Lesson Title: School's Out
Created by: Elizabeth Brown
Intended Grade Level: Grades 4-5
Subject Area(s) or Topic(s): Computer Literacy, Educational Technology, Language Arts/ Writing, Math/Social Studies

Lesson Description:

This goal of this project is for students to research various geographic locations in order to determine which summer family vacation best fits their family's budget, concerns, and interests.   Students will search internet databases and make financial comparisons of various cruises, airlines, hotels and resorts, restaurants, and explore tour options / packages and decide which vacation has the best attractions for the value. They will also contact various websites including the tourist bureaus in order to determine potential safety issues. Using technology students will create an online travel survey, summary paper, an advertisement, expense budget and a travel brochure for their families.

Stage 1 – Desired Results

Established Goal(s)/Target(s)

Students Will Understand:

- How to research and compare cruise, airline, and hotel rates.

- How to explore travel sites and discover various tourist attractions.

- How to evaluate and select activities based safety, age, and interest.

- How to review restaurant guides and estimate daily meal costs.

- How to create an itemized travel budget.

- How to summarize their findings through persuasive and creative writing.

- The process for creating a travel brochure.

- How to develop an online survey.

- How to develop Media Literacy skills.

Understandings/Big Ideas:

Families select and plan their vacation destinations and activities for a variety of reasons.

Essential Question(s):

Which vacation should a family take based on their travel budget, interests, and safety?

Guiding Question(s):

How much does the average family spend on summer vacations? What types of discounts are available?

How has the general economy affected family vacation options?

How have fuel prices affected family vacations costs and options?

How has terrorism affected family vacation travel options?

What is the crime rate in your destination? Are there any social problems?

What travel documents are required?

What type(s) of activities are of interest to children, teens, and parents?

What types of places do families like to visit?

Curriculum Standards:

EDUCATIONAL TECHNOLOGY:

STANDARD 8.1 Educational Technology - Technology Operations and Concepts & Critical Thinking, Problem Solving, and Decision-Making

- 8.1.4.A.1 - Demonstrate effective input of text and data using an input device.
- 8.1.4.A.2 - Create a document with text formatting and graphics using a word processing program.
- 8.1.4.A.3 - Create and present a multimedia presentation that includes graphics.
- 8.1.4.A.4 - Create a simple spreadsheet, enter data, and interpret the information.
- 8.1.4.A.5 - Determine the benefits of a wide range of digital tools by using them to solve problems.
- 8.1.4.F.1 - Select and apply digital tools to collect, organize, and analyze data that support a scientific finding.

<u>**COMPUTER AND INFORMATION LITERACY**</u>:

STANDARD 8.1 Computer and Information Literacy

- 8.1.4 B.5 - Recognize the need for accessing and using information.
- 8.1.4.B.6 - Identify and use web browsers, search engines, and directories to obtain information to solve real world problems.
- 8.1.4.B.7 - Locate specific information by searching a database.
- 8.1.4.B.9 - Solve problems individually and/or collaboratively using computer applications.

<u>**LANGUAGE ARTS/WRITING**</u>:

STANDARD 3.2 - **Writing as a Product** (resulting in a formal product or publication)

- 3.2.4.D.1 - Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).
- 3.2.4 D.12 - Use relevant graphics in writing (e.g., maps, charts, illustrations).

STANDARD 3.5 - Speaking
- 3.3.4.B.1 - Develop questioning techniques (e.g., who, what, when, where, why, and how).
- 3.3.4.B.5 - Reflect and evaluate information learned as a result of the inquiry.
- 3.3.4.B.6 - Solve a problem or understand a task through group cooperation.

STANDARD 3.5 - Viewing and Media Literacy

- 3.5.4 A.6 - Identify the target audience for a particular program, story, or advertisement.
- 3.5.4 A.7 - Demonstrate an awareness of different media forms and how they contribute to communication.
- 3.5.4 B.1 - Understand that creators of both print media and electronic media have a purpose and target audience for their work.

<u>**MATH**</u>:

 STANDARDS - 4.1 Number Sense, 4.4 Data Analysis, 4.5 Technology

- 4.1.A.1 - Use real-life experiences, physical materials, and technology to construct meanings for numbers)
- 4.4.A.1 - Collect, generate, organize, and display data in response to questions, claims, or curiosity.
- 4.5.F.1 - Use technology to gather, analyze, and communicate mathematical information
- 4.5.F.2 - Use computer spreadsheets, software, and graphing utilities to organize and display quantitative information

<u>**SOCIAL STUDIES**</u>:   **STANDARDS- 6.1 U.S. History: America in the World, 6.3 Active Citizenship in the 21st Century.**

- 6.1.4.C.7 - Explain how the availability of private and public goods and services is influenced by the global market and government.
- 6.3.4.A.2 - Contact local officials and community members to acquire information and/or discuss local issues.

Knowledge:

- Travel information and costs are available in internet databases.
- Consumer data and responses may be collected over the internet.
- Safety must be considered when traveling to different places.
- Research and planning prior to traveling assists with decision making.
- Budgeting helps people spend their money more wisely.
- Print and electronic media have a purpose and target audience for their work.
- All of the above enhance the student's knowledge in the lifelong learning process.

Students Will Be Able To:

- Develop a battery of questions for online survey.
- Collaborate to develop, discuss, and analyze survey results.
- Research internet databases by entering specific search criteria.
- Develop a personal family travel budget.
- Use technology to create advertising presentations and publications.
- Perform peer review of each other's final products.

Vocabulary Terms: (*taken from dictionary.com*)

- **Survey** - a sampling, or partial collection, of facts, figures, or opinions taken and used to approximate or indicate what a complete collection and analysis might reveal.
- **Budget** - the total sum of money set aside or needed for a purpose.
- **Estimate** - to form an opinion of; judge.
- **Economy** - the complex of human activities concerned with the production, distribution, and consumption of goods and services.
- **Discounts** - selling or offered at less than the usual or established price.
- **Packages** - to combine the various elements of (a tour, entertainment, etc.) for sale as a unit.
- **Terrorism** - the use of violence and threats to intimidate or coerce, especially for political purposes.
- **Documents** - a written or printed paper furnishing information or evidence, as a passport, deed, bill of sale, or bill of lading; a legal or official paper.
- **Advertise** - to announce or praise (a product, service, etc.) in some public medium of communication in order to induce people to buy or use it.
- **Commercial** - a paid advertisement or promotional announcement.
- **Spreadsheet** - a computer program that allows easy entry and manipulation of figures, equations, and text, used esp for financial planning and budgeting.
- **Brochure** - a pamphlet or booklet, esp one containing summarized or introductory information or advertising.

