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.

<div align="center">**Presentation Student Evaluation**</div>

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 3 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:

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Suggested videos:

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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.