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The Color Run Project: Day One

Rachel Hansen
Muscatine High School

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Grade Level (Req.): 9th-12th grade	Content Area (Req.): Human Geography, Sociology, Technology	Unit (Opt.):
Connections to Other Disciplines (Opt.): • English • •		
Time Frame (Req.): 1 day, 90 minutes	Goal (Req.): Students will plan, develop, and market a 5k Color Run route.	
	Objective (Req.): Students can define location as a theme of geography and apply it to a city in the world.	
Materials Needed (Req.): • Google Earth • Projector • • • • •	New Vocabulary (Opt.): • Location • Absolute location • Relative location • •	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Where should The Color Run go next?		

Instructional Sequence/Procedure (Req.):
1. Anticipatory Set: "The Color Run: The Happiest 5k on the Planet" - http://www.youtube.com/watch?v=ZWsfHC-0d6A&feature=plcp
2. Individual: Students research The Color Run website (www.thecolorrun.com) to select a new city to host the next Color Run. The city can be within the U.S. or a new international location. Regardless, the city must not have already hosted a previous Color Run.
3. Direct Instruction: Teach the first theme of geography – location – and explain the difference between absolute and relative location.
4. Guided Instruction: Use London, England as a sample city to host the next Color Run event. Use Google Earth to find its absolute and relative location.
5. Individual: Students use Google Earth to determine the absolute and relative location of their host city.
6. Closure: Students write a short reflection responding to the following prompt, "Based on its location, is this city most likely to host a Color Run event?"
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Formative Evaluation (Req.): Students must apply their new knowledge of the theme of location to the new host city. They will also write reflectively about whether or not this city is still a viable choice.	**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.
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Common Core Curriculum Standards Used (Opt.):
- 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.
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Five Themes of Geography Used (Req.):	**School District Standards and Benchmarks (Opt.):**
- Location	-
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21ˢᵗ Century Universal Constructs (Opt.): Critical Thinking, Creativity, Flexibility and Adaptability

Other Disciplinary Standards (Opt.):
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Other Essential Information (Opt.): This project will extend the length of one semester and allow students to apply their knowledge to a new, real-world scenario.

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