

# Let's Take a Trip! Echemos un viaje

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## 1. Question & Research Task

It is not uncommon for people to travel to different countries all around the world. Depending on where you travel, the language, the food, and the culture may be far different from what you are used to. Often, the climate has a strong influence on customs, food and culture.

Look at the climate differences throughout the world. What causes the seasons and how do they vary from one region of the world to another?

Look at the video on this page to see a simulation of how the seasons occur on earth.



Image Source: Discovery Education.

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How does climate influence the customs, traditions, and culture of a country?

## 2. Information Sources

### Hispanic Countries

[Culture Grams](#) is a database with information about countries all over the world. Using Culture Grams, find information on 5 of the following Hispanic countries:

Country	Country
<a href="#">Spain</a>	<a href="#">Andorra</a>
<a href="#">Mexico</a>	<a href="#">Nicaragua</a>
<a href="#">Cuba</a>	<a href="#">Equatorial Guinea</a>
<a href="#">Venezuela</a>	<a href="#">Chile</a>
<a href="#">Peru</a>	<a href="#">Colombia</a>
<a href="#">Ecuador</a>	<a href="#">Bolivia</a>

Choose one country that you would like to report on.

Try to find examples from both the Northern and Southern Hemispheres.



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The equator divides the world into the Northern and Southern hemispheres.

**\*\*Access Culture Grams from BCPS Digital Content from the [Apps Portal](#)**

### 3. Student Activity

For the final assessment,  
you will be creating an  
Information Cube.

As you use the resources on  
Slide 2, organize the  
information on this  
[Planning Sheet](#).



Image Source: licensed by Microsoft Office

## 4. Assessment Activity

How does climate influence the customs, traditions and culture of a country?

You will create an Information Cube about your country. When you go to the site, choose “create a cube”.

Use the information you gathered on your Planning Sheet to complete the cube.

When your cube is complete, save it and print it and fold it together.

Share your cube with someone visiting a different country.

As you share, give more details about each side of your cube and use some of the Spanish vocabulary you have been practicing!

Use this [rubric](#) to help you achieve success!

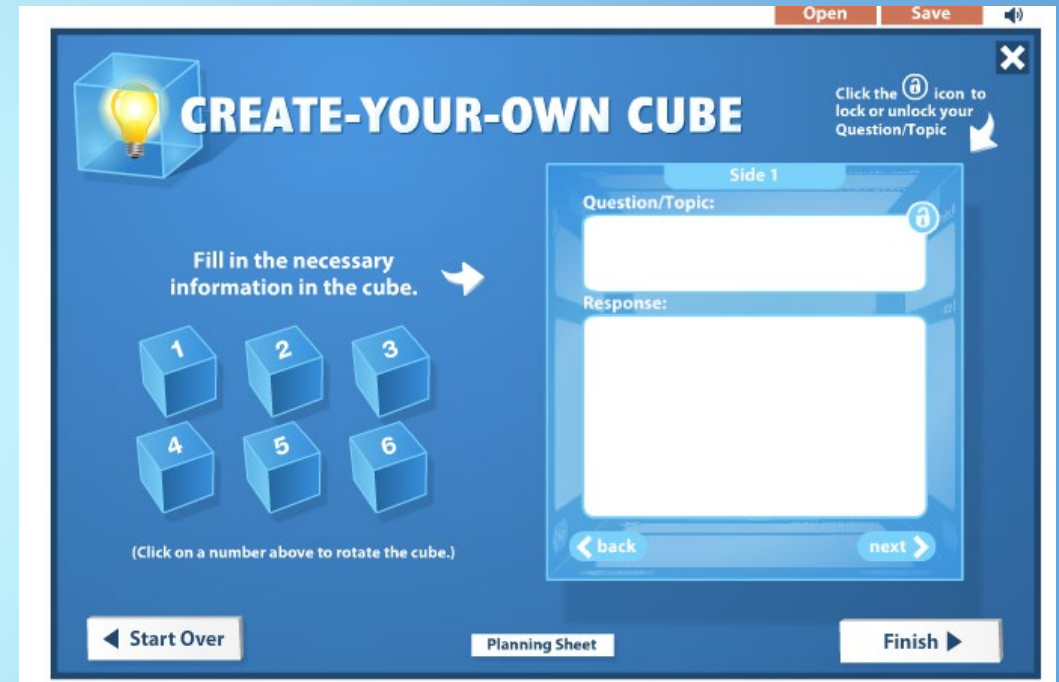


Image Source: Read Write Think.org



# Listen and Learn Spanish

- Types of Climate –Brain Pop Español (Take the quiz after the video!)
- Learn about pets
- Learn about directions

**\*If needed, usernames and passwords are found in BCPS Digital Content located in the Apps Portal**



# 6. Teacher Resources

## Learning Standards Alignment

### Content Learning Standards

[BCPS Curriculum](#) / [Maryland State Curriculum](#)

#### Social Studies Gr 4

How does where you live (travel) affect your choice of clothing and leisure activities?

How does weather vary based on geographic location?

[Common Core State Standards for English Language Arts & Literacy](#)

**Reading: 1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Writing: 7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

#### Standard 3.0 Geography

Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

[AASL Standards Framework for Learners](#) Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

[P21 Framework: 21<sup>st</sup> Century Student Outcomes](#)

**3. Information, Media & Technology Skills: Information Literacy:** Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

**ICT Literacy:** Use technology as a tool to research, organize, evaluate and communicate information.

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## Grade 4 Social Studies and Spanish

**Time Frame:** One to two 45 minute periods

### Differentiation strategies for this lesson:

- Have students use learning supports provided in any BCPS Digital Content in the [Apps Portal](#) included in this lesson.
- Refer to [Digital Content Snapshot/Support pages](#) as needed.
- Print out a paper copy of the organizer on Slide 3 prior to instruction.

### Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Consider printing the [Planning Sheet](#) and their finished Cube.
- It would be helpful to have headphones for students as they explore the Spanish interactive sites.
- Consider using the [Schoolology Assignment Apps](#) feature to assign Microsoft/Google Docs for students to access, edit, and submit through Schoolology.

Last updated: July 2022 Report broken links to BCPS Library Media Programs & Digital Resources 443-809-4035 or use this [form](#)

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