

See the USA

Travel Teams take a road trip across the United States,
researching and writing on their journey

Table of Contents

Purpose and Overview

What is <i>See the USA</i> ?	5
Project Summaries	6
What do students learn?	6
How are students organized?	8
How much time is required?	8
How is learning assessed?	9
What do Rubric Scores mean?	10
Why use <i>See the USA</i> ?	10

Getting Started 11

Additional Materials Required	13
Preparation and Set-up	14
Unit Time Chart	17

Lesson Plan

Pre-Lesson	18
Lesson 1	20
Lesson 2	23
Lesson 3	26
Lesson 4	28
Lessons 5–19	29
Lessons 20–22	30
Lessons 23–24	33
Lesson 25	34
Showing Writing Mini-Lesson	35

Rubrics 36

Memo 41

Team Roster 42

Student Map 43

Checks..... 44

Debit Cards 45

Checkbook Register 46

Contents

Partz Rent-a-Car	47
Daily Expenditures	48
Travel Itinerary	49
Point-of-Interest Research	51
Sample Points of Interest	52
Assignment Log	57
Model Assignment Log	59
Fate Cards	61
My Travel Essay	65
Travel Essay Pre-writing	66
Delightfully Descriptive	68

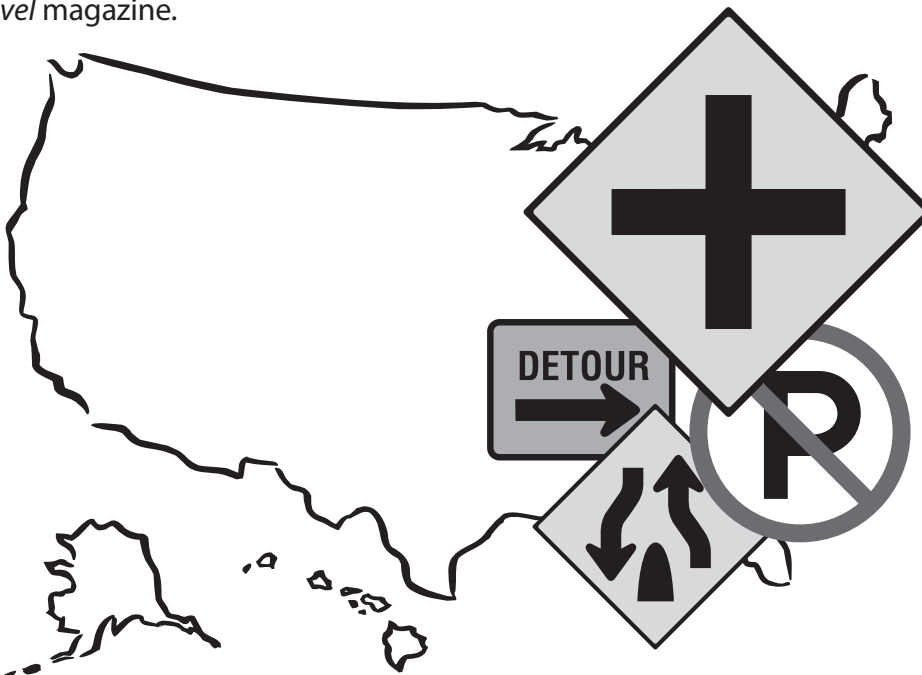
Purpose and Overview

What is *See the USA*?

See the USA is a cooperative group unit in which third through sixth graders use geography, math, and language arts skills. In the unit, student Travel Teams traverse the country gathering facts and features of selected states along their routes. As they travel, they complete a variety of written and artistic Team Projects that effectively communicate their learning.

Before beginning their assignment for *Global Travel* magazine, Travel Teams gather maps and other helpful travel resources, then develop a travel itinerary. Teams depart from the West Coast and travel via major interstate routes (Interstate 90 from Seattle, Interstate 84 from Portland, Interstate 80 from San Francisco, Interstate 10 from Los Angeles, and Interstate 15 from San Diego). Teams may travel no more than 480 miles in one day, so they must estimate and plan their course accordingly.

