

**Grade 8 Research and Writing
Virtual Travel Unit:
Informational Writing Travel Blogs and Itinerary**

**Unit Developed by Carolyn Kluss/Chris Johnson
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**The Core Teacher Program
A program of the Idaho Coaching Network
Idaho Department of Education**



Original unit development sponsored by The Idaho Coaching Network



Universal Design for Learning (UDL)

✓ Multiple Means of Engagement ✓ Multiple Means of Expression Multiple Means of Representation

Differentiated Instruction

✓ Remediation



ESOL



Gifted/Talented

✓ Acceleration

Webb's Depth of Knowledge - Level 1 (Recall)

✓ Who, What, When, Where, Why ✓ Label



Recite



Define



List

✓ Identify



Match

✓ Illustrate



Measure

✓ Recognize

✓ Report

✓ Use

Webb's Depth of Knowledge - Level 2 (Skill/Concept)

Categorize

Estimate

Observe

Classify

Graph

✓ Organize

✓ Collect and Display

Identify Patterns

Predict

✓ Compare

✓ Infer

✓ Summarize

✓ Construct

✓ Interpret

Webb's Depth of Knowledge - Level 3 (Strategic Thinking)

✓ Assess

✓ Differentiate

Hypothesize

✓ Construct

✓ Draw Conclusions

✓ Investigate

✓ Critique

Explain Phenomena in Terms
of Concepts

✓ Revise



Develop a Logical Argument

✓Formulate



Use Concepts to Solve Non-Routine Problems

Webb's Depth of Knowledge - Level 4 (Extended Thinking)

✓Analyze

✓Create



Prove

✓Apply Concepts

✓Critique

✓Synthesize

✓Connect

✓Design

Bloom's Taxonomy

✓Remembering

✓Applying

✓Evaluating

✓Understanding

✓Analyzing

✓Creating

Grouping

✓Heterogeneous grouping

✓Individualized instruction

✓Small group instruction

✓Homogeneous grouping

✓Large Group instruction

✓ Non-graded instructional grouping

Teaching Methods

✓ Cooperative learning

✓ Direct Instruction

✓ Team teaching

✓ Lecture

Lab

✓ Hands-on instruction

✓ Think Pair Share

✓ Experiential learning

Gardner's Multiple Intelligences

Bodily-Kinesthetic

✓ Linguistic

Naturalist

✓ Interpersonal

Logical-Mathematical

✓ Spatial

✓ Intrapersonal

Musical

Idaho Core Teacher Network Unit Plan Template

Unit Title: Virtual Travel Agent Blog
Created By: Carolyn Kluss and Chris Johnson
Subject: Research and Writing class
Grade: 8th grade
Estimated Length: 9 weeks

Unit Overview (including context):

This is an internet based instructional unit which provides the students a virtual travel experience. Using the persona of a “travel agent” students will “travel” to a country of their choosing and write in blog format to discuss locations that are culturally and historically important to that particular country. They will also blog about a fun location for entertainment that is unique to that country.

- Through this lens, students will learn to evaluate travel websites for authenticity and content, using specific evaluation criteria.
- They will learn to communicate accurate information using a blog format.
- Students will effectively summarize all travel findings in a three-day travel itinerary, published on “travel agent’s website.”
- Throughout the course of this research experience, students will understand that all sources used must be cited, creating an alphabetized list of websites used in research and picture/video links used in blogs.
- Students will be assessed using a revision of the Smarter Balanced Informative-Explanatory Writing Rubric (Grades 6-11), which will be provided to them prior to completion of itinerary.

Unit Rationale (including Key Shift(s)):

Shift Three: Students will use digital resources strategically to conduct research and create and present material in oral and written form. This is a technology driven unit allowing students to use the internet to learn about other countries and gain a broader cultural understanding. Based on the Principles of Collaborative learning, units that are openly networked and designed to be production centered, (creating “blog” entries or a travel diary) are most effective. This unit has high student interest (choice of country), is academically oriented, through multi-media expressions of their learning, and is peer supported, as students discuss and share their trips and experiences. Students may have some exposure to important cultural artifacts through the virtual museums or virtual tours, depending upon availability and travel location chosen.

