Lesson #8- Unit Application Project  
(culminating project): 5 days

Lesson Goals: “How Time Different Around the World?” During this 5 day project students will use their knowledge of time (lessons 1-7) to construct a timeline that compares and contrasts two different times from around the world.

Student Objectives:  
Students will be introduced to the idea that time is different around the world.

Students will produce a question or inquire about another country’s time and will be able to relate gathered information to personal experiences.

Students will utilize online resources such as the internet or eBlog to find answers.

Students will document and illustrate their findings using PowerPoint or KidPix.

Students will present their findings to the class using a form of multimedia such as KidPix, or Power Point.

Content Standards:  
(NOTE: many of these standards were addressed throughout the entire Time-For-Time unit)

**Content Standards: Ohio- Math, Grade 1**

**Standard:** Measurement Standard  
**Benchmark B- Measurement Units:** Select appropriate units for length, weight, volume (capacity), and time  
**Indicators:**  
1. Order a sequence of events with respect to time; e.g., summer, fall, winter and spring; morning, afternoon and night.

**Content Standards: Ohio- Social Studies, Grade 1**

**Standard:** Geography Standard  
**Benchmark A–Location:** Identify the location of the state of Ohio, United States, the continents and oceans on maps, globes, and other geographic locations.  
**Indicators:**  
2. Locate the local community, state and the United States on maps or globes

**Standard:** Citizenship Rights and Responsibilities  
**Benchmark A –Participation:** Describe the results of cooperation in group settings and demonstrate the necessary skills.  
**Indicators:**  
**Standard:** Social Studies Skills and Methods

*Benchmark A – Obtaining Information:* Obtain information from oral, visual, print, and electronic resources.

**Indicators:**
1. Obtain information about a topic using a variety of oral and visual sources.

*Benchmark D – Communicating Information/Problem Solving:* Identify a problem and work in groups to solve it.

**Indicators:**
5. Communicate information orally or visually.

**Standard 3:** Technology for Productivity Applications

*Benchmark A- Basic Concepts:* Understand basic computer and multimedia technology concepts and terminology.

**Indicators:**
1. Identify and use computer multimedia technology and know the terms used to describe it (e.g., computer, printer, VCR, DVD)
2. Identify various parts of a computer by name (e.g. monitor, mouse, keyboard, power button)

*Benchmark B- Basic Operations:* Demonstrate operation of basic computer and multimedia technology tools.

**Indicators:**
3. Use input (keyboard, mouse) and output (printer) devices to operate computer and multimedia technology tools with teacher assistance.

*Benchmark C- Research Tools:* Use productivity tools to produce creative works

**Indicators:**
2. Use technology resources with teacher assistance (e.g., pre-selected Web sites, launching applications, educational software).

**Standard 5:** Technology and Information Literacy

*Benchmark B- Use:* Use a simple research process model which includes deciding what to use, finding resources, using information and checking work to generate a product.

**Indicators:**
2. Find information in a technology-based resource (e.g., Web site, database, DVD, software program, video).

**Project Overview:**

This project is geared toward for my 1st grade class as an extension of a unit used for teaching time. Within this teaching time unit: Time-For-Time, the lesson that involves the focus and application of using products and technology knowledge gained throughout the unit, is lesson #8. Lesson #8 is titled “Unit Application Project”. The main idea is that after learning, understanding, and applying knowledge of time, each student will be able to generate a question or inquire about another country’s time, collect data using the internet, analyze that data, and will be able to evaluate gathered information to relate it to
personal experiences. I have found that this process, though long, is the best way for younger students to journey through the stages of Bloom’s Taxonomy. Also, this type of unit allows for the implementation of Howard Gardener’s Multiple Intelligences.

During this 5 day project students will use their knowledge of time (lessons 1-7) to complete a small group, Inquiry Based Internet Project on the topic of time. Together the teacher and student will generate and pose questions to help students ask questions such as: Is the time the same all over the world? How is the time different in another country? What are children in other countries doing at ___ time? What are other children doing when I am going to bed? (Not all first grade children are capable of generating their own questions, therefore it is important for the teacher to guide the process by bringing to mind knowledge learned in previous lessons.)

After posing a question each small group of students (3 students per group) will use an eBlog or choose and use internet resources, with teacher assistance, to locate and record and apply what they have learned. (i.e. collect different times from a student chosen country and compare them to the students own time in Ohio) They will use a record sheet to fill in their question, their reference for searching the internet (teacher provided sites or eBlog), the information they found, the answer to their question, and how they will share their answer with others.

