

## **Best Practices of Technology Integration**

**Title:** *The New Canada Project*

**Subject(s):** Geography, Economics, Language Arts, Career and Employability, and Art.

**Intended Grade Levels:** 7<sup>th</sup> and 8<sup>th</sup> grades

### **Description:**

The students will be focusing on one province/territory in Canada. They will study the following:

- Natural resources
- Location & geographical significance
- Physical geography
- The people and culture
- The climate
- A brief history
- Economy
- Everyday life of the people
- Transportation

From this study they will use the above information gathered in order to create a business venture appropriate to the area. This business proposal will need to be presented to a board of commissioners and receive approval (or not) from the same board. They will also apply this information when designing a travel poster/brochure for their province.

### **Curriculum Benchmarks:**

#### **ML.SOC.II.1.MS.3**

Explain why people live and work as they do in different regions.

#### **ML.SOC.II.3.MS.3**

Describe how and why people, goods and services, and information move within world regions and between regions.

#### **ML.SOC.IV.1.MS.2**

Evaluate employment and career opportunities in light of economic trends.

#### **ML.SOC.V.2.MS.2**

Gather and analyze information using appropriate information technologies to answer the question posed.

### **Detailed Timeline:**

This activity is designed for a 76-minute period that meets every other day. The students are allowed six weeks to complete the entire project. The first week is devoted entirely to the project. After the first week, one class period per week is designated “Canada Project Day”.

**Materials/Hardware/Software :****Materials:**

Media Center Materials (i.e., Encyclopedias, World Bank Data Books)

Art Materials (i.e., large sheets of construction paper, markers, stencils etc.)

**Hardware:**

Scanner, digital camera, possibly a video camera

**Software:**

Access to Internet

Word Processing Software Package

Spreadsheet Software Package

Multimedia Presentation Software Package (i.e., PowerPoint® or HyperStudio®)

**Teacher Preparation:**

The basic activity and description sheets are included with this plan. You will need time to familiarize yourself with these and how they would apply to your students and your time schedule. You will need time to check out the materials within your own system to better direct your students.

**Prerequisite Student Skills:**

This activity is designed to be done after the students have completed a survey of the entire country of Canada. A *basic* understanding of Canada's geography and people is assumed.

**Activities/Procedures:**

The basic project involves completing four tasks, which are:

- 1) Researching a province/territory of Canada and presenting the basic information in the form of a multimedia computer presentation. The students will research the following:

- Natural resources
- Location & geographic significance
- Physical geography
- The people and culture
- The climate
- A brief history
- Economy
- Everyday life of the people
- Transportation

This information will be presented to their classmates in the form of a PowerPoint or HyperStudio multimedia presentation. This slide show is limited to 10 slides maximum with a minimum of five. Each slide is limited to 25 words. Students should use symbolism and few words to convey their information.

- 2) Students will use the above information to help them choose a business, placing the business in the province/territory they researched. This business must be appropriate to their research and be a plausible business venture. The student will become an entrepreneur for this part of the project. Yes, they want to make money. They do not want to interfere with the environment. And yes, they want to be an asset to their newly “adopted” community. They will prepare a presentation for a board of commissioners who will decide on whether they will approve the business venture or not. This board is made up of students within the class who have researched provinces/territories located near each other. (Example: The Northwest Territories, Yukon and British Columbia would form one board of commissioners. Anyone from these areas will present to this board. They will want to be sure they have all the facts and information needed to “sell” their business to this board.)
- 3) The third task is to make a poster advertising their chosen province. The objective is to promote the tourism of the area **not** their business. This should advertise and attract people to their province/territory.
- 4) Last, they are to focus on a special art, or craft, or author, or artist, or actor, etc. from the researched area. They are to teach their classmates the skill or introduce them to the person or skill they chose.

