

Do you want to
take a trip?

Miss Kathy Anthony
7th Grade Math Students

Table of Contents

- Introduction
- Standards
- Teachers Process
- Resources
- Teachers Introduction
- Students Introduction
- Students Task
- Students Process
- Students Evaluation
- Conclusion
- Credits

Introduction

[Introduction](#)

[Standards](#)

[Teachers Process](#)

[Resources](#)

[Teachers Introduction](#)

[Students Introduction](#)

[Students Task](#)

[Students Process](#)

[Students Evaluation](#)

[Conclusion](#)

[Credits](#)

- You are about to take a trip all over the world. Don't start packing your bags yet. You will be traveling via Internet to different countries based on the clues given to you and your partner. In the beginning of the trip, each group will start with \$2500 to spend along the way. For each purchase you must write and solve a proportion. Labels must be included to have complete work. The work can be done on a separate sheet of paper or on Microsoft Word. If you choose to use Microsoft Word, you will receive extra credit!!!
- Did I forget to mention that you are going on this trip to purchase nice things for your favorite teachers? For each country you visit, you must create a table including the name of the country, the gift(s), the United States price, the price in the country's currency, the websites used and how much money you have left. Make sure you have some money left over or you may not be allowed back into the United States.

Standards

[Introduction](#)

[Standards](#)

[Teachers Process](#)

[Resources](#)

[Teachers Introduction](#)

[Students Introduction](#)

[Students Task](#)

[Students Process](#)

[Students Evaluation](#)

[Conclusion](#)

[Credits](#)

- SS.B.1.3.1.6.2 Convert money between different currencies with the use of an exchange rate table and a calculator.

The Process

[Introduction](#)

[Standards](#)

[Teachers Process](#)

[Resources](#)

[Teachers Introduction](#)

[Students Introduction](#)

[Students Task](#)

[Students Process](#)

[Students Evaluation](#)

[Conclusion](#)

[Credits](#)

- **Teacher Process**
- Step 1: Create 10-12 different clues (depends on class size)
- Step 2: Prepare envelopes; make sure to vary the clues between groups
- Step 3: Review how to make a table on Microsoft Excel
- Step 4: Introduce activity to students
- Step 5: Walk around the room assisting students
- Step 6: Require students to answer the conclusion questions
- Step 7: Grade using rubric

Resources

[Introduction](#)

[Standards](#)

[Teachers Process](#)

[Resources](#)

[Teachers Introduction](#)

[Students Introduction](#)

[Students Task](#)

[Students Process](#)

[Students Evaluation](#)

[Conclusion](#)

[Credits](#)

Resources

Here are suggestions for teachers and/or students to look up information on the different countries:

•Facts of Countries:

<http://www.infoplease.com/countries.html>

•Facts on Countries:

<http://www.countryreports.org/>

•Current Exchange Rate:

<http://forecasts.org/euro.htm>

- Here are suggestions for the clues:
- Mr. Black likes to play hockey. He wants a NHL Hockey puck from this country. It costs 276.43 in this country's currency. The United States beat this hockey team in the 1980 Olympics in Lake Placid. This game is known as the "Miracle on Ice." How much is the hockey puck in US dollars? *Canada* Ms. Jones would love to have a flag and a wall size map to remind her of her heritage. Ms. Jones has some expensive taste because the total comes to 111.69 in this country's currency. William Porterfield is the captain of this country's men's international cricket team. Phil Simmons has coached this team since 2007. Limerick, Galway and Monaghan are towns located here. How much is the flag and the map in this country's currency? *Ireland/UK*

Mr. Brown is jealous that you are visiting this country. He requests a bunch of soccer jerseys from this country. As you are visiting do not be surprised when you see men wearing Lederhosen. Make sure you say Guten Tag and Auf Wiedersehen. *London*

You know Ms Potter really likes her cheese. Good thing you are traveling to this country just for her. Since you don't want to give her spoiled cheese, you decide to buy her recipe books that she could experience. Altogether, these recipe books cost 213.32 in this country's currency. *China*