**Targeted Standards (Module 2):
Idaho Core Grade-Level Standards:**

RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.7 Evaluate the advantages and

Essential Question(s)/Enduring Understandings (Module 4):

1. Are there any benefits to seeing the world and how might visiting other countries/cultures influence our thinking afterward?
2. To what extent does **where** you live influence **how** you live?
3. How can someone transition from a place of

**Measurable Outcomes (Modules 6 and 8):
Learning Goals (Desired Results):**

Students will learn to evaluate travel websites for authenticity and content, using specific evaluation criteria.

Students will learn to communicate accurate information using a blog format.

Students will effectively summarize all travel findings in a three-day travel itinerary, published on “travel

<p>disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>RH/SS6-8.7 Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH/SS6-8.8 Distinguish among fact, opinion and reasoned judgement in a text.</p> <p>W8.2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately.</p> <p>W8.4 - Produce clear and coherent writing</p> <p>W8.6 - Use technology, including the internet, to produce and publish writing</p> <p>W8.7 - Conduct short as well as more sustained research projects.</p> <p>W8.8 - Gather information from multiple print and digital sources</p> <p>W8.9 - Draw evidence from informational text to support analysis, reflection and research.</p> <p>W8.10 - Write routinely over extended time frames.</p> <p>SL8.2 - Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.</p> <p>SL8.4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well chosen details; use</p>	<p>comfort to a place that's unfamiliar?</p> <p>4. How do we know the information on a website is trustworthy?</p> <p>Through this unit, students will:</p> <ul style="list-style-type: none"> ➤ Understand how to evaluate web sites, using specific criteria. <p>Method: Research websites, finding two that provide website evaluation criteria and create a poster for presentation to peers. Discuss of commonalities, create group criteria using commonalities and compares to ALA criteria.</p> <ul style="list-style-type: none"> ➤ Communicate accurate information using a blog format. <p>Method: Daily writing using Google docs, responding to specific criteria from notecatcher requirements.</p> <p>Writing will include:</p> <ol style="list-style-type: none"> 1. Daily tracking of research information using Travel Research Experience Entries (TREE) 2. Three Travel Blogs addressing the historical, cultural and entertainment requirements of the notecatchers 3. Final Writing project: Summary of travel findings in three day travel itinerary, "published on travel agent's website." <p>Method: Summarize findings in a three day itinerary, including picture links and video links, explaining the cultural and historical significance, applying their new knowledge in a related context and demonstrate perspective by recognizing different points of view.</p> <ul style="list-style-type: none"> ➤ Understand all sources must be cited <p>Method: create a Works Cited page of sites used in research and picture/video links used in blogs. Students will have previous instruction and</p>	<p>agent" website.</p> <p>Students will cite sources used, creating an MLA formatted Works Cited page listing websites used in research and picture/video links used in blogs.</p> <p>Students will have had previous instruction and practice creating these in this class.</p> <p>Success Criteria (Evidence):</p> <p>Daily Writing: Travel Research Experience Entries (TREE): Required information from Notecatchers, tracking of daily research Created on Google Drive - teacher feedback to be provided (Formative assessment, staying on track for completion in a timely manner) Completion required</p> <p>Four Travel Blogs will be created: One initial, to introduce country of travel Three after completing all requirements of historical, cultural and authentic entertainment notecatchers. Created on Google Drive -peer and teacher feedback to be provided, revisions to be done. (Formative assessment) Assessed using criteria Blog post checklist created from analyzing travel blogs by kids and Blog Post grading rubric</p> <p>Summative Assessment: Information from blogs to be summarized in three day itinerary, published on "travel agent" web site.</p> <p>Itinerary will be submitted for peer review and feedback offered</p> <p>Itinerary will be submitted for teacher review and feedback offered (Formative assessment)</p> <p>Itinerary will be assessed using a remixed version of the Smarter Balanced Informative-Explanatory</p>
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<p>appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL 8.5 - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>L8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>L 8.2 - Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p>	<p>practice creating these in this class. They will have a correctly formatted digital example to follow.</p> <p>The writing tasks allow students to explain the cultural differences, using a compare and contrast mode of writing, interpret images, text, and/or maps to present travel information, apply knowledge in a related context (final performance task), and demonstrate perspective by recognizing different points of view.</p> <p>We have a revised version of the SBAC as a grading rubric for this unit.</p>	<p>Writing Rubric (Grades 6-11).</p>
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Summative Assessment (Module 6):

- Three day travel itinerary will be published on travel agent “web page.”
- Students will summarize this virtual travel experience, discussing what they (travel agent) wants the traveler to experience in this country and compare that to U.S. experiences.
- Students will explain why they chose the websites used for research in 1-2 paragraphs, addressing criteria for evaluating websites.
- Students will address how this travel experience will influence their thinking, including comparisons on how living in the United States influences us, as compared to how people living in *their country of choice* are influenced. (Summative reflections)
- Rubric or Assessment Guidelines: created using revision of Smarter Balanced Informative-Explanatory Writing Rubric (Grades 6-11)

Central Text: Scholastic.com/Global Trek

Text Complexity Analysis (Module 3): Background: This website is part of Scholastic.com.