Technology:

Internet Search, Graphics, Word Processing, Desktop Publishing, Spreadsheets, Online Surveys

Stage 2 – Assessment Evidence

Performance Task(s):

Create an online Travel Survey. Students collaborate and discuss family's vacation interests and concerns. Students will act as market researchers and design an online survey to collect information from their classmate's family members. Each student will also complete a one page paper using Microsoft Word summarizing the survey results in order to analyze and evaluate the information in order to determine the type(s) of vacation suitable for their target families.

Develop a Travel Expense Budget. Students will act as their families financial planners and research various vacation destinations based on their family's interests and concerns. They will create a budget using Microsoft Excel for their destination summer vacation.

Create a Travel Advertisement. Students will act as travel agents and research various vacation destinations based on their family's interests and concerns. They will create a travel advertisement or commercial for their destination summer vacation using Microsoft PowerPoint or Microsoft Movie.

Create a Travel Brochure. Students will act as travel agents and research various vacation destinations based on their family's interests and concerns. They will create a travel brochure for their destination summer vacation using Microsoft Word or Publisher.

Other Evidence:

Collaborative Group Feedback (Survey Group)

Peer Review and Feedback (Advertisement/Brochure)

Creative Thinking Rubric

Critical Thinking Rubric

Brochure Rubric

Tools/Materials :

Microsoft Word / Publisher

Microsoft Xcel

Microsoft Paint

Microsoft Movie or PowerPoint

Unit Plan Project Rubric A: Process

4 - Exceptional	3 - Good	2 - Satisfactory	1 – Needs Improvement
Goal/ Objectives			
Goals and objectives are very clear, appropriate for students at their grade level, engage student learning, consistent with the curriculum and relevant to lifelong learning.	Goals and objectives are acceptable, appropriate for 75% of students at their grade level, mostly engages student learning, moderately consistent with the curriculum and has some relevance to lifelong learning.	Goals and objectives are vague, appropriate for 50% of students at their grade level, rarely engages student learning, somewhat consistent with the curriculum and has little relevance to lifelong learning.	Goals and objectives are not specific, appropriate for less than 25% of students at their grade level, do not engage student learning, inconsistent with the curriculum and has no relevance to lifelong learning.
Curriculum Standards			
The curriculum standards identified are a focus of instruction, performance tasks and assessment throughout the Unit Plan.	75% of the curriculum standards identified are used throughout the Unit Plan, but some are not a part of instruction, performance tasks, or assessment.	50% of the curriculum standards identified are used throughout the Unit Plan and the remainder are not a part of instruction, performance tasks, or assessment.	Less than 25% of the curriculum standards identified are not a part of instruction, performance tasks, or assessment.
Enough time is available to teach each standard adequately. The duration of my unit is appropriate.	Most of the standards selected are appropriate for the duration of my unit and can be taught adequately.	The Unit Plan has too many standards to be taught thoroughly within the duration of the unit.	None of the Unit Plan standards are appropriate for the length of the unit.
Essential Question			
The Essential Question is clear and centers on a social thought-provoking theme that is interesting **and** important to students. It requires critical and creative thinking across several content areas which will engage their learning.	The Essential Question is clear and centers on a social thought-provoking theme that is interesting **or** important to students. Students are moderately engaged.	The Essential Question centers on a social thought-provoking theme that is interesting **or** important to students. It is **not clear** so students have little interest.	The Essential Question centers **does not** address either students' interests or concerns and is written in language they **do not** understand.
Guiding Question(s):			
Questions directly target student learning outcomes, encourage higher-order thinking skills and cover all of the topics within the unit.	Questions target most student learning outcomes and are important questions for the unit. They cover most of the topics within the unit.	Questions target some learning outcomes and have some importance to the unit. They only cover some of the topics within the unit.	Questions do not target any learning outcomes and are not key questions for the unit. They do not cover any topics within the unit.
Performance Tasks(s):			
All tasks completed in this unit are authentic, meaningful, and transfer into real life skills.	Most tasks completed in this unit are authentic, meaningful, and transfer into real life skills.	Some tasks completed in this unit are authentic, meaningful, and transfer into real life skills.	None of the tasks completed in this unit are authentic, meaningful, and do not transfer into real life skills.

Tasks are clearly defined, support a balance of skills, incorporate diverse learners and learning styles and have multiple varying product outcomes.	Tasks are clearly defined, support a balance of skills, and provide some accommodation for diverse learners and learning styles and have some varying product outcomes.	Tasks are defined, support basic skills, and provide little accommodation for diverse learners and learning styles and have few varying product outcomes.	Tasks are vaguely defined, support basic skills and provide no accommodation for diverse learners and learning styles and have no varying product outcomes.

Technology:

Technology effectively enhances student learning, increases productivity, and promotes creativity.	Technology assists with some student learning, and productivity. Other tasks could be completed without technology.	Technology is improperly integrated into the unit plan and does not enhance student learning, increase productivity, or promote creativity.	Unit Plan could be taught more effectively without the current use of technology as it is described in the plan.
Technology is effective in creatively supporting and developing students' research, publishing, collaboration, and communication skills.	Technology is moderately used in creatively supporting and developing students' research, publishing, collaboration, and communication skills.	Technology is limited in creatively supporting and developing students' research, publishing, collaboration, and communication skills.	Technology does not take advantage of research, publishing, collaboration, or communication capabilities.

