

### Physical Regions of Canada: Mini-Research Project and Presentation

**Task:** You have been approached by a representative for a geographic region of Canada to create an eye-catching, informative, and creative promotional piece to attract business, tourism, and investors to that region. You have a variety of methods from which you can choose to present your promotional piece. Some ideas are:

Webpage      Brochure      Video      Song      Power Point      Voice Thread      Capzule      Glogger

In addition to the presentation, you will need to provide the client with a fact page, to ensure that you are not falsely advertising the region.

Your mark is broken up into three parts: the fact sheet, the oral presentation, & the individual self-evaluation.

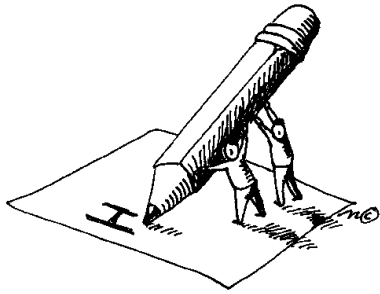
The due date for the fact page is: \_\_\_\_\_

The presentations will begin: \_\_\_\_\_

I have marked these dates in my agenda!

#### ***The Leg Work***

1. Groups of 1-3 , **pick one region** & **inform your teacher** which region you have chosen.
  - All regions must be represented; therefore if we have too many students preferring one region, you may get assigned another one. First come, first served.
2. **Research** the **physical geography** of that area. Go beyond what your textbook has described about:
  - Topography
  - Climate
  - Vegetation
3. **Research** the **Human-Environment Interaction** within that area
  - How people affect the environment
  - How the environment affects human life
  - What kind of economy and employment is found there
  - Tourism opportunities
4. **Where to find reliable sources of information:**
  - Books: print and ebooks (from Collingwood Library/Learning Commons)
  - The course textbook
  - The Oxford Atlas
  - Carefully evaluated websites.
  - Please use Noodle Tools to create notes and bibliography and share it in the appropriate drop box



**The Products: the Fact Sheet and the Presentation**

Remember these promotional pieces are meant to **attract anyone and everyone!** Your audience can range from tourists who know nothing of the area to business people looking to set up a company. Appeal to their interests and needs.

1. The type of presentation is up to you. It should range between 120 & 180 seconds. It should be informative, interesting, and appealing.
2. You need to include a map highlighting your region
3. The class will have an opportunity to ask questions after your presentation.
4. All students will be directed to [www.socialstudiesmclaughlin.weebly.com](http://www.socialstudiesmclaughlin.weebly.com) to complete a survey about which region they would want to travel to after viewing the presentations.
5. You will get two class periods to work on this project. Please bring the appropriate materials.

*Content of the Fact Sheet*

Criteria/Standards	2	1.5	1	.5
Writing-Organization <ul style="list-style-type: none"> <li>• Each section has clear beginning, middle &amp; end.</li> </ul>	Well-organized	For the most-part well organized	Somewhat organized but many aspects flawed	Poorly Organized
Writing-Grammar <ul style="list-style-type: none"> <li>• Punctuation</li> <li>• Syntax</li> <li>• capitalization</li> </ul>	No errors	1-2 grammar mistakes	3-4 grammar mistakes	More than 5 mistakes
Spelling & Proof-reading	No errors	1-2 spelling mistakes	3-4 spelling mistakes	More than 5 mistakes
	<b>8</b>	<b>6</b>	<b>4</b>	<b>2</b>
Content Accuracy	All facts are correct	99-90% of the facts are correct.	89-90% of the facts are correct.	Fewer than 80% of facts are correct.
Research Process: MLA (Noodle Tools) Bibliography presents a range of quality resources demonstrating the credibility and authority of information presented. Used information ethically.				
<b>Total Mark</b>		<b>/14</b>		

*Your Oral Presentation*

Criteria	Standard	
<b>Opening</b>	<ul style="list-style-type: none"> <li>• Very catchy</li> <li>• Very clear thesis</li> </ul>	/1
<b>Delivery</b>	<ul style="list-style-type: none"> <li>• Poised</li> <li>• Good contact with audience</li> <li>• Clear articulation</li> <li>• Excellent volume</li> <li>• Maintains the audience's interest</li> </ul>	/4
<b>Content</b>	<ul style="list-style-type: none"> <li>• Clear purpose</li> <li>• All material relevant</li> <li>• Important &amp; original ideas</li> </ul>	/5
<b>Creativity</b>	<ul style="list-style-type: none"> <li>• Sells the region in a interesting manner</li> <li>• Concept is creative and original</li> </ul>	/4
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Strong opening</li> <li>• Developed closing</li> <li>• Clear supporting factual information</li> <li>• Solid transitions</li> </ul>	/3
<b>Language</b>	<ul style="list-style-type: none"> <li>• Clear command of sentence patterns</li> <li>• No distracting mannerisms</li> </ul>	/2
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Effective, clear elegant</li> </ul>	/1
<b>Total Mark</b>		<b>/20</b>

*Self Evaluation on the Work Habit Rubric*

Work Habits	FULLY MEETING (FM)	MEETING (M)	MINIMALLY MEETING (MM)	NOT MEETING (NYM)
RESPONSIBILITY	FM (ALWAYS)	M (*MOSTLY)	MM (INCONSISTENTLY)	NYM (SELDOM)
<b>Preparedness - materials</b>	Always prepared for class	Mostly prepared for class	Inconsistently prepared for class	Seldom prepared for class
<b>Completion of in-class assignments</b>	Always completes work on time and is on-task during classroom activities	Mostly completes class work in a focused manner	Inconsistently – work is completed in class in a focused manner	Seldom completes work during class time; focus frequently slips
<b>Respect for work</b>	Always respects the quality of own work	Mostly respects the quality of own work	Inconsistently respects the quality of own work	Seldom respects the quality of own work
ATTITUDE	FM (ALWAYS)	M (*MOSTLY)	MM (INCONSISTENTLY)	NYM (SELDOM)
<b>Attitude (overall)</b>	Engages in and demonstrates great interest in learning	Mostly engages in and demonstrates an interest in learning	Inconsistently engaged in classroom activities	Seldom engages in class activities
<b>Participation (attitude/contributes)</b>	Participates and/or makes a positive contribution in classes	Mostly participates in class discussions	Inconsistently participates in classes/discussions	Seldom contributes to the classroom environment
<b>Team work</b>	Acts as a leader with other students	Mostly works well with others	Inconsistent ability to work with other students	Seldom works well with others
<b>Respect for others</b>	Respectful and encouraging of other students and their work	Most often is respectful of other students and their work	Generally respectful of other students and their work	Seldom is respectful of other students and their work
INDEPENDENCE	FM (ALWAYS)	M (*MOSTLY)	MM (INCONSISTENTLY)	NYM (SELDOM)
<b>Effort</b>	Puts forth an energetic/vibrant effort	Mostly puts forth strong effort	Inconsistently puts forth effort	Seldom applies him/herself
<b>Time Management</b>	Manages time extremely well and is able to work without direct supervision; on task	Mostly often manages time well and is able to work without direct supervision	Inconsistently manages time; does require direct supervision	Seldom is on task and often requires direct supervision
<b>Initiative</b>	Willing to ask for assistance and helps other	Most often helps others	Inconsistently helps others	Seldom helps others