Database Design Template

NOTE: After discussion, we would modify this lesson to have the students research a variety of cities within a particular country. They would create a hybrid teacher created/student created database, where they fill in information about the cities in fields created by the teacher. Then, using the database, they help organize travel plans for several sets of couples considering honeymooning in Spain by sorting the data based on the couples’ desires and priorities.

Title: Where in the World Should We Honeymoon?

Suggested Grade Level(s): Grade 8-9

Content Area(s): Geography, English/Language Arts

Overall Description – This would be part of a geography lesson that also incorporates language arts skills. Students would receive a letter from a couple planning their honeymoon, trying to decide among three spots. They would receive a copy of the letter, a graphic organizer detailing the items for comparison, and three locations predetermined by the teacher (Brazil, Spain, Cuba). The criteria the couple are interested in are: Practicing their Spanish (a place where a majority of people speak Spanish), practice their SCUBA diving skills, wife is a teacher so travel will be during the summer but husband works year-round and will need unrestricted Internet access, they also enjoy mountain climbing.

This lesson would be part of a unit on research for English or a unit in Geography on cultural and economic geography.

Prerequisite knowledge is: Geographic terms, comparing and contrasting, drawing conclusions, logical use of categories for research, summarizing, how to write a persuasive letter, accessing an online database.

Appropriate follow-up lessons for Geography would be looking further into Spain in terms of its economy and its relationship to the United States; a look at Spain’s government past and today; a research project on a single country so they know one place to access accurate, trustworthy information. In English, students could write a poem about Spain, write a research paper, create a poster using this source and another and citing appropriately using MLA style, writing a short story about a child in that country, a lesson on vocabulary and how Greek/Latin roots influenced the Spanish and English languages, read a text that deals with Spain (setting, history, etc.).

Overall Objectives and/or SOL’s: Writing a persuasive letter, drawing conclusions, research skills, comparing and contrasting, persuasive techniques, weather vs. climate, physical features, and economic geography

Description of Database Used (Type, Source, Content, Link): CIA World Factbook, which is an online, hyperlink database available at https://www.cia.gov/library/publications/the-world-factbook/

Description of SSCC: They’re searching the database for different countries and appropriate places to find the information, sorting the information from the database using the graphic organizer, using that information to create their recommendation, and communicating it with a letter.

Description of ACTS:

* 1. Authentic Problem: A couple needs help determining where to go for their honeymoon. (e-exit strategy is a thank-you letter from the couple and a digital slideshow of them at various locations in the chosen country)
  2. Clear Outcome/Product: A letter to the couple suggesting where they should go and why
  3. Thinking Skills (What thinking skills are targeted and how will they be introduced, practiced, scaffolded?): Compare and contrast—introduced and scaffolded by graphic organizer, practiced by filling in the graphic organizer; drawing conclusions—introduced by having them identify clues and key words within the letter to help them ask the appropriate questions and will be practiced by them asking and answering the questions; summarizing and evaluating information.
  4. Software Skills: Modeling use of the CIA World Factbook by showing them how to search different topics under each country, using the drop-down menu, and accessing the tabs.

Instructional Plan/Sequence (Recommendations for implementing the lesson): Introduce the letter from the couple; read it aloud and distribute copies; introduce the graphic organizer and have students identify questions to be answered; introduce the database and how to use it; pair the students for the work.

Evaluation Strategy: Grade the graphic organizer for accuracy; grade the persuasive letter for elements of persuasion and clear communication skills.