

Destination L1: A Thematic Unit

School Trek

TEACHER GUIDE

BACKGROUND INFORMATION

Many of the activities in this thematic unit deal with going somewhere, including preparing for a trip, the mode of travel, the distance covered, and the objective in going. This culminating activity centers on a taking a trip that all students have experienced—going to and from school. Students are asked to prepare a presentation about a memorable experience traveling to or from school.

Some students may argue that going to school is not a trip because of the distance. However, it is important for them to understand that although the distance of travel is a consideration, it can actually be a minor point. Additional (and often much more interesting) travel aspects include how they get to school each day and what they experience along the way.



This activity engages students in preparing a travelogue, selecting the most appropriate means of presentation to share their school travel experiences with the class. Presentation techniques may vary from airing a videotape to presenting a slide show. The presentation to the class is visual storytelling. It should be appealing and interesting.

NATIONAL LANGUAGE ARTS STANDARDS ADDRESSED

(Source - *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education—3rd Edition*)

Grades 3-5

Uses listening and speaking strategies for different purposes

- Contributes to group discussions
- Listens to classmates and adults
- Makes basic oral presentations to class
- Uses a variety of nonverbal communication skills
- Uses a variety of verbal communication skills
- Interprets the use of nonverbal cues used in conversation

Grades 6-8

Uses listening and speaking strategies for different purposes

- Asks questions to seek elaboration and clarification of ideas
- Uses strategies to enhance listening comprehension
- Uses appropriate verbal and nonverbal techniques for oral presentations
- Evaluates strategies used by speakers in oral presentations
- Understands the ways in which language differs across a variety of social situations

Grades 9-12

Uses listening and speaking strategies for different purposes

- Asks questions as a way to broaden and enrich classroom discussions
- Uses a variety of strategies to enhance listening comprehension
- Adjusts message wording and delivery to particular audiences and for particular purposes
- Uses a variety of verbal and nonverbal techniques for presentations
- Understands influences on language use
- Understands how style and content of spoken language varies in different contexts
- Understands reasons for own reactions to spoken texts



(View a full text of the [Content Knowledge: 3rd Edition Standards.](#))

MATERIALS

For each student:

- Student Activity, "[School Trek](#)"
- Communication Development Text, "[Speaking to Inform](#)"

PROCEDURE

1. The goal is to find out how many ways that you can define "trip." Ask students to write their own definitions of what makes a trip a trip?
2. Conduct a class discussion on the topic of travel, including the student definitions of "trip."
3. Points for discussion:
 - Is distance the measure of travel?
 - What is the objective for travel? ...Is there always a travel objective?
 - How do traveling companions impact a trip?
 - Why is it important to prepare for a trip?
 - What are some different methods that students use to travel to school?
4. Provide each student with a copy of the Student Activity, "School Trek."
5. Ask students to identify a humorous or even dramatic event that happened one day on their way to or from school. It's important for students to understand that they are sharing a story from a trip that they took; the objective is to reveal the details of what made a trip to school interesting, fun, unique, memorable, and worth sharing.
6. Ask each student to prepare a presentation that visually informs the class about the event that they have chosen. Presentations may include electronic or hard copy images of:
 - a) Videotape segments, recreating their story of travel to school one day
 - b) Slide presentations from still photographs
 - c) Original artwork, including a poster, comic strip, or graphic design
7. Specify the length of presentation.
8. Present information from "Speaking to Inform" to the class. As an alternative, you may provide each student with a copy of the text to read prior to preparing their presentations.
9. Some factors to consider when you evaluate student presentations include: originality, visual appeal, preparation, vocal presentation, and content.



Not ALL students ride to school. Some students use skis to get to school each winter day.

Teaching Tip

A written script of the presentation is optional. Students will be so familiar with the event that they are sharing that notes may be unnecessary.