

# **Mapping My Trip to the 2002 Winter Olympics!**

By Lisa Macomber

Grade Level: 8<sup>th</sup> grade

## **Geographic Question**

What is the best route of travel from your city to Salt Lake City for the 2002 Winter Olympics?

## **Overview**

In this lesson, students will map their journey from a designated metropolitan area to Salt Lake City in order to attend the 2002 Winter Olympics. The students will need to select the route that they will travel along using road maps to collect information about freeways and cities along the route. They will use atlases to get topographical information about their route, such as where the mountain ranges and waterways are located. The Internet will also be available to the students so that they may collect information about landmarks of interest along their routes.

The students will take into account some of the natural elements, such as weather and road conditions, as well as stopping points for fuel, food, and hotels each day, geographic landmarks (natural and man-made). In addition, the students will be calculating the estimated time it will take them to travel from their city to Utah.

Once they have gathered all of the information they will map their route on a legal sized map of the USA. The students will create a map and present it to small groups giving them the opportunity to justify why they chose a particular route to travel to Salt Lake City. To complete this lesson the students will revise the final copy of their map if necessary. They will be able to use this in their portfolio if they choose.

## **Connections with the Curriculum**

### **Oregon's 8<sup>th</sup> Grade Benchmark**

Social Studies: Geography Content Standard

Locate places and explain geographic information or relationships by reading, interpreting, and preparing maps and other geographic representations.

8<sup>th</sup> grade benchmark:

- ◆ Read, interpret, and prepare maps, charts, graphs, and other visual representations to understand geographic relationships.

The students will use:

Maps, charts, and graphs to understand patterns of movement over time and space.

Maps, charts, graphs, and photographs to analyze spatial distributions and patterns.

- ◆ Locate and identify on maps and globes the regions of the world and their prominent physical features.

The student will identify:

The location of major mountain ranges, deserts, rivers, cultural regions and countries in the world.

- ◆ Explain and compare physical and human characteristics of major regions and significant places in the world.

The student will:

Locate and identify population centers and geographic reasons for their locations.

National Geography Standards Addressed:

**The World in Spatial Terms**

Standard 1: How to use maps, and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

Standard 2: How to use mental maps to organize information about people, places, and environments in a spatial context.

Standard 3: How to analyze the spatial organization of people, places, and environments on Earth's surface.

Grade Level: 8<sup>th</sup> Grade

## Objectives

The student will:

- a) Locate and identify the best route to travel from a designated metropolitan area to Salt Lake City for the 2002 Winter Olympics.
- b) Identify and collect data on the natural elements, landforms (natural and man made), stopping points for food, fuel, and hotels to stay in, and the estimated time it will take to travel the route that they have chosen.
- c) Create a their map, using the checklist to ensure all aspects of the map have been covered.
- d) Discuss their maps in small groups of three or four, justifying their travel decisions with each other, and completing the peer evaluation feedback forms.
- e) Revise their final draft if needed, and turn in the map.

## Materials

- ◆ Rand McNally classroom atlas (classroom set)
- ◆ Classroom map of the USA (for reference)
- ◆ USA political maps (classroom set)
- ◆ Road atlases (for reference)
- ◆ Maps of national and state parks and landmarks
- ◆ Legal sized freeway and highway maps of the USA (2 for each student)
- ◆ Markers
- ◆ Colored pencils
- ◆ Rough draft checklist
- ◆ peer evaluation feedback forms
- ◆ Final draft checklist

## Procedures

### Introduction

- a) Tell the students that they have won a trip to the 2002 Winter Olympics in Salt Lake City, Utah.
- b) Explain that each student will be leaving from a different location in the USA, and traveling by car to the Olympics.
- c) Show the students a list of all of the cities that they can depart from displayed on an overhead. Ask them to come and sign up for one city by writing their name next the city they want to use for this project. If at all possible have each student sign up for a different city.

## Lesson

- a) Explain the lesson's objectives and hand out the scoring guide. Make sure that each student has the peer evaluation feedback form, and the checklist for the final draft of their map.
- b) Go over each of the scoring guides, and answer any questions that may arise. If possible, provide examples of what you want to see for the final draft of the map.
- c) Have the students use their atlases and information sheets to collect data and begin mapping. Have reference materials readily available for the students who wish to add extra elements to their map.
- d) To help with the interpretation of data, use the following prompts:
  - ◆ What are the major freeways surrounding your city?
  - ◆ What are the major freeways surrounding Salt Lake City? Do the two connect somewhere?
  - ◆ What will the weather be like on your trip? Remember you will be traveling in February.
  - ◆ Are the roads you want to drive on often closed in the winter due to snow or ice?
  - ◆ What are the major cities along the route? Small cities?
  - ◆ Where can you stop for fuel? For food? For a hotel?
  - ◆ Where are the major mountains, waterways, and deserts along your route?
  - ◆ Are there any major landmarks along your route that you would be interested in stopping at? Consider natural as well as man made landmarks.
  - ◆ How much time will you spend visiting landmarks? Will this delay your trip? If so, by how much?
- e) After these steps have been completed, set aside some time to allow the students to individually work on their maps.
- f) Once the maps have been drawn allow time for the students to groups of three or four and share their maps, justifying their route to their peers. During this time each group member will have a form that they will fill out to provide feedback to the mapmaker, to help them revise their rough draft, if necessary.
- g) Once everyone in the group has shared and returned the peer evaluation feedback forms, give the students the rest of the class time to work on their final drafts.
- h) When the students finish their final drafts collect them. Score them using the scoring guide. Once they have been scored and recorded, return them to the students so that they may use them in their portfolios if they choose.

