

## Lesson # 1 Collaborative Group Project



**Grade Level:** 4<sup>th</sup> - 5<sup>th</sup> 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**

<b>Assessment:</b>	Teachers and Students participate in the evaluation process by completing the rubrics.
<b>Knowledge:</b>	<p><b>Declarative Knowledge</b> – students will list specific questions concerning their family’s vacation preferences and concerns.</p> <p><b>Structural Knowledge</b> - students will use critical thinking and analytical skills to determine which vacations options are best for their target families based on survey results.</p> <p><b>Procedural Knowledge</b> – 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.</p>
<b>Feedback:</b>	See Collaborative Group Feedback Rubric

<b>Collaborative Group Feedback Rubric</b>		
<i>(Each student will use the following rating scale to evaluate each team member’s contribution to the project.)</i>		
<p><b>4 Excellent Contributor</b> - The person significantly contributed. Without this person, the quality of our travel survey would have decreased.</p> <p><b>3 Good Contributor</b> - The person contributed. Without this person, the quality of our travel survey would have decreased.</p> <p><b>2 Fair Contributor</b> - The person barely contributed. Without this person, the quality of our travel survey would have been about the same.</p> <p><b>1 Unsatisfactory Contributor</b> - 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.</p>		
Team Member Name	Contribution to Research & Survey Development (Questions)	Contribution to Survey Development (Online Technical)

## Travel Survey Rubric

<b>Category</b>	<b>4-Exceptional</b>	<b>3-Good</b>	<b>2-Fair</b>	<b>1-Poor</b>
<b>Purpose</b>	Purpose is stated clearly.	Purpose is stated somewhat clearly.	Purpose is stated vaguely.	Purpose is not stated.
<b>Development</b>	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.
<b>Clarity of questions</b>	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.
<b>Choice of responses</b>	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.
<b>Layout</b>	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.
<b>Spelling/ Grammar</b>	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.
<b>Utility</b>	Easy to use and pleasant to look at.	Easy to follow.	Choppy, but gets the job done.	Difficult to follow and is jumbled.
<b>Analysis &amp; Feedback</b>	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

	<b>Criteria</b>			
	<b>1-Poor</b>	<b>2- Fair</b>	<b>3- Good</b>	<b>4- Excellent</b>
<b>Organization</b>	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.
<b>Content Knowledge</b>	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).
<b>Grammar and Spelling</b>	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.
<b>Neatness</b>	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.
<b>Critical Thinking</b>	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.

## **Lesson 1 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 Survey Monkey 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.