Grade Level: Sixth Grade Subject: Social Studies & Language Arts Topic: Country Reports

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|  | Original Bird Unit | New Revised Inquiry-Based Unit |
| Assignment Description | Every year, students in 6th grade complete a research project on a country of their choice. They use 3x5 note cards to gather information from resources that include print resources and non-print resources. They gather facts & documentation then write a research report. The report is divided into 8 different sub-topics about the country: Geography, History, Politics, Climate, Resources/ Industry/ Products/ Agriculture, Recreation/ Tourist Attractions, Famous People, and Miscellaneous Facts. | Question: Why would anyone want to visit my country?  Students will research a country’s recreational activities, hobbies, sports, and tourist attractions.    Bloom’s taxonomy – Remembering: Students will use internet and print resources in the library to find, locate, and gather information. Students will be introduced to mind mapping and use one to create a web representing information found through their research.  Bloom’s taxonomy – Understanding: Students will categorize their gathered information on the web into common areas such as hobbies, sports, tourist attractions, etc.  Bloom’s taxonomy – Analyzing: Students will locate travel statistics and analyze information to support tourist attraction. Prepare an online survey using Survey Monkey to determine countries that people in our school would love to visit. Or conduct interview with a few students and teachers asking them what country they would want to visit and why? Document results and add to web. Interview and survey results can be added to final product in support of visiting selected country.  Bloom’s taxonomy – Creating: Students will have a few options for creating a final product.   * Option 1: Create a travel poster using Smore or Microsoft Publisher * Option 2: Create a travel brochure using Microsoft Publisher * Option 3: Create a video commercial using Microsoft movie maker, iMovie, Vimeo, or any other video making platform. |
| Final Product | Students’ final product was an informational written report (typed in Word). | Create a Travel Brochure, Travel Poster, or Travel commercial |
| How Students Use Library | The students would use the library to check out non-fiction and reference books associated with their specific country, use the computers for internet searching & gathering facts, and work quietly on their reports and information gathering. Most work was done in classroom and at home. | Students will use the library to research their selected country of their choice. They will have access to non-fiction & reference books and computers for internet & database searching. They will use the computers to create their webs and final products. |
| How Students Use the Librarian | The librarian helped the students to locate books they needed, search on our school’s library catalog, modeled note-taking skills, and taught them bibliography documentation. | The librarian helps students locate books & resources in the library as well as on the computer through modeling and demonstrating. The librarian will also introduce and model the mind map sites (webs), movie maker, imovie, and Vimeo. Librarian will also intervene and assist students during the process from start to finish. |

PA Common Core Standards

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| CC.1.2.G | Locate & Use information from various mediums to understand topic or issue. |
| CC.1.2.H | Evaluate text based on author’s claim and relevant evidence. |
| CC.1.2.L ; CC.8.5.I | Independently, locate, select, and use various literary non-fiction, informational text, and digital resources. |
| CC.3.5.A; CC.8.5.A; CC.8.5.I | Use & cite specific textual evidence in primary & secondary resources. |
| CC.1.4.I; CC.8.6.G | Evaluate source for credibility, relevance, and currency, and accuracy. |
| CC.8.5.G | Integrate information from various mediums to understand topic or issue. |
| CC.1.4.V; CC.8.6.F | As part of grade-level appropriate research process:   * develop self-generated, focused research question * develop self-questions about a topic * use information to answer questions about topic and generate new information. |
| CC.8.6.G | As part of grade-level appropriate research process:   * gather information that pertains to topic from various print & digital resources * conduct search using proper terms * evaluate print & electronic sources and information * use only credible sources. |
| CC.1.4.S &W | As part of grade-level appropriate research process:   * draw conclusions from evidence in information sources * use quotes, paraphrasing, and summaries in work without plagiarizing * cite sources using standard bibliographic citation format. |
| CC.1.4.S & W | Draw relevant evidence from text to answer information need using grade level appropriate note-taking skills. |
| CC.1.5.C | Research & interpret information using different media formats. |
| CC.1.5.F | Add multimedia components and visual displays to presentations to clarify information. |
| CC.1.4.U; CC.8.6.E | Use technology ethically to produce and publish a product and to interact and collaborate with others. |
| CC.15.3.T | Practice safe, legal, and responsible use of technology. |
| CC.15.4.K | Select and utilize appropriate multimedia to create digital multimedia; use digital media legally & ethically, practicing Educational Fair Use. |