

Title Travel Plan Activity

Curriculum Middle School Geography

Grade Level Span 6-8

Purpose: Students will use a variety of resources to study the physical geography, cultural geography, and history of a location or region to develop a virtual trip consisting of a Power Point or travel poster.

Description: Teams of student will conduct a study of a particular location or region and construct a power point/travel poster that will be part of a presentation on the physical, cultural and historical aspects of the area that are representative of an actual trip/vacation.

Activities	Curriculum Standards	NETS for Students
<p>Conduct a brief discussion on vacation planning and what common trips may entail, developing a brainstormed list, emphasizing physical, cultural, historical issues.</p>		
<p>Divide the class into groups of three. Assign or have students choose a region/location in which to study according to a teacher-prepared list of options. Assign each member of the group the job of: 1) Physical Geography, 2) Cultural Geography, or 3) Historical/ Place(s) of Interest. Short discussion of plagiarism and its consequences.</p>		
<p>Explain the project requirements to the students:            Each group will put together a presentation on an imaginary trip to real locations. In the presentation the group must provide visual as well as oral information on their vacation plans. The visual (power point, travel poster, etc.) must include:            1 – Title of the location            2 – Map with the sites visited identified            3 – Dates – the time of year as well as how long the trip will take (length as determined appropriate by the teacher)            4 – Sources must be cited (see worksheet A)            5 – Present the information in an attractive/creative manner that will entice the potential traveler</p> <p>Within the group, each student is responsible for one of the three given aspects of the</p>	<p>Social Studies-Middle Level            Geography &amp; Culture            1,2,3</p>	<p>ISTE Standards            2,3,4,5,6</p>





**Access to computers with Internet capabilities, Power Point, scanners, color printer, word processing software**

**Art materials, such as markers, paint, tag board, glue, scissors, rulers, die-cut letters or stencils, tracing paper, construction paper,...**

**Suggested Websites:**

**Travelocity.com**

**Expedia.com**

**Amtrack.com**

**Greyhound.com**

**Nationalgeographic.com**

## **Assessment**

(How will you assess the students' learning? If you have a rubric, record it here. Be as specific as possible)

Grade Worksheet A (Point value and checklists left to the teacher's discretion)

Grade the finished project. We suggest a separate point value for individual work, perhaps 50%, with a second final grade for the completed project composed of the visual and oral presentation.

## **Authors (including contact information)**

**(Record the names and email addresses, if possible, of those who contributed to the development of this lesson sequence)**

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### Personal Account/Comments

**(Have you taught this lesson sequence before? What are the great learning/experiences you had?)**

**George has done a version of this project for World Geography.**

**Project may be adjusted for any regional location. Other forms of display could include video travel commercials, brochures, itinerary and budget components. Students may be asked to write or discuss what was learned by completing this lesson. Good luck using this lesson. We would greatly appreciate any feedback on this project.**

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