



World Traveler - Unit 4 - Parts Unknown

Unit Focus

Where previous units have asked students to explore cultures with greater breadth, this final unit will ask students to explore a selected region of the world much more specifically and deeply. In this culminating experience, students will be asked to create an audio tour of a place off the beaten path - a residential neighborhood in a city filled with tourist sites, or a site located far from any major transportation hubs, as examples. The goal is for students to consider travel in its most immersive form, and to learn about how a place that has not been made more accessible for outsiders might offer the most authentic representation of culture and the most meaningful experience for the traveler.

Asking students to explore a place that is more obscure than a typical tourist destination poses a unique challenge to students: how can they learn about a place, in great depth, without actually going there? This unit encourages students to think about ways of learning from and connecting with people using 21st century technologies, invites them to think about how to learn in the absence of easy-to-find information, and asks them to consider the limitations of learning about a place without actually going there.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>C3 Framework for Social Studies State Standards <i>Social Studies: 10</i></p> <ul style="list-style-type: none"> 921845 Dimension 1. Developing Questions & PLANNING INQUIRIES 921950 Dimension 3. Evaluating Sources & USING EVIDENCE 921951 Gathering and Evaluating Sources 921952 INDIVIDUALLY AND WITH OTHERS, STUDENTS... D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. 921959 Dimension 4. Communicating Conclusions & Taking INFORMED ACTION 921960 Communicating Conclusions 921961 INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO... D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). 921969 Taking Informed Action 921970 INDIVIDUALLY AND WITH OTHERS, STUDENTS... D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. <p>School-specific (only available to this unit) <i>Social Studies: 10</i></p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Evaluate diverse sources and points of view to determine what really happened. T2 Respectfully and responsibly work with others through the exchange and evaluation of ideas to achieve a common objective.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i></p> <p>U1 Cultural immersion requires an effort to see a place through the eyes of those who live there U2 The ability to connect with people, regardless of geography, supplements and enhances travel experiences</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How can I immerse myself in a culture? Q2 How much can I learn about a place without actually going there?</p>
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p><i>Students will know...</i></p> <p>K1 Definitions of cultural immersion K2 Intimate cultural details of a given place</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Seeking out "social resources" resources online (ex.: via forums, comment sections, etc.) S2 Comparing and contrasting tourism and travel</p>	

Stage 1: Desired Results - Key Understandings

- 10050601 D2.Soc.6.9-12. Identify the major components of culture.
- 10050602 D2.Soc.7.9-12. Cite examples of how culture influences the individuals in it.

Madison Public Schools Profile of a Graduate

- Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)
- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

S3 Identifying behaviors and customs to ensure respectful behavior as a traveler
S4 Planning immersive travel experiences