- It is informational text providing short segments of information about many countries.
- It is designed as a virtual Globe Trek that “takes” students to different countries and provides information about each country.
- There are short summaries of general country information, historical information, geographical information, cultural and people information. Some countries have embedded links to other sites that would be of interest to students

- The website is appropriate for most 8th grade students.
- It is easy to maneuver with headings, subheadings and short passages, accessible vocabulary and manageable reader demands.
- The lexile level place it at the top level for 8th grade students, but structure assists students in retrieving specific information easily.

Quantitative Measures:

1030L-1100L

Range: 955-1155

Associated Grade Band Level: 6-8

Ran Lexile on three countries

Qualitative Measures:

- **Text Structure (story structure or form of piece):**

Moderately Complex - This is informational text about different countries which provides headings and subheadings to guide the reader. The connections between some ideas are implicit or subtle, organization is evident and generally sequential or chronological. Pictures are simple and unnecessary to understanding content. Heading and subheadings help the reader navigate and enhance understanding. It reads a little like an encyclopedia, but most segments are short and divided by headings to assist with specific information retrieval.

- **Language Clarity and Conventions (including vocabulary load):**

Moderately Complex - Most language is explicit and easy to understand with a bit of an encyclopedic overtone. Some of the vocabulary might be somewhat unfamiliar for students, however it appears that many such country specific words have parenthetical definitions (or an associated list) to assist students with this. Sentences are mostly simple and compound, with some complex constructions.

- **Levels of Meaning/Purpose:**

Slightly Complex - The purpose of this text is to acquire information about different countries using explicitly stated with headings and subheadings. The information presented is very clear, concrete and narrowly focused within heading groups. The format is very easy to follow.

- **Knowledge Demands (life, content, cultural/literary):**

Moderately Complex - Understanding this text relies on students having common practical knowledge at reading “textbook type” material, divided by headings and subheadings. Students should have some discipline specific content knowledge, since most 8th grade students in our school will have previously taken 7th grade World Geography, providing them with some level of existing background knowledge about many different countries. Vocabulary definitions provided on the site will enhance students’ reading comprehension. There is a mix of simple and more complicated ideas, which will make it accessible to students of varying reading levels as well.

Vocabulary Instruction (Module 9)

Targeted Academic Vocabulary (Tier II): Unit days that they are taught, revisited, and assessed

Introduced Day 4, after Gallery Walk and creation of website analysis criteria, using a word wall and discussion of possible relationships to other words.

Targeted Content Area Vocabulary (Tier III): Unit days that they are taught, revisited and assessed

General:

1. **virtual** - having the power, force, or effect, though not actually or expressly. Virtual travel = not actually traveling, but having the

1. **authority** - an accepted source of information, expert on a subject
2. **currency** - a time frame when something is widely accepted
3. **vet/vetted** - to appraise, verify, or check for accuracy, authenticity, validity
4. **bibliography** - a list of source materials that are used or consulted in the preparation of a work or that are referred to in the text.
5. **blog** - website containing a writer's or group of writers' own experiences, observations, opinions, etc., and often having images and links to other websites.
6. **itinerary** - a detailed plan for a journey, especially a list of places to visit; plan of travel.

Assessed informally throughout (discussion and examples presented to students) and the first three formally in summative reflections through student inclusion in writing.

Because this is a unit based on individual (or partner) reading of different countries, individual vocabulary challenges will have to be addressed as they arise. Students will be asked to create a list of unknown vocabulary as they research their country.

effect of traveling.

