

## *Lesson 34: Activity 4 – Where to Go? ..... That is the Question!*

**Time:** 3 days

### **Teacher Overview:**

An exciting activity of geography and math, students must be persuasive from their research.

On **Day 1**, after learning about the jet stream, each group of students focuses on a region of the U.S. within which is a place for their teacher to take a vacation. Each student in a group chooses and researches a particular state in that region.

On **Day 2**, each student selects a vacation site within their unique state in the region and fills out a Table of Expenses.

On **Day 3**, when the teacher learns he or she must leave on vacation right away, the geography research is combined with weather analysis to determine the best place to go on vacation in the region, meeting the teacher's needs for rest and relaxation!

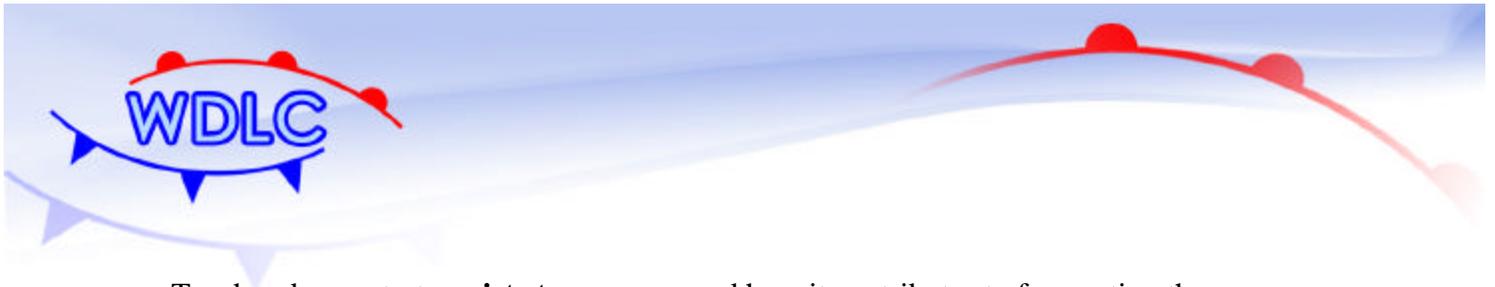
### **Objective:**

- Within a particular region of the U.S., students will research points of interest in a state of their choice.
- Students will choose a destination and then plan a trip working within a set budget.
- Students will use data including U.S. satellite images, the jet stream map, and temperature map to decide which site within a region of the U.S. to choose for the trip.

**Teacher Tip:** Using computers at school for this lesson is preferred. However, if students have internet access at home, Days 1 and 2 can be done for homework. Day 3 can be exciting, if done in a computer lab.

**Teacher Tip:** Each Day has students logging into the WDLC website to perform research on: U.S. States, Costs, and Weather Data.

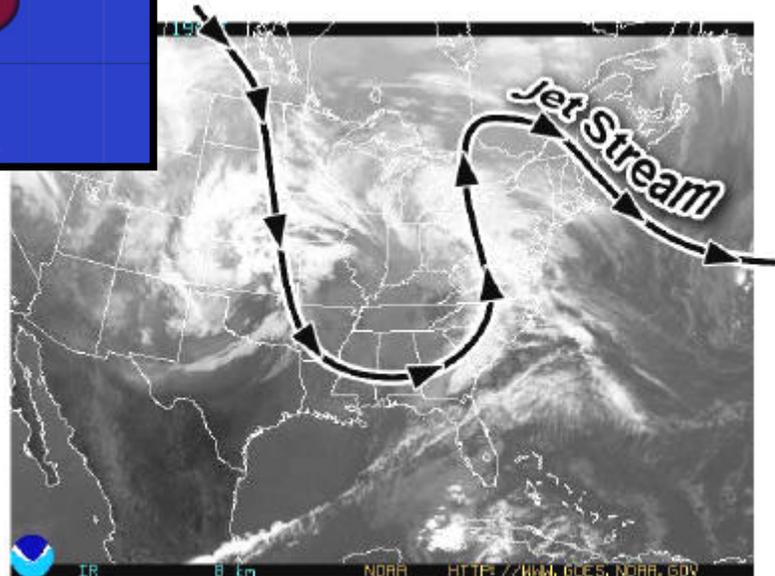
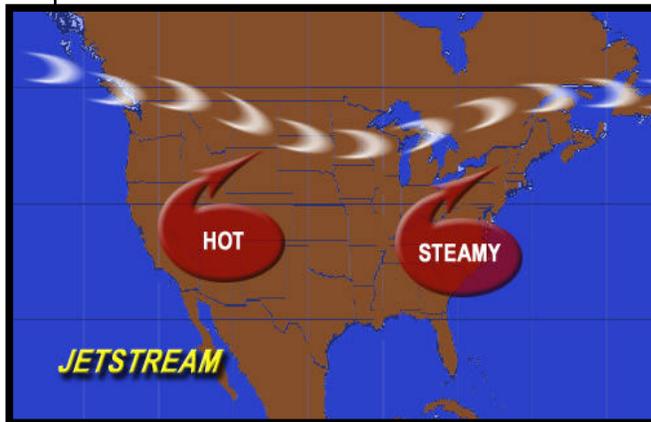




Teacher demonstrates a **jet stream map** and how it contributes to forecasting the weather. Use the **Current Jet Stream** map on the WDLC website or the one provided.

