

Globetrotter Unit Overview

In this unit, you and a teammate will experience a virtual tour of the world. You will visit **five (5) different countries**. While you are visiting these countries, you will maintain a **Journal** about the country's culture, currency exchange, current events, new stories, weather and other interesting facts. You will make a presentation to the class on your trip using **PowerPoint**.

- Lesson 1.** Partner selection, trip planning, country selection, research demonstration, workload division.
- Lesson 2.** Research travel itinerary to select flights, rail schedules, times, currency, and cost of trip.
- Lesson 3.** Continue researching travel itinerary. Teacher will review work and give feedback to students.
- Lesson 4.** Using Excel to enter itinerary on the computer. Create a template in Microsoft Excel for your itinerary.
- Lesson 5.** Format itinerary to look professional and be easy to read.
- Lesson 6.** Creating the trip Journal. Create Journal template in Microsoft Word.
- Lesson 7.** Research information about countries. Enter and format information into Journal.
- Lesson 8.** Continued research on countries. Teacher will review work and give feedback to students.
- Lesson 9.** Begin to develop a PowerPoint slideshow of your trip to present to the class. Enter information in outline form
- Lesson 10.** Format slideshow to be consistent and easy to understand.
- Lesson 11.** Deliver presentations to class. All students will evaluate presentations using a rubric.

Assessment/Grading

You will be graded on the following areas:

1. Teamwork based on teacher observation and presentation.
2. Journal with relevant information about each country.
3. Excel Spreadsheet using elements outlined in checklist.
4. PowerPoint Presentation using a detailed scoring guide.

Country Selection

1. Teacher will instruct you to choose a partner for your travel adventure.
2. Watch demonstration of research techniques and methods to help you choose your five countries.
3. Review Task Checklist and determine which tasks each (or both) of you will complete.
4. You and your partner will do your own research to determine your countries.
5. Explore the following resources to help you decide. Visit all resources and place a check by each one after you visit.

- _____ www.atlapedia.com
- _____ www.encarta.com
- _____ www.countries.com
- _____ <http://www.infoplease.com/atlas/mapindex.html> (Great Maps)
- _____ Encarta. Click Start-Programs-Reference-Encarta Encyclopedia 2000.
- _____ Other sources? Please specify: _____

6. List the names of your selected countries below.

- _____
- _____
- _____
- _____
- _____

7. Share your team's countries with the rest of the class.

Task Checklist

Put your name on the line next to each task. If both will work on task, write both names. If you need to add tasks, do that at the bottom of the sheet.

1. Fill in Task Checklist

2. Write country names

3. Writing Itinerary

4. Researching Itinerary

5. Putting Itinerary into Excel

6. Formatting Itinerary

7. Typing trip journal template

8. Country Research

9. Inputting research to journal

10. Create slideshow in PowerPoint

11. Present PowerPoint slideshow

Country List

Below is a list of some of the countries of the world. You may choose from this list or you can visit www.countries.com/countries_a-z.html to see a complete listing of all countries in the world that you can choose from.

Afghanistan	Malta
Albania	Mexico
Argentina	Morocco
Australia	Netherlands
Austria	New Zealand
Belgium	Nigeria
Brazil	Norway
Bulgaria	Pakistan
Cambodia	Paraguay
Canada	Peru
Chile	Poland
China	Portugal
Columbia	Puerto Rico
Cuba	Russia
Denmark	Saudi Arabia
Egypt	Singapore
France	South Africa
Germany	Spain
Greece	Sweden
Hungary	Switzerland
Ireland	Taiwan
Israel	Turkey
Italy	United Kingdom
Jamaica	Venezuela
Japan	Vietnam
Kenya	Zimbabwe

Resource List

WEB SITE	DESCRIPTION
www.atlapedia.com	Factual information about any country - maps and flags of countries
www.countries.com	Factual information about any country
Encarta Deluxe 2000 (on school's server)	Electronic encyclopedia to get general, historic and factual information about any country
www.encarta.com	Web version of Encarta Deluxe 2000
www.infoplease.com/atlas/mapindex.html	Good source for getting maps of any country
www.cnn.com	Get current event information for any country
www.weather.com	Get weather for any city in the world
www.expedia.com	Airline schedules and prices
www.raileurope.com	Schedule information for rail travel in Europe
www.travelguide.lycos.com	More schedules for traveling around the world

Trip Itinerary

Teams of two will plan a trip around the world. Each team must complete this activity by using the following guidelines:

1. Find a world map to help you plan the order of your destinations.
2. Visit at least five different countries.
3. Complete the table below for your travel plans using the web resources listed below.

City of Departure	Method of Travel	Departure Time	City of Arrival	Arrival Time	Cost of one-way Transportation	Currency of Country	Language of Country
Eugene, OR	Airplane	6:55 AM	Vancouver, BC	9:03 AM	\$339.00	Canadian Dollar	English and French

Web Sources:

www.expedia.com
 <http://www.travelguide.lycos.com/>
 www.worldtimezone.com
 www.pti.org.uk
 www.raileurope.com
www.iloveeurope.com
 http://www.a2btravel.com/train_uk.shtml

Checklist: The itinerary represents 15% of your grade and is broken down in the following areas.

- Correct Spelling – 2 pts.
- All five countries listed – 3 pts.
- Currency and Language listed – 2 pts.
- Return destination to where you started – 3 pts.
- Cost of trip – 2 pts.
- Easy to read format – 3 pts.