Ms. McDaniel loves clothes shopping. While you are in this country buy a Kimono and some beaded slippers. These will cost you \$475.52 in American money. How much will you spend in this country's currency? *Japan*

Mr. Moppe always talks about Kangaroos and Koala Bears. You decide to buy him posters of his favorite animals for his classroom. The posters will cost 210.90 in this country's currency. He has a one-year old daughter and a three-year old son that would like to have their very own Kangas that cost 59.94 a piece. *New Guinea*

Teacher Introduction

[Introduction](#)

[Standards](#)

[Teachers Process](#)

[Resources](#)

[Teachers Introduction](#)

[Students Introduction](#)

[Students Task](#)

[Students Process](#)

[Students Evaluation](#)

[Conclusion](#)

[Credits](#)

- ◎ Your students are about to take a virtual trip all over the world. You will need to prepare clues for students to identify what countries they will be visiting. In the beginning of the trip, give each group \$2500 (in monopoly money) to spend along the way.
- ◎ Some students may not use the money in the envelope. That's okay. The learners that have trouble subtracting money may need the paper bills to help them. By using the money, students practice making change.

Students Introduction

[Introduction](#)

[Standards](#)

[Teachers Process](#)

[Resources](#)

[Teachers Introduction](#)

[Students Introduction](#)

[Students Task](#)

[Students Process](#)

[Students Evaluation](#)

[Conclusion](#)

[Credits](#)

- You are about to take a trip all over the world. Don't start packing your bags yet. You will be traveling via Internet to different countries based on the clues given to you and your partner. In the beginning of the trip, each group will start with \$2500 to spend along the way. For each purchase you must write and solve a proportion. Labels must be included to have complete work. The work can be done on a separate sheet of paper or on Microsoft Word. If you choose to use Microsoft Word, you will receive extra credit!!!
- Did I forget to mention that you are going on this trip to purchase nice things for your favorite teachers? For each country you visit, you must create a table including the name of the country, the gift(s), the United States price, the price in the country's currency, the websites used and how much money you have left at the end of you trip. Make sure you have some money left over or you may not be allowed back into the United States.

Task

[Introduction](#)
[Standards](#)
[Teachers Process](#)
[Resources](#)
[Teachers Introduction](#)
[Students Introduction](#)
[Students Task](#)
[Students Process](#)
[Students Evaluation](#)
[Conclusion](#)
[Credits](#)



- In the beginning of the trip, each group will start with an envelope with \$2500 (in pretend money) and six clues. Don't get too excited, you are required to use this money to buy the souvenir given in the clue for each of your six teachers.
- Remember, that some countries do not use the American dollar. You will have to use the exchange rate table provided to pay using the country's currency.

Process

[Introduction](#)

[Standards](#)

[Teachers Process](#)

[Resources](#)

[Teachers Introduction](#)

[Students Introduction](#)

[Students Task](#)

[Students Process](#)

[Students Evaluation](#)

[Conclusion](#)

[Credits](#)

- **Process**
- **Step 1: I will pair you up with one of your classmates.**
- **Step 2: Each pair will receive an envelope with \$2500 (in pretend money) and six different clues.**
- **Step 3: You will work together to figure out what countries you need to visit.**
- **Step 4: Figure out how much money you will need to spend to purchase each item in US dollars or the country's currency. Use a separate sheet of paper or Microsoft Word to show your work. ***Make sure to include labels to receive full credit.**
- **Step 5: Use Microsoft Excel to create a table; six columns and seven rows. The headings for the columns are: "Name of the Country", "Gift Purchased", "Price in US currency", "Price in country's currency", "Website used" and "Amount Left".**
- **Step 6: Make sure you have at least a penny left or you will not be allowed back into the United States.**
- **Overall Task Your overall task is to figure out the clues in order to arrive at the correct countries to buy the souvenirs your teachers have requested. Make sure you have money left over or you will not be allowed back in the United States. You will use Microsoft Excel to record the information listed in STEP 5.**
- **The trip is 6 days long, one day in each country to shop.**
-
-
- Here are suggestions for students to look up information on the different countries:
- Facts of Countries: <http://www.infoplease.com/countries.html>
- Facts on Countries: <http://www.countryreports.org/>
- Current Exchange Rate Table: <http://forecasts.org/euro.htm>
- Here are websites to review on how to set up and solve a proportion:
- <http://cstl.syr.edu/fipse/DECUNIT/RATIOS/REVPROP.HTM>
- <http://www.answerbag.com/articles/How-to-Set-Up-Proportion-Problems/838e3ea3-097f-9bae-0824-d0aee42440ef>