### ***Background:***

The **Jet Stream** is a river of winds, illustrated by the arrows below about five miles up from the Earth's surface. It steers **HIGHS**, **LOWs** [storms], and fronts. It blows them in the direction of the arrows. Weather features will move at up to fifty miles per hour. Some simple prediction can be done by looking at the **Jet Stream** map and the direction the arrows point. Look to see if a weather system is moving in your direction! See sample Jet Stream Maps below, where the direction of the arrows show the direction that the **HIGHS**, **LOWs** [storms], and fronts will move.





### ***Scenario:***

Your teacher has won a quick, two-night trip for two to the place of his or her choice, anywhere in the United States! The prize comes with \$1,200 to spend. Your teacher awaits the news: the sponsors of the trip will soon be in touch with the time of departure.

In the meantime, your teacher wants to be ready with a destination choice, by the time the departure time is announced. The problem is that your teacher doesn't know where to go. Your job is to help make the decision.

Your teacher has many interests including swimming, snorkeling, water skiing, sledding, ice skating, skiing, amusement parks, and sightseeing and would be interested in places where he or she could do one or more of these things.

### ***Description:***

#### ***Day 1***

***Teacher Tip:*** Remind students when choosing a region that they will have a budget of \$1,200 for transportation, accommodations, food, and entertainment.

1. The class is divided into groups of four or five students. Each group chooses a region of the United States from the U.S. Regions Map. All regions may not be chosen.
2. Each student in the group selects one state from their region on which to do research.
3. Each student receives a packet with instructions. The packet includes:
  - Scenario
  - U.S. Regions Map
  - Activity Sheets (***Day 1*** and ***Day 2*** ONLY)



*Day 2*

Each student chooses a vacation site within the state and fills out a **Table of Expenses** with costs for transportation, accommodations, food, and entertainment. Students may not exceed the allotted budget.

*Day 3*

While students are finishing up their tables, they are presented with the following:

**Bulletin.....Bulletin.....Bulletin...** The sponsors of the trip have informed us that your teacher must leave on her trip tomorrow evening!

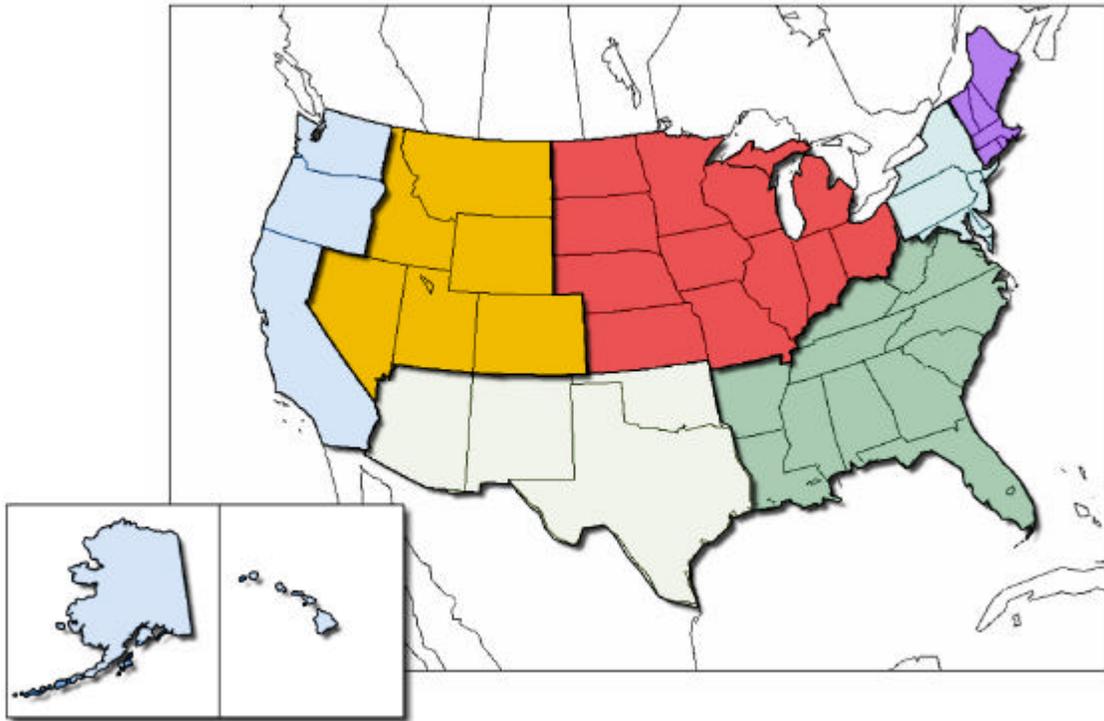
*Teacher Tip:* Teachers may make copies of maps so students can do this exercise in real time.