Assessments:

Assessment plan matches and addresses all of the targeted standards and objectives.	Assessment plan matches and addresses most of the targeted standards and objectives.	Assessment plan matches and addresses some of the targeted standards and objectives.	Assessment plan does not match or address the targeted standards and objectives.
Both formal and informal and peer- and self-assessments are used throughout my unit.	A variety of formative assessments are used throughout my unit.	A few formative assessments are used in my unit and address some of the assessment purposes.	Assessment in my unit is only done at the end of the unit and/or is only used for grading purposes.
Product or performance assessment appropriately emphasizes content over organization, structure, and graphic elements.	Product or performance assessment generally emphasizes content and higher-order thinking over design features of the project.	Product or performance assessment slightly emphasizes design over content and higher-order thinking.	Product or performance assessment emphasizes organization, structure, and graphic elements more than content and higher-order thinking.

Process:

Unit Plan is organized with detailed instructions and procedures that make implementation easy.	Unit Plan has instructions and procedures that serve as an effective guide for implementation.	Unit Plan has instructions and procedures, but some areas are unclear, making implementation difficult.	Unit Plan is disorganized, confusing and is not easy to implement.

Unit Plan Project Rubric B: Outcome or Product

	EXCEPTIONAL - 4	GOOD - 3	SATISFACTORY - 2	POOR - 1
Organization	Extremely well organized; logical format that was easy to follow; flowed smoothly from one idea to another and cleverly conveyed; the organization enhanced the effectiveness of the project.	Presented in a thoughtful manner; there were signs of organization and most transitions were easy to follow, but at times ideas were unclear.	Somewhat organized; ideas were not presented coherently and transitions were not always smooth, which at times distracted the audience.	Choppy and confusing; format was difficult to follow; transitions of ideas were abrupt and seriously distracted the audience.
Group Participation	All students enthusiastically participate in feedback & group discussion.	At least 3/4 of students actively participate in feedback & group discussion.	At least half the students actively in feedback & group discussion.	Only one or two persons actively participate in feedback & group discussion.
Research	Went above and beyond to research information; solicited material in addition to what was provided; brought in personal ideas and solicited more than three additional sources of information.	Did a very good job of researching; utilized materials provided to their full potential; solicited more than two additional sources of information.	Used the material provided in an acceptable manner, but did not consult any additional resources.	Did not utilize resources effectively; did little or no fact gathering on the topic.
Content Accuracy	Completely accurate; all facts were precise and explicit with all sources documented.	Mostly accurate; a few inconsistencies or errors in information with most sources documented.	Somewhat accurate; more than a few inconsistencies or errors in information with some sources documented.	The facts in this project were not accurate and there was no documentation.
Creativity	Creative thinking enhanced the presentations were presented with originality and a unique approach.	Used basic templates but added personal touches to provide some originality to the presentation.	Used basic templates and an occasional personal touch but did not incorporate it throughout.	Little creative energy used during this project; no originality.
Presentation Mechanics	Engaging, provocative, and reached target audience. Consistent throughout the entire presentation; great variety & clarity of visual aids and multimedia.	Well done and interesting to target audience; presented in a unique manner and was very well organized; some use of good visual aids.	Somewhat interesting to target audience; was organized in a logical manner; limited variety of visual aids and visual aids were not colorful or clear.	Did not reach target audience; was not organized or easy to follow and did not use of visual aids.

Stage 3 – Learning Plan

Learning Activities:

Lesson: #1
Time: 1.5 hrs

Collaborative Group Project -
Create an online Travel Survey. Students collaborate and discuss family's vacation interests and concerns. Students will act as market researchers and design an online survey using Survey Monkey or other online survey tool to collect information from their classmate's family members. Each student will also complete a one page paper using Microsoft Word summarizing the survey results in order to analyze and evaluate the information in order to determine the type(s) of vacation suitable for their target families.

Lesson: #2
Time: 1.5 hrs

Critical Thinking Project -
Develop a Travel Expense Budget. Students will act as their families financial planners and research various vacation destinations based on their family's interests and concerns. They will create a budget using Microsoft Excel for their destination summer vacation.

Lesson: #3
Time: 2 hrs

Creative Thinking Project –
Create a Travel Advertisement. Students will act as travel agents and research various vacation destinations based on their family's interests and concerns. They will create a travel advertisement or commercial for their destination summer vacation using Microsoft PowerPoint or Microsoft Movie.

Lesson: #4
Time: 1 hrs

Slam Dunk Lesson –
Create a Travel Brochure. Students will act as travel agents and research various vacation destinations based on their family's interests and concerns.   They will create a travel brochure for their destination summer vacation using Microsoft Word or Publisher.

Tools & Resources:

Materials :

Microsoft Word

Microsoft Xcel

Microsoft Paint

Microsoft Powerpoint

Microsoft Publisher

Microsoft Movie

Websites:

http://www.ustravel.org/news/press-kit/travel-facts-and-statistics

http://www.lonelyplanet.com/us

http://www.restaurantrow.com/

http://www.cruises.com

http://www.hotels.com

http://www.expedia.com

http://www.SurveyMonkey.com

Videos:

[Microsoft Word : How to Make a Brochure in a Word Document](#)

[Creating brochures using Microsoft Publisher](#)

[Computer Help : How to Use Excel](#)

[PowerPoint Presentations for Beginners](#)

[Movie Maker Video Editing Tutorial](#)

Lesson # 1 Collaborative Group Project

	Grade Level: 4th - 5th Grades **Content Area**: Language Arts, Writing, Geography, Computer Literacy, Educational Technology **Time:** 1.5 hrs **Technology**: Internet Search, Online Surveys, Word Processing
Goal:	The goal of this lesson is for students to collaborate and discuss their family's vacation interests, needs, and concerns and determine various factors that are taken into consideration when planning a vacation. **Students will:** • Understand how to use technology to develop an online survey. • Discover factors which affect vacation choices. • Understand relationships between survey data. • Learn how to interpret and summarize survey results.
Role:	Students will act as market researchers and design an online travel survey using Survey Monkey or other online survey tool to collect information from their classmate's family members.
Audience:	The survey targets families who are looking for exciting discount summer vacations and will be online in order for all family members to participate. You will present your findings in the form of a summary paper will be presented to the class and teacher.
Situation:	The school year is almost over and summer vacations are approaching. Students will use technology to research and collect travel information from their class's family members in order to critically analyze and summarize the content. They will communicate with one another in discussion groups in order to develop the survey questions.
Product / Performance:	**Group** will create an online Travel survey. **Each student** will individually analyze the survey results and create a one page summary paper using Microsoft Word in order to determine the type(s) of vacation destinations and activities that are suitable for their target families based on their understanding of the travel survey data. 1. The travel destinations must include a geographic location, tours and activities that are suitable for adults, young children and teenagers and the destinations selected must be consistent with the average target family identified in the survey results.
Standards and Criteria for Success:	**See Travel Survey Rubric** **See Summary Paper Rubric**

