

## **Culminating Project for Arab/Middle Eastern Studies Unit**

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Grade level: 7+8

### **Travel Project**

**Objective:** The Learner will be able to plan and organize a trip to North Africa or the Middle East.

**Procedure/Project Requirements** (allow students to choose the country they want to visit):

- A. **Cover page and geography.** Provide each student with an outline map of the country he/she has chosen. Students should paste the outline map on the cover page. Students should also locate the capital city along with the latitude/longitude coordinates, major cities, land and water features, natural resources, and climate/vegetation regions. The cover page should include the official country name and flag.
- B. **Demographic information.** Encourage students to use online resources (i.e. CIA Country Fact) for time-sensitive information. Students can also use traditional library resources and social studies resources (DK Multimedia Cartopedia was very thorough and kid-friendly). In this section, students will have to research demographic information on the country they have chosen to travel to. This section of the project should include total population, ethnic groups, religions, languages, literacy rate, unemployment rate, and number of telephones and computers. Other information that can be included in this section is major imports/exports, time zone (given a specific time in your home city), type of government, independence date, and currency value against the US\$ and EURO.
- C. **Travel Arrangements and Accommodations.** In this section, students can use online travel sites or the free 800-telephone number to find airfare quotes. Encourage your students to try four sources and to go with the most economical fare. Every student in your class should use the same departing city. Teachers should also provide students with a list of airlines and their respective 800 telephone numbers. Students should also research immigration requirements. The cost of a visa should be subtracted from their budget. In this section, students will also make accommodation reservations. Students should first determine which landmarks/monuments they wish to visit; this will assist them in selecting a hotel nearby. Remind students that they must stay within their budget. Lodging at a five-star hotel will limit their ground tours. Students should also research transportation alternatives, i.e. public and private transportation, car rental. Attached to this section should be a road map. Encourage students to find directions to their landmarks/monuments (this should be a requirement if a student plans to rent a car).

D. **Journal Entries**. Students should pick 5-6 landmarks, tourist attractions, and/or monuments. They should research as much information as they can. In these journal entries, your students will describe what their day was like. This section should be worth more than sections A-C. Students will have the opportunity to share everything they have learned about a particular point of interest they are visiting. Every journal entry should be thorough and demonstrate awareness of the point of interest and the surrounding area. Every journal entry should also include a problem that the student must overcome or solve; this requirement will force students to do additional research to solve their problem. You should require your students to submit the problems they will discuss in their journal entries in advance. This will allow you to suggest solutions that force the student to conduct additional research.

**Evaluation**

- A. 10%
- B. 10%
- C. 40%
- D. 40%

This project should be introduced prior to the unit. Create a schedule so that one section is due every two weeks.