Help Me Get To The Away Games!

WASHINGTON
Capitals

Creating a Travel Guide

Grades 4-8
By Cheryl Phillips
Prince William County Schools

Following my Capitals to Victory!
Introduction

I love the Washington Capitals, and while I am a season ticket holder and get to the home games, I just can't get enough. I want to get to as many away games as I can but I can't get too carried away so I need your help. I'm asking you to research a few things for me that will help me get to 10-15 away games within a two-hundred (200) mile radius of Washington DC. Weekend games better suit my work schedule so please work on weekend games first. If the Caps play a 2-day back to back in the same city, I'll take it, even if it's in the middle of the week, but my first priority is weekends. You will need to make all my travel plans that would include a detailed itinerary along with the bill. I can spend up to $150 per game (not including the ticket) for gas and a hotel room and food. Make sure that my budget reflects the cost for two people; after all, I don't want to go alone!

The Task

1. Explore the schedule and away game locations. I don't want to travel more than 200 miles away. Decide which games in which cities I should attend base on the Caps schedule 2013-2014 schedule.

2. Locate the weekend away games based on the 200 mile restriction Let Google maps and Google Earth help you determine the distance by car, not as the crow flies!

3. If I'm going to a Saturday game, Research hotels or a Bed and Breakfast in the area I will visit to find out prices and services they have to offer.

4.

    - Find three modes of transportation to each game, after all, flying may actually be cheaper than driving ,Car, Train, Plane. I don't do busses.
    - Car Information: Look up gas prices from Virginia to the game city, the mileage (how far is it) and how long do you think it will take me to get there. You'll have to do the math by figuring miles per hour. Please assume I will go on the average 65 MPH.

    - My car gets about 35miles per gallon, how

much gas will I use?

- If I take a train or plane, I will need a rental car? Cab?. How much will it cost per day? Look up the plans; you can either rent by day or by mile. Find me the best price!

5.

- Contact at least two airlines and get prices for traveling to my chosen city from the two airports closest to my home, (Dulles and National).
- When you are researching the prices, please include roundtrip fares, not just a one-way ticket (I do want to come back!)

6.
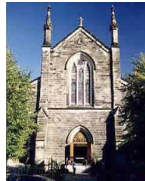
IF I have time, find three special attractions that I would like to visit in this city. These could be museums, monuments, or other places of interest. Include admission fee and a brief description for each place.

7.

i'm lovin' it® If he plan includes over night (double city game) Figure my meal plan. I would like to eat from a 'nice' restaurant, one 'fast food' and probably breakfast at the hotel. I would like an average cost of meals per day for 2 adults.

8. Maps, Maps, and Maps….please include a map of my journey.
- I want to know the states I will be traveling through as well as the major Interstates.
- What rivers or major bodies of water will I come close to?
- What tolls will I have to pay?

Resources
Washington Capitals Schedule

Airlines:

United Airlines
Delta Airlines
TWA
American Airlines

Search Engines:

[Google](#)
 [Yahoo](#)
 [Excite](#)
[AltaVista](#)

The Process:

I need this information in a nice tidy format that will be easy to read, therefore, you will need to communicate your travel plans in a either SHARE, PowerPoint. or Pixie3 presentation. Each slide should depict a number from your task list.

Presentation Criteria

Criteria: Listed below is the criteria, which will be used to evaluate your PowerPoint presentation. Use this criterion to help you develop a well-written and technologically advanced presentation.

Content:
- Extended information on the itinerary to away games for the Washington Capitals Hockey team.
- Grammar and spelling accurate – use of grammar and spellchecker
- Use of storyboard, web, or theme
- Minimum of 10 slides not including title page, but including an introductory and closing slide.
- Don't forget a slide with the total cost of each trip.

Appearance:
- Easily readable font
- Good page balance of text, graphics, and objects
- Colors complement, do not distract from the presentation
- Background complimentary to text colors and graphics
- Graphics support the theme
- Creativity and artistry

Graphics:
- Appear on more than one slide
- Clip art
- Word art
- Scanned picture
- Digital camera
- Internet source
- Imported element

Multimedia:
- Transition (appropriate for slide)
- Hyperlinks to places of interests, hotels or other information.

Presentation:
- Timing appropriate for presentation type
- Special effects and transitions ADD to presentation and are NON-DISTRACTING
- Logical sequence of slides
- Presentation is not just the actual PowerPoint itself

Rubric

Name_____

Directions: The following rubric will be used to evaluate your Presentation. Your teacher will circle the appropriate box, which reflects your mastery level.

