Lesson Plan by
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Lesson: Martian Travelers
Length: 2-90 minute sessions
(Depending on access to computers, time may vary)

Grade: 4th

Academic Standards:
English/Language Art
• 4.4.7 Use multiple references materials and online information (the Internet) as aids to writing.
• 4.5.6 Write for different purposes (information, persuasion) and to a specific audience or person.
• 4.7.9 Engage the audience with appropriate words, facial expressions, and gestures.

Performance Objectives:
• When given a checklist, students will complete all items with 100% accuracy.
• When given a computer, students will search three different references with 3 out of 3 times.
• When given a topic, students will include five facts from references four out of five times.
• When given paper, students will write to a specific audience with 100% accuracy.
• When given paper, students will create an informational guide with 100% accuracy.
• During a presentation, students will use appropriate words 3 out of 4 times.
• During a presentation, students will use appropriate facial expressions 3 out of 4 times.
• During a presentation, students will use appropriate gestures 3 out of 4 times.

Advanced Preparation:
The teacher will have to go through and actually work out the Web Quest so she knows what each task is asking each student to do. The teacher may even want to print the teacher pages from the website to have as references or bookmark the sites for quick reference during student work time. The materials needed for the lesson are:
• Laptop computers with Internet access
• Already assembled groups
• Construction paper
• Markers
• Notebook paper
• Check lists for each role

Procedure:
Introduction/Motivation: The teacher will start out by asking, “Have you thought about what it would really be like to go into outer space?” (Knowledge) What do you think you would see in space? (Knowledge) What do you think it would be like to live on a different planet, such as Mars? (Knowledge) Tell them that today they are going to find out. Ask, “Does anyone know what it means to colonize a place?” (It means to settle an area or to take over an area) (Knowledge) Tell the students that they are going to go into space and figure out what it would be like to live on Mars. Then they are going to make a Martians Travel Guide explaining to others what it would be like to live there and why they should considered moving to Mars. (Spatial)

Step-by-Step Plan:
Have students get into their groups of six. (Interpersonal) If there is a group of 7 or 5, assign students to two tasks or pair students up to do one together. Give students their roles: meteorologist, geologist, mission specialists, journalist/reporters, historians, graphic designers. (Intrapersonal) Tell the students the mission specialist is the team leader. Distribute laptops that are set up with wireless internet access. Have the students log onto the computers then instruct them to go to the website called, MarsQuest. Write the address on the chalkboard: http://btc.montana.edu/ceres/html/MarsQuest/Quemarsintro.html. After each student has gotten to the webpage, then go through the Introduction, Task, and Resources. Then have the students look at Roles and Assignment. Go through each role and explain to them what they are supposed to be doing for this mission. Tell them to visit the links on the pages to complete their assignment. Have each group member look over the team action plan. After they have had a chance to look over the tasks, hand out the task checklist. Then, have each member discuss with other member a way to get each members plan completed and come up with a timeline to do so. (Logical/Mathematical) Tell the students that they must include five facts from 3 different websites in their guide. Each group must have their presentation ready for the last day during the last half hour. Give each group enough time to work through their tasks and assignments. During this time, the teacher should walk about an observe students. The teacher is more a facilitator during this lesson than anything else, but must answers questions when asked. Also, the teacher should pose questions such as: “What kinds of clothing are you suggesting the visitors should wear based on the weather patterns.” (Application) What kinds of information are you going to put in your Traveler’s Guide to convince people to travel to Mars?” (Analysis)

Closure: On the last day, students will present their Martian Travel Guide to the class. They will also share their conclusions during the presentation. (Bodily/Kinesthetic) After the presentations ask the students, “Would you want to live on Mars? (Knowledge) “Why or Why not?” (Evaluation)

Adaptations/Enrichment: There are different adaptations that can be made to fit individual needs. If a student can’t navigate through the website, one student can be paired with another student to help guide through websites. Also, they can do the same task. An enrichment for a student could be an extension on the lesson. The student could create a travelers guide to another planet and then compare the two planets.
Assessments:
The assessments for this lesson include observation while students are working on their tasks, checking to make sure they have checked off all tasks on their checklist, the travelers guide, and the presentation.

Self-Reflection: After the presentation, I would ask myself if the students had enough time to complete the webquest. I would also check to see if my assessments assessed the students work accurately. I would also note the complexity of the webquest to see if it was too difficult or too easy for the students.