

2012

European Trip

Sara Mangrich

Wood Intermediate School, Davenport School District

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European Trip

Created by: Sara Mangrich
Wood Intermediate School, Davenport School District

Grade Level (Req.): 7th-12th grade	Content Area (Req.): Geography	Unit (Opt.):
Connections to Other Disciplines (Opt.): • • •		
Time Frame (Req.): Six-seven 50 minute class periods	Goal (Req.): To help students learn about different countries of Europe and Eurasia.	
	Objective (Req.): Students will learn about and present information about a country from Europe or Eurasia and compare it to another country.	
Materials Needed (Req.): • Computers • Internet • Textbook • Other books about the countries • Poster board • Art supplies • LCD projector with PowerPoint	New Vocabulary (Opt.): • • • • •	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Compare and contrast the different countries of Europe and Eurasia. What characteristics describe Europe? Eurasia?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. Have students get into groups 2-3 and pick a country from Europe or Eurasia. You can have them pick any country from these regions or make a list of countries that students can pick from. 2. Hand out the handout with instructions for the project. 3. Go over the different parts of the project and any rubrics for the project. 4. Give students 3-4 days in the classroom with books and in the computer lab to collect information. 5. Have students present on their different countries. Before the presentations, remind students of the analysis part of the project. 6. Students will also be grading a different presentation plus how well their group worked together. 7. 8. 9. 10. 11. 12. 13. 14. 15. 		

16. 17. 18. 19. 20.	
Formative Evaluation (Req.): Evaluate how the students use their in class work time	Assessment (Req.): Analysis of the project
Iowa Core Curriculum Standards Used (Req.): <ul style="list-style-type: none"> • Geography, grade 9-12: Understand the use of geographic tools to locate and analyze information about people, places, and environments. • Geography, grade 9-12: Understand how physical and human characteristics create and define regions. • Geography, grade 9-12: Understand how physical and human processes shape the Earth’s surface and major ecosystems. • Geography, grade 9-12: Understand how human actions modify the environment and how the environment affects humans. • Geography, grade 9-12: Understand how cultural factors influence the design of human communities. • • • • • 	
Common Core Curriculum Standards Used (Opt.): <ul style="list-style-type: none"> • • • • • 	
NGS Standards Used (Req.): <ul style="list-style-type: none"> • How to analyze the spatial organization of people, places, and environments on the Earth’s surface • The physical and human characteristics of places • That people create regions to interpret Earth’s complexity • The patterns and networks of economic interdependence on Earth’s surface • How human actions modify the physical environment • How physical systems affect human systems • • • • 	
Five Themes of Geography Used (Req.): <ul style="list-style-type: none"> • Location • Place • Region • • 	School District Standards and Benchmarks (Opt.): <ul style="list-style-type: none"> • • •

21st Century Universal Constructs (Opt.):

Other Disciplinary Standards (Opt.):

-
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-
-
-

Other Essential Information (Opt.):

Other Resources (Opt.):

-
-
-
-



European Trip

The class is planning a trip to Europe or Eurasia. However, we only raised enough money to go to one country. We need to decide where to go. Your task, with no more than 2 other people, is to pick a country from the provided list and research it so that the class can vote on where to go.

The Task

You and your group are to research and give an oral and visual presentation on a country. You can do this in a variety of ways. You could make a poster or power point. You could give a regular oral presentation or a rap. Other ideas are acceptable but need to be discussed with me.

Using research tools (books, textbook, and the internet); you need to find the following information. Divide up the tasks evenly between your group members. Each person is responsible for taking notes on their topics and turning them in. Each person is responsible for making a part of the visual presentation.

Topics to be found and to be included in visual presentation:

- Name of the country, the capital and their relative and absolute location
- Language – along with how to say hello and goodbye and at least 3 phrases we would need to know to survive in the country
- 2 Physical Landforms
- Main economic activity – including the currency they use and the exchange rate
- Government – along with the name of the head of state (king/queen/president) and whether they are members of the European Union
- Religion
- 3 things about their history
- At least 3 places to visit – could be cities or specific historical sites
- 3 things about their pop culture – could be on dance, food, music or clothing

Analysis:

The last thing you will need to do is write a paragraph answering the following question.

- Pick a country that another group presented on and explain why we should go to that country rather than the one you presented on. You must include facts that were presented.

Assessment:

- Group work by me and your group members.
- Visual and Oral Presentation by me and other members in the class.
- Decision Paragraph

European Trip Rubrics

Name _____

Country _____

Group Members _____

Visual Presentation

CATEGORY	4	3	2	1
Graphics - Relevance	All graphics are related to the topic and make it easier to understand.	All graphics are related to the topic and most make it easier to understand.	There are only 1-2 graphics.	There are no graphics or they do not relate to the topic.
Required elements and accuracy	The product includes all 9 required elements as well as additional information and is accurate.	All 9 required elements are included on the product and are accurate.	8-6 of the required elements are included on the product and are accurate.	Less than 6 required elements are included on the product and are accurate.
Attractiveness	The product is exceptionally attractive in terms of design, layout, and neatness.	The product is attractive in terms of design, layout and neatness.	The product is acceptably attractive though it may be a bit messy.	The product is distractingly messy or very poorly designed. It is not attractive.
Title	Title can be read from 6 ft. away and is quite creative.	Title can be read from 6 ft. away and describes content well.	Title can be read from 4 ft. away and describes the content well.	The title is too small and/or does not describe the content of the poster well.
Mechanics	Capitalization, grammar, and punctuation are correct throughout the poster.	There is 1 error in capitalization, grammar or punctuation.	There are 5 errors in capitalization, grammar or punctuation.	There are more than 6 errors in capitalization, grammar or punctuation.

Decision Paragraph

CATEGORY	6-7 pts.	4-5 pts.
Organization- Introduction - clearly states what country we should go to. (1pt.) Body - gives 3 reasons for your decision comparing and contrasting your country and another (3pts.) Conclusion - restates your decision and why. (1 pt.)	4 or 5 of the requirements are complete and correct	3 of the requirements are complete and correct
Mechanics/Sentence Structure Write complete sentences (1pt.) Free from errors in spelling, punctuation, and capitalization errors (1 pt.)	Both requirements are complete and correct	One of the two requirements are complete and correct.

Oral Presentation and Group Work

CATEGORY	4	3	2	1
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.

Visual Presentation _____ **out of 20**
Peer Grade for Presentation _____ **out of 7**
Decision Paragraph _____ **out of 7**
Oral Presentation and Group Work _____ **out of 16**
Peer Grade for Group Work _____ **out of 4**

A = 56-51 B = 50-45 C = 44-39 I = 38 - 0

Total _____ **out of 56 possible**

Name _____

Group you are grading _____

Visual Presentation

CATEGORY	2	1.5	1	.5
Graphics - Relevance	All graphics are related to the topic and make it easier to understand	All graphics are related to the topic and most make it easier to understand.	There are only 1-2 graphics.	There are no graphics or they do not relate to the topic.
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Country _____

Group Member _____

Group Work

CATEGORY	2	1.5	1	.5
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.
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