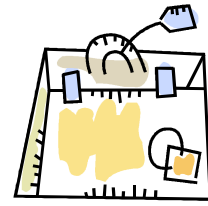# EDMT 330
Web Activity Design –Lesson Plan – Travel the United States!
Laura Weakland, Winter 2008, Professor: Jon Margerum-Leys, PhD

Content Areas: Social Studies with Integration of Language Arts and Technology

Grade Level: 5th grade

Overview

In this lesson, students will work with a partner to create a travel brochure (posted on the Internet using Web Poster Wizard at http://4teachers.org/) promoting their chosen state using information from resources obtained off the Internet. Students will be using resources from the Internet to gain information on one of the 50 states in the categories of geography, economics, climate, population, and other general state information. At least one state from each major region of the United States will be represented by a dyad from the class: Northeast, Midwest, Northwest, Southwest, South, and Southeast. The object of their travel brochure is to convince someone to visit their state by detailing out pertinent facts, as well as key attractive features. Students will gain _knowledge_ in locating and describing a state located in various regions in the United States and comparing its characteristics to other states. In addition, students will gain _skills_ in using the computer, accessing the Internet as a tool for research and posting their work, and working in groups. This lesson is the culminating activity for the 5th grade geography unit on the United States and also provides students the framework for using the Internet for research projects and posting of their work in future units of study.

Michigan Standards and Benchmarks
SOC.II.1.LE.3 Students will locate and describe the major places, cultures, and communities of the nation and compare their characteristics.
SOC.II.4.LE.6 Students will describe the major United States regions, compare the regions, and explain the processes that created them.

Integrated Subjects (English Language Arts and Technology):
ELA.1.LE.1 Students will use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures and increasing conceptual understanding.
ELA.2.LE.1 Students will write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes.

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ELA.3.LE.3 Students will read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.

Michigan Educational Technology & Expectations (Gr 3-5):
- Students will collaborate with classmates using a variety of technology tools to plan, organize and create a group project.
- Students will use basic telecommunication tools (e.g., Webquests, IM, blogs, chat rooms, web conferencing) for collaborative projects with other students.

Learning Objectives
Students will:
- complete a web-activity designed to accumulate resources on a state of the United States of America.
- work cooperatively in pairs and practice the social skills of helping, listening, participating and respecting each other.
- prepare a travel brochure using the Web Poster Wizard at http://4teachers.org/ of their chosen state including pertinent facts and attractions of the state.
- structure their travel brochure (Web Poster) in a way that makes sense for the intended audience (i.e. as a promotion for visiting that state).

Duration and Timeline

Students will need approximately two days (approximately 45 minutes each) or one 90-minute block of social studies workshop time for this activity of Internet research and the preparation and posting of the travel brochure (Web Poster). This activity will be done as a culminating activity at the end of the 5th grade geography unit on the United States.

Grouping Requirements

Students will work in pairs to complete this activity allowing students to build social skills in the area of cooperative learning. Skills they will be developing include: helping, listening, participating, and respecting. Pairs will be selected at random. Each pair will then put their names in a "hat" to draw regions of the U.S. There will be 3-4 pairs representing each region. Once the pairs have drawn regions, they may select the state they would like to research based on interest. This provides students choice; however ensuring all regions of the United States are covered.

Technology and Materials Requirements
PC Computers (Windows) with access to the Internet, 1 computer for every 2 students
Printers (optional)
Outline map of United States (transparency)
Student Directions Worksheet (printed out as well as posted at http://poster.4teachers.org/)
Assessment Rubric

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Internet Resources
4Teachers – www.4teachers.org – Web Poster Wizard Tool
Geography at About.com - http://geography.about.com/library/blank/usa3.jpg -Outline Map of US
The US 50 – www.theUS50.com – A Guide to the 50 States
World Atlas – www.worldatlas.com – World Atlas and much more!
Graphic Maps - http://graphicmaps.com/webimage/usimages/customst.htm -Free State Graphics

Review/Prior Knowledge

Students will have prior knowledge on states, regions and the geography of the United States as this is the culminating activity of their 5th grade geography unit. In addition, students will have had prior experience using the Internet and some basic computer skills, including downloading files. The will also have had prior experience working in groups.

Procedure/Activities *(Duration = approximately 90 minutes)*

DAY ONE *(if spanning 2 days of 45 minutes each)*

Step 1 OVERVIEW (5 min): The teacher will tell the students that today they are concluding their geography unit on the United States by participating in a web activity with a partner. The teacher will then describe the project: students will be following a Student Directions Worksheet (printed, as well as posted on Web Poster Wizard at http://poster.4teachers.org/) that will detail the activity step-by-step on gaining information on one of the 50 states in order to create a travel brochure to be posted on the Internet on their state. The object of their travel brochure is to convince someone to visit their state by detailing out pertinent facts, as well as key attractive features.

Step 2 GROUPING (5 min): The teacher will then select pairs at random. Each pair will then put their names in a "hat" to draw regions of the United States. There will be 3-4 pairs representing each region. Once the student pairs have drawn regions, they may select the state they would like to research based on interest. As students are selecting their states, the teacher will be coloring them in on a blank outline map of the United States on the overhead.

Step 3 STUDENT DIRECTIONS (5 min): The teacher will then pass out the Student Directions Worksheet sheet (one to each student, as each student will complete the worksheet). She will then model for the students how to access Web Poster Wizard at http://poster.4teachers.org/. (*For in-depth detailed step-by-step directions, refer to the Student Directions Worksheet)*. The worksheet ID for this activity is 111828. This will give the students access to the worksheet online with the

links embedded in the directions. As the student is following the directions and clicking on links, the teacher will instruct them to use the "back" button to return to this worksheet.

Step 4 RESEARCH (30 min): Using the directions on the Student Directions Worksheet and the links provided, students will begin collecting information on their state for their travel brochure. *Each student should hand write their answers on the worksheet*.

DAY TWO (if spanning 2 days of 45 minutes each)

Step 5 DOWNLOAD IMAGE (5 min): After all students have completed their research, the teacher will then model how to access and download the graphic image for their state by following the link on their online worksheet to World Atlas Graphic Maps at:
 http://graphicmaps.com/webimage/usimages/customst.htm and then clicking on their state. Students will then RIGHT-CLICK on the image to pull up a menu that says "SAVE PICTURE AS" and then click "SAVE." (Note: these directions would need to be modified to fit the saving needs of the particular school set-up).

Step 6 CREATE POSTER/BROCHURE (30 min): The teacher will now model for the students how to create their travel brochure (Web Poster) using the Web Poster Wizard at http://poster.4teachers.org/. The students will then proceed through the directions on the Web Poster Wizard and their student directions worksheet. *Students should be reminded that it is very important that they RECORD their password on the student directions sheet.*

Step 7 CONCLUSION (10 min): After creating their own travel brochure, they will access their classmates' brochures at http://4teachers.org/ (Class Code **170221**) as directed on the Student Directions Worksheet. Students will chose one other state and take note of how that state is similar and how it is different from their chosen state. The teacher will now gather the students back together for a quick discussion this activity. What did they learn? What was the most challenging part of the activity? What was the most fun? As an optional extension, the teacher could have the students view all the states brochures and then vote on which state they'd like to visit the most!

Assessment

Students will be assessed using a rubric with two components: one on the process and one on the product. In addition, each student will be completing the Student Directions Worksheet.

<u>Accommodations</u>

If a student is not reading at grade level or is lacking in the prerequisite computer skills, the teacher could select the groups in order that students are paired with a classmate that has the necessary prerequisite skills for this activity.

<u>Appendices</u>

A – Outline Map of the United States

B – Student Directions Worksheet

C – Assessment Rubric