Assessment:	Teachers and Students participate in the evaluation process by completing the rubrics.
Knowledge:	**Declarative Knowledge** – students will list specific questions concerning their family's vacation preferences and concerns. **Structural Knowledge** - students will use critical thinking and analytical skills to determine which vacations options are best for their target families based on survey results. **Procedural Knowledge** – students use online surveys to analyze and Microsoft Word to create a Summary paper based on their findings. They will also begin to categorize and understand relationships between information.
Feedback:	**See Collaborative Group Feedback Rubric**

Collaborative Group Feedback Rubric

(Each student will use the following rating scale to evaluate each team member's contribution to the project.)

4 Excellent Contributor - The person significantly contributed. Without this person, the quality of our travel survey would have decreased.

3 Good Contributor - The person contributed. Without this person, the quality of our travel survey would have decreased.

2 Fair Contributor - The person barely contributed. Without this person, the quality of our travel survey would have been about the same.

1 Unsatisfactory Contributor - The person failed to contribute and did not participate. Other members of the group had to do more because of this person's lack of cooperation. Without this person, the quality of our travel survey may have improved.

Team Member Name	Contribution to Research & Survey Development (Questions)	Contribution to Survey Development (Online Technical)

Travel Survey Rubric

Category	4-Exceptional	3-Good	2-Fair	1-Poor
Purpose	Purpose is stated clearly.	Purpose is stated somewhat clearly.	Purpose is stated vaguely.	Purpose is not stated.
Development	Survey questions are well thought out and include all important items to determine travel needs. All essential questions are properly addressed.	Survey questions sufficiently cover important items for determining travel needs. Most of the essential questions are properly addressed.	Survey questions are limited and offer some information required to determine travel needs. Some of the essential questions are properly addressed.	Survey questions do not adequately present enough information to determine travel needs. One or fewer essential questions are addressed.
Clarity of questions	Questions are crystal clear and a person would not have to ask for clarification.	Questions are very clear and a person might have to ask for clarification.	Questions are somewhat clear and a person would have to ask for clarification.	Questions are confusing and ambiguous.
Choice of responses	Every person would be able to choose from the responses.	Most people would be able to choose from the responses.	Few people would be able to choose from the responses.	No one would be able to choose from the responses.
Layout	The selection of graphics, line styles, and arrangement options enhances the layout and meaning of the survey.	The selection of graphics, line styles and arrangement options mostly enhances the layout of the survey.	The selection of graphics, line styles and arrangement options sometimes enhances the layout of the survey.	The selection of graphics, line styles and arrangement options do not enhance the layout of the survey.
Spelling/ Grammar	All words are spelled correctly. Grammar, punctuation, spacing and word usage are appropriate.	Most words are spelled correctly. Grammar, punctuation, spacing and word usage are mostly appropriate.	Most words are spelled correctly. Grammar, punctuation, spacing and word usage have some errors.	Numerous spelling errors. Grammar, punctuation, spacing and word usage have a number of errors.
Utility	Easy to use and pleasant to look at.	Easy to follow.	Choppy, but gets the job done.	Difficult to follow and is jumbled.
Analysis & Feedback	Provides immediate statistics and survey results in a logical and easy to read format.	Provides some basic survey results but it is not immediately available.	Provides little basic survey results and is not immediately available.	Does not provide any survey result information.

Summary Paper Rubric

	Criteria			
	1-Poor	**2- Fair**	**3- Good**	**4- Excellent**
Organization	Sequence of information is difficult to follow.	Reader has difficulty following work because student jumps around.	Student presents information in logical sequence which reader can follow.	Information in logical, interesting sequence which reader can follow.
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required).
Grammar and Spelling	Work has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.
Neatness	Work is Illegible.	Work has three or four areas that are sloppy.	Work has one or two areas that are sloppy.	Work is neatly done.
Critical Thinking	Work displays no analysis/synthesis of information.	Work displays very little analysis / synthesis of information.	Work displays good analysis /synthesis of information and shows some understanding of relationships between survey data.	Work displays excellent analysis /synthesis of information and shows good understanding of relationships between survey data.

Student Instructions:

The goal of this lesson is for students to collaborate and discuss their family's vacation interests, needs, and concerns and determine various factors that are taken into consideration when planning a vacation.

 Students will:

- Understand how to use technology to develop an online survey.
- Discover factors which affect vacation choices.
- Understand relationships between survey data.
- Learn how to interpret and summarize survey results.

You will act as market researchers and design an online travel survey using Survey Monkey or other online survey tool to collect information from your classmate's family members.

The survey targets families who are looking for exciting discount summer vacations and will be online in order for all family members to participate. You will present your findings in the form of a summary paper which will be presented to the class and teacher.

Day 1- Teacher will assign students in diverse group of 4-5 students.

Your group will meet and discuss your family's vacation needs, interests, and concerns in order to develop a list of questions for an online survey. The goal of the survey is to determine the best summer vacation for your target family based on this information. All groups in the class will come together and develop a common list of questions.

Some critical thinking ideas to be considered for group discussion are:

- Budget

- Activities

- Locations

- Safety

The group(s) will enter all questions and responses into an online survey tool such as SurveyMonkey and each student will ask their family members to complete the online survey that evening.

Day 2- The groups will log on to the survey in order to analyze and discuss the survey results which are available online and determine the vacation needs and interests for their class's families.

Each student will create a one page summary paper using Microsoft Word in order to determine the type(s) of vacation destinations and activities that are suitable for their target families based on their understanding of the Travel survey data. The travel destinations must include a geographic location, tours and activities that are suitable for adults, young children and teenagers and the destinations selected must be consistent with the average target family identified in the survey results.

Each student will complete the Collaborative Group Feedback Rubric to evaluate how their classmates contributed to the lesson.

