

2012

## The Color Run Project: Day One

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## The Color Run Project: Day One

Created by Rachel Hansen – Muscatine High School

Grade Level (Req.): 9th-12th grade	Content Area (Req.): Human Geography, Sociology, Technology	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> <li>• English</li> <li>•</li> <li>•</li> </ul>		
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.): <ul style="list-style-type: none"> <li>• Google Earth</li> <li>• Projector</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>		New Vocabulary (Opt.): <ul style="list-style-type: none"> <li>• Location</li> <li>• Absolute location</li> <li>• Relative location</li> <li>•</li> <li>•</li> </ul>
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Where should The Color Run go next?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> <li>1. Anticipatory Set: “The Color Run: The Happiest 5k on the Planet” - <a href="http://www.youtube.com/watch?v=ZWsfHC-0d6A&amp;feature=plcp">http://www.youtube.com/watch?v=ZWsfHC-0d6A&amp;feature=plcp</a></li> <li>2. Individual: Students research The Color Run website (<a href="http://www.thecolorrun.com">www.thecolorrun.com</a>) 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.</li> <li>3. Direct Instruction: Teach the first theme of geography – location – and explain the difference between absolute and relative location.</li> <li>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.</li> <li>5. Individual: Students use Google Earth to determine the absolute and relative location of their host city.</li> <li>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?”</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> <li>11.</li> <li>12.</li> <li>13.</li> </ol>		

14. 15. 16. 17. 18. 19. 20.	
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 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.): <ul style="list-style-type: none"> <li>• Geography, grade 9-12: Understand the use of geographic tools to locate and analyze information about people, places, and environments.</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
Common Core Curriculum Standards Used (Opt.): <ul style="list-style-type: none"> <li>• 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.</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
NGS Standards Used (Req.): <ul style="list-style-type: none"> <li>• How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
Five Themes of Geography Used (Req.): <ul style="list-style-type: none"> <li>• Location</li> <li>•</li> </ul>	School District Standards and Benchmarks (Opt.): <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>

<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
21 <sup>st</sup> Century Universal Constructs (Opt.): Critical Thinking, Creativity, Flexibility and Adaptability	
Other Disciplinary Standards (Opt.): <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
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.): <ul style="list-style-type: none"> <li>• <a href="http://www.thecolorrun.com">www.thecolorrun.com</a></li> <li>• <a href="http://www.earth.google.com">www.earth.google.com</a></li> <li>•</li> <li>•</li> </ul>	