

# Country Quest: Become a Global Explorer!

**Grade Level:** 6

**Subject:** Social Studies, Geography

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## Materials Needed:

- Computer with internet access
  - World Map or Globe
  - Printer (optional)
  - Paper (plain or construction)
  - Coloring supplies
  - Scissors
  - Glue or tape
  - Optional: Travel magazines/books
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## Lesson Steps:

### 1. Introduction: Spin the Globe! (10 minutes)

Start by exploring a physical globe or an online virtual globe (like Google Earth). Spin it around! Ask: *Have you ever wondered what it's like in countries far away? What country seems most interesting to you just by looking at the map?* Briefly discuss the concept of continents and countries. Announce that today, the student will become an explorer and learn all about one specific country.

### 2. Choose Your Destination! (5 minutes)

Let the student choose a country they are interested in learning more about. If they need help, suggest a few options from different continents (e.g., Japan, Egypt, Brazil, Italy, Australia). Locate the chosen country on the world map/globe together.

### 3. Research Expedition (30-40 minutes)

Guide the student to use kid-friendly online resources (like National Geographic Kids, Ducksters Geography, Kiddle) to research their chosen country. Focus on finding:

- **Location:** Continent, bordering countries, capital city.
- **Geography:** Major landforms (mountains, rivers, deserts), climate.
- **Landmarks:** Famous natural or man-made sights.
- **Culture:** Language(s), popular foods, common traditions or holidays, interesting facts.
- **Flag:** What does it look like? What might the colors/symbols mean (optional extension)?

Encourage note-taking or printing out key facts and interesting pictures (if a printer is available).

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## 4. Create Your Travel Brochure (30-40 minutes)

Now, turn the research into a fun travel brochure!

1. Fold a piece of paper into thirds to create a brochure format.
2. **Front Panel:** Design a catchy cover with the country's name and a drawing or printed image representing it (e.g., the flag, a famous landmark).
3. **Inside Panels:** Dedicate sections to: Geography ('Visit the amazing...' mountains/rivers), Landmarks ('Don't miss the famous...'), Culture ('Taste delicious...', 'Experience traditions like...'), and Fun Facts ('Did you know...?').
4. **Back Panel:** Include a small map showing the country's location and perhaps the student's name as the 'Travel Agent'.
5. Encourage creativity! Use drawings, colors, and clear, exciting language to 'sell' the country as a great place to visit. Paste in printed pictures if available.

## 5. Explorer's Presentation (10 minutes)

Have the student present their travel brochure. Ask them to share:

- The name and location of the country.
- The most interesting geographical feature they learned about.
- Two fascinating cultural facts or traditions.
- Why someone should visit this country, based on their brochure.

This serves as an informal assessment of their learning objectives.

## 6. Wrap-up & Reflection (5 minutes)

Congratulate the student on their successful exploration! Ask: *What was the most surprising thing you learned today? Where in the world would you like to explore next?* Briefly connect this activity to understanding global diversity and how geography shapes culture.

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## Differentiation & Inclusivity:

- **Support:** Provide pre-selected websites or specific facts to look for. Offer a simple brochure template. Focus on fewer research points (e.g., just capital, one landmark, one cultural fact).
- **Challenge:** Encourage research into the country's government, history, or current events. Compare the chosen country to the student's home country. Research the meaning behind the flag's design.
- **Inclusivity:** Ensure research sources are age-appropriate and represent cultures respectfully. Encourage curiosity about different ways of life.

## Assessment:

- Observe participation in research and discussion.
- Evaluate the completed travel brochure for accuracy of information (location, geography, culture) and fulfillment of requirements (cover, inside panels, map).
- Assess the student's ability to articulate learned facts during the presentation.