Lesson # 2 Critical Thinking Project

Grade Level: 4th - 5th Grades

Content Area: Language Arts, Writing, Geography, Math, Computer Literacy, Educational Technology

Time: 1.5 Hours

Technology: Internet Search, Graphics, Spreadsheets

Goal:	The goal of this lesson is for students to research vacation destinations based on their family's vacation interests, needs, and concerns and determine which ones fit their family's budget by creating a spreadsheet in Microsoft Excel.
	Students will:
	- Learn how to develop a personal family travel budget - Research internet databases by entering specific search criteria. - Use technology to present financial information. - Make decisions based on information.
	Suggested websites:
	http://www.ustravel.org/news/press-kit/travel-facts-and-statistics
	http://www.lonelyplanet.com/us
	http://www.restaurantrow.com/
	http://www.cruises.com
	http://www.hotels.com
	http://www.expedia.com
	Suggested videos:
	Computer Help : How to Use Excel
Role:	Students will act as financial planners and research various vacation destinations using internet search engines to collect data and create a budget based on their family's interests and concerns.
Audience:	The budget is for the student's family members who are looking for exciting discount summer vacations that fit their budget.
Situation:	The school year is almost over and summer vacations are approaching. Students will use technology to research and collect travel information from internet search engine's in order to critically analyze, make decisions, and present financial information to their family members.

Product / Performance:	**Each student** will create a one page spreadsheet in Microsoft Excel with three vacation options for their families to consider. 1. The student must state the dollar amount of the family budget is at the top of the page beneath the title. 2. The travel budget must include dollar amounts for airfare, hotel, car rental, meals, two tours and use the SUM function. 3. The tours and activities should be suitable for adults, young children and teenagers and the destinations selected must meet the family's budget.
Standards and Criteria for Success:	**See Critical Thinking Rubric** **See Spreadsheet Rubric**
Assessment:	Teachers and Students participate in the evaluation process by completing the rubrics.
Knowledge:	**Declarative Knowledge** – students will list specific items concerning their family's vacation budget. **Structural Knowledge** - students will use critical thinking and analytical skills to determine which vacations options are best for their family based on their research and calculations. **Procedural Knowledge** – students will use internet search engines for research and analysis and Microsoft Excel to create a Travel budget based on their findings. They will also begin to learn to make decisions based on information.
Feedback:	Student's family member will provide feedback.

Spreadsheet Rubric

Tool	3- Excellent	2 - Satisfactory	1- Needs Improvement
Organization	Appropriate title and headings, all data grouped in logical columns and rows.	Appropriate title and headings, most data grouped in logical columns and rows.	Appropriate title, no headings, data grouping is confusing and hard to follow.
Format	Column widths and height fit data, no truncation or overcrowding, appropriate white space.	Column widths and height mostly fit data, some truncation or overcrowding, little white space.	Column widths and height do not fit data, truncation or overcrowding, in appropriate white space.
Syntax	Spelling and grammar are excellent; no errors.	Spelling and grammar are good; 1 error.	Spelling and grammar are satisfactory; more than 2 errors.
Creativity	Visually appealing and incorporates creativity, unique background to complement theme.	Chart is somewhat appealing with a little creativity.	Chart is unappealing visually with no creativity.
Computations	All calculations are accurate, no errors.	Most calculations are accurate, 1 error.	Some calculations are accurate, more that 2 errors.
Overall	Final product exceeds expectations of learning goals.	Final product meets expectations of learning goals.	Final product does not meet expectations of learning goals.

Rubric for Higher Order Thinking Evaluation

	Level One	Level Two	Level Three
KNOWLEDGE	Limited amount of information is recalled; answer is incomplete	Sufficient amount of facts are recalled; answer is complete and acceptable	Numerous facts and details are recalled; answer is thorough
COMPREHENSION	Brief explanation of content; little or no evidence to support	Overall understanding of content; implied content/issues not addressed	An interrelated, holistic interpretation of literal and implied content given; uses examples and illustrations to support
APPLICATION	Solution has none or a limited number of elements to support; solution is not workable	Workable solution is supported by an adequate number of generalizations and principles	Solution has a "new slant"; supports solution with an abundant amount of facts and details
ANALYSIS	Solution shows minimal classification of elements; no relation between elements and their relation and structure to each other	Solution demonstrates the relation and structure between elements; recognizes patterns; rationally supported	Solution classifies elements, their relationship to each other while identifying the arrangement and structure connecting them in a rational and persuasive way
SYNTHESIS	Solution lacks self-expression; some important elements excluded; solution not workable; not clearly communicated	Workable solution is new and includes essential elements; adequately communicated solution to appropriate audience; demonstrates self-expression	Workable solution which is new and includes all parts; demonstrates unique self-expression; communication is directed to a specific audience in a unique and highly effective manner
EVALUATION	Judgments have little or no support	Judgments are on both cognitive and effective levels; based on given criteria or selected remembered criteria	Judgments are based on a variety of facets at both the cognitive and effective levels

Lesson 2 Student Instructions:

The goal of this lesson is for students to research vacation destinations based on their family's vacation interests, needs, and concerns and determine which ones fit their family's budget by creating a spreadsheet in Microsoft Excel.

Students will:

- Learn how to develop a personal family travel budget.
- Research internet databases by entering specific search criteria.
- Use technology to present financial information.
- Make decisions based on information.

You will act as financial planners and research various vacation destinations using internet search engines to collect data and create a budget based on your family's interests and concerns.

The budget is for the student's family members who are looking for exciting discount summer vacations that fit their budget. You will present your findings in the form of an Excel spreadsheet which will be presented to your family members and teacher.

Suggested websites:

http://www.ustravel.org/news/press-kit/travel-facts-and-statistics

http://www.lonelyplanet.com/us

http://www.restaurantrow.com/

http://www.cruises.com

http://www.hotels.com

http://www.expedia.com

Suggested videos:

Computer Help : How to Use Excel

You will meet with your family and discuss their vacation budget, needs, interests, and concerns.

Some critical thinking questions to be considered for group discussion are:

- How much does your family spend on summer vacations? What types of discounts are available?

- How has the general economy affected family vacation options?

