[Kayak](#)

6. Where will you stay? Choose a hotel and find out how much it costs per night.

[Trip Advisor](#)

7. What language do they speak? Describe greetings in a local language.

[Culturegrams](#)

8. What was your overall budget? How did you spend your \$5,000?

Name: _____ **Country:** _____

Select a destination that you would like to travel to. Before you go, you will need to plan the trip by answering the questions below.

Then you will be responsible for creating a power point presentation.

1) Where is the country (what continent)? How large is the country in square miles and square kilometers? What is its capital city? Add a map.

Continent	
Capital city	
Size: square miles	
Size: square kilometers	

2) What is the time difference between Washington, DC and your destination country?

Time: Washington	Time: Destination Country	Time Difference (in hours)
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3) What is the current temperature, in Fahrenheit and Celsius? (Today)

City Name	Fahrenheit (°F)	Celsius (°C)
	High:	High:
	Low:	Low:

4) How much is the U.S. dollar worth in the country's currency?

Exchange rate	U.S dollar	Destination Country
\$1 =	\$5000=	

5) What is the flight time and cost from an airport to your destination country?

Leave

Departure day and time: June 16, 2014	Arrival day and time:	Cost of ticket:
Departure airport:	Arrival airport:	How long is the flight?
Airline:	Is there a stop? When and where?	

Return

Departure day and time: June 30, 2014	Arrival day and time:	Air line
Departure airport:	Arrival airport:	How long is the flight?
Is there a stop? When and where?		

6) Where will you stay?

Choose a hotel and find out how much it *costs per night*.

Hotel name	Location	Number of nights	Total Cost (# nights x cost)

If you have a 2nd hotel..

Hotel name	Location	Number of nights	Total Cost (# nights x cost)

7) What language do they speak? Describe greetings in a local language.

Language	Hello	Thank you	Yes

8) What was your overall budget? How did you spend your \$5,000?

item	spent	balance

World Traveler Rubric

- Minimum 7 slides **(2pts)**
- Basic map info and flag **(2pts)**
- Time difference **(1pt)**
- Convert temperature (**1pt**)
- Convert money **(1pt)**
- Flight info **(2pts)**
- Hotel info **(2pts)**
- Language **(1pt)**
- Spelling **(1pt)**
- Budget page **(2pt)**
- Creativity **(1pts)**

TOTAL POINTS