2. **site** - position or location of something
3. **sight** - a view or glimpse, to see something
4. **cite** - to quote an authority
5. **authentic** - genuine or real
6. **unique** - limited in occurrence to a given area or location

Introduced Day 6 - From my Close Reading activity:

1. **Loch** – lake
2. **Proselytising** – to convert (someone) from one religious faith to another
3. **Chastened** – to inflict suffering upon for purposes of moral improvement
4. **Sinuous** – having many curves
5. **Appellation** – a name, title, or designation
6. **Hoax** – something intended to deceive or mislead

Instructional Sequence

Activity/Strategy	Texts and Resources	Instructional Notes (including Sequencing & Scaffolding (Module 8), formative assessments (Module 6), integrated literacy lessons (Module 9), and days that target vocabulary (Module 9))
Frontloading Day(s) __1____: Activities/Strategies: Hook	Small white boards for groups of 4 students. Small paper squares	Short teacher intro about virtual travel unit. Hook: Students will decide on a county to visit on their virtual travel experience and the game show contestants will choose letters to guess the country of student choice. (Instruct students to write the letters guessed but not in puzzle at top of white board, to keep track of letters guessed.)

<p>Introduce Essential Questions</p>	<p>Post essential questions and briefly discuss.</p>	<p>This will be done in small groups and will allow students to get ideas of countries to visit. By having multiple countries offered in small groups, students will hear other choices and the game show format will be fun and interactive as they decide. <i>Could enhance this experience by adapting spinners from old games to include letter groupings.</i></p> <p>Provide small pieces of paper to allow student to write country name and check spelling with teacher.</p> <p>Introduce unit with writing to Essential Questions, turn and talk after writing.</p>
<p>Day(s) ___2-6___:</p> <p>Activities/Strategies: Introduction to Website evaluation</p>	<p>EQ poster added to classroom</p> <p>Internet access and projector for whole class discussion.</p> <p>Enough electronic devices (iPad, computer, laptop) to provide 1 for each partner group.</p> <p>Stickers packets for each group</p> <p>Large poster paper for each partner group, markers, and travel themed washi tape</p> <p>Day 3: Tier II Vocab poster added to classroom</p>	<p>Day 2: Introduce unit with handout and overview</p> <p>Discussion: Student’s choice of country to travel to must be found on one of the three travel websites (lonelyplanet.com, scholastic.com/globaltrek, or inyourpocket.com) where background information is available.</p> <p>Open with short discussion of appropriate and inappropriate websites, using powerpoint explaining terms URL and domain (include .org, .net, .com, .edu, .gov domains)</p> <p>Show All About Explorers website (nonexample), discussion: always read the “About” tab prior to use</p> <p>Each partner group searches internet for website evaluation criteria and begin creating poster with that criteria. (Students paired randomly, drew numbers when entering class, which then correlate to website evaluation assignment.)</p> <p>Day 3: Students complete posters</p> <p>Students put up posters and do gallery walk with stickers to indicate common or similar criteria among criteria on posters</p> <p>Revise criteria with partner, talk with one other group, revise again, as needed</p> <p>Day 4: Create whole class criteria, type (show with projector) as students offer criteria that should be present. Compare class criteria with others presented by teacher. Come to agreement on class Web Eval criteria, print and hand out to students.</p> <p>Discuss academic tier II vocabulary: authority - an accepted source of information, expert on a subject; currency - a time frame when something is widely accepted; vet/vetted - to appraise, verify, or check for accuracy, authenticity, validity; bibliography - a list of source materials that are used or consulted in the preparation of a work or that are referred to in the text.</p> <p>Partners use criteria to evaluate martinlutherking.org (Martin Luther King Jr. - A True Historical Examination) website and http://www.nessie.co.uk/view.html and another travel site of their own</p>

