General Description of the Instructional Practice

* The following is a Unit that I created for 7th Grade Geography Students last year. The students really enjoyed it, so I will be using it again this year!
* Unit: President’s Personal Travel Agent
  + IDEA: Seventh Grade Geography Students have just become highly recommended travel agents to the President of the United States. Their client will be President Obama and his family. Students will create, in a technology-related Movie-Maker presentation, an expedition package to a country in Europe. Each student will be assigned a country within Europe not to be duplicated. The expedition must include in it the five themes of geography: Location, Place, Human-Environment Interactions, Movement, and Region. As stated before, students will create a Movie-Maker presentation in order to “Sell” the trip to the President and his family. Specifically, the presentation must include the following:
    - * Title Slide
        + Name of Country
        + Name of Travel Agent
      * Body Slides
        + The amount of slides is not as important as is the content revealed.
        + Students must use transitions and picture techniques when appropriate.
        + Students must include background music.
        + Students must bring in a food, to share with classmates, known to the region.
        + 7.G.1.1: Students are able to select appropriate resources, data services, and geographic tools to interpret information.

Students can use atlases, globes, almanacs, thematic maps, satellite images, topographic maps, GPS, GIS, internet sites, etc.

Students must include information from each of the five themes of geography:

Location (7.G.1.2 – apply location, direction, size and shape to maps)

Relative Location:

Include a location picture of your country (this can be included on the title slide if you wish)

Time it will take to fly there from Washington D.C.

distance from Washington D.C. to country

direction of flight

Absolute Location: Latitude, Longitude and Time Zone

The exact Address - Example: Paris, France is 48o51' North latitude and 2.20' East longitude

[Place](http://www.una.edu/geography/statedepted/themes.html#PLACE) –(7.G.1.3 identify various characteristics of places)

What kind of a place is it? What is it well-known for? What is its climate?

What does it have for Human Characteristics: buildings, roads, clothing, food habits, etc.

What does it have for Physical Characteristics: mountains, rivers, soil, beaches, wildlife, etc.

Human-Environmental Interactions – (7.G.1.4: Students are able to identify population distribution, growth rates, and characteristics of human populations.)

Tell the population of the area they will be visiting.

How do Humans in this area adapt to the environment, modify the environment, and depend on the environment?

Basically: What do humans rely on in this area for survival? What kind of clothing do they wear because of the environment? Is it centrally-located or remote?

Movement (7.C.1.1: Students are able to describe how government impacts the place and movement)

What type of government do they have?

People – why do they live here?

Goods – what is imported/exported from this country?

Ideas – fashions/fads?

Regions

Formal – defined by the governmental or administrative boundaries – they cannot move. Ex. The Rockies.

Functional – newspaper service area, united airlines service area, etc.

Vernacular (perceptual) – a people’s description – example: The South.

Students will include a picture of the Hotel the President and his family will be staying at.

Students must also include pictures of THREE things that they believe the President and his family will enjoy seeing on their trip. (include the name(s) and why you believe it is important to see)

* + - * Conclusion Slide
        + Must have the guestimated cost for airfare, hotel, and site-seeing that is believable! (Use PriceLineNegotiator or a site similar for help.)

Students must also list the websites that they used for pictures and information.

Theoretical Foundation(s) evidenced in the Instructional Practice

* Learning that takes place will be based on the Constructivist Perspective. Learning will be inquiry-based and students will be able to interact socially throughout the project. They will help each other find websites and they will provide formative assessments by constructively critiquing classmates work throughout the unit. Since each student is required to do their own country, the project is individually based.

Assumptions about Learning made by the instructor

* I assume that students will be able to take information and either assimilate or accommodate it to their own learning. I understand that it may take a couple of days for students to become familiar with Movie-Maker so we will have an introductory lesson on Movie-Maker itself. I also understand that students may not be able to grasp the unit because of it’s size and requirements so students will be shown an example of a Movie-Maker project that I have created to help them better understand what is expected of them.

Instructional Approach

* Students will be given a food from the county of the example that I have created.
* Then, they will be handed the sheet explaining what we are going to be doing and what is expected of them.
* Once explained, students will watch my Movie-Maker example so they better understand what is expected of them.
* Students may then ask questions about the project.

Teacher’s Role in planning, implementing, and evaluating the instruction.

* I have shown the planning and how I plan on implementing the project above.
* FORMATIVE EVALUATION
  + Students completed several formative assessments on their classmates projects throughout the unit.
  + Each day, I will ask to see a piece of the students work by the time the bell rings. This will be the formative assessment that I complete throughout the project.
* SUMMATIVE EVALUATION
  + For evaluation, I have created a rubric that includes the components that I asked the students to include.
  + Students will come to the front of the room, introduce their country to the “President and his family” (our class), hand out their food and we will then watch the movie.
  + Students will then be given their summative assessment grade by me (the rubric)

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | 1 Missing 2+ - C | 3 Missing 1 - B | 5 All There – A+ |
| Title Slide (Name of Country and Travel Agent Identified) |  |  |  |
| Relative Location: Include a location picture of your country (this can be included on the title slide if you wish) |  |  |  |
| Relative Location: Time it will take to fly there from Washington D.C. |  |  |  |
| Relative Location: distance from Washington D.C. to country |  |  |  |
| Relative Location: direction of flight |  |  |  |
| Absolute Location: Latitude, Longitude and/or Time Zone |  |  |  |
| Place: Human Characteristics (3) |  |  |  |
| Place: Physical Characteristics (3) |  |  |  |
| H-EI: Population |  |  |  |
| H-EI: How do they Survive? |  |  |  |
| Movement: Government |  |  |  |
| Movement: Goods/Ideas |  |  |  |
| Region: Explained about the Region |  |  |  |
| Design: Included a picture of the Hotel |  |  |  |
| Design: Included Pictures of at least three places with titles |  |  |  |
| Conclusion: Approximate Cost |  |  |  |
| Conclusion: Sources |  |  |  |
| Slide Animation, Text, Music |  |  |  |
| Food Provided as Required |  |  |  |
| Formative Assessments: Gave and Received Appropriately Throughout Project |  |  |  |
| Total Points 🡪 | \_\_\_\_\_\_\_\_\_\_\_\_\_/100 | | |

Student’s Role in the learning process

* Students are basically in charge of their own learning because they include what is of interest to them from each of the 5 themes of geography. They include three sites that they would be interested in seeing, the food that they think they would enjoy, etc. In addition, when students come across a problem, they are able to troubleshoot on their own, with the help of their classmates, or with my help.

Role of Technology in supporting teaching and learning

* The Internet is a vital component to this unit. Without the ability to search for information on-line, students will probably miss out on a great deal of learning. There is only so much you can learn from and Encyclopedia which is severely outdated! Students can use any reference material though, but I am more than sure they will go straight to the computers!

Then, explain how you think you could improve upon this technology-enhanced instructional practice in order for it to more positively influence student learning/achievement.

* Last year when I did this project, I didn’t have students include the music which I think would be very beneficial, especially if they can find a music that is indicative to the country they are researching!
* I would also allow more time as we ran short last year!

Resources

Department of Education, DOE. (2006, May 16). *Social studies content standards*.

Retrieved from <http://doe.sd.gov/contentstandards/social/docs/6-8_05-15-06.pdf>