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PASSPORT TRAVELERS

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RECOMMENDED GRADE LEVEL	6, 7, & 8
ACADEMICS	SOCIAL STUDIES & FINE ARTS
TEKS ADDRESSED	<p>113.22 Social Studies, Grade 6 (15) Culture. The student understands the similarities and differences within and among cultures in different societies. The student is expected to:</p> <p>(A) define the concepts of culture and culture region;</p> <p>(B) describe some traits that define cultures;</p> <p>(C) analyze the similarities and differences among selected world societies.</p> <p>117.32 Fine Arts, Grade 6 (2) Creative expression/performance. The student expresses ideas through original artwork, using a variety of media appropriate to his/her skill level. The student is expected to:</p> <p>(A) express a variety of ideas based on personal experience and direct observations;</p> <p>(C) demonstrate technical skills effectively, using a variety of art media and materials to produce designs, drawings, paintings, prints, sculptures, ceramics, photographic imagery, and electronic media-generated art.</p> <p>110.21 English Language Arts and Reading, Grade 6 *(10) Reading/comprehension. (K) answer different types and levels of questions, such as open-ended, literal, and interpretative questions, as well as test-format questions, such as multiple choice, true-false, and short-answer questions.</p>
DESCRIPTION	<p>Students are invited to enroll in a class that will allow them to explore a different county each week. Students begin the class by creating passports that they can keep as a record of the countries they have visited.</p> <p>Day 1: Students are introduced to the concept of a passport /. Students spend time creating passports for themselves. The first country students will be visiting is China. Students are given the geographical location of the country. Students learn about ancient Chinese dragons and their importance in the Chinese culture. (Go to http://china.mrdonn.org/index.html and select Free PowerPoint Presentation on Dragons.)</p> <p>Day 2: Have students review the various dragons and their traits, discussed on Day 1. Each student will be given the opportunity to create his or her own dragon. For procedures, see http://www.princetonol.com/groups/iad/Files/dragon.htm.</p> <p>Day 3: Students who completed the Chinese project should have their passports validated for China. The country for Day 3 is Egypt. Students are given the geographical location of the country and introduced to the geography and daily life of early Egyptians. Students are introduced to hieroglyphs and their cursive equivalents. Students will be given the opportunity to create a word in hieroglyphs. Compare and contrast this form of writing to modern writing. Students will be introduced to the ancient Pyramids and their significance in the Egyptian culture.</p> <p>Day 4: Reintroduce pyramids. (Go over pyramid project.) For procedures, see http://www.kidzworld.com/article/5449-ideas-for-egypt-projects .</p> <p>Day 5: Students participate in the "Amazing Race Across the World" scavenger hunt. Posters with learned information will be placed around the school (hallways or outside) and different "stations." Divide students into groups of 2 or 3, hand out paper and pencils, and give guidelines as to what information they must find at each station—for example, traditional customs, food. Once a group finds the answer, they look for another poster. For extra points, some posters will have harder questions on them. Students read information on the poster to find the answer. Students will also find "roadblocks." If there's a staff member standing next to a poster, they will be given an extra assignment before moving to the next station—for example, a quiz with harder trivia questions regarding that country, or instructions to read a short article about that country and answer questions. Once the staff member has approved the answers, the group is given a clue to find the next poster. The first group to find all the posters and return "home" is the winner. They will be given a prize, and an extra prize may be given to those who correctly answered the bonus questions on the posters.</p> <p>Note: Make a note of how many posters are placed around the school; give students a time frame for the activity.</p>
TIME REQUIRED	1 hour per day for 5 days
MATERIALS	<p>For a class of 15 students:</p> <p>Day 1: Materials for creating a passport Construction paper, markers, tape, glue, and scissors Each student should bring a picture of him- or herself.</p>

	<p>Day 2: Materials for Chinese Dragon See http://www.princetonol.com/groups/iad/Files/dragon.htm for materials.</p> <p>Day 4: Materials for Egyptian Pyramids Glue, flat board (use a cardboard box), paint, and brushes (yellow, brown, gold) Box of sugar cubes (about 260 cubes per student)</p> <p>Day 5: Materials for "Amazing Race Across the World" Poster boards, tape, paper, pencils, printed material (information) about countries, extra trivia questions, and prizes</p>
APPROXIMATE COST	\$3.50 per student
TEACHER TIPS	<ol style="list-style-type: none"> 1. Read ahead and attempt project. 2. Get some fun facts to engage kids. 3. Let kids be creative.
ADAPTATIONS	<ol style="list-style-type: none"> 1. All lesson plans are easily adaptable for all age groups and student populations. 2. For the "Amazing Race Across the World" activity, the level of difficulty of the questions and locations of posters may be changed depending on your group. This could be a one- or a two-day activity.
CONTACT	Northside ISD