**Five Themes Assignment Name:**

**Goal:**  To visually express your understanding of the Five Themes of Geography - Movement, Region, Human & Environmental interaction, Location, Place

**Role:** You are a travel writer, tasked with creating a Travel Pamphlet, on a city of your choice. (Not in Canada)

**Audience/Situation**: Will be customers who are trying to choose the best travel location to visit.

**Product:** is a travel pamphlet.

1. Select a city that is **outside of Canada**. Describe the city using the themes.
2. The following must be incorporated:

* Title(must be original, not name of place)

* Pictures of your city for each of the themes (**total five**) use captions to clearly label what theme it is you are trying to show.
* History- Explain a historical event that happened in your city, if nothing look at the history of the country. Has it had a revolution? Did it play a role in WW1 or WW2?
* **Location** 
  + Provide the absolute location of your city
  + Provide two relative locations for your city
* **Place** 
  + List two human characteristics
  + List two physical characteristics
* **Region** 
  + Identify two regions your city is connected to (biomes, political organizations, economic agreements…)
* **Movemen**t
  + Identify two main exports from your city’s country or specific ways they move goods and people (name of the specific mode such as “Sky-train” for Vancouver)
* **Human / Environmental Interaction** 
  + Suggest two ways the citizens have **adapted** to their environment.
  + Suggest two ways the citizens have **modified** their environment.
  + Suggest two ways the citizens **depend** to the environment

1. Include various information that would make someone want to travel to that city. Tourist attractions, festivals or landmarks that make that place interesting. It must be visually attractive and make others want to travel to “your” city.

**Action Plan**: you need to fill in the chart below and assess what you did or did not accomplish and adjust you plan for the following day if necessary.

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|  | **Action Plan** | **Self- Assessment of Plan for the time frame** | **Adjustments needed for following time frame** |
| **Friday**  **Day 1** |  |  |  |
| **Wednesday**  **Day 2** |  |  |  |
| **At home to complete for submission** |  |  |  |

To meet **Criterion B** - You must develop **an *action plan*** and at the **reassess your needs regularly**. In addition, you **must take notes using Cornell Two column notes**.

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| Key Words /Terms | Detail – abbreviations, symbols, point form no sentences, must paraphrase |
|  |  |
| Summary | |
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| **Achievement Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. | **Add your own expectations here!** |
| 1-2 | The student:   1. formulates a research question that is clear or focused and describes its relevance, 2. formulates a limited action plan to investigate a research question or does not follow a plan, 3. collects and records limited information, not always consistent with the research question, 4. makes a limited evaluation of the process and results of the investigation. |  |
| 3-4 | The student:   1. formulates a research question that is clear and focused and describes its relevance in detail, 2. formulates and somewhat follows a partial action plan to investigate a research question, 3. uses a research method(s) to collect and record mostly relevant information, 4. evaluates some aspects of the process and results of the investigation. |  |
| 5-6 | The student:   1. formulates a clear and focused research question and explains its relevance, 2. formulates and follows a substantial action plan to investigate a research question, 3. uses research method(s) to collect and record appropriate relevant information, 4. evaluates the process and results of the investigation. |  |
| 7-8 | The student:   1. formulates a clear and focused research question and justifies its relevance, 2. formulates and effectively follows a comprehensive action plan to investigate a research question, 3. uses research methods to collect and record appropriate, varied and relevant information, 4. thoroughly evaluates the investigation process and results. |  |

**Criterion B: Investigating**

**Criterion C: Communicating**

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| --- | --- | --- |
| **Achievement Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. | **Add your own expectations here!** |
| 1-2 | The student:   1. communicates information and ideas in a limited way, using a style that is limited in its appropriateness to the audience and purpose, 2. structures information and ideas according to the specified format in a limited way, 3. documents sources of information in a limited way. |  |
| 3-4 | The student:   1. communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose, 2. structures information and ideas in a way that is somewhat appropriate to the specified format, 3. sometimes documents sources of information using a recognized convention. |  |
| 5-6 | The student:   1. communicates information and ideas accurately by using a style that is mostly appropriate to the audience and purpose, 2. structures information and ideas in a way that is mostly appropriate to the specified format, 3. often documents sources of information using a recognized convention. |  |
| 7-8 | The student:   1. communicates information and ideas effectively and accurately by using a style that is completely appropriate to the audience and purpose, 2. structures information and ideas in a way that is completely appropriate to the specified format, 3. consistently documents sources of information using a recognized convention. |  |