

## The Travelogue Project

Congratulations! You have built the time machine that Ms. Thompson has always dreamed of! Sadly, her advanced age has made it dangerous for her to experience time travel. So, you must do it for her, but be forewarned: you cannot come back empty handed!

Your task is to “visit” one of Canada’s physiographic regions and create a travelogue of your journey using the Smartboard and Notebook software. Your group will then be responsible for teaching Ms. Thompson and the class everything they should know about the region.

### I. Presentation format:

- point-form slides
- maps & images (cited)
- interaction with the Notebook software/Smartboard, including one *live link* – 2 minutes or less
- works cited

### II. Content requirements:

#### General Description

- winter & summer climate
- natural resources
- flora (vegetation)
- fauna (animals)
- shape of landscape (low-lands, mountains, etc)

#### Your “visits”:

##### **Period 1: The region immediately prior to & immediately after European settlement (about 200 yrs ago)**

- Describe the economic activities of the region’s aboriginal peoples
- Describe the cultural landscape created by aboriginals
- Describe the economic activities of the settlers in the region
- Describe the cultural landscape created by European settlers & their settlement patterns

##### **Period 2: The region today**

- Describe current economic activities
- Describe the current (typical) urban *and* rural settlement patterns and cultural landscapes
- Describe current environmental concerns associated with the economic activities
- Describe current economic challenges

### III. Evaluation

In a brief written submission, you will explain how you contributed to the group project and what level of overall accomplishment you have achieved. You will also explain what work habits mark best reflects your efforts. Be sure to provide evidence for your claims. Keep this in mind for our year end one-on-one conference!

**Content**

<b>Accomplished</b>	<b>Capable</b>	<b>Developing</b>	<b>Beginning</b>
Information is complete, accurate, detailed & easy to understand. Demonstrates a deep understanding of the region.	Information is complete with minor inaccuracies & easy to understand. Demonstrates a solid understanding of the region.	Information is mostly accurate &/or sections may be missing. Demonstrates a basic understanding of the region.	Information may be inaccurate & / or not clearly presented. Large chunks or key information may be missing. Demonstrates little understanding of the region.

**Presentation Citations & Works Cited (Thinking)** - We will use the Library's 4 level rubric.

**Slide Layout (Communication)**

<b>Accomplished</b>	<b>Capable</b>	<b>Developing</b>	<b>Beginning</b>
Template, colour, spacing & fonts make slides easy to follow. Excellent visuals aid explanation. Overall: visually pleasing & easy to follow.	Template may not be used. Improper use of one of: colour, spacing & fonts making SOME slides difficult to follow. Appropriate visuals aid explanation. Overall: easy to follow.	Template may not be used. Improper use of one or more: colour, spacing & fonts making SEVERAL slides difficult to follow. Visuals do not always aid explanation. Overall: several slides may not be clear.	No template. Improper use of more than one: colour, spacing & fonts making most slides difficult to follow. Images do not aid explanation or are inappropriate. Overall: difficult to follow.

**Presentation (Communication)**

<b>Accomplished</b>	<b>Capable</b>	<b>Developing</b>	<b>Beginning</b>
Voice (volume, speed, tone) is always clear. Body language (eye contact, posture, smiling) shows confidence. Student(s) do not read from slides, cue cards or notes. Group is very organized & prepared.	Voice (volume, speed, tone) is generally clear. Body language (eye contact, posture, smiling) shows some confidence. Student(s) occasionally read from slides, cue cards or notes. Group is organized & prepared.	Voice (volume, speed, tone) is at times hard to hear. Group members may have poor eye contact & may not stand still. Student(s) rely on slides, cue cards or notes. Group is minimally organized & prepared.	Voice (volume, speed, tone) is hard to hear. Poor eye contact & members do not stand still. Student(s) rely on slides, cue cards or notes. Group is not organized & prepared.

**Mastery of Smartboard & Notebook software (Communication)**

<b>Accomplished</b>	<b>Capable</b>	<b>Developing</b>	<b>Beginning</b>
Wows the audience with a live link & consistent interaction with the Smartboard.	Masters the basics; live link & some interaction with the Smartboard.	Basics only; little interaction with the Smartboard.	Had trouble & /or no Smartboard features were used.

