



Where in the World?



Cycle: 3

Grade: 5/6

Objective: Students develop research skills as they locate famous landmarks around the world.

Subjects covered: Social Studies – Geography, Mathematics

Time: This will vary, but allot at least 1 hour for each activity.

Part 1: Where in the World? Worksheet

- **Description:** Students receive a worksheet that contains clues for 10 different world landmarks. Using the clues, students will go on their iPads to find out the names of these landmarks.
- **Materials:** Internet access, iPads (or computers), pencils.
- **Other Considerations:**
 - If you find the lesson too difficult you can, 1) Turn the clues into multiple-choice style. 2) Do it as a class activity
 - Model a few clues not mentioned on the worksheet before you let the students work on their own. You might want to make a checklist of things you should do when you research the Internet. For example, “underline key words in the problem”, “search using the key words”.
 - If you group the students, have them work by the way their desks are grouped. The teacher has put them and kept them together for a reason.
 - If iPads or in-class computers are not accessible, bring your class to the Computer Lab or Library → Check before hand when these spaces are available for your use.

Part 2: Where will we go?

- **Description:** This portion of the activity has the students plan a vacation to one of the famous landmarks. When will they go? How will they get there? Where will they stay? The key is that they must stay within budget! As they plan, students will take into consideration their budget, and calculate accordingly.
- **Materials:** iPads, pencils, travel pamphlets
- **Resources:** Provide students with a list of resources for each part of the planning. For example, a list of websites they can use to book flights/hotels.
- **Other Considerations:**
 - o This can be done individually or in groups.
 - o It would be good to discuss as a group what is needed to plan a trip before sending them off the plan on their own. Keep the information you have gathered on the board.
 - o Provide students with travel pamphlets and guidelines as references for their own planning.
 - o If you find that this is too difficult for students to complete, try doing it as a class on the SMART board.
 - o If iPads or in-class computers are not accessible, bring your class to the Computer Lab or Library → Check before hand when these spaces are available for your use.