

Lesson Title: Big City Traveling

Grade Levels: 5-6

Lesson Description: Students, acting as travel agents, will each select and advertise one large city that is located anywhere in the world. They will learn about their city by using Google Earth, other texts, and Encyclopedia Britannica online (<http://www.britannica.com/>). They will then create a travel brochure educating others about what their city has to offer. Creating a travel brochure will allow students to learn more about how each city is a place with physical and human characteristics. Travel brochures can be made on the computer or by hand.

Literature Connection

Somewhere in the World Right Now written by Stacy Schuett.

This short story describes what is happening in different places around the world at a specific time in the day. In addition to learning about time zones, children are introduced to the varied lifestyles of people living around the world.

Concepts and skills

- Place
- Physical characteristics
- Human characteristics

NCSS Standards

- Students will interpret, use, and distinguish various representations of the earth by using maps, globes, and photographs.
- Students will use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information.

Objectives

- Students will be able to use technology to locate and identify important human and physical characteristics of a large city in the world.
- Students will be able to describe and advertise a city in a creative way.

Google Earth Skills Needed

- Use the “fly to” section in the upper-left hand corner.
- Manipulate the different layers associated with Google Earth.
- Zoom in and out of locations.

Teaching Procedures (step-by-step directions)

1. Take the class on a brief walk around the school grounds. While the students are walking around, tell them to observe the physical and human characteristics of the place. Ask them, “What makes our school different from other schools?” After returning to the classroom, make

- a class list of all the different physical and human characteristics the students observed. Ask students if they all observed the same human and physical characteristics? Why or why not?
2. Tell students that you are now going to read a short story showing cities located around the world. Tell them to pay close attention to how each place has unique physical and human traits and to look for different physical landforms, such as mountains, lakes, hills, and plains, as well as different human characteristics, such as architecture, uses of transportation, and patterns of livelihood.
 3. Read the story *Somewhere in the World Right Now* written by Stacy Schuett. While reading the story, emphasize the vast diversity of human and physical characteristics of cities around the world.
 4. After reading the story, ask the students, “How are each of the places different? What specifically makes each place special?” Have a brief classroom discussion about how places across the world differ significantly due mainly to physical and human characteristics.
 5. Tell students that they are going to act as travel agents and create a travel brochure to advertise a city in the world using Google Earth and other research tools. If needed, remind students that the purpose of a travel brochure is to convince people to visit the advertised location. Pass out the brainstorming sheet and emphasize that before beginning to work on their brochures they need to identify a city for investigation.
 6. Go over a basic Google Earth tutorial with the entire class in the computer lab. When in the computer lab, emphasize the Google Earth features of “fly to,” using multiple layers, and zooming in and out of different locations to find appropriate information.
 7. After giving children a brief opportunity to browse through Google Earth, have them complete the brainstorming sheet during class or for homework.
 8. Once each student has selected a city, pass out and discuss the directions for the travel brochure. Emphasize that their brochures will include some of the unique human and physical characteristics of the city they choose to advertise.
 9. Remind students that they will use Google Earth, <http://www.britannica.com/> and other texts to aid their research.
 10. Allow time for students to conduct their research and design their brochure.
 11. Provide assistance as students work.
 12. Have students present finished product to the entire class. Explain that they should emphasize the physical and human characteristics that make their city special.

Assessment

The completed travel brochure and observation while students are conducting research will be used to assess student fulfillment of the objectives.