		<p>choice (suggest their country preference) (<i>formative assessment</i>)</p> <p>Day 5: Complete evaluations and write 3 paragraphs, (one per website) whether each of the websites evaluated would be considered a valid, research appropriate website.</p> <p>Day 6: Complete evaluations as needed. ISAT testing and tech issues impacted timing.</p>
<p>Day(s) ___7-8___:</p> <p>Activities/Strategies: Close reading activity Scotland</p>	<p>Loch Ness text copied onto legal paper</p> <p>Text dependent reading strategies posters</p> <p>Text dependent graphic organizer and quick write</p>	<p>Day 7-8: Discussion of annotation expectations using Reading With a Pen.</p> <p>Students cold read text Best of Loch Ness and annotate using Reading with a Pen. Turn and talk with partner about their annotations.</p> <p>Full class discussion on all points of annotation, particularly vocabulary.</p> <p>If needed, Tier III close reading definitions will be provided, need determined through class discussion.</p> <p>Vocab words: Loch – lake, proselytising – to convert (someone) from one religious faith to another, chastened – to inflict suffering upon for purposes of moral improvement, sinuous – having many curves, appellation – a name, title, or designation, hoax – something intended to deceive or mislead</p> <p>Multiple readings responding to text dependent questions regarding website and content.</p> <p>Questions will be presented in an graphic organizer format with a Notice and Wonder invite prior to introducing text dependent questions.</p> <p>Each question will have a turn and talk point with partner and whole group discussion to provide accurate understanding and validate discussion points.</p> <p>Quick write at end will summarize findings and refer back to website analysis and evaluation</p>
Activity/Strategy	Texts and Resources	Instructional Notes (including Sequencing & Scaffolding (Module 8), formative assessments (Module 6), integrated literacy lessons (Module 9), and days that target vocabulary (Module 9)
<p>Day(s) ___9-10___:</p> <p>Activities/Strategies: Close Reading</p>	<p>Partner’s text dependent questions</p>	<p>This is my unit/teaching partner’s close reading activity</p>
<p>Day(s) __11-13___:</p> <p>Activities/Strategies</p> <p>Evaluate blogs, create checklist of well written blogs to enhance student</p>	<p>1-2 electronic devices</p> <p>Student written travel blog samples</p>	<p>Introduction to analysis of student written travel blogs</p> <p>Students paired randomly (color/symbol cards), accessing websites to determine if available to 8th students on school computers.</p> <p>Students will complete a Notice and Wonder graphic and together (student-led, with teacher guidance) we will create a checklist of requirements for well-written travel blogs.</p>

understanding of well written travel blogs		Students will then read student written sample blogs and will evaluate using student friendly blog grading rubric . Small group to full class discussion of what students notice, along with expectations of their blogs posts.
Day(s) __14-15__: Activities/Strategies Reading websites, learning about travel opportunities in country	1-1 electronic devices	Review researching activities and introduce note catchers . 30 minutes to read websites, find a map, and discover possible travel opportunities. Students will create first blog entry sharing their country, a map and some travel options. (Review initial blog sample) Students will create their Works Cited page and enter URL's of websites they intend to use. 3 minutes to turn and talk and 7 minutes to type blog. (Homework if not completed)
Day(s) __16-20__: Activities/Strategies Country assignment Introduce research methods and assignments Research cultural requirements	Notecatcher for research graphic organizer of research requirements 1-1 electronic devices	Introduce vocabulary terms: <ol style="list-style-type: none"> 1. All words posted on a "Word Wall" (posters) 2. Students use word associations (pictures or reactions) for connections to each 3. Students write site, sight, and cite and definitions for each on research assignment paper. Students begin research cultural info using notecatcher for 30 minutes daily with teacher monitoring Last 10 minutes of class dedicated to completing a Travel Research Experience entry (TREE) summarizing information they have discovered and including hyperlinked pictures or video 3 minutes of turn and talk about what they have learned and 7 minutes to type TREE. After completing all research, students write a blog on their cultural site visit, based upon their research. Self evaluation using checklist will determine revision needs.
Activity/Strategy	Texts and Resources	Instructional Notes (including Sequencing & Scaffolding, Formative Assessments, and days that target vocabulary)
Day(s) __21__: Activities/Strategies: Provide feedback on student writing, prep for revision	1-1 electronic devices	Students and teachers read blogs and provide feedback using criteria created in class; grading based on rubric provided to students prior to writing. Revisions required, per comments on criteria forms and teacher comments on posts.
Day(s) __22__: Activities/Strategies: Revision day	1-1 electronic devices	Revisions to cultural blog completed, returned to Google classroom for final grading.
Day(s) __23-27__: Activities/Strategies:	Notecatcher for research	Students research historical info using notecatcher for 30 minutes daily with teacher monitoring Students will add to their Works Cited page and enter URL's of websites they intend to use.

