

Travel Video

Summary

Students will create a video to try to persuade travelers to visit a country in South America.

Time Frame

2 class periods of 90 minutes each

Group Size

Individual

Life Skills

Aesthetics, Communication, Employability

Materials

Students will need access to research sources from the internet. They will need access to an Animoto Account

Background for Teachers

Teachers should have an understanding of how to work Animoto. Teachers should know enough about South America to help guide students to identifying a country to research, determine if that research is accurate, and help students identify places to research for information about countries in South America.

Student Prior Knowledge

Students should know the things that make up a country's culture. They should know how to work Animoto. They should be able to work a Computer to do research.

Intended Learning Outcomes

Students will be able to identify the unique characteristics of their chosen South American Country. Be able to compare and contrast the benefits and disadvantages of traveling to their country over others. They will be able to find and use aesthetically pleasing material that would be persuasive in a presentation about their country. They will be able to put together an Animoto video that persuades others to travel to their chosen country. Students will be able to evaluate how culture and experience influence the way people live in places and regions. List and define components of culture; e.g., race, gender roles, education, religion. Explain the effects of cultural diffusion from country to country.

Instructional Procedures

1. Model the creation of an Animoto video while students follow along. 2. Have students do research about their assigned South American country. 3. Have students put information about their country into an Animoto Video. 4. Video's goal should be to persuade Americans to travel to the chosen country. 5. Students should include: culture, geography, brief history, landforms, climate, food, places to visit, and any other interesting information about their chosen country. Students will then present their Animoto video's to the class.

Strategies for Diverse Learners

Students who want to be challenged can make a "travel tour" where they create an itinerary to go

along with their video of what they would plan to do and see in their chosen country. Students with special needs could have time requirement adjusted, and requirements lowered so they were just providing the basic Animoto. ESL Students could not include text in their presentation focusing on images.

Extensions

Students could plan a trip from beginning to end to this country, including a packing list, list of useful phrases they might need to know, maps of places they want to visit, airfare estimates, estimates for other travel arrangements like hotels and a rental vehicle, etc.

Bibliography

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RubiStar Home. (n.d.). RubiStar Home. Retrieved March 31, 2014, from <http://rubistar.4teachers.org/>

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