Through this project the students will use the internet, past information collection, and either a word document or KidPix to share their findings. Finally, if students wish they may extend this project by searching for multiple countries or multiple states and the time zones that relate to them. (This project could also revolve around the time zones in different states instead of countries)

The main purpose of this project is for the students to be introduced to the concept that time is different around the world. It does not deal with understanding time zones, the earth’s rotation, etc. as those concepts are difficult for young children to understand. This project is intended to be an introduction to the concept in a child friendly manner. The intention is to explore this idea in fun way.

**Technology Connections:**

*Productivity Tools*
Microsoft Word: for presenting information found  
KidPix: for presenting information found and illustration  
PowerPoint: for presenting information found

*Online Resources*
Time and Date website: [http://www.timeanddate.com/worldclock/](http://www.timeanddate.com/worldclock/)  
World Time website: [http://www.worldtimezone.com/](http://www.worldtimezone.com/) (w/ color coded map)  
Networking Tools
(optional) eBlog/ blogs: used as a means of communication between others to find
information about time

Resources:
I. Teacher
   • World Map for students (Appendix F)
II. Student
   • Time and Date website: http://www.timeanddate.com/worldclock/
   • World Time website: http://www.worldtimezone.com/ (w/ color coded
     map)
     (main source of time for project)
   • Student ‘Time Record Sheet’ (Appendix E)
   • “Time Traveler Chat) from Lesson #5 (Appendix C)
   • “Group Question Sheet” (Appendix D)

Procedure:
Day 1
I. Introduction (45 minutes)
   • Review the time record that students completed in Lesson #5, remind
     the students that each activity they did happened at a different time of
day.
   • Pose a question/ help students generate questions such as: Do you
     think it’s the same time all over the world?, How is the time different
in another country?, What are children in other countries doing at ___
time?, What are other children doing when I am going to bed? (Many
children are not even aware that there is a time difference around the
world or even throughout the United States, this project is meant to
introduce them to this concept)
   • Tell students they are going to be working in groups of 3 to use the
computer to find an answer to their question.

II. Instruction
   • Put students in groups of 3
   • Choose a country: Australia, China, France, India, Italy, Japan, New
     Zealand, South Africa (these are easy to identify countries) OR
     students may choose to pick a state. (It may be easier four younger
children to compare a closer region to their own. I prefer countries
because they show a more dramatic time difference than the United
States.)
   • Then locate the state of Ohio and the country they choose on a map
and color it. (Appendix F) Use a globe so they can see where their
country is in relation to Ohio
Day 2  
(45min- 1 hour)  
• Go to the computer lab  
• Go to a teacher guided website  
  *Time and Date website:  
    http://www.timeanddate.com/worldclock/  
  *World Time website:  
    http://www.worldtimezone.com/ (w/color coded map)  
  *World Time Saver website:  
• Have each group of students find their country and fill out ‘Time Record Sheet’ (Appendix E) i.e. fill in the date and time for Ohio then the date and time for the specified country. Do this 3 times at 9am, 12noon, and 3pm.  
• Each child illustrates 1 of the time slots with what they are doing at that time and what they think kids in the other country are doing at that time. (They can use their time record document from Lesson #5 to help them figure out what somebody might be doing at 9:00pm etc.)  
  NOTE: you could also take pictures of the children depicting the actions to use in their presentation later.  
• ***This would also be the opportunity for students to incorporate using a blog to find this information. Day 2 would consist of the group posting a message at 9am, 12noon, and 3pm to other students asking what they are doing at that particular time. This may take more time to get a response, so adjust the Days as needed.  