Daily duties include calculating miles traveled (students select their next destination and check to be sure it is within 480 miles of their starting point), determining daily expenditures, writing checks, and keeping financial accounts balanced. Students "visit" a point of interest in each state and meet fates that move them forward or slow them down with delays and additional costs. As they research states and points of interest, students amass knowledge that enables them to complete an individual Final Project. After reaching the East Coast, students prepare an exciting travel brochure or write a convincing, publishable Travel Essay that powerfully portrays a particular point of interest in this vast and diverse country. Students present their Final Projects to the Editorial Review Board of their employer, *Global Travel* magazine.



Purpose and Overview

Project Summaries

Travel Teams will complete the following projects in the following formats:

Individual Project		# of Projects
Sightseeing Postcards	5" x 8" index cards	2
Team Projects		# of Projects
State-Discovery Posters	12" x 18"	2
Welcome Billboards	9" x 12"	2
Team Travel Features	12" x 18"	2
Point-of-Interest Research	12" x 18"	8
Individual Final Project		
Travel Brochure	8½" x 11"	tri-fold
Travel Essay	8½" x 11"	1–3 pages

What do students learn?

By using *See the USA*, your students will gain and experience the following:

Knowledge

- Political, physical, and historical features of the United States
- Individual characteristics and unique attributes of different states
- Basic economics of how to budget and pay for expenses and manage a checking account

Skills

- Using and interpreting maps
- Researching state-specific information using a variety of resources
- Writing letters
- Writing a descriptive travel essay
- Making oral presentations
- Critical thinking and decision-making
- Reading for information
- Working cooperatively

Unit Time Chart

Each lesson equals one class session.

Pre-Lesson–Lesson 2

Pre-Lesson

Gathering Background Information

- Introduce the unit of study
- Communicate with state travel bureaus

Lesson 1

Introduction to the Unit and Team Building

- Introduce the unit
- Introduce and assign team roles
- Establish team checking accounts
- Complete rental car agreement
- Create team markers

Lesson 2

Travel Planning

- Introduce expectations and rubrics
- Teams plan trip itineraries
- Estimate travel mileage

Optional Travel Essay Writing Lesson

- Introduce tools to enable students to successfully write a Travel Essay

Note: Lesson could extend to two sessions

Lesson 3–Lesson 19

Lesson 3

Introduction to Projects and Role Rotations

- Review objectives and procedures of unit
- Ensure students' understanding of procedures, roles, and responsibilities
- Build team spirit and cooperation
- Teams define their Team Projects for the entire trip

Lesson 4

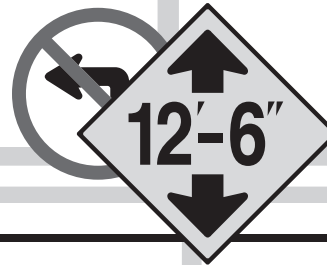
Introduction to Travel Days, Daily Tasks, and Projects

- Introduce Travel Day Schedule
- Begin the unit

Lessons 5–19

Travel Days, Daily Tasks, and Projects

- Continue Travel Days
- Continue to build team spirit and cooperation



Lesson 20–Lesson 25

Lessons 20–22

Creating the Final Projects

Option 1—Create a Travel Brochure

- Prepare individual Travel Brochures

Option 2—Write a Travel Essay

- Identify elements of a successful Personal Experience Travel Essay
- Create a Travel Essay using pre-writing, checklist, and rubrics as writer's tools

Lessons 23–24

Presenting the Final Projects

- Prepare presentations of Final Projects
- Deliver presentations

Lesson 25

Debriefing

- Conduct a debriefing of the *See the USA* experience

Teaching Tip: With your class needs in mind, consider extending or combining Lessons 1–3 as you deem appropriate.

Team Roster

Team Name:

Team Members:

Route:

Team Name:

Team Members:

Route:

Team Name:

Team Members:

Route:

Team Name:

Team Members:

Route:

Team Name:

Team Members:

Route:

Team Name:

Team Members:

Route: