

Round and Round We Go: World Traveler

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Grade Level 6
Duration 1 class period (ongoing throughout the year)

Adapted from the lesson by Yolie Turner and Liz Waldrip

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
3. How to analyze the spatial organization of people places, and environments on Earth's surface

Element 2: Places and Regions

4. The physical and human characteristics of places
6. How culture and experience influence people's perceptions of places and regions.

AZ Standards

MATHEMATICS

Ratios and Proportional Relationships

- 6.RP.3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
 - d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

Standards for Mathematical Practice

- 6.MP.8. Look for and express regularity in repeated reasoning.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools helps individuals understand their world.

- 6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

- 6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.

Global interconnections and spatial patterns are a necessary part of geographic reasoning.

- 6.G4.1 Explain why environmental characteristics vary among different world regions.

Overview

As the world becomes more and more connected, people need to become more aware of the diversity of cultures. Students should study nations in a variety of ways, enabling them to learn significant facts along with an increased appreciation of world cultures.

Purpose

In this lesson, students will research basic information about a particular country and record the data in logs. They will focus on cultural similarities and differences and as frequent travelers (by repeating this activity several times in the year).

Students will also determine the ratio of miles to kilometers they have accumulated.

Materials

- Directions for World Traveler
- World map
- World Traveler Distance Form
- World Traveler Information Log
- Note cards
- Colored Pencils
- Computer/Internet
- Teacher Instructions for Posttest Assessment
- 5 Themes of Geography organizer (optional)

Objectives

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The students will be able to:

1. Research information using the internet.
2. Measure the distances between places in both miles and kilometers.
3. Determine the ratio between mile and kilometers.
4. Compare and contrast different countries.

Procedures

Note: This lesson can be used one time or as an ongoing unit. It can be used whenever a new region or continent is introduced. Another option would be to have each student visit a certain amount of countries. A third option might be to have students achieve a distance objective to accumulate 50,000 total miles or 80,000 kilometers.

Prior to the Lesson: Create a list of all the countries to be researched. Refer to an atlas to determine which nations to include. Be sure to include countries from each of the inhabited continents. Cut the list into strips. Each student will then pick a country, at random, to research. This lesson uses CIA World Factbook located at <https://www.cia.gov/library/publications/resources/the-world-factbook/> because it is free and updated regularly.

SESSION ONE

1. Begin the lesson by asking “Who knows what a frequent flyer is?” Discuss this concept of traveling frequently and what might a person need in order to make frequent trips – maps, suitcase with clothing, computer and work papers, log to keep expenses and mileage, passport, etc.
2. Now explain that we are going to learn about the world through virtual travel, on the Internet to learn about places. Then distribute a folder, a set of directions, and a world map to each student. Discuss the format. (A sample set of directions is included, but this can be modified to suit your classroom needs.)
3. Put strips of papers with country names in a container and allow students to select their country. Instruct students to locate and label their country on their world map, color it, and complete the World Traveler Information Log by doing research on the CIA website.
4. After they have finished the Log, and if time allows, they may complete one of several OPTIONAL enhancement activities, such as:
 - write a poem like a “diamante”

- write a postcard, complete with a picture that describes their visit to a friend back home.
 - create a travel brochure, including pictures, designed to entice people to visit this place.
 - complete a “Five Themes of Geography” chart, giving at least two examples of each theme.
5. When students are finished with the first country, have them select from the slips of paper, another country to visit. After locating this new country and coloring it on their map, they need to measure the distance they traveled from the previous location in miles.
 6. The student must now determine the ratio between miles and kilometers. They can do this by using the formula provided. Explain the example: if the distance between Paris, France and Stockholm, Sweden is 1,000 miles (approximately) multiple by 8 and divide the total by 5 to get the kilometers. 8/5 is the ratio. (See Teacher Instructions for Posttest Assessment.)
 7. Have students continue “traveling” throughout the school year to learn more about places in the world.

Assessment

The Distance Log can be graded for math skills and the World Traveler Information Logs can be graded for geography information. On both worksheets, 80% or higher is considered mastery.

Using the Posttest, students should be able solve Problems #1 and #2 for an assessment of the math skills. Geography knowledge can be graded by Problem #3, and Optional #4. Enhancement activities and log sheets can be graded.

Extensions

1. Instead of focusing on countries, the traveler could visit specific cities located around the world.
2. While visiting various countries or cities around the world, students could figure the exchange rate for the US dollar. They could determine how much a pizza, or a Big Mac would cost in each of the visited nations.

Sources

Liz Waldrip and Yolie Turner from Flagstaff, AZ developed an award-winning unit very similar to this one

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CIA World Factbook

<https://www.cia.gov/library/publications/resources/the-world-factbook/>