

Spring Break 2009

French III Travel Unit
Submitted by: Jim Potter

Overview of the Unit

This unit has been designed to practice the use of the French language to plan a trip to France over spring break. Over the course of one week, students will write a letter to reserve a room in a hotel, find transportation to and from France including train transportation to the specific city, plan an itinerary, and make a PhotoStory presentation to highlight the city.

Unit Goals

By the end of this unit, students are able to:

- Research a city in France
- Find appropriate transportation to and from a city in France
- Write a formal letter in French
- Write a detailed itinerary of everyday activities
- Create a PhotoStory presentation highlighting their city
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National Foreign Language Learning Standards

Communication

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

Connections

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

Communities

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

Learning Activities

1. Teacher introduces Travel Unit and students choose which city they would like to study.
2. Students model a letter to reserve a hotel room. The French used in the letter is specific to written French and gives students an opportunity to use formal written French. Students use the Internet to find a reasonably-priced hotel in the city.
3. Students use Internet sites such as Expedia.com to book flights to and from France during Spring Break. They must also determine which kind of transportation that they are going to use to go to the city. Most students use RailEurope.com or SNCF.fr, the French National Railway site. The students have a total of \$2500, including their transportation, meals, room, entrance fees, and souvenirs.

4. Students plan a detailed itinerary of their activities. They are encouraged to include museums, parks, sporting events, etc. Several students use Google Earth to see what is available near the hotel where they were staying.
5. Students research in depth the city and create a PhotoStory presentation. They must highlight the main tourist attractions along with details of population, climate, location, etc.

Laptop Implications

The online resources available in the classroom allow students to research and plan a trip as though they were actually going to travel during Spring Break. Students learn to book flights, book hotel rooms, look for local transportation, and even find restaurants available in the city. Software programs such as Microsoft Word (letter), Excel (itinerary), Google Earth (planning of events), PhotoStory (presentation) are all used in this project.

Role of the Teacher

The purpose of this lesson is to give students the tools to research and plan a trip to another country. The teacher promotes students' creative planning through the use of several activities utilizing technology, and also encourages the collaboration among the students to create their own original trip.

Student Response

Students have responded very positively to this type of activity. Many of the students have never planned a trip and this gives them the tools needed to plan a trip overseas. By limiting the amount of money, students have to make important decisions as to what day they will travel, which hotel they will stay in, and what they can afford to do during this trip. Although the amount of money seems quite high, the dollar to euro exchange rate has not been favorable. This project also allows students to discover information about an unknown city in France.

Student Instructions and deadlines:

French City Project—Spring 2009

You are traveling to France for Spring Break. You have \$2500 maximum that you can spend on this trip. You will have to pay for everything, including plane fares, train fares, hotels, and restaurants. Plan your trip carefully.

You will have approximately one week to work on this project in class. Each day you will need to turn in certain parts of the project in order to receive credit. The assignment will be due at the **end** of the period. Anything turned in late will receive a **0** for that part of the project. **No exceptions!**

The following will be due by the end of class each day:

Tuesday, February 17 – Letter to the hotel reserving a room, page 233. When you write the letter you need to know which hotel you will be staying at and what kind of room you want. The example letter in the textbook talks about a room with a “Castle view” but your hotel will probably not be located near a castle. If you go to any search engine, such as Google, Yahoo, etc., you can find info regarding hotels in the various cities. The letter must be typed and addressed correctly. One point will be deducted for each typo, missing accent mark, etc. Follow the example letter carefully, including format! The letter is worth 10 points.

Wednesday, February 18 – Transportation to and from the city. You will need to check airline fares and also train fares. See raileurope.com for train fares. You can also go to www.sncf.fr to check train fares. I want to know exactly which airline flight and train you will be using. Remember, you need to find the cheapest flight possible to stay within your budget. Some of you may find that it is cheaper to fly directly to your city, or to take a bus. Explore all of the possibilities. The schedule will be worth 10 points.

Friday, February 20 – Itinerary for your vacation. What are you going to be doing during your week in France? You should include where you will be visiting, eating, and staying for the week. Pretend that you are really going to take a trip to France during spring break. The itinerary must be typed and **in French!!!** It will be worth 10 points.

Monday, February 23 – Put the finishing touches on your PhotoStory presentation. Your presentation will be worth 30 points. Correct grammar, pronunciation and information concerning your city will be criteria for your grade. You are presenting your city to the class and need to think about what would interest a tourist visiting the location for the first time. Presentations should be at least two minutes long. Be creative!

Student Rubric for PhotoStory Presentation:

PhotoStory Rubric

EXCELLENT	ACCEPTABLE	NEEDS WORK
Student is self-directed throughout the project; student always remains on task during independent work time; student comes prepared with all necessary materials	Student is usually self-directed throughout the project; student is usually on task during independent work time; student sometimes forgets some or all of necessary materials	Student is not self-directed throughout the project; student wastes time and is often not on task during independent work time; student consistently forgets necessary materials
5	4 3	2 1
Does an excellent job of conveying information on location, climate, sites of interest, & specialties of region	Does an average job of conveying information on location, climate, sites of interest, & specialties of region	Does a poor job of conveying information on location, travel costs, sites of interest, & specialties of region

5	4 3	2 1
Information is accurate and in correct French 5	Information is accurate with few mistakes in French 4 3	Information is inaccurate, many mistakes in French or English was used 2 1
Oral presentation is smooth with minor or no errors 5	Oral presentation is rough with errors throughout 4 3	Oral presentation is rough with major errors in communication throughout 2 1
French is pronounced clearly and easily understood by audience 5	Most French is pronounced clearly but spots are hard to understand 4 3	French is unclear and hard to understand 2 1
Presentation is appealing and creative, and is a result of much time and effort 5	Presentation is average and could use more work 4 3	Presentation is sloppy, inferior, and a result of little effort 2 1

Comments: