

Title: A Trip Around the World

Grade Ranges:

 K-4

 X 5-8

 9-12

Subject Tag:

Science: Biology

Science: Earth Science: Weather

Science: Earth Science: Environmental Studies

Synopsis:

This is a project designed to integrate geography and language arts into a science lesson. Students will act as travel agents and work in groups to plan a trip around the world with several stops (each in a different biome). After planning the itinerary and researching each region, students will advertise their trips in a format they choose. They can make a comprehensive travel brochure, PowerPoint or Hyperstudio presentation, or commercial.

Keywords:

ecology, biome, ecosystems, climates, animal-life, plant-life, geography, landforms

Body:

Phase 1

1. Assign students to groups of three to five, or have them pick their own. Each group should come up with a name for their travel agency and a slogan or logo. Explain to the groups that their task is to design a wonderful and enticing TRIP AROUND THE WORLD.
2. Students should choose AT LEAST FIVE different biomes to include in their trip. These selections must come from different regions of the world.

Phase 2

1. After selecting the biomes that they wish to include in their projects, students should design an itinerary. Explain that an itinerary is a travel plan. Although at first it can be a rough draft, as the project takes shape, the itineraries should become more and more specific. How many days to spend in each location? Which cities will be included? Mode of transportation (plane, train, etc.)?
2. Once students have outlined their schedules, they should begin the research part of the project. They must research climate, landscape, animal-life, and plant-life of the locations they have chosen. (In addition to the typical characteristics of biomes, students can include attractions of interest in the advertisement.) Because students are divided into groups, they can divide up the workload.

Phase 3

1. Students create an advertisement for their trips. The ads should be based on scientific fact, but written from a persuasive angle.
2. Encourage students to be creative in their method of advertising. Give them specific guidelines of what to include, but allow them to use whatever form of media they are most comfortable with (video, written, etc).
3. Provide students with the following elements that you may want to require for their advertisements:
 - a. Includes five locations (must be specific cities or states)
 - b. Description of climate and geographic landforms for each location

- c. Description of animals and plants for each location
 - d. Description of attractions for each location
4. Students present the advertisement to the rest of the class in an appropriate format.

Related Links:

ThinkQuest Internet Challenge Library: Earth Science & the Environment

http://www.thinkquest.org/library/cat_show.html?cat_id=26&cid=1

This site contains all kinds of science information for students.

Biomes of the World

www.snowcrest.net/geography/slides/biomes

This site offers great maps of the world biomes and might be helpful when students initially pick destinations for their trip.

National Geographic

www.nationalgeographic.com

Excellent site! Once students have chosen the biomes that they want to include in their trip, they should visit this site to research more information about their cities/regions. This is a great place to get more information about climate, wildlife, and points of interest.

Features:

- Contains special education tips
- Quick Activity
- Requires Internet access for students to complete

Objectives:

1. Students will be able to work together to research and organize information.
2. Students will be able to present information to a large group.
3. Students will be able to compare and contrast the characteristics and features of the world's biomes.

Standards:

NY: Living Environment 4.5. Organisms maintain a dynamic equilibrium that sustains life. **Living Environment 4.6.** Plants and animals depend on each other and their physical environment.

NYC: S2a. Structure and function in living systems, such as the complementary nature of structure and function in cells, organs, tissues, organ systems, whole organisms, and ecosystems. **S2d.** Populations and ecosystems, such as the roles of producers, consumers, and decomposers in a food web; and the effects of resources and energy transfer on populations. **S5f.** Works individually and in teams to collect and share information and ideas. **S6d.** Acquires information from multiple sources, such as print, the Internet, computer databases, and experimentation. **A2 a.** Make an oral presentation of project plans or findings to an appropriate audience. **A3 a.** Gather information to assist in completing project work. **A3b.** Use information technology to assist in gathering, organizing, and presenting information. **A5a.** Work with others to complete a task.

CT: 3. Living Things and Their Environment. Students will understand that all organisms in the biosphere are linked to each other and to their physical environments by the transfer and transformation of matter. **9.** The Earth's Atmosphere. Students will understand the composition and structure of the atmosphere, including energy transfers, the nature of weather and climate, and the effect of the atmosphere on human activity.

NJ: Science 5.1: All students will learn to identify systems of interacting components and understand how their interactions combine to produce the overall behavior of the system. **5.4:** All students will develop and understanding of technology as an application of scientific principles. **5.6:** All students will gain an understanding of the structure, characteristics, and basic needs of organisms. **5.7:** All students will investigate the diversity of life. **Cross-Content Workplace Readiness 2:** All students will use technology information and other tools. **4:** All students will demonstrate self-management skills.

Prerequisite Skills:

1. Students should know how to do basic library research.
2. Students should know how to research on the Internet.
3. Students should have basic knowledge of the world's biomes.
4. Students should have basic knowledge of factors determining a region's climate.

Time Required:

90 minutes for research, 90 minutes to assemble travel plans

Technology and Materials Needed:

1. Access to PowerPoint and/or Hyperstudio
2. Access to the Internet
3. Access to video equipment (if students choose this route)

Procedures:

Assessment Criteria:

1. Have students evaluate each other's effort within their own group. Peer evaluation should count as part of their grade.
2. Have students evaluate other groups' presentations based on scientific accuracy, originality, and persuasiveness.

Recommended Lesson Plan Review Date:

Review Comments:

Check Web site.