# Round and Round We Go: World Traveler

*Adapted from the lesson by Yolie Turner and Liz Waldrip*

Students use printed material and informative websites to measure mileage and learn about interesting places around the world.

<table>
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<tr>
<th>Author</th>
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<td>Grade Level</td>
<td>6-8</td>
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<tr>
<td>Duration</td>
<td>1 class period (ongoing unit throughout the year)</td>
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## National Geography Standards

**ELEMENT TWO: PLACES AND REGIONS**

6. How culture and experience influence people’s perceptions of places and regions.

## Arizona Geography Strand 4

**CONCEPT 2**

**Places and Regions**

**GRADE 6**

PO 1 Identify regions studied using a variety of criteria, (e.g., climate, landforms, culture, vegetation).

**GRADE 7**

PO 1 Describe the human and physical characteristics of places and regions.

**GRADE 8**

PO 4 Identify how the role of the media, images, and advertising influence the perception of a place.

## Arizona Math Standard

**STRAND 4 Geometry and Measurement**

**CONCEPT 4 Measurement**

**GRADE 6**

PO 11 Determine the actual measure of objects using a scale drawing or map.

**GRADE 7**

PO 3 Convert a measurement from US customary to metric, and vice versa.

**GRADE 8**

PO 6 Solve problems using ratios and proportions, given the scale factor.

## Overview

As the world becomes more and more connected, people need to become more aware of the diversity of cultures. Students should study nations in a variety of ways, enabling them to learn significant facts along with an increased appreciation of world cultures.

## Purpose

Students will research basic information about a particular country and record the data in logs. They will focus on cultural similarities and differences and as frequent travelers (by repeating this activity several times in the year); students will measure and tally the number of miles and kilometers they have accumulated.
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Materials
- Student Directions
- World map
- World Traveler Distance Form
- World Traveler Information Log
- Note cards
- Encyclopedias
- Culturegrams, if possible (See Sources)
- Atlases
- Colored Pencils
- Computer/Internet (if possible)
- Almanacs
- Posttest/Assessment
- 5 Themes of Geography organizer (optional)

Objectives
The students will be able to:

1. Demonstrate an understanding of a particular place by researching facts and developing their own perspectives.

2. Measure the distances between places in both miles and kilometers, while recording the accumulated distances.

3. Determine the ratio between mile and kilometers and apply to their distance log data.

4. Compare and contrast different countries as they are visited.

Procedures
This lesson can be used one time or as an ongoing unit. It can be used whenever a new region or continent is introduced. Another option would be to have each student visit a certain amount of countries. A third option might be to have students achieve a distance objective to accumulate 50,000 total miles or 80,000 kilometers.

1. Create a list of all the countries to be researched. Refer to the world map, an atlas, or an almanac to determine which nations to include. Be sure to include countries from each of the inhabited continents. Cut the list into strips. Each student will then pick a country, at random, to research. (A recommended source on over 140 nations in a pamphlet style presentation is Culturegrams (see Sources).

   Online, there are a couple of useful sites covering almost every country, including the CIA World Factbook located at www.odci.gov/cia/publications/factbook/.

   Another is www.countries.com, which includes other related links.)

2. Begin the lesson by asking “Who knows what a frequent flyer is?” Discuss this concept of traveling frequently and what might a person need in order to make frequent trips – maps, suitcase with clothing, computer and work papers, log to keep expenses and mileage, passport, etc. Now explain that we are going to learn about the world through virtual travel, i.e. research in books and on the Internet to learn about places. Then distribute a folder, a set of directions, and a world map to each student.

   Discuss the format. (A sample set of directions is included, but this can be modified to suit your needs.)

3. Once students have selected their country, they should locate it on their map, color it, and complete the World Traveler Information Log by doing research. After they have finished the Log, and if time allows, they may complete one of several OPTIONAL enhancement activities, such as:

   - write a poem like a “diamante”
   - write a postcard, complete with a picture that describes their visit to a friend back home.
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- create a travel brochure, including pictures, designed to entice people to visit this place.
- complete a “Five Themes of Geography” chart, giving at least two examples of each theme. (See handout).

4. When students are finished with the Log, have them select another country to visit. After locating this new country and coloring it on their map, they need to measure the distance they traveled from the previous location. This should be done in miles and in kilometers. They should record this data on their distance sheet.

5. The student must now determine the ratio between kilometers and miles. They can do this by dividing the distance measured for any single trip in miles by the same distance in kilometers. The inverted ratio is the kilometers divided by the miles for the same distance measured. For example, if the distance between Paris, France and Stockholm, Sweden is 1,000 miles (approximately), and 1,600 kilometers, divide 1,000 by 1,600 to get the common ratio of 5/8. Then divide 1,600 by 1,000 to get the inverted ratio of 8/5. (See posttest/assessment.)

Assessment
The Distance Log can be graded for math skills and the World Traveler Information Logs can be graded for geography information. On both worksheets, 80% or higher is considered mastery.

Using the Posttest, students should be able solve Problems #1 and #2 for an assessment of the math skills. Geography knowledge can be graded by Problem #3, and Optional #4. Enhancement activities and log sheets can be graded.

Extensions
1. Instead of focusing on countries, the traveler could visit specific cities located around the world. The traveler could journey to different states, still focusing on the differences and similarities of local cultures and customs, art, music, food, clothing, beliefs, climates, and land features and beliefs. A couple of helpful websites are:
   - [www.50states.com](http://www.50states.com/)

2. While visiting various countries or cities around the world, students could figure the exchange rate for the US dollar. They could determine how much a pizza, or a Big Mac would cost in each of the visited nations.

Sources
Liz Waldrip and Yolie Turner from Flagstaff, AZ developed an award-winning unit very similar to this one: Culturegrams (Call 1-800-528-6279 for a free catalog)