Research historical requirements	1-1 electronic devices	3 minutes to turn and talk and 7 minutes to type Travel Research Experience entry(TREE) Self evaluation using checklist will determine revision needs. Vocabulary formative assessments, ongoing: <ol style="list-style-type: none"> 1. Students will use site, sight and cite correctly throughout the unit and will revise if noted in teacher feedback. 2. Students will use authentic often in daily posts and will be able to accurately explain why something is “authentic to their country of choice.” Revision will be required on posts of incorrectly used.
Day(s) <u>28</u> : Activities/Strategies: Provide feedback on student writing, prep for revision	1-1 electronic devices	Students and teachers read blogs and provide feedback using criteria created in class; grading based on rubric provided to students prior to writing. Revisions required, per comments on criteria forms and teacher comments on posts.
Day(s) <u>29</u> : Activities/Strategies: Revision day	1-1 electronic devices	Revisions to historical blog completed, returned to Google classroom for final grading.
Day(s) <u>30-34</u> : Activities/Strategies: Research entertainment requirements	Notecatcher for research 1-1 electronic devices	Revisit vocabulary words: <ol style="list-style-type: none"> 1. Students create images or sketches to demonstrate understanding 2. Students create a “3 way tie” to explain the relationship among the words Students research entertainment info using notecatcher for 30 minutes daily with teacher monitoring ** Same as previous requirements for historical and cultural information
Day(s) <u>35</u> : Activities/Strategies: Provide feedback on student writing, prep for revision	1-1 electronic devices	Students and teachers read blogs and provide feedback using criteria created in class; grading based on rubric provided to students prior to writing. Revisions required, per comments on criteria forms and teacher comments on posts.
Day(s) <u>36</u> : Activities/Strategies: Revision day	1-1 electronic devices	Revisions to entertainment blog completed, returned to Google classroom for final grading.
Day(s) <u>37</u> : Activities/Strategies: Creation of Travel Agent web page	1-1 electronic devices sample itinerary for student viewing	Students will view sample travel itineraries on lonelyplanet.com and others, provided by teacher Students will determine criteria (guiding sample) needed for travel itinerary, based on itinerary presented and notecatcher information. (similar to blog post criteria) Students will name their travel agency and create the look of their “site” in Google classroom

		<p>Begin summarizing their research information and list of sources used.</p> <p>Complete any unfinished research, understand their homework requirements</p>
<p>Day(s) __38-41__:</p> <p>Activities/Strategies:</p> <p>Summarizing of information into travel itinerary</p>	<p>1-1 electronic devices</p> <p>peer feedback forms</p>	<p>Students are expected to complete one topic on their travel itinerary (historical, cultural and entertainment) per day</p>
<p>Day(s) __42__:</p> <p>Activities/Strategies:</p> <p>Peer and teacher feedback during and at end of writing itinerary</p>	<p>1-1 electronic devices</p> <p>peer feedback forms</p>	<p>Self and peer evaluations with feedback when done with first draft, revisions required after feedback</p> <p>Teacher evaluation with feedback with revisions, rubric for final grade addressed</p> <p>Complete formatting of Works Cited page - Works Cited page lists sites used in research and picture/video links used in blogs. Students are keeping track of URL's and sites used in research and will have had previous instruction and practice creating these in this class. They will have a correctly formatted digital example to follow.</p>
<p>Day(s) __43-44__:</p> <p>Activities/Strategies:</p> <p>Complete final draft of Travel itinerary and do reflective writing</p>	<p>1-1 electronic devices</p> <p>Reflective questions</p>	<p>Final Reflections, done on computer if possible, otherwise hand written: Reflections on Virtual Travel Agent Unit</p> <p>After writing, small group discussion of travel experience and their favorite part of their trip. Return to large group and discuss discoveries during research.</p> <p>Vocabulary: Students will use the three academic vocabulary words (authority, currency and vet or vetted) in their summative reflections.</p>

Close Reading Activity (Module 7)

When will the close reading activity occur in the unit?

After the initial teaching of web site evaluation and before we have student begin their own research. Students will have chosen their country of travel and will have been given the travel scenario (travel agent), along with an introduction to the requirements and the final assessment projects. Teachers will provide a model of research and website vetting using Scotland and Norway. Historically these are not countries students have chosen to visit, in previous versions of this unit, so we felt safe choosing these.

Text Excerpt

The passages will be from lonelyplanet.com/Scotland and www.lochness-tours.com. Students will cold read the Loch Ness information from lonelyplanet.com and then will read the informative brochure, printed from the website lochness.com.

Annotations will be guided through the poster found on www.watanabe.com and will be provided to students in written form: **circle** powerful words, **underline** words or phrases not understood, **?** where questions are raised (and write the questions in the margin), **!** if there is something that surprises (and note what raised their attention), **->** if a connection is made, and **important thoughts should be recorded in margins**. While this seems like more than the “small excerpts” suggested, much is photographs with short sections of text between. Text will be copied onto legal size paper for additional writing space.

