

Activity #1

a) Activity title and short description

What Can \$100 Purchase Around the World? – Students will research and prepare a compare/contrast speech in which they will research two countries in two different regions from around world (Asia, Africa, Europe, Latin America, and the Middle East) and then compare and contrast how far 100 U.S. dollars would go in those two countries for lower-middle class families. Students should focus spending on everyday items that families use. Items can include groceries, utilities, school fees, and so on.

b) Purpose of activity

Students will have an opportunity to understand and articulate the economic similarities and differences in other countries from around the world. This activity should give students opportunities to use critical thinking and global information in order to learn about economic inequalities around the globe.

c) Time needed for activity

Students will need at least one week to gather information for the presentation. Each presentation will be 4 to 5 minutes in length.

d) Materials for activity

Students will need computers and access to the internet in order to complete this activity. They will also need some type of presentation software (Prezi, PowerPoint, etc.) so that they can present charts, graphs, and/or photographs during the presentation. The instructor needs to share the resources attached to this activity and resources that can be found at the end of this module.

e) Procedure

1. The instructor will assign each student 2 countries outside of the U.S.
2. Students will be provided resources.
3. Students will compile economic information regarding lower-middle class families.
4. Students will prepare charts/graphs showing how 100 U.S. dollars might be spent in their two assigned countries by lower-middle class families as well as a chart/graph on how 100 U.S. dollars might be spent by lower-middle class families in the US.
5. Students write a 4-5 minute speech detailing their findings and incorporate graphs, charts, and photographs they've created and accumulated to use for visual aids during their speech.
6. Each student will present his/her presentation to the class.

f) Assessment of activity

The instructor will use the attached grading rubric to assess the assignment. Percentages may be adjusted.

Resources:

<http://www.xe.com/currencyconverter/>

http://www.numbeo.com/cost-of-living/rankings_by_country.jsp

<https://www.cia.gov/library/publications/the-world-factbook/rankorder/rankorderguide.html>

<http://eng.stat.gov.tw/mp.asp?mp=5>

<http://kostat.go.kr/portal/english/index.action>

<http://iresearch.worldbank.org/lsmsslmsurveyFinder.htm>

<http://www.oecd.org/els/family/47710686.pdf>

<http://www.oecdbetterlifeindex.org/countries/>

COM 231 Speech Rubric

Speaker: _____ Evaluator: _____ Date: _____ Grade: _____

SLO & Gen Ed Notes	Category	Grade	Exemplary 9-10 (90-100%) SLO 4 points	EVALUATOR'S SCORE & COMMENTS	Good 7-8 3 pt.	Adeq uate 5-6 2 pt	Weak 5 & under 1 pt
SLO 1				Demonstrate ability to PREPARE well organized speeches (average of next 5 categories)			
	Preparation		1.Paperwork complete 2.Practiced enough 3.Totally familiar with topic 4.Logical organization		Meets 3 of 4 or equiv	Meets 2 of 4 or equiv	Meets 1 of 4 or equiv
	Introduction		1.Gets attention 2.Identifies topic 3.Establishes credibility 4.Previews main points		3 of 4	2 of 4	1 of 4
	Body		1.Has 2,3,4 main points clear & well supported 2.Well researched – 3 sources 3.Factual & ethical 4.Clear transitions & signposts		3 of 4	2 of 4	1 of 4
	Conclusion		1.Reviews main points 2.Brings closure 3.Memorable 4.STRONG last sentence		3 of 4	2 of 4	1 of 4
GLO #1 & GLO#2	Effective		1.Diverse cultural frames of reference. 2.Alternative global perspectives 3.Knowledge of geography 4.Knowledge of current events	(20% of overall grade)	3 of 4	2 of 4	1 of 4
SLO 2				Demonstrate ability to PRESENT well organized speeches (average of next 5 categories)			
	Eye Contact		1.Eye contact with all audience all the time 2.BRIEF notes 3.Sincere & appropriate 4.Facial expressions appropriate		3 of 4	2 of 4	1 of 4
	Verbal		1.Language & pronunciation effective & appropriate 2.No repetition (um, uh, and, words, etc.) 3.Highly descriptive words 4.Conversational		3 of 4	2 of 4	1 of 4
	Non-verbal Body language		1.Body language controlled 2.Feet firmly planted 3.Gestures appropriate 4.Deliberate & appropriate body movements		3 of 4	2 of 4	1 of 4
	Visual Aids (& Audio)		1.LARGE & clear enough 2.Effective 3.Introduce at appropriate time 4.Shows time spent		3 of 4	2 of 4	1 of 4
	Time		On time Within allotted time		Within 10% of allotted time	Within 15% of allotted time	Beyond 15% over or under time