Criteria	Needs PowerPoint Help (1 point)	PowerPoint Beginner (2 points)	PowerPoint Literate (3 points)	PowerPoint Pro (4 points)
Content	Meets two of criteria listed	Meets three of the criteria listed	Meets four or five of the criteria listed	Meets all six criteria listed
Appearance	Meets only two criteria listed	Meets only three criteria listed	Meets four or five criteria listed	Meets all six criteria listed
Graphics	Meets only two criteria listed	Meets four of the criteria listed	Meets five or six of the criteria listed	Meets seven or eight of the criteria listed
Multimedia	Only one transition	Two transitions and at least one sound effect are present	Three to four transitions and two sounds are present	Five or more transitions or sounds are present and appropriate
Presentation	Meets only one criteria listed	Meets two of the criteria listed	Meets three or four of the criteria listed	Meets all five criteria listed
			TOTAL POINTS: (out of 20 possible points)	

Additional Comments:

_____

_____

Conclusion

By doing this travel plan, you have become acquainted with the Capitals and their opponents. You have also learned how to search for sites using search tools. You should now be able to use this knowledge to gain information for other projects and to teach other students how

to access information using the Internet. Be sure to follow the Guidelines and rubric.

Objectives
Math:

Computation and Estimation

5.3   The student will create and solve problems involving addition, subtraction, multiplication, and division of whole numbers, using paper and pencil, estimation, mental computation, and calculators.

5.4   The student will find the sum, difference, and product of two numbers expressed as decimals through thousandths, using an appropriate method of calculation, including paper and pencil, estimation, mental computation, and calculators.

5.5   The student, given a dividend of four digits or fewer and a divisor of two digits or fewer, will find the quotient and remainder.

5.6   The student, given a dividend expressed as a decimal through thousandths and a single-digit divisor, will find the quotient.

5.7   The student will add and subtract with fractions and mixed numbers, with and without regrouping, and express answers in simplest form. Problems will include like and unlike denominators limited to 12 or less.

5.11 The student will choose an appropriate measuring device and unit of measure to solve problems involving measurement of — part of an inch (1/2, 1/4, and 1/8), inches, feet, yards, miles, millimeters, centimeters, meters, and kilometers;

Probability and Statistics

5.17
c) create a problem statement involving probability and based on information from a given problem situation. Students will not be required to solve the created problem statement.

Patterns, Functions, and Algebra

5.20 The student will analyze the structure of numerical and geometric patterns (how they change or grow) and express the relationship, using words, tables, graphs, or a mathematical sentence. Concrete materials and calculators will be used.

5.21 The student will
   a) investigate and describe the concept of variable;
   b) use a variable expression to represent a given verbal quantitative expression involving one operation ; and
   c) write an open sentence to represent a given mathematical relationship, using a variable.

5.22 The student will create a problem situation based on a given open sentence using a single variable.

Geography

USI.2   The student will use maps, globes, photographs, pictures, and tables to
   a) locate the seven continents;
   b) locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range;
   c) locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico.

5th grade Writing

5.8   The student will write for a variety of purposes: to describe, to inform, to entertain, and to explain.
   a) Choose planning strategies for various writing purposes.
   b) Organize information.
   c) Demonstrate awareness of intended audience.
   d) Use precise and descriptive vocabulary to create tone and voice.
   e) Vary sentence structure.
   f) Revise writing for clarity.
   g) Use available technology to access information.

4th grade Writing:

4.9 The student will use information resources to research a topic.
   • Construct questions about a topic.
   • Collect information, using the resources of the media center.
   • Evaluate and synthesize information for use in writing.

NET Standards (National Education Technology Standards

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

a. apply existing knowledge to generate new ideas, products, or processes.

b. create original works as a means of personal or group expression.

c. use models and simulations to explore complex systems and issues.

d. identify trends and forecast possibilities.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

c. develop cultural understanding and global awareness by engaging with learners of other cultures.

d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

a. plan strategies to guide inquiry.

b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision

. Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

a. identify and define authentic problems and significant questions for investigation.
b. plan and manage activities to develop a solution or complete a project.
c. collect and analyze data to identify solutions and/or make informed decisions.
d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

a. advocate and practice safe, legal, and responsible use of information and technology.
b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
c. demonstrate personal responsibility for lifelong learning.
d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

a. understand and use technology systems.
b. select and use applications effectively and productively.
c. troubleshoot systems and applications.
d. transfer current knowledge to learning of new technologies.