Step 1: Students read text cold and annotate. Turn and talk with partner about their annotations. Full class discussion on all points of annotation, particularly vocabulary. If needed, definitions will be provided, need determined through class discussion.

Step 2: Text dependent questions regarding website and content. Questions will be addressed one at a time, with the first text and then the second one. Multiple readings will be used to determine answers to these questions. Each question will have a turn and talk point with partner and whole group discussion to provide accurate understanding and validate discussion points. Scaffolding will happen through the discussion points with partners, followed up by a whole group discussion. Questions will be presented in an graphic organizer format with a Notice and Wonder invite prior to introducing text dependent questions.

Quick write at end will summarize findings and refer back to website analysis and evaluation.

Text-Dependent Questions

Loch Ness - www.lochness-tours.com

1. Why is Loch Ness famous in Scotland? Provide evidence from the text.
2. Why would one want to travel the full length of Loch Ness? Provide evidence from the text.

The Loch Ness Monster - www.lochness-tours.com

1. What was the first “recorded sighting” of Nessie among the local Scottish population?
2. Was it popular, like we hope to experience today? Provide evidence from the text.
3. How can you tell this is an authentic entertainment location that the Scottish people value? Provide evidence from the text.
4. What is a similar location in our local region, the Northwest, or anywhere else in the US?

Final Quick Write:

Use information and language from your website evaluation checklist to respond to the following question, address each area on the checklist.

Is the lochness.com website valid, what is the evidence that makes it trustworthy or not?

Is the information presented adequate to make a decision to visit this entertainment location and what are some of the specific reasons a traveler would want to visit this location for “authentic entertainment” on a visit to Scotland? **Respond in 1-2 paragraphs.**

Scaffolds and Extensions (Module 5)

UDL Components:

UDL Goal: Students will learn to evaluate

Support for students who are ELL, have disabilities or read well below grade level text band:

Extensions for advanced students:

- Provide student choice for their virtual travel experience to increase student engagement and provide

websites for authenticity and content. They will present information about life in other countries, address varying cultural perspectives, and identify historically important sites through the lens of a virtual travel experience in a blog format.

Representation:

- Project is student choice driven using technology.
- Print materials may be used in addition to digital materials.
- Inclusion of pictures, videos, virtual museum links will provide differentiation.
- Reading web site travel information will be modeled and scaffolded through whole group and partners.

Action and Expression:

- Preteach specific travel vocabulary students might encounter
- Scaffold their website evaluation through modeling, group practice and partner work, if needed.
- Provide graphic organizers or note catchers to assist in organizing information while reading digital or print material.
- Allow students choice is presentation of pictures, video or virtual museum links to provide information to parents in blog.
- Use Google docs as the method of presenting the blog, to allow quick feedback and easy of including links.

Engagement:

- Provide student choice for their virtual travel experience to increase student engagement and provide an authentic learning environment.

- Provide print materials in addition to digital materials,
- Limit digital access to one highly trusted site (Discovery Ed or other equally trusted site) or limit choice to two trusted sites with identification as to why that site was chosen as the resource.
- Accommodate SpEd students with reduced output expectations or alternative “travel” experiences.
- Allow oral presentation of information, if that accommodates a specific learning style, as identified on IEP, using same or modified rubric.
- Allow students needing additional research support to travel somewhere in Idaho or the U.S., as needed to decrease the complexity of cultural differences.
- Limit websites to one or two or limit to recent print resources.
- Provide individual, partner, or small group travel experiences, to bolster confidence in writing. Each traveler submits an individual portion of a “group” blog.
- Allow student to complete assignment in oral format if that is an identified learning style. Oral presentation would include completion of graphic organizer or note catcher, to student’s ability, to determine authenticity of “travel” experiences.

an authentic learning environment.

- Allow students choice is presentation of pictures, video or virtual museum links to provide information to parents in blog. rubric.
- Accommodate students needing an additional challenge with “side trip” options.
- Allow choice of individual or group travel with each traveler submitting an individual portion of a “group” blog.

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| <ul style="list-style-type: none">● Model and practice blog post writing.● Provide individual, partner, or small group travel experiences, to bolster confidence in writing. Each traveler submits an individual portion of a “group” blog. | | |
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Other (important elements not captured in this template, explanation, reflection supplementary materials):

Unit will be taught in the 2nd quarter of this class, after the basics of notetaking, citations and works cited instruction have been covered.