General Instructions to Students: Be creative in your work. Quality always counts! Make sure you include a bibliography. **Do not copy** information word for word when gathering information. Printing whole sections off the computer and photocopying information from books are not acceptable. Keep all your “stuff” in a box or “briefcase” that you will turn in when you make your presentation. You will also periodically be asked to show your progress on your project. These dates will not always be announced. You will receive a grade at these updates. Keep your research together and ready to share.

Have fun with this! Be organized and use all your time wisely. You will receive at least one class period per week to work on this but you will need to use time outside of class also.

More Activities and Directive Activities: This checklist will be given to students midway through the project. It is just a means for them to monitor themselves as they progress through the project.

### **CANADA PROJECT CHECK LIST**

- \_\_\_\_\_ Have you gathered all of the notes needed on your province?
- \_\_\_\_\_ Have you chosen your business?
- \_\_\_\_\_ Are your business needs planned?
- \_\_\_\_\_ Do you have your presentation to the licensing board planned? Are you ready for their questions? Can you support your choice with data?
- \_\_\_\_\_ Do you have a well thought-out and designed poster advertising your province?

\_\_\_\_\_Are you ready for your presentation to your classmates? Remember to include one of the following: a special art, or craft, or author, or artist, or author, etc. from your area.

\_\_\_\_\_Is your slide show complete with the information you found in your research?

\_\_\_\_\_Bibliography?

\_\_\_\_\_Have you rehearsed your presentation?

The following group challenge is another group activity to help focus the students. The purpose of this activity is to help give direction to the Board of Commissioners and; therefore, to the students who will present to their board.

### **GROUP CHALLENGE**

#### **BOARD OF COMMISSIONERS PLANNING**

You will soon be interviewing entrepreneurs who are looking for your approval for their new business venture. What are the areas you will want them to address in their presentations to you? Are there specific questions you can ask them if they don't answer these questions to your standards during their initial presentation to your board?

After you have your list, go back and star the ones you feel are the most important standards for your community.

As a group, prepare a letter to be sent to the people who will be applying to you for business approval. It will be very important for them to be prepared. Obviously, if they do not answer your questions with the answers you are looking for you may deny their request for approval of their business. Yes, their grade will be affected if they are legitimately denied. As a group, you must explain your reasons for granting or denying a business permit. How and who will do this?

#### **Assessment/Evaluation:**

The assessment is the actual presentation of their project. This should be evaluated by the teacher with a rubric or a written critique of the performance. They will also receive an evaluation of their business presentation by the Board of Commissioners. Periodic updates will also be a form of assessment. Not only the material gathered and its application will be evaluated at these times, but the organizational skills of the students will also be assessed.

**Student Examples:** See attached for:

- A commercial prepared by an academically average 7<sup>th</sup> grade boy - He and his uncle worked for ten hours to develop this commercial to help present his business proposal to the Board of Commissioners. (Attachment 1)
- A PowerPoint® presentation of basic facts on Canada by an above average 8<sup>th</sup> grade girl - She followed the requirements as outlined in the Activities/Procedures section of this project description. She used her images as prompts to explain her

province to the class. She has put the number of clicks on the slides for your use. To access the show, click on **Slide Show** on the tool bar. Once you've done that click on **View Show**. (Attachment 2)

**Follow-up Activities:**

Upon completion of this project students will fill in a blank Canada map. They will label the provinces in the correct locations. Important water bodies, cities, and resources will also be properly identified on the map. This activity is to include information they learned from the presentations. It will be done on a large-scale map as a class discussion/project activity. Everyone is responsible for putting up at least two pieces of information – one from their researched province/territory and one from another.

If time allows, students might actually do some of the art/craft activities shared by their classmates.

Follow-up with authors/literature could also be appropriate. An example would be reading Ann of Green Gables.

Students will write an essay about a *proposed trip* to Canada. They must defend their choices with specific reasons for touring where they do. An understanding of the locations, places of interest, weather with relation to the time of year they travel must be evident in their essay.

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