

# Global Teacher Seminar Lesson Plan

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**Name:** Luke Sundermeier

**Title:** Traveling Africa: Designing an Informed Itinerary

**Theme/Topic:** Tourism/Travel/Cultural Exchange

**Introduction** (2-3 sentence summary of lesson): Following an introduction to the history, geography, culture and geopolitics of Africa, students will design a travel itinerary using Google Maps. Students will research and plan a trip, while considering current events, background information, geographic features, and cultural diversity.

**Subject(s)/Grade level(s):** Global Issues/Current Events (9-12 grade)

**Suggested Duration of Lesson:** 2-3x 45 minute class periods (see notes below for suggested adjustments)

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**Connection to Standards/Common Core** (1-2 standards): ODE World Geography: 13. There are interconnections within and among physical and human regions (e.g., river systems, transportation linkages, common currency). 14. Regions are used as a basis to analyze global geographic issues (e.g., desertification, political disputes, economic unions).

**Essential Questions** (1-2 questions): How does prior knowledge and an understanding of history, culture and current events better inform tourism?

**Learning Objectives** (2-3 objectives): Students will be able to create a travel itinerary using Google Maps. Students will be able to annotate their itinerary to include relevant background information about geographic and cultural sites.

**Materials Needed:** Student Chromebook, Internet Access.

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**Pre-Assessment of Prior Knowledge:** *How will students show what they already know about the topic?*

1. Students will complete a geography pre-assessment on Seterra (website) in order to see how accurately they can identify the countries of Africa ([Quiz Link](#))
2. This lesson serves as a culminating activity for a more expansive unit about Africa, including history, geography, cultural and current events.

**Teacher-Student Interaction** (5-7 steps):

1. Working either independently or with a partner, create a blank new map using Google Maps.
  - a. [Map Tutorial](#)
  - b. Maps will be used to create a travel itinerary and include notes and images at map locations.
2. Research and consider these four main ideas before detailing your trip:
  - a. Background Information (What you should know before going?)
  - b. Current Events (What is happening now that might impact your stay?)
  - c. What are you curious about/hope to learn?

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- d. What geographic features do you plan to visit?
3. Using the blank map, research and plan a 4-8 day trip in Africa.
  - a. Drop pins at locations you plan to visit
    - i. For each pinned location, add an image of the location and notes explaining why you plan to visit that location.
    - ii. Each “day” should include at least two pinned locations.
4. Completed maps will be shared on Google Drive and organized in a class folder for presentations.
5. (Optional Extension) Students can present their itineraries to the class and highlight one pinned location per day they plan to visit.

**Closing Activity:** *What will the teacher do/say after the lesson? I.e. go over homework, etc.*

After submitting the completed maps, students will either complete a formal presentation for the class or informally share their itinerary with a small group. In smaller groups, students can share 2-3 highlights from their planned trip and interact more informally with their classmates.

**Post-Assessment:** *How will students demonstrate what they have learned about the topic from this unit?*

Independently, students will complete reflection activity utilizing the “I used to think...Now I think” routine adapted from Harvard Project Zero. As it relates to the whole unit about Africa, students will complete the following sentence stems with at least three examples for each:

I used to think...

Now I think...

Responses will be collected and evaluated formatively as students seek to consolidate new learning.

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**Reflection:** *How are students engaging with ideas from another culture? What does it mean for them?*

Students are engaging with ideas from another culture by planning their hypothetical trip and researching their choices along the way. Students are considering background information, geography and current events in order to create an informed itinerary and will annotate their selections using the Google Map pinned location notes.

**Resources:**

Seterra Online Geography (Africa) (<https://www.geoquestsr.com/seterra/en/vgp/3163>)

Google Maps Tutorial (<http://www.kaleyann.com/create-custom-travel-map/>)

**Extension Activities/Extending the Lesson/Cross-Curricular Connections (2-3 ideas):** Possibilities for future lessons or how to use this for gifted/etc.

1. This lesson could be adjusted for specific regions of Africa (i.e. North Africa)
2. Students could present their travel itinerary to the class as a way to further develop communication and presentation skills.
3. The lesson could be adjusted for additional regions of the world as the course progresses.
4. Students can evaluate tourism’s impact on local communities as it relates to SDG 8 target 9 (promote beneficial and sustainable tourism).