

# WHERE IN THE WORLD ARE \_\_\_\_\_?

## **Multicultural Lesson Plan: Mathematics**

**Grade Level:** 5-8, other?

**Duration:** This project will take approximately 5 days (maybe more)

### **1. INSTRUCTIONAL GOAL:**

Content Standards: Measurement; Number Sense; Data Analysis

Use technology or collect data and calculate 1) conversions of currency, 2) passage of time, and, 3) large numbers including decimals. Collect data and display in appropriate graphs.

### **2. MULTICULTURAL PRINCIPLE(S):**

- a. Develops multiple perspectives (communication; culture)
- b. Increases intercultural competence (global education)

### **3. KEY CONCEPTS:**

This project will reinforce calculation of passage of time, conversion of currency, and manipulating large numbers including decimals. The setting will be global travel (approximately 5 days) to visit and immerse into another culture.

### **4. OBJECTIVES**

**Students will:**

- Use technology to research and collect data
- Calculate currency exchange and passage of time
- Demonstrate understandings of place value notation, including decimal notation
- Develop relevant graphs
- Prepare and present a multi-media presentation to classmates

### **5. INSTRUCTIONAL DELIVERY/STUDENT ACTIVITIES (groups of 4)**

- Search the Internet (or other resources) to determine location of visit; for airfare prices and travel times; to determine local currency and exchange rate; for cultural context of a typical day; for particular points of interest to a tourist; for illustrative artifacts to be bought as souvenirs; for typical foods and prices on menus
- Demonstrate competence in calculating conversions of currency and calculating passage of time
- Prepare group presentation of locale without naming it, via display of data collected (charts, graphs, pictures, oral presentation, poetry, music, etc.)
- Deliver multi-media group presentation to classmates (who will have to guess your destination from clues in presentation)

### **6. MATERIALS/RESOURCES**

Access to Internet; Access to other media resources; Atlas; Math books; Calculators; Transparencies and pens; Computer with Power Point; Chart paper and pens; Tape recorder/player; Newspapers; Other materials at students' request

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## 7. ASSESSMENT/EVALUATION

- Correct conversions of currency
- Correct calculations of passage of time
- Demonstrated accurate calculation and notation of large numbers and decimals
- Used appropriate graph skills, including labels, scales, etc.
- Shared responsibility of group members for
  - Planning presentation and Delivering presentation
- Attractiveness of presentation to classmates

### *Possible information to be gathered:*

- RT cost of airfare (in foreign currency)
- Number of hours/min of travel time, including stop-overs
- Hotel costs (in foreign currency) per night times 5 nights
- Meal costs x 3 meals/day x 5 days (US currency)
- Sample menu
- Plan, including estimated times, for a tourist visit of various activities, e.g.
  - ◆ Museum(s);
  - ◆ Parks;
  - ◆ Public transportation;
  - ◆ Hear a concert, etc.;
  - ◆ Typical times of meals by natives
- Calculate cost of entrance fees of above (in US \$)
- Go shopping for artifacts; calculate costs
- Describe native costumes; demonstrate native dances
- What is the local music you hear on the radio?
- Determine postage to send mail "home"
- Display actual or replica of native flag
- Describe the prevailing temperature
- What sports are popular?                      And so on...

### *For somewhat older students:*

- Determine Gross National Product (GNP) and its impact on the economy
- Watch for daily foreign exchange rate; how does it change and why?
- Determine the literacy rate or poverty rate of the country
- Determine the infant mortality rate; compare to USA. Describe the differences and why

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