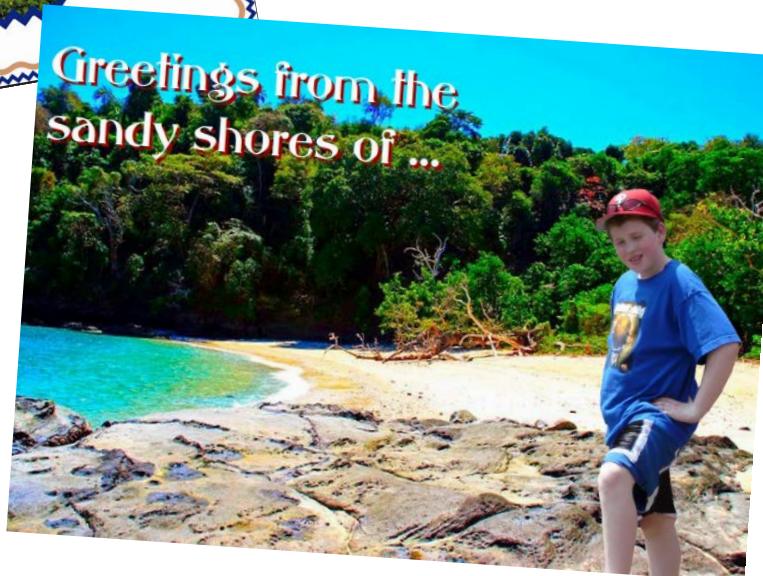




WHERE IN THE WORLD IS...?

Creating a generation of digital world travelers!

6TH GRADE





WHERE IN THE WORLD IS...?

A comprehensive unit that:

- Aligns with many Common Core Learning Standards
- Encompasses multiple reading and writing opportunities
- Provides valuable hands-on performance-based learning projects
- Stresses the importance of visual learning
- Develops life-long oral and written communication skills
- Offers differentiated learning opportunities
- Engages students in Social Studies

Designed and written in collaboration by:

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Great Software Tools, LLC
and
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6TH GRADE

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INSTRUCTOR GUIDELINES

Thank you for purchasing *Where in the World is...?* for your 6th grade class! We are confident that your students will enjoy learning about the world and the people that inhabit it and you will love how engaged they will become in social studies! We want to give you a few suggestions on how to best utilize this kit:

Where in the World is.PDF – This document contains all of the documentation for this comprehensive kit. It is in PDF form to keep it properly formatted and uneditable. Keep an intact copy of this as the reference document for the unit.

Teacher Materials – These pages are provided as a Word document so that you can edit them to meet your own requirements. We have designed this unit with the expectations that teachers will revise it somewhat to make it their own and to meet the individual needs of their classes.

- **Vocabulary** – Feel free to add or delete words and to tweak the definitions if desired.
- **Some Useful Resources** – You can add or delete resources from this list and then provide the students with your final resource list if you wish. Since the links are live, if you open the document on your computer with a projector or interactive whiteboard, you can quickly access the websites for a lesson with the whole class.
- **Essential Questions and Big ideas** – These are supposed to get the creative juices flowing! Brainstorm with the class to come up with other essential questions and big ideas and then involve the class in great critical thinking opportunities. Remember, it is important for them to see the big picture and understand why they are learning about other cities and countries around the globe.
- **Common Core Learning Standards (CCLS)** – Isn't it exciting to see how many standards you can cover in one lesson?
- **Instructor Details** – These pages give specific suggestions for the individual projects. Feel free to tailor them to meet your needs.
- **Instructional Essay Rubric** - This rubric has been designed using the same terminology and requirements as the student checklist, which has the same terminology as the Common Core Learning Standards. By using these valuable assessment tools, you are providing your students with the opportunity for them to assess themselves as they are working and understand the grade you award them at the end.

Student Handouts - This document was compiled with the expectations of you printing and handing these pages out to the students. They are also in Word document format so that you can edit them to meet your needs.

- **Vocabulary without Definitions** – for the students to use if you want them to look up the definitions.
- **Performance Task** – You can edit this task to fine tune it with regards to your students and community.
- **Project Details** – We provide basic instructions for the students on these pages with room for you to add more details if desired. Your Instructor Detail Pages provide more detailed project instructions.
- **Student Checklists** – The project checklists are less detailed than the writing checklists. Feel free to add other requirements that you feel are important to the project checklists. The writing assignments have more detailed checklists that use the terminology from the CCLS. The rubric for the Informational Essay uses the same terminology as the CCLS and the checklist, so if you edit any of the writing assessment pieces, be careful to keep them aligned with the appropriate standard.

Project Templates – The templates that you will need for the projects are in a separate folder. Before beginning that project, make sure the template is available to the students on their computers or network drive.

Tutorial Videos – The tutorial videos are accessible from our website. Use the password that you were given to download this kit to access the links to the project videos. The videos offer the students step-by-step guidance in creating the projects. Pause the video as needed to allow them to work, contemplate, organize and save their work. Manipulating graphics is a very creative form of self-expression. These projects will prove that the students understand the material they have learned and give them an opportunity to teach back in an effective visual format. Let the students have the time to work, make mistakes, correct their mistakes, and revise their layouts, so that they can complete a project they can show with pride.

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INTRODUCTION

Where in the World is...? is a project-based learning kit designed to give 6th graders the opportunity to explore foreign places and report their findings to their peers, just like Matt Lauer from NBC's Today Show. Studying other countries is an excellent way for students to expand their global knowledge. Learning the cultures, traditions, politics, norms and current events of other nations will help students cultivate acceptance of others' differences. In our diverse culture, it is imperative that students embrace this diversity rather than fear it. We don't want our children to simply tolerate others because of their differences; we want them to understand and accept others' culture, religion, and traditions. For students to respect the differences in others, it is essential for them to learn about heritages other than their own.