Evaluation

[Introduction](#)

[Standards](#)

[Teachers Process](#)

[Resources](#)

[Teachers Introduction](#)

[Students Introduction](#)

[Students Task](#)

[Students Process](#)

[Students Evaluation](#)

[Conclusion](#)

[Credits](#)

- **Evaluation**
- You will be evaluated by me and by your partner. I will take both evaluations into consideration before giving you your final grade.

The following rubric is how your work will be evaluated:

Conclusion

[Introduction](#)

[Standards](#)

[Teachers Process](#)

[Resources](#)

[Teachers Introduction](#)

[Students Introduction](#)

[Students Task](#)

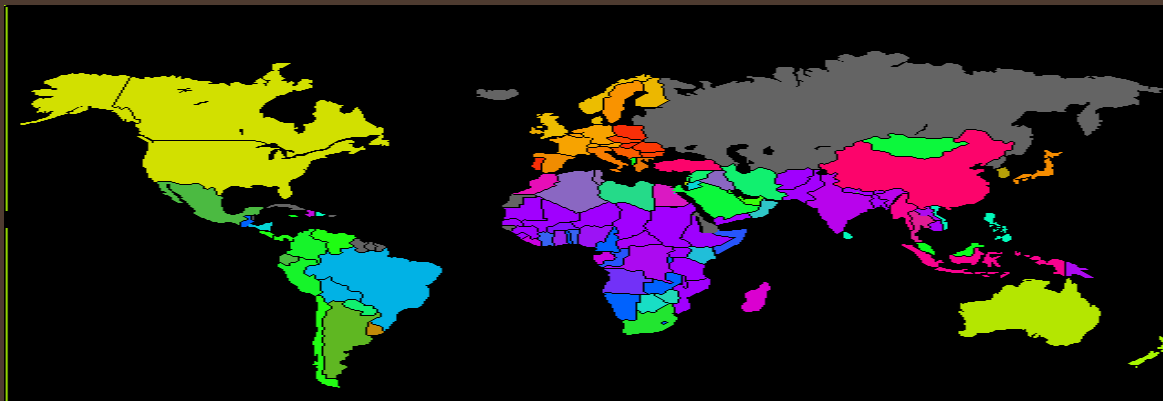
[Students Process](#)

[Students Evaluation](#)

[Conclusion](#)

[Credits](#)

- **Conclusion**
- In complete sentences, answer the following questions. This is to be done by yourself.
- 1. What did you learn from this assignment?
- 2. What would you change about this assignment?
- 3. If you were to choose one country to visit where would you go and why?



- For extra practice with proportions, visit <http://www.quia.com/rr/35675.html>, <http://www.brainpop.com/math/ratioportionandpercent/proportions/preview.weml>, or <http://www.edhelper.com/ratios.htm>
- Need more explanation, visit <http://www.learner.org/interactives/dailymath/cooking.html>

Credits

[Introduction](#)

[Standards](#)

[Teachers Process](#)

[Resources](#)

[Teachers Introduction](#)

[Students Introduction](#)

[Students Task](#)

[Students Process](#)

[Students Evaluation](#)

[Conclusion](#)

[Credits](#)

- www.google.com/images
- www.google.com
- Facts of Countries:
<http://www.infoplease.com/countries.html>
- Facts on Countries:
<http://www.countryreports.org/>
- Current Exchange Rate Table:
<http://forecasts.org/euro.htm>

People

- Ivy German
- Mr. Mike Pelitera