

SOCIAL STUDIES  
Geography  
Grade 8  
Passport to the World

**Lesson Components:**

Benchmarks

- G-1B-M4 describing and explaining how personal interests, culture and technology affect people’s perceptions and uses of places and regions
- G-1B-H4 Explaining and evaluating the importance of places and regions to cultural identity
- G-1C-M7 explaining how cooperation and conflict among people contribute to the political divisions on Earth’s surface
- G-1C-H6 analyzing how cooperation, conflict, and self-interests impact social, political, and economic entities on Earth

Key Concepts

See activities outline.

Lesson Duration

Time requirements will vary. Minimum suggested time is 5 class periods.

Purpose/Introduction

The goal of this lesson is to introduce students to a variety of real life situations in which concepts across related disciplines are an integral component. Passport to the World covers all 5 foundation skills and all 7 components of the Information Literacy Model for Lifelong Learning as defined in the introductory section of the Louisiana Content Standards. The lesson addresses both Social Studies and ELA benchmarks at several grade levels; the benchmarks particular to geography are listed above.

## Objectives

1. Locate, obtain, and correctly complete an application for a United States passport.
2. Locate and efficiently use United States government resources relating to foreign travel
3. Effectively plan a trip abroad
4. Effectively maintain a travel journal and complete other creative writing
5. Use research skills to find information related to foreign countries concerning, but not limited to, the following: language, trade, currency, customs, laws, climate, and geography

## Materials/Resources

- Computer with internet access
- World map
- Student journal: may be made by the student
- Student travel folder: pocket folder suggested
- Student passport: may be made by the student
- Markers
- Rubber stamps or stickers

## Teacher Preparation

**Assessment plans:** It is important to incorporate assessment strategies that are consistent with LEAP 21. the Teachers' Guide to Statewide Assessment for Social Studies is an excellent resource for item examples. The following assessment techniques are recommended and can be found in the guide:

- Use rubrics in assessing authentic writing assignments. Inform students of the rubric to be used when making assignments.
- Assess ability to synthesize concepts through short answer and essay type questions.
- Use homework assignments that build on the daily concepts.
- Encourage students to apply what they have learned through planning a trip abroad and assess that knowledge using a variety of strategies including, but not limited to, portfolio notebooks, authentic student-made guidebooks to travel abroad, brochures, etc.

**Set the stage.....Advertise:** Building a little suspense...could be the hook...to get your students to take a look!

**Signs:** You can start with signs around school or your classroom asking students questions such as

- Do you know how to get to Abu Dhabi?
- Are they like me?
- Where in the world is Isfahan?

- Who is H.R.H. Prince Bandar Bin Sultan?
- Does Austin Powers or James Bond have a passport?
- Why did the Serbians steal Kosovar passports and destroy them?

**Bulletin Board Ideas:** Have students bring in pictures from magazines, newspapers or off the Internet of people or places in foreign countries. Use these to illustrate a board on foreign travel.

Design a board to display student work, one that works well in lower and middle grades is a board with a “passport picture” of the student and his or her name and country of origin over his or her work.

**Door Display:** Title a door in the room *Do you know the way to...?* And then put the names of interesting countries and cities around the door. This also works well with mobiles.

**Book Display:** Display books and travel brochures about foreign countries, travel and tourism in general in a corner devoted to the unit. Teachers may obtain free brochures from travel agencies and other information from travel agency websites.

### **Integrating the Lesson for Maximum Impact**

The concepts addressed in *Passport to the World* are arranged so that information may be supplied to students in a logical and in-depth manner. Isolation of benchmarks for the sake of coverage is not recommended. It is imperative that teachers be thoroughly familiar with the lesson and the intent of activities to provide students with the most accurate and usable information possible.

**Planning Stage:** Allow time to do some computer based research before applying the methods in the classroom. This will aid in locating sites with students and prevent wasting valuable instructional time.

**Websites:** The following websites were used in gathering material for the *Passport to the World* unit.

- <http://www.state.gov/index.html>. U. S. State Department Geographic Learning Site. This site will provide a copy of the application for a United States passport as well as a substantial amount of information for use with the unit.
- <http://www.middleweb.com/Whickstand.html>. Middle Web Site. This site is devoted to middle school issues and is a valuable resource for all content areas.
- <http://www.economicsamerica.org>. National Council for Economics Education Site. This site is devoted to economics

education issues and is a valuable resource for K-12 teachers and students.

**Publishing/Showcasing:** After researching the different sites and downloading the material most valuable for individual classroom instruction, it is time to consider cooperative efforts with other teachers. This will provide you with examples of the types of information covered in the unit and allow for an open exchange of ideas. If this unit is adopted across a particular grade or across disciplines, it may be possible to have a central bulletin board or display devoted to the project. This would allow for display of student achievement and provide an avenue for showcasing cooperation among faculty and students.

## **Activities Outline**

### **Day 1**

#### **Introduction:**

Introduce the unit and what students will be learning. Enthusiasm is the key! Point out displays and see how many of the questions on your signs can be answered. Making a list of talking points on the highlights of the unit is a good organizing tool.

#### **Opening Activity:**

Ask how many students have a valid passport and why they have one or would need one. Explain to students the importance and value of a passport. Explain or show to students where and how they can get information on a United States passport. This is a good time to show them the volume of information that can be obtained on passports and related subjects from the State Department through their website.

#### ***Student Travel Folder***

Students need to have folders on the first day of the activity. This is something students need to bring the week before if not supplied by the teacher. Pocket folders are recommended.

The student travel folder is used as an organizational tool for students and an assessment tool for the teacher. Students may be graded on a rubric according to the length of the unit and a number of assignments contained in the folder. *Italicized activities are for the student travel folder.*

1. *Passport Application:* Have students review and complete an application form. Discuss the types of information necessary to complete the application. Have students disregard the social security number section for privacy purposes. Lower and middle grades may want to draw pictures of themselves for their application. High school students may provide a school picture or small pictures from home.
2. *Homework:* Students should understand that as informed citizens and future travelers that they will need knowledge of current events regarding national issues and foreign countries. Explain to students that as part of the unit they will be required to complete current events reading assignments.
3. *Planning a trip:* Explain to students that there will be an ongoing assignment in which they will be expected to plan a detailed trip to a foreign destination. Allowing students to choose the destination creates a sense of ownership. Students should be given time at the end of class to

view travel brochures and books in the classroom display to aid them in making a choice.

### Closure

Review with students the need and importance of being well informed citizens and why passports and trip planning could be a part of their future. Mention future learning activities associated with the unit and any special instructions they may need in advance.

### Days 2-5

This unit is designed to be flexible and allow teachers more or less time if necessary. To cover the benchmarks provided it is necessary to incorporate the following activities as a minimum outline.

### ***Trip Planning***

Trip planning should include the following components:

*Destination:* Students should locate information on the following:

- Climate
- Geography
- Customs
- Language
- Currency (current exchange rate)
- Type of government (disturbances?)
- Restrictions/requirements of travel (travel warnings?)
- Modes of travel available
- Potential cost
- Time requirements/restrictions

Students should take the information they have gathered and assemble it into a comprehensive travel plan including a detailed itinerary.

*Associated Activities:*

- Mapping exercises. Include most efficient travel route.
- Creative writing activities: travel journal, poetry, prose, songs about the destination or its people