The influx of people from various nations over the last century has made the typical American harder and harder to define and categorize. Although many students were actually born here, some were born in other countries and moved here. Thus, we are a society that has many cultures, traditions, and religions. When students discover interesting facts about foreign places, they may actually be learning about the heritage of the student sitting beside them in the classroom or the cafeteria. Even if a student does not know anyone from the particular faraway place he or she is studying, someday the student may either travel to that place, or meet or work with someone from that foreign country. The whole idea is to make the "foreign" places not so foreign or unknown.

By utilizing our technology, students can "travel" to other destinations and share their discoveries with their peers. They can imagine being in these faraway places by digitally placing a photo of themselves in a scene of the Egyptian pyramids or next to an Ashram in India or by the Kremlin in Moscow. Their digital visit will allow them to be immersed in this foreign place and thus help them foster more curiosity about the country's society and culture.

The integration of technology in the classroom is imperative in this modern world. We hope that your students enjoy the journey and have fun becoming worldly! Please contact us with your feedback. We are interested in your comments and suggestions for future topics. Happy learning!

Sincerely,

Christine Bailey



SUMMARY / PURPOSE

The projects for *Where in the World is...?* were thoughtfully created to provide an opportunity for 6th graders to increase their knowledge base about foreign societies. Students will be stimulated and actively engaged in their assignments as they digitally travel the world and share their experience with their peers. In addition to using relevant technology, the students will be researching, writing, and reporting. To employ various styles of writing, they will be keeping a journal, writing postcards, and authoring a descriptive magazine article. Also, they will increase their oral presentation skills and use various mediums to engage, teach, and entertain their audience. Students will not only learn from their own research, but they will learn about many other foreign places from the research and reporting of their peers.

These projects align with the **Common Core English Language Arts Standards for Grade 6: Reading Informational Texts; Writing; Speaking and Listening; Language; and History and Social Studies**. Students will be involved in projects that will be stimulating, fun, and creative, and you can be confident that you are aligning your curriculum with the standards that are expected of all 6th graders across our nation.

EXPECTATIONS

Your students will discover new places and see how they differ from America. They can become more culturally and globally aware and evolve as a generation of adults who have not just a tolerance of others' differences, but a deeper understanding and acceptance of diverse people. Intolerance of diversity begets unrest and violence. By helping children cultivate greater global awareness, we can feel confident that our students will be more interested in peace, not conflict. If students learn about others' heritages, they may also find common ground with each other. This skill will be essential for them as they emerge as adults and venture into careers in the global marketplace.

By integrating *Where in the World is...?* into your curriculum, you are adding rigor into project-based learning while engaging students in a constructive investigative journey. Students will be appropriately challenged and will cultivate global awareness through their own research as well as through their peers' research and presentations. The hands-on projects will help the students learn the material in a deeper way, and they will be able to express their own personal creativity in relevant written and oral presentation formats. By integrating visual technology, you are raising the bar on the quality of the presentations that you expect from your students and preparing them to be competitive in our highly visual world. You are also helping them to learn to assess their level of knowledge and performance by using the checklists and rubrics that are included with the unit. By giving them this opportunity to learn the material in a more intimate and thorough way, you are helping them achieve 4's on those rubrics!



UNIT PROJECTS

1. Journal
2. Postcard
3. Magazine Article
4. Assembly Presentation/ Fast Facts Cards

REQUIRED SOFTWARE

- Graphics-Toolbox
- Microsoft Word
- Microsoft PowerPoint
- Microsoft Publisher

SUGGESTED MATERIALS

1. **Postcard** – postcards can be printed in school or at a professional photo lab
 - Professional photo lab – this can be less expensive
or
 - Color Printer & Glossy Photo Quality Paper – a recommended quality is: Costco’s Kirkland Signature Professional Glossy Inkjet Photo Paper, 69 lb, Item #503626
2. **Fast Facts Cards** – can also be printed in school or at a professional photo lab
 - White Shipping Labels 3 1/3”x4” – Avery #5164/ 8164 equivalent
 - Professional photo lab – this can be less expensive
or
 - Color Printer & Glossy Photo Quality Paper – a recommended quality is: Costco’s Kirkland Signature Professional Glossy Inkjet Photo Paper, 69 lb, Item #503626



KEY WORDS

- Where in the world
- Stamps from around the world

PROVIDED TEMPLATES

- Postcard Printing Template
- Fast Facts Template for MS Publisher

AVAILABLE VIDEOS

- Creating a Digital Travel Postcard
- Formatting a Magazine Article
- Enhancing PowerPoint



Common Core State Standards¹ Covered in WHERE IN THE WORLD IS...?

English Language Arts Standards » Reading: Informational Text » Grade 6

Key Ideas and Details

RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

English Language Arts Standards » Writing » Grade 6

Text Types and Purposes

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s) and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the argument presented.

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.



- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the information or explanation presented.

W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Research to Build and Present Knowledge

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
- Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Range of Writing

W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

English Language Arts Standards » Speaking & Listening » Grade 6

Comprehension and Collaboration

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Presentation of Knowledge and Ideas

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

English Language Arts Standards >> Language >> Grade 6

Conventions of Standard English

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Ensure that pronouns are in the proper case (subjective, objective, possessive).
- Use intensive pronouns (e.g., myself, ourselves).
- Recognize and correct inappropriate shifts in pronoun number and person.*
- Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
- Spell correctly.

Knowledge of Language

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Vary sentence patterns for meaning, reader/listener interest, and style.*
- Maintain consistency in style and tone.*



Vocabulary Acquisition and Use

L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

English Language Arts Standards » History/ Social Studies» Grades 6-8

Key Ideas and Details

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Integration of Knowledge and Ideas

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

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