## Vocabulary

Metropolitan

Compass rose

Key/legend

Landmarks

Natural elements (weather, topography, road conditions, etc.)

Highway/Freeway (what is the difference between)

State Park/National Park (what is the difference between)

## Assessment

Assess each student's map by looking at mapping and interpretation skills. Make sure that the students did not make any major errors collecting data or mapping the route between the two metropolitan areas. Make sure that the final copies are colored and neat.

For assessment of the group work, use the peer evaluation feedback form.

For assessment of the final draft, use the scoring guide.

## Extensions

This lesson could be used for any city in the USA or worldwide. The students could also pretend that they are an international ski team from a Olympic country and map the route to the Olympics.

Students could use transparencies to overlay statistical data to compare, contrast, and interpret their maps along with their classmates' maps.

To extend this to a writing activity, students could write a diary/journal that gives an account of their trip to the Olympics.

Students could create a travel brochure attracting tourists to the Olympics-including a map from their city to Salt Lake City.

# Peer Evaluation Feedback Form

Name of cartographer \_\_\_\_\_

Please answer the following questions:

1. The map contained all of the elements on the checklist.    \_\_\_yes        \_\_\_\_no

2. I liked \_\_\_\_\_  
\_\_\_\_\_ about the map.

3. The map might be improved if, or the map still needs \_\_\_\_\_  
\_\_\_\_\_

4. I learned for this map \_\_\_\_\_  
\_\_\_\_\_

5. Did the cartographer do a good job of justifying their route to the rest of the group?  
      \_\_\_\_yes    \_\_\_\_no

Why? \_\_\_\_\_  
\_\_\_\_\_

6. If you could do this activity again, what would you do differently? \_\_\_\_\_  
\_\_\_\_\_

# Mapping My Trip to the 2002 Winter Olympics!

Element Assessment	Points Possible	Earned	
		Self	Teacher
<b>Does Your Map Have:</b>			
A title?	5	_____	_____
The mapmaker's name, date, and period?	5	_____	_____
A key or legend in which all symbols are explained?	10	_____	_____
The paper oriented properly toward north with a compass rose?	5	_____	_____
A scale of miles, appropriately and consistently used?	10	_____	_____
A neatly drawn, labeled, and colored map?	10	_____	_____
Paper with a consistent geographic grid?	5	_____	_____
Marked freeways and highways from your city to SLC?	10	_____	_____
Clearly identified stopping points for food and fuel?	10	_____	_____
Clearly identified stopping points for hotels?	10	_____	_____
Labeled topographical features on your route?	10	_____	_____
Labeled natural and man made landmarks?	10	_____	_____
<b>TOTAL</b>	<b>100</b>	_____	_____

# **Your City v. Salt Lake City!**

Grade Level: 8<sup>th</sup> grade

## Geographic Question

How does your city compare to Salt Lake City in terms of physical and cultural characteristics?

## Overview

In this lesson the students will compare their city and Salt Lake City in terms of physical geography, climate, cultural landscape, and their perceptions of the two places/regions.

The students will chart geographical information for their city and compare that to Salt Lake City. Then they will answer some questions related to their charts.

## Connections with the Curriculum

### **Oregon's 8<sup>th</sup> Grade Benchmark**

Social Studies: Geography Content Standard

Locate places and explain geographic information or relationships by reading, interpreting, and preparing maps and other geographic representations.

#### 8<sup>th</sup> grade benchmark:

- ◆ Read, interpret, and prepare maps, charts, graphs, and other visual representations to understand geographic relationships.

The students will use:

Maps, charts, and graphs to understand: 1. patterns of movement over time and space 2. and analyze spatial distributions and patterns.

- ◆ Locate and identify on maps and globes the regions of the world and their prominent physical features.

The student will identify:

The location of major mountain ranges, deserts, rivers, cultural regions and countries in the world.

- ◆ Explain and compare physical and human characteristics of major regions and significant places in the world.

The student will:

1. Identify, locate, and compare the cultural characteristics of places and regions.
2. Recognize relationships between the physical and cultural characteristics of a place or region.

## National Geography Standards Addressed:

### **Places and Regions**

Standard 4: The physical and human characteristics of places.

Standard 5: That people create regions to interpret the Earth's complexity.

Standard 6: How culture and experience influence people's perception of places and regions.

Grade Level: 8<sup>th</sup> Grade

### Objectives

Following the model lesson and lesson one of this unit, the student will be able to:

- a) Complete the chart where the students will compare and contrast several different aspects of their city and Salt Lake City with 80% accuracy.
- b) Complete the lesson by answering questions about the chart .