- How have fuel prices affected family vacations costs and options?

- How has terrorism affected family vacation travel options?

- What is the crime rate in your destination? Are there any social problems?

- What travel documents are required?

- What type(s) of activities are of interest to children, teens, and parents?

- What types of places do families like to visit?

You will then record this information and begin to search internet databases in order to determine the best summer vacation for your family based on their needs and budget.

Each student will create a one page travel budget Excel with three vacation options for their families to consider using Microsoft Excel in order to determine the type(s) of vacation destinations and activities that are suitable for their target family's budget. The student must state the dollar amount of the family budget is at the top of the page beneath the title. The travel budget must include dollar amounts for airfare, hotel, car rental, meals, two tours and use the SUM function for each location. The tours and activities should be suitable for adults, young children and teenagers and the destinations selected must meet the family's budget. Special backgrounds and graphic to support and enhance the vacation theme are suggested.

Lesson # 3 CreativeThinking Project

Grade Level: 4th - 5th Grades

Content Area: Language Arts, Writing, Geography, Math, Computer Literacy, Educational Technology

Time: 1.5 Hours

Technology: Internet Search, Graphics, Desktop Publishing, Video Editing

Goal:

The goal of this lesson is for students to research vacation destinations based on their family's vacation interests, needs, and concerns and create an advertisement for their family using a Microsoft PowerPoint presentation. Advanced students have the option of creating a commercial using Microsoft Moviemaker.

 Students will:

- Research internet databases by entering specific search criteria.

- Use technology to create advertising presentations and publications.

- Perform peer review of each other's final products.

- Make decisions based on information.

Suggested websites:

http://www.ustravel.org/news/press-kit/travel-facts-and-statistics

http://www.lonelyplanet.com/us

http://www.restaurantrow.com/

http://www.cruises.com

http://www.hotels.com

http://www.expedia.com

http://www.stockfootageforfree.com/

http://freefoto.ca/photos/vacation/

Suggested videos:

PowerPoint Presentations for Beginners

Movie Maker Video Editing Tutorial

Role:	Students will act as travel agents and research various vacation destinations using internet search engines to collect data and create an advertising presentation or commercial based on their family's interests and concerns.
Audience:	The presentations are for the student's family members who are looking for exciting discount summer vacations that meet their interests and are within their budget. Their classmates will also review the presentation and provide peer feedback.
Situation:	The school year is almost over and summer vacations are approaching. Students will use technology to research and collect travel information from internet search engines in order to develop a creative travel vacation advertisement to present to their family members.
Product / Performance:	**Each student** will create either a presentation using Microsoft PowerPoint or commercial using Microsoft Movie with three vacation options for their families to consider which will be presented to their family and the class. 1. The presentation and commercial should include photos or videos and have sound. 2. They should be creative & use persuasive writing. 3. The presentation should include estimated costs for destinations. 4. The tours and activities should be suitable for adults, young children and teenagers and the destinations selected must meet the family's budget.
Standards and Criteria for Success:	**See Creative Thinking Rubric** **See PowerPoint Rubric**
Assessment:	Teachers and Students participate in the evaluation process by completing the rubrics.
Knowledge:	**Declarative Knowledge** – students will list specific items concerning their family's vacation needs, interests, and concerns. **Structural Knowledge** - students will use creative and critical thinking skills to determine which vacations options are best for their family based on their research. **Procedural Knowledge** – students will use internet search engines for research and analysis and Microsoft PowerPoint or Moviemaker to create a Travel advertisement or commercial based on their findings. They will also begin to learn to make decisions based on information.
Feedback:	Student's classmates will complete the **Presentation Student Evaluation**

Rubric for Creative Thinking Skills Evaluation

	Level One	Level Two	Level Three
FLUENCY	Lists a limited number of ideas and responses	Lists a sufficient number of ideas or responses	Lists many ideas or responses
FLEXIBILITY	Perceives or approaches the problem in a different way with assistance	Perceives or approaches the problem in a different way	Perceives or approaches the problem in a number of different ways
ORIGINALITY	Generates few clever, unique or unusual ideas	Generates several clever, unique or unusual ideas	Generates many clever, unique or unusual ideas
ELABORATION	Adds details, expands or embellishes ideas with assistance	Expands, develops and embellishes ideas by adding details	Expands, develops and embellishes ideas by adding details and making changes
CURIOSITY	Demonstrates little curiosity and desire to know more about issues	Demonstrates curiosity about issues and pursues additional information	Demonstrates a high degree of curiosity, seeks additional information and independent study
RISK-TAKING	Deals with unstructured situations; experiments and guesses with assistance	Deals with unstructured situations; predicts, guesses, and experiments to a sufficient degree	Demonstrates a high degree of willingness to take chances, defends ideas, experiments, predicts and puts plans into action
COMPLEXITY	Deals with problems; brings order to situations, deals with change when assisted	Seeks alternatives; deals with change and problems, and brings order to situations	Seeks alternatives; deals with intricate problems and ideas, and develops plans into logical order
IMAGINATION	Visualizes plans, ideas and thoughts when assisted	Visualizes plans, ideas and thoughts; sees beyond the practical	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree

