

Best Practices of Technology Integration

Title: *My World Wide Tour of Spanish-Speaking Countries*

Subject(s): Social Studies, Mathematics, Foreign Language – Spanish

Intended Grade Level(s): 6th-12th, college level

Description:

Students will organize a two week tour of Spanish-speaking countries throughout the world that will include very detailed travel plans. Students must decide which countries they are to visit with a minimum of three, book their own flight schedules, hotel accommodations, meals, mini-tours and cultural activities such as operas, plays and exhibits. A minimum of one mini-tour and one cultural activity must be attended within each country. For each purchase made, students must provide the total price and then a break down of the original price, tip, and any additional charges including sales, import and export taxes. Each student will have a budget or \$3,000.

Students will present their world wide tours on Power Point and provide a travel map from country to country and from place to place within each country. Students must provide names, pictures and receipts from hotels where they stayed, the food and beverages they consumed, and the cultural activities they attended. They must also explain what they learned culturally from each day on their trip and explain why they would recommend this tour to anyone else. For their own personal use in the future, students will keep a bibliography of websites that they use for each step of this project and why. They must provide one hard copy to their teacher and each fellow classmate.

Narrative:

This lesson will give students experience in planning and organizing travel plans within a limited budget where they will have to make important decisions concerning both monetary and time constraints. Students will learn more detailed geography and cultural information about the places they will visit and will learn the value of the dollar and how far it will stretch in other countries as well as within their own. Students will need to use the Internet and various websites to find and book flights, hotels, meals, tours, and cultural excursions while converting prices from US dollars into the various countries' monetary units using present day exchange rate conversion tables. Besides having to convince and explain to others why they should take their tour, they must report what technology skills they have acquired by completing this inter-disciplinary project.

Curriculum Benchmarks:

[MI.SOC.II.1.MS.1](#)

Locate and describe the diverse places, cultures, and communities of major world regions.

[MI.MAT.III.2.MS.2](#)

Describe the shape of a data distribution and identify the center, the spread, correlations, and any outliers.

Detailed Timeline:

Students will need approximately four weeks in total to complete this project from beginning to end. I recommend at least two hours a week of class time per week for a total of eight hours. Students will need approximately fourteen or more additional hours outside of class. After explaining the assignment and what is expected, this project is completely student based; therefore the teacher will need to facilitate students' progress whenever needed. Since students' level of technology skills may vary, I feel it is best to assign a grade for each hour of class time spent on task rather than how much a student has produced at the end of a class period. I recommend a scale between 0-10 with ten being the highest if the student is using every minute for time on task. Including the eight class periods, grading the quality of time on task for each student, and watching and grading the presentations, I estimate that teacher time spent on this project would roughly be fifteen hours of work.

Materials/Hardware/Software:

| | |
|------------------|------------------------------|
| Calculators | Access to the Internet |
| PC Encyclopedias | Access to a computer printer |
| PC Almanacs | Access to photocopier |

Teacher Preparation:

Teachers will need to know how to do basic searches on the Internet and provide students with the description and explanation of what is expected for this project which are provided in the description and narrative sections above in this lesson plan. Teachers will have to be sure that students have access to the materials listed above.

Prerequisite Student Skills:

Students will need to have the following skills to complete this project:

- how to use a keyboard
- how to do Internet searches
- basic math skills of addition, subtraction and multiplication

Activities/Procedures:

Choose which countries you are going to visit (at least three).

Decide what you want to see in each country.

Decide your hotel and meal accommodations and calculate their prices.

Decide which cultural events or tours you will attend and calculate prices.

Decide which airline(s) you will take, when, to where and prices for each.

Decide on other any other transportation expenses if any.

Assessment/Evaluation:

I recommend grading on a rubric scale of 1-10 on each requirement of the activity as well as students' speech and dress. I require my students to dress professionally for this occasion since they may have to give presentations like this in their professional careers.

Follow-up Activities:

Students could exchange travel itineraries and visit different parts of the various Spanish-speaking countries.

Visit the different websites from students' lists of bibliographies.

Students could prepare and share with classmates the ethnic foods from the various places they traveled.

Compare and contrast as a class the value of the US dollar in the various countries visited.

Collectively make collages of articles of clothing, food, native peoples and places that students visited on their tours.

Submitted By:

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