

Research for Travel

WebQuest Description: Get ready to plan your group's ultimate vacation!

Grade Level: 9-12

Curriculum: English / Language Arts

Keywords: research travel trip budget history

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Introduction

Have you ever dreamed of seeing the Eiffel Tower at sunset? What about walking through the Colosseum? Here is your chance! Prepare to travel the world. Your group will discover many interesting and exciting things about places across the world! You will learn about the history, culture, and places to visit.

Tasks

Your group will choose a trip destination and plan all parts of your trip. You will research the country's history and culture. You will display your trip's itinerary and budget. Your group will present your trip to the class as if persuading them to take part in your excursion.

Process

Step 1: Choose a destination. Choose ONE of the following countries to research and plan your group's vacation. Italy, Ireland, Turkey, Malaysia, Belgium, Malawi, Sweden, Brazil, France, China, Spain

Step 2: Assign group member roles

Historian: This group member will research the history and culture of the chosen country. A minimum of 5 resources should be included in this research. You will need to communicate important history and culture to your group members so that they can use this information to plan the trip. You will write a 400-600 word description of the country's history and culture.

Budget Planner: This group member will research and document the cost of your trip. This should include airfare, food, tourism activities, places to visit, ect. You will need to constantly be communicating with group members to determine the cost of different excursions in your country. You should use as many resources as necessary (include them in your budget) and document all trip expenses in a document or spreadsheet. You will need to do the final calculating of the trip per person.

Itinerary Organizer: This group member will research and document the activities that your group will participate in on your trip. You should communicate with the Historian to find out what historical background and culture would be interesting for your group to experience. You will also need to communicate with your budget planner so all activities are accounted for in the final cost of the trip. You will need to document all planned activities in a document that will serve as the trip itinerary. (This should include at the very least: departure and arrival times, specific tours/site-seeing events, inner-country travel, restaurants/shopping experiences, ect)

(ALL) Presenter: All relevant trip information will be organized into a presentation. Your group will present this to the class in an effort to persuade them to take your trip. The presentation should include research completed by all group members and all group members should be present and participate in the presenting.

Step 3: Research, Organize, Communicate

All group members should research and organize their information, while constantly communicating with one another about their findings. Each group member is responsible for his or her individual piece of the project, as well as participation in the group presentation.

Step 4: Presentation

Create the group presentation for your trip and present it to the class. Be sure to include information from your individual research as well as resources. Remember this presentation is supposed to persuade the class to take your trip!

RESOURCES: Travel: (flights, hotels, transportation) <http://www.expedia.com>/<http://www.kayak.com>/<http://www.orbitz.com> / History / Culture: <http://www.everyculture.com>/<http://www.infoplease.com> / Tourism: <http://www.roughguides.com>/<http://www.worldtravelguide.net>/<http://www.travelandleisure.com> / TIP: Searching "history" "culture" "visit" "tourism" along with your country will give you more specific information. Be sure to record your sources!

Evaluation

Rubric found below.

Category and Score	Below Basic (1)	Basic (2)	Proficient (3)	Advanced (4)	Score
Historical / Cultural Content	Sources for information are unclear or absent AND information is not validated Little or no historical and cultural content is present.	Sources for information are unclear or absent OR information is not validated Little historical and cultural content is present or it is not relevant to the described trip.	Sources for information are present and information is valid. Historical and cultural content is relevant to described trip.	Sources for information are clear and information is valid. Historical and cultural content is engaging and relevant to described trip.	4
Budget	Sources for information are unclear or absent AND information is not validated Little or no budget information or trip cost is present.	Sources for information are unclear or absent OR information is not validated Little information or trip cost is present or information is not relevant to trip.	Sources for information are present and information is valid. Information or trip cost is present and relevant to trip.	Sources for information are clear and information is valid. Information or trip cost is engaging, persuasive, and relevant to trip.	4
Itinerary	Includes some excursions and activities and some schedule for trip from arrival to departure.	Includes most excursions and activities and a somewhat timed schedule for trip from arrival to departure.	Includes times for arrival and departures in various places, all excursions and activities, time and schedule for trip from arrival to departure. Schedule is provided by time.	Includes detailed times for arrival and departures in various places, all excursions and activities, detailed time and schedule for trip from arrival to departure.	4
Presentation	Presentation shows limited history, culture, trip cost, or appropriate excursions.	Presentation shows some history, culture, trip cost, or appropriate excursions.	Presentation shows balance of history, culture, trip cost, and appropriate excursions.	Presentation shows the connected nature of history, culture, trip cost, and appropriate excursions. Presentation is persuasive to viewers.	4
Total Score					16

Conclusion

Congratulations! Your trip is planned! Hopefully your presentation persuaded everyone to want to see the great things you've described. You have experienced what it takes to plan a trip, a budget, and find out about new places! The world has so many great adventures to offer so get out there and experience them!

Teacher Page

This webquest is intended for students to do extensive research, organization of information, and a persuasive presentation. Depending on accessibility to technology and class length, this project will likely take 3-5 days for completion. (Include additional time for group presentations.)

Standards

Common Core Standards:

RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Credits

Other