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**Assignments:**

1. Each student must check the **Current Satellite Image, Jet Stream, and Current Temperatures** to help decide where the teacher should go.
  - Is there a storm coming?
  - In what direction are the clouds moving?
  - What will the temperature be?
2. Each student must report their information to their group. Together they choose one site from their region that they feel is the best choice of a destination for their teacher, based on the weather and **Table of Expenses** budget.
3. Each group presents their destination choice to their teacher, who will make the final choice as to where to go on vacation.
4. Each student is responsible for handing in their state research and the budget for the trip of their choice.

## U.S. Regions Map



Pacific West	Mountain West	Southwest	Middle West	Southeast	New England	Middle Atlantic
Washington Oregon California Hawaii Alaska	Idaho Montana Nevada Utah Colorado Wyoming	Arizona New Mexico Oklahoma Texas	North Dakota South Dakota Missouri Kansas Nebraska Ohio Indiana Michigan Minnesota Iowa Illinois Wisconsin	South Carolina North Carolina Arkansas Kentucky Mississippi Georgia Tennessee Florida West Virginia Louisiana Virginia Alabama	Maine Vermont Rhode Island New Hampshire Connecticut Massachusetts	New York Pennsylvania New Jersey Maryland Delaware Washington D.C.

## *Day 1 Activity Sheet – Teacher Version*

1. Choose your region from the U.S Regions Map, and then fill in the following information:

Name of your region:

Names of the students in your group:

Which states are in your region?

2. Choose the state you will research from your region. Why did you choose it?

3. **LOGIN** to the WDLC website. Use the **Activity 4 – Where to Go?..... That is the Question! State Research Link**.

Fill in this information for your state:

Two-letter abbreviation: \_\_\_\_\_

Capital city: \_\_\_\_\_

Area of the State (square miles): \_\_\_\_\_

Population: \_\_\_\_\_

Climate: \_\_\_\_\_

Tourist attractions and other places of interest – List at least 3, and tell a little about each.

4. Choose one destination and write a paragraph telling why this would be a good place for your teacher to go on vacation.

Include what your teacher could do that she enjoys while on vacation. Also tell her what type of clothing she would need to take for a place with your destination's climate.

## Day 2 Activity Sheet – Teacher Version

5. Use the **Travel Links** from the WDLC website, when you are logged in, to research transportation, hotels, restaurants, and entertainment.

**Remember** – You have a maximum of \$1,200 for a two night vacation for two.

### Table of Expenses (Include details for each category.)

	Details	Cost Per Person	Total Cost
<b>Transportation</b>			
<b>Accommodations</b>			
<b>Meals</b>			
<b>Entertainment</b>			
<b>Total Cost of Trip</b>			

## Day 3

As students share their travel expense table from *Day 2*, it is time to make the special announcement. When they are ready for the special bulletin:

Distribute **Special Bulletin** and **Day 3 Activity Sheet** to students.

Students should best perform this activity in a computer lab, or you may distribute copies of the current maps.

*Teacher Tip:* The teacher makes his or her choice based on personal preference and accuracy in research on the vacation spot, the **Table of Expenses**, and weather analysis (forecast).

### SPECIAL BULLETIN!

We've received word that the trip is scheduled to leave tonight. In order to make the best choice of vacation spots for your Region, you must check the **Current Satellite Image, Jet Stream, and Current Temperature Maps** to help you decide the best place for your teacher's vacation.

## Day 3 Activity Sheet – Teacher Version

6. Study the maps and answer the questions for a possible destination.
  - a. Do you see a storm coming?
  - b. In what direction are the clouds moving?
  - c. What will the temperature be?
7. Meet with your group and discuss the weather that may be expected to occur at each of the possible vacation spots.
8. Together, come to an agreement and choose the best site from your region to present to your teacher.
9. The group from each region presents the vacation spot of their choice to the teacher. Present information from the **Table of Expenses**, and also present the thinking you did when looking at the weather maps.

### Further Investigation

10. Follow the weather for the site the teacher selects over the next couple of days to determine if the destination was a good weather choice!