PowerPoint Rubric

Category	Excellent 4	Good 3	Fair 2	Needs Improvement 1
Introduction	The introduction presents the overall topic and draws the audience into the presentation by relating to the audience's interests or goals.	The introduction is clear and coherent and relates to the topic.	The introduction shows some clarity but and is somewhat appealing to the audience.	The introduction and does not appear interesting or relevant to the audience.
Content	The content is written clearly and concisely with a logical progression of ideas and supporting information. Includes persuasive information from reliable sources.	The content is written with a logical progression of ideas and supporting information.	The content is vague and some of the information may not seem to fit. Includes some persuasive information with few facts.	The content unclear. Information is incomplete, out of date and/or incorrect.
Background	Background colors or images definitely complement and enhance the message and increase the value of the presentation.	Background colors or images mostly complement and enhance the message.	Background colors or image somewhat complement and enhance the message.	Plain white background with no creative effort or background too busy or dark and detracts from the message.
Text	The fonts are easy-to-read, proper size, indentations, style, color, and headings, enhance readability. Text is appropriate in length for the target audience.	The fonts are mostly easy-to-read, proper size, indentations, style, color, and headings, enhance readability. Text is appropriate in length for the target audience.	Overall readability is difficult with lengthy paragraphs, too many different fonts, and length is not appropriate for target audience.	Text is extremely difficult to read with long blocks of text and small point size of fonts, poor colors, style, font, and formatting.
Layout	The layout is visually pleasing and contributes to the overall message with appropriate use of headings, subheadings and white space.	The layout uses horizontal and vertical white space appropriately.	The layout shows some structure, but appears cluttered and busy or distracting with large gaps of white space or uses a distracting background.	The layout is cluttered, confusing, and does not use spacing, headings and subheadings to enhance the readability.
Graphics, Sound and/or Animation	The graphics, sound and/or animation assist in presenting an overall theme and enhance understanding of concept, ideas and relationships. Original images are created using proper size and resolution, and all images enhance the content.	The graphics, sound/and or animation visually depict material and assist the audience in understanding the flow of information or content. Some original images are used. Images are proper size, resolution.	Some of the graphics, sounds, and/or animations seem unrelated to the topic/theme and do not enhance the overall concepts. Most images are clip art or recycled from the internet and some have fuzzy resolution.	The graphics, sounds, and/or animations are unrelated to the content and do not enhance the presentation.

Writing	The text is written with no errors in grammar, capitalization, punctuation, and spelling.	The text is clearly written with little or no editing required for grammar, punctuation, and spelling.	Spelling, punctuation, and grammar errors distract or impair readability.(3 or more errors)	Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader and major editing and revision is required. (more than 5 errors)
Citations	Sources of information are properly cited and the audience can determine the credibility and authority of the information presented.	Most sources of information use proper citation format, and sources are documented to make it possible to check on the accuracy of information.	Sometimes copyright guidelines are followed and some information, photos and graphics do not include proper citation format.	No way to check validity of information.

Presentation Evaluation

Name:

Presenter:

Topic:

1. Subject. Was the presentation informative? Did it have a clear focus? Was it well researched?

1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7

poor . . . . outstanding

2. Organization/Clarity. Was it easy to follow? Was there a clear introduction and conclusion?

1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7

poor . . . . outstanding

3. Preparation. Was the speaker rehearsed? Were they in control of the sequence, pacing and flow of the presentation? Did they make effective use of notes, without relying on them too heavily?

1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7

poor . . . . outstanding

4. Sensitivity to audience. Did the speaker maintain eye contact with all members of the class? Did they give you time to take notes as needed? Did they repeat the main ideas more than once? Did they make effective use of pauses, gestures, change in pace and pitch?

1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7

poor . . . . outstanding

5. Visual aids. Did the speaker make effective use of handouts, presentation software, overheads and/or the blackboard? Were overheads or board writing large enough to see easily?

1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7

poor . . . . outstanding

Student Instructions:

The goal of this lesson is for students to research vacation destinations based on their family's vacation interests, needs, and concerns and create an advertisement for their family using a Microsoft PowerPoint presentation. Advanced students have the option of creating a commercial using Microsoft Moviemaker.

Students will:

- Research internet databases by entering specific search criteria.

- Use technology to create advertising presentations and publications.

- Perform peer review of each other's final products.

- Make decisions based on information.

You will act as travel agents and research various vacation destinations using internet search engines to collect data and create an advertising presentation or commercial based on their family's interests and concerns.

The presentations are for the student's family members who are looking for exciting discount summer vacations that meet their interests and are within their budget. Their classmates will also review the presentation to provide peer feedback.

Suggested websites:

http://www.ustravel.org/news/press-kit/travel-facts-and-statistics

http://www.lonelyplanet.com/us

http://www.restaurantrow.com/

http://www.cruises.com

http://www.hotels.com

http://www.expedia.com

http://www.stockfootageforfree.com/

http://freefoto.ca/photos/vacation/

Suggested videos:

PowerPoint Presentations for Beginners

Movie Maker Video Editing Tutorial

You will meet with your family and discuss their vacation budget, needs, interests, and concerns.

Some critical thinking questions to be considered for group discussion are:

- How much does your family spend on summer vacations? What types of discounts are available?

- How has the general economy affected family vacation options?

- How have fuel prices affected family vacations costs and options?

- How has terrorism affected family vacation travel options?

- What is the crime rate in your destination? Are there any social problems?

- What travel documents are required?

- What type(s) of activities are of interest to children, teens, and parents?

- What types of places do families like to visit?

You will then record this information and begin to search internet databases in order to determine the best summer vacation for your family based on their needs, interests, and budget.

Each student will create either a presentation using Microsoft PowerPoint or commercial using Microsoft Movie with three vacation options for their families to consider.

1. The presentation and commercial should include photos or videos and have sound.
2. They should be creative & use persuasive writing.
3. The presentation should include estimated costs for destinations.
4. The tours and activities should be suitable for adults, young children and teenagers and the destinations selected must meet the family's budget.
5. Special backgrounds and graphic to support and enhance the vacation theme are suggested.

Each student will complete the **Presentation Student Evaluation** to evaluate the effectiveness of their classmates presentation of the final product.

Lesson # 4 Slam Dunk Lesson

Grade Level: 4th - 5th Grades

Content Area: Language Arts, Writing, Geography, Math, Computer Literacy, Educational Technology

Time: 1.5 Hours

Technology: Internet Search, Graphics, Desktop Publishing, Word Processing

Goal:

The goal of this lesson is for students to research vacation destinations based on their family's vacation interests, needs, and concerns and create a travel brochure for their family using a Microsoft Publisher or Microsoft Word.

 Students will:

- Research internet databases by entering specific search criteria.

- Use technology to create a travel brochure publication.

- Perform peer review of each other's final products.

- Make decisions based on information.