Day 3  
III. Application (20 minutes)  
• As a group the students will fill out the ‘Group Question Sheet’ (Appendix D) to analyze and synthesize the information they collected online.  
• Make a decision on how to present the information. (PowerPoint or KidPix)  

Day 4  
(1 hour)  
• Work on putting together a presentation of information gained in the computer lab. (NOTE: teacher, and possibly parent assistance will be needed to complete this section)  
• ***See “Power Point Presentation Example” within this project folder.***  

Day 5  
IV. Assessment (20 minutes)  
• Students present their findings to teacher and classmates.  
• If they blogged they may also send or attach a file of their presentation to the student that assisted them  
• Teacher fills out rubric for presentation following the objectives. (Appendix G)  

Lesson #7 References:


**Appendix D**

Lesson #8 Group Question Sheet

*Group Members: ___________________________

__________________________________________

_____________________

__________________________________________

1. What was your question? ____________________________

__________________________________________

2. Where did you search for an answer? ____________________________

Website ___________ blog ___________

3. What did you find out?

__________________________________________

______
4. What is the answer to your question?

5. How will you share this answer with others? Kid Pix Power Point.

Appendix E

Lesson #8 Time Record Sheet

Name__________________________

Group Name__________________________

<table>
<thead>
<tr>
<th>Country</th>
<th>Date / Time</th>
<th>Date / Time</th>
<th>Date / Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ohio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(draw picture here)</td>
<td>(draw picture here)</td>
<td>(draw picture here)</td>
<td></td>
</tr>
<tr>
<td>Country</td>
<td>Date / Time</td>
<td>Date / Time</td>
<td>Date / Time</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>Activity</td>
<td>Activity</td>
<td>Activity</td>
<td></td>
</tr>
<tr>
<td>(draw picture here)</td>
<td>(draw picture here)</td>
<td>(draw picture here)</td>
<td></td>
</tr>
</tbody>
</table>

Appendix F: Maps
World Map
# Appendix G

**Multimedia Project : Time For Time Unit Project**

Teacher Name: **Amy Snyder**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workload</td>
<td>The workload is divided and shared equally by all team members.</td>
<td>The workload is divided and shared fairly by all team members, though workloads may vary from person to person.</td>
<td>The workload was divided, but one person in the group is viewed as not doing his/her fair share of the work.</td>
<td>The workload was not divided OR several people in the group are viewed as not doing their fair share of the work.</td>
</tr>
<tr>
<td>Creativity</td>
<td>Students worked together to generate their own questions.</td>
<td>Students worked to generate questions.</td>
<td>Students used teacher ideas and minimally tried to generate questions.</td>
<td>Students used other people's and teacher's ideas.</td>
</tr>
<tr>
<td>Resources</td>
<td>Students put much effort into researching their question using online sources (website or blog)</td>
<td>Students tired to research their question using online resources but didn't show much effort</td>
<td>Students demonstrated no effort while researching their question</td>
<td>Student would not research the question, did not use online resources</td>
</tr>
<tr>
<td>Application of Information</td>
<td>Students neatly and clearly used the information to compile a complete rough draft.</td>
<td>Students compiled the information to complete a rough draft.</td>
<td>Students threw information together, somewhat neat and clearly.</td>
<td>Students put information together, sloppy and hard to understand</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Multimedia Project</td>
<td>Students cooperatively used PowerPoint or KidPix to compile information, worked with an adult.</td>
<td>Students used PowerPoint or KidPix to compile information, worked with an adult.</td>
<td>Students used PowerPoint or KidPix to compile information, did not work very hard and the adult did most of the work.</td>
<td>Students used PowerPoint of KidPix to compile information, an adult had to do all the work, no student effort.</td>
</tr>
<tr>
<td>Presentation</td>
<td>Well-rehearsed with smooth delivery that holds audience attention.</td>
<td>Rehearsed with fairly smooth delivery that holds audience attention most of the time.</td>
<td>Delivery not smooth, but able to maintain interest of the audience most of the time.</td>
<td>Delivery not smooth and audience attention often lost.</td>
</tr>
</tbody>
</table>

**TOTAL**

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**Collaborative Work Skills : Time for Time Project**

Teacher Name: **Amy Snyder**

Student Name: ____________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well did I work</td>
<td>I worked my hardest</td>
<td>I worked hard</td>
<td>I worked, but I could have worked harder</td>
<td>I did not try at all to work hard</td>
</tr>
<tr>
<td>How I feel about our project</td>
<td>I think our project is the best!</td>
<td>I think our project is good.</td>
<td>I think our project is ok.</td>
<td>I do not think we tried very hard on our project.</td>
</tr>
<tr>
<td>How well did my group work</td>
<td>I think we worked together very well</td>
<td>I think we worked together well, only 1 fight</td>
<td>I think we worked together good, we did not get along all the time</td>
<td>I do not think my group worked together very good at all</td>
</tr>
</tbody>
</table>

**TOTAL**

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