

Unit Overview and Calendar

This unit consists of students taking a virtual journey around the world. Students will work in teams of two. They will decide which countries to visit on the Internet and divide the workload between them. The basic unit outline is as follows:

1. Develop a travel itinerary by making travel reservations to the destination countries. This will include air flight times and costs. This information will be compiled in Microsoft Excel.
2. Begin researching country specific information and enter that information into a travel journal in Microsoft Word.
3. Create a Microsoft PowerPoint slideshow that will chronicle the travels of each team.
4. Deliver presentations to the entire class.
5. Give and receive feedback about presentations.

| Monday | Wednesday | Friday |
|--|---|---------------------------------------|
| 1. Partner Selection, Trip Planning, Country Selection | 2. Research travel itinerary, make travel plans | 3. Continue travel itinerary research |
| 4. Excel to create itinerary | 5. Format itinerary | |
| 6. Create trip journal template | 7. Country research | 8. Country research |
| 9. Develop PowerPoint slideshow | 10. Continue PowerPoint slideshow | |
| 11. Deliver presentations | 12. Deliver presentations | 13. Feedback |

Unit Rationale

In this unit titled “Globetrotter,” students will work together as a team researching information about different countries of their choice and transferring it into a journal. They will develop a trip itinerary and related travel arrangements. The teams will finally create a PowerPoint presentation that will showcase their journey.

This unit is being taught to 6th grade students that are approximately half way through the school year. It represents a demonstration of the technology and research skills they have learned since the beginning of 5th grade. These skills include word processing, spreadsheets, PowerPoint and Internet research. This unit provides a vehicle for which students can explore areas of the world in a virtual sense. This will entice students to be creative and follow through with a project that is of interest to them personally.

Worldwide travel is not common for many students in our school district. Low socioeconomic status is a contributing reason for this. By providing a unit that focuses on technology and its application to travel, the students will have the ability to “visit” other countries. They will demonstrate their individual and collaborative abilities while exploring areas of the world that they may otherwise not be exposed to.

Incorporating multimedia into learning is an effective way to engage student interest. As a teacher, I have seen academically disinterested students become engaged to the technology that helps them create their own virtual environment. It brings the world closer to them, giving the student a better understanding of different cultures and societies. Multimedia also allows the students to be able to creatively express themselves. By using technology and multimedia to draw students in, it is my hope as an educator to bridge their interest with cross-curricular subjects that they otherwise would not be interested in.

I enjoy social studies and geography so it is natural for me to apply technology to those subjects. I chose this unit because it gives students the opportunity to apply their previously learned computer skills to a real-world and engaging project that takes them away, in a virtual sense, from their familiar surroundings. Traditional social studies is taught from a textbook that more often than not gives a 3rd person point of view. By teaching this unit, students can become part of their learning and choose for themselves where they want to go. This unit could be extended and expanded to include much more detail during travelling (hotels, restaurants, events, etc.). I anticipate the student interest will be high because they will be able to design their own adventure. I will provide guidance and general parameters.

Writing and communication skills are extremely important. Standards in the state of Oregon place a great deal of emphasis on students’ ability to write and present information effectively. The journal component and the PowerPoint presentation will challenge students to write, speak and present effectively. This unit is appropriate at this time because it requires the students to draw upon their previously learned knowledge to complete the project and it addresses many of the benchmarks implemented in the state.

Prerequisites

This unit requires that students are familiar with several application packages in order to complete the tasks successfully. These applications include:

1. Microsoft Word
2. Microsoft Excel
3. Microsoft PowerPoint
4. Internet Explorer

This unit takes place during the second year of computer instruction. It represents a culminating project designed for the student to demonstrate technology and media skills they have learned over the previous year.

Integration of Disciplines

Business and Marketing
Fine Arts and Humanities
Mathematics
Social Studies
Vocational/Technical
Language Arts