Suggested websites:

http://www.ustravel.org/news/press-kit/travel-facts-and-statistics

http://www.lonelyplanet.com/us

http://www.restaurantrow.com/

http://www.cruises.com

http://www.hotels.com

http://www.expedia.com

http://freefoto.ca/photos/vacation/

Suggested videos:

Microsoft Word : How to Make a Brochure in a Word Document

Creating brochures using Microsoft Publisher

Role:	Students will act as travel agents and research various vacation destinations using internet search engines to collect data and create a travel brochure publication based on their family's interests and concerns.
Audience:	The brochures are for the student's family members who are looking for exciting discount summer vacations that meet their interests and are within their budget. Their classmates will also review the publication to provide peer feedback.
Situation:	The school year is almost over and summer vacations are approaching. Students will use technology to research and collect travel information from internet search engines in order to develop a creative travel vacation brochure to present to their family members.
Product / Performance:	**Each student** will design a travel brochure using Microsoft Publisher with three vacation options for their families to consider. 5. The brochure should include photos, places to stay, places to eat, places to go, historical facts, demographics and anything else of interest to a prospective traveler. 6. Creative and persuasive writing should be used. 7. The brochure should include estimated costs for destinations. 8. The brochures must appeal to elementary school children, teenagers, and their parents. 9. The tours and activities should be suitable for adults, young children and teenagers and the destinations selected must meet the family's budget.
Standards and Criteria for Success:	**See Brochure Rubric**
Assessment:	Teachers and Students participate in the evaluation process by completing the rubrics.
Knowledge:	**Declarative Knowledge** – students will list specific items concerning their family's vacation needs, interests, and concerns. **Structural Knowledge** - students will use creative and critical thinking skills to determine which vacations options are best for their family based on their research. **Procedural Knowledge** – students will use internet search engines for research and analysis and Microsoft Publisher to create a Travel brochure based on their findings. They will also begin to learn to make decisions based on information.
Feedback:	Each student will complete the **Presentation Student Evaluation**

Travel Brochure Rubric

CATEGORY	(4) Excellent	(3) Good	(2) Fair	(1) Needs Improvement
Attractiveness & Organization **(Organization)**	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Content - Accuracy **(Ideas)**	The brochure has all of the required information (see checklist) and some additional information	The brochure has all of the required information (see checklist).	The brochure has most of the required information (see checklist).	The brochure has little of the required information (see checklist).
Writing - Mechanics **(Conventions)**	All of the writing is done in complete sentences. Capitalization and punctuation are correct throughout the brochure.	Most of the writing is done in complete sentences. Most of the capitalization and punctuation are correct throughout the brochure.	Some of the writing is done in complete sentences. Some of the capitalization and punctuation are correct throughout the brochure.	Most of the writing is not done in complete sentences. Most of the capitalization and punctuation are not correct throughout the brochure.
Graphics/Pictures	The graphics go well with the text and there is a good mix of text and graphics.	The graphics go well with the text, but there are so many that they distract from the text.	The graphics go well with the text, but there are too few.	The graphics do not go with the accompanying text or appear to be randomly chosen.
Sources	There are many citations from a variety of sources accurately listed on the brochure.	There are some citations from a variety of sources accurately listed on the brochure.	There are a few citations accurately listed on the brochure.	Incomplete citations are listed on the brochure.

Presentation Evaluation

Name:

Presenter:

Topic:

1. Subject. Was the presentation informative? Did it have a clear focus? Was it well researched?

1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7

poor . . . . outstanding

2. Organization/Clarity. Was it easy to follow? Was there a clear introduction and conclusion?

1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7

poor . . . . outstanding

3. Preparation. Was the speaker rehearsed? Were they in control of the sequence, pacing and flow of the presentation? Did they make effective use of notes, without relying on them too heavily?

1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7

poor . . . . outstanding

4. Sensitivity to audience. Did the speaker maintain eye contact with all members of the class? Did they give you time to take notes as needed? Did they repeat the main ideas more than once? Did they make effective use of pauses, gestures, change in pace and pitch?

1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7

poor . . . . outstanding

5. Visual aids. Did the speaker make effective use of handouts, presentation software, overheads and/or the blackboard? Were overheads or board writing large enough to see easily?

1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7

poor . . . . outstanding

Lesson 4 Student Instructions:

The goal of this lesson is for students to research vacation destinations based on their family's vacation interests, needs, and concerns and create a travel brochure for their family using a Microsoft Publisher or Microsoft Word.

Students will:

- Research internet databases by entering specific search criteria.

- Use technology to create a travel brochure publication.

- Perform peer review of each other's final products.

- Make decisions based on information.

You will act as travel agents and research various vacation destinations using internet search engines to collect data and create a travel brochure based on their family's interests and concerns.

The brochures are for the student's family members who are looking for exciting discount summer vacations that meet their interests and are within their budget. Their classmates will also review the publication to provide peer feedback.

Suggested websites:

http://www.ustravel.org/news/press-kit/travel-facts-and-statistics

http://www.lonelyplanet.com/us

http://www.restaurantrow.com/

http://www.cruises.com

http://www.hotels.com

http://www.expedia.com

http://freefoto.ca/photos/vacation/

Suggested videos:

Microsoft Word : How to Make a Brochure in a Word Document

Creating brochures using Microsoft Publisher

You will meet with your family and discuss their vacation budget, needs, interests, and concerns.

Some critical thinking questions to be considered for group discussion are:

- How much does your family spend on summer vacations? What types of discounts are available?

- How has the general economy affected family vacation options?

- How have fuel prices affected family vacations costs and options?

- How has terrorism affected family vacation travel options?

- What is the crime rate in your destination? Are there any social problems?

- What travel documents are required?

- What type(s) of activities are of interest to children, teens, and parents?

- What types of places do families like to visit?

You will then record this information and begin to search internet databases in order to determine the best summer vacation for your family based on their needs, interests, and budget.

Each student will create a brochure publication using Microsoft Publisher or Microsoft Word with three vacation options for their families to consider.

1. The brochure should include photos, places to stay, places to eat, places to go, historical facts, demographics and anything else of interest to a prospective traveler.
2. Creative and persuasive writing should be used.
3. The brochure should include estimated costs for destinations.
4. The brochures must appeal to elementary school children, teenagers, and their parents.
5. The tours and activities should be suitable for adults, young children and teenagers and the destinations selected must meet the family's budget.
6. Special backgrounds and graphics to support and enhance the vacation theme are suggested.

Each student will complete the **Presentation Student Evaluation** to evaluate the effectiveness of their classmate's presentation of the final product.