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The Color Run Project

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The Color Run Project

Created by Rachel Hansen – Muscatine High School, Muscatine School District

Grade Level (Req.): 9th-12th grade	Content Area (Req.): Human Geography, Sociology, Technology	Unit (Opt.):
Connections to Other Disciplines (Opt.): • Behavioral Sciences • English •		
Time Frame (Req.): 1 quarter (9 weeks)	Goal (Req.): Students will plan, develop, and market a 5k Color Run route.	
	Objective (Req.): Students apply knowledge of the five themes of geography to an authentic project and use Google Earth to demonstrate their geography skills.	
Materials Needed (Req.): • Google Earth • Projector • Internet • • • •		New Vocabulary (Opt.): • Five Themes of Geography • • • •
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Where should The Color Run go next? "The Color Run: The Happiest 5k on the Planet" – http://www.youtube.com/watch?v=XWsfHC-0d6A&feature=plcp		
Instructional Sequence/Procedure (Req.): 1. Week One: Frontload information and activites on the Five Themes of Geography. 2. Week Two: Student exploration of Google Earth capabilities. 3. Week Three: Students choose a potential host city and study it by applying the Five Themes and studying climagraphs. 4. Week Four: Students examin how cultural factors influence the design of human communities and reflect their culture, human needs, government policy, and curren values and ideals. Use TED Talk on "The Four Commandments of Cities" and Rio de Janeiro's preparations for the Olympics. 5. Week Five: Study the history, demographics, and attractions of the city. 6. Week Six: Introduce behavioral sciences elements on decision-making and research procedures. Students will conduct a survey, interpret the results, and present their findings. This will measure interest in a 5k in that city. 7. Week Seven: Students conduct interviews with Color Run employees, volunteers, and participants to help select the right type of location within a city to hold such an event. 8. Week Eight: Rough drafts of Color Run routes using Google Earth (record tour). Experiment with Screencasts to do audio recordings as well. 9. Week Nine: Students will propose their projects in class and post their videos online for a global audience.		

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Formative Evaluation (Req.): (1) Five Themes of Geography; (2) Investigation with Google Earth; (3) Research on host city; (4) Survey; (5) Interviews	Assessment (Req.): The summative evaluation with this unit will require students to produce a short movie proposal to pitch the host city to The Color Run organization. This must in include (1) A virtual tour using Google Earth; (2) coverage of each of the five themes of geography; (3) use of audio to supplement video or text on the screen.

Iowa Core Curriculum Standards Used (Req.):
- 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 cultural factors influence the design of human communities.
- Behavioral Sciences, grade 9-12: Understand the influences on individual and group behavior and group decision-making.
- Behavioral Sciences, grade 9-12: Understand the appropriate research procedures and skills of the behavioral scientist.
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Common Core Curriculum Standards Used (Opt.):
- Speaking and Listening, grade 6-12: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- Speaking and Listening, grade 6-12: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- Writing, grade 6-12: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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NGS Standards Used (Req.):
- How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- How to analyze the spatial organization of people, places, and environments on Earth's surface.
- The physical and human characteristics of places.

- How culture and experience influence people's perceptions of places and regions.
- How to apply geography to interpret the present and plan for the future.
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Five Themes of Geography Used (Req.):	School District Standards and Benchmarks (Opt.):
- Location - Place - Human Environment Interaction - Movement - Region	

21st Century Universal Constructs (Opt.): Critical Thinking; Complex Communication; Creativity; Collaboration; Productivity and Accountability

Other Disciplinary Standards (Opt.):
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Other Essential Information (Opt.):

Other Resources (Opt.):
- www.thecolorrun.com
- www.earth.google.com
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