Travel Journal

Your travel journal will be the record of your journey. Here you will keep notes and information, including pictures, about each of the countries you visit. Use the following guidelines for a self-check as you complete each task. **The journal represents 15% of your grade and is broken down in the following three areas.**

- Correct spelling, grammar and punctuation – 3 pts.
- Relevant information about all five countries based on categories – 6 pts.
- Cite your sources – 6 pts.

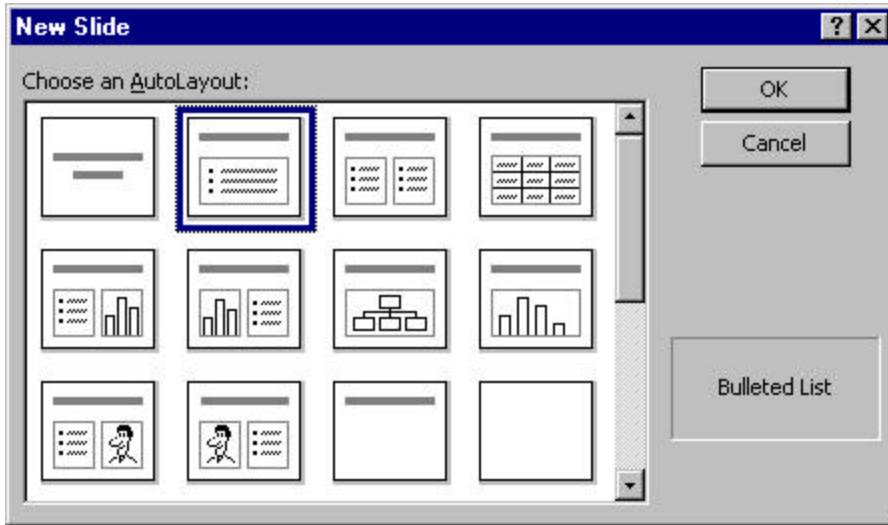
Using the following resources (and some that you find yourself), conduct research to fill in your journal.

- _____ www.atlapedia.com
- _____ www.encarta.com
- _____ www.countries.com
- _____ <http://www.infoplease.com/atlas/mapindex.html> (Great Maps)
- _____ Encarta. Click Start-Programs-Reference-Encarta Encyclopedia 2000.
- _____ Other sources? Please specify: _____

PowerPoint Presentation

Now that you have researched each of your countries, it is time to create a slideshow presentation to showcase all of your hard work.

- Start PowerPoint
- Start with Template and click OK
- Select a design you want to use and click OK
- Choose an Auto Layout (the bulleted list is suggested) and click OK



- Start with a Title Slide. Use a catchy title if you wish and list all the countries you researched in the bulleted list.
- To start another slide, click on New Slide in the Common Tasks box. You will pick another Auto Layout.

For each country, you should do 2-3 slides. Please include the following for EACH country...

- Country name
- Capital city
- Population
- Picture of the flag
- Picture of the map
- Natural Resources
- Geographical features
- Anything else you think is interesting

*****It may be easier to start in Outline View to input all of you text. To do this, click on the View menu and select Outline.**

Scoring Guide

The presentation represents 70% of your grade and is determined by the following:

	Exceeds Expectations (A) >15 pts.	Meets Expectations (B) 13-15 pts.	Meets Exp. with Difficulty (C) 10-12 pts.	Does Not Meet Expectations (D) <10 pts.
Text 18 pts.	No spelling and/or grammar errors. Text clearly helps to communicate the main idea.	Few spelling and/or grammar errors. Text helps to communicate the main idea fairly well.	Some spelling and/or grammar errors. Sufficient amount of text, but overall the main idea is not communicated well.	Many spelling and/or grammar errors. Too much/not enough text. Main idea is unclear.
Images 17 pts.	All of the images assist in communicating the main idea. Graphics used came from many sources	Most of the images assist in communicating the main idea. Graphics used came from two sources.	Some of the images assist in communicating the main idea. Some images are not clearly tied to the main idea. Graphics used came from one source.	Few or no images. They are not used to assist in communicating the main idea at all.
Layout 17 pts.	Presentation design and slide layout contributes significantly to an overall theme. Proper use of fonts and very easy to understand.	Presentation design and slide layout contributes to an overall theme. Fonts, for the most part, are easy to read and do not detract from the message of the presentation.	Presentation design and slide layout contributes slightly to an overall theme. Fonts are not always use appropriately and sometimes detract from the message of the presentation.	Presentation design and slide layout does not contribute to an overall theme. Inappropriate use of fonts makes presentation difficult to follow.
Speaking 18 pts.	Students speak clearly. They look at their notes a little and they look at the audience a lot.	Students speak clearly. They look at their notes as much as they look at the audience.	Students speak low. They look at their notes a lot and they look at the audience once in a while.	Students mumble or speak too quietly. They only look at their notes and never at the audience.

Requirements for PowerPoint Presentation

Text	<ul style="list-style-type: none"> • Accurate Grammar and Spelling • Appropriate text to communicate idea clearly
Images	<ul style="list-style-type: none"> • Use graphics from two sources – Internet and Clipart Gallery • Graphics need to be appropriate to content and supportive of theme
Layout	<ul style="list-style-type: none"> • Easy to read and understand • Proper and consistent use of fonts • Colors and background do not distract from presentation
Presentation	<ul style="list-style-type: none"> • Verbal presentation spoken clearly and appropriate to content and theme • Speakers show confidence in knowledge of subject matter