### Materials

- ◆ Rand McNally classroom atlases
- ◆ Classroom map of the USA
- ◆ USA political maps
- ◆ Markers (for brainstorming activity)
- ◆ Colored pencils
- ◆ Statistical information from model lesson and lesson one of this unit.
- ◆ Information on Salt Lake City, found in atlases, almanacs, and maps.
- ◆ Pictures of the two cities, to compare the cultural landscapes of the two.

## Procedures

### Introduction

- a) In small groups of two or three, hand out butcher paper to the students and give them 3 minutes to brainstorm things that they already know about Salt Lake City.
- b) When the students are finished, have each group share one or two ideas to the class. Once all of the groups have participated, hang up the posters around the room for the students to use as a reference tool.

### Lesson

- a) Explain the lesson's objectives and hand out the chart. Make sure that each student has their own copy. Review the scoring rubric with the class and answer any questions that arise.
- b) Have the students use their atlases and information sheets to collect and chart information about the two cities. Have reference materials readily available for the students who wish to do add extra information to their chart.
- c) When the students finish completing the chart distribute the questionnaire.
- d) Grade using the rubric and return to the student for use in their portfolio if they choose.

### Assessment

Assess each student's chart and questionnaire. Make sure that the students did not make any major errors collecting data or answering the questions.

For assessment of the chart and questionnaire, use the attached rubric.

### Extensions

This lesson could be used for more than one city in the USA or worldwide.

Extra elements could be added to the chart, for a more complete look at the cities.

The students could use magazines to create a collage showing some of the cultural characteristics of each city. They could use photos to develop and test hypotheses about similarities and differences in cultural landscape. (Cultural characteristics such as religion, language, politics, and the use of technology.)

**Your City**

**Salt Lake City**

**1** Mountain Ranges

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**2** Water (freshwater) lakes, rivers

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**3** Water (saltwater) oceans, lakes

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**4** Deserts

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**5** Natural Landmarks of interest

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**6** Regional environment (forest, tundra, urban)

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**7** Regional category of the USA  
(Pacific Northwest, Midwest)

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**8** Climate (Mediterranean, tropical)

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**9** Natural Disasters

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**10** The year the city was founded/settled

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**11** Economy of the city

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**12** Transportation (cars, trains, bus)

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**13** Religion (most prominent in area)

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**14** Man made landmarks

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**15** City symbols (Seattle's Space Needle)

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**16** Famous events that occurred in the city

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Name \_\_\_\_\_  
Date \_\_\_\_\_  
Period \_\_\_\_\_

## Your City v. Salt Lake City

1. How do the physical geographic features influence the development of your city?
2. How do the physical geographic features influence the development of Salt Lake City?
3. What are the cultural aspects of your city? What sets it apart from the rest of the USA?
4. What cultural aspects does Salt Lake City have that made it attractive when bidding for the opportunity to host the 2002 Winter Olympics? What did it have that helped it win?
5. How has hosting the 2002 Winter Olympics helped Salt Lake City?
6. Are there any disadvantages of hosting the 2002 Winter Olympics?
7. Is your city equipped to host any of the Olympic games?
8. What changes would your city need to make to accommodate the athletes and spectators?
9. Which city has greater economic growth and development?
10. Does the year the city was founded influence what kind of transportation the city has?

11. When you started this activity, did you have any previous perceptions about your city? Have they changed, and if so, how have they changed?

12. When you started this activity, did you have any previous perceptions about Salt Lake City? Have they changed, and if so, how have they changed?

13. What else would you like to know about your city?

14. What else would you like to know about Salt Lake City?

## Your City v. Salt Lake City Scoring Guide

**6 = A+      5 = A      4 = B      3 = C      2 = D      1 = F**

### **Chart Variables**

- 6** Absolutely all of the information is included on each line, and additional information is provided on the back of the chart.
- 5** All of the information is included on each line, and there may be additional information in the margin.
- 4** Almost all of the information is on each line. There are less than two blank lines on the entire chart.
- 3** Most of the information is on each line. There are less than four blank lines on the chart, although some of the information on the chart may be incomplete.
- 2** Some of the information is on the chart. There are more than six blank lines on the chart, and several lines have incomplete information.
- 1** There is little information on the chart. Over half of the chart is blank, with several incomplete lines on the chart.

### **Question Handout**

- 6** All of the questions are answered in their entirety. There are absolutely no grammar or spelling mistakes. Sentences are well organized, well crafted, and complete.
- 5** All of the questions are answered. There are no grammar or spelling mistakes. Sentences are organized and complete.
- 4** Almost all of the questions are answered. There are few grammar or spelling mistakes. Sentences are organized and complete.
- 3** Most of the questions are answered. There are several grammar or spelling mistakes. Most sentences are organized and complete.
- 2** Some of the questions are answered. There are frequent grammar or spelling mistakes. Sentences are occasionally organized and complete.
- 1** Almost none of the questions are answered. There are many grammar or spelling mistakes. Sentences are rarely organized and complete.

# **Fieldwork: Buildings v. the Environment**

Grade Level: 8<sup>th</sup> grade

## Geographic Question

How do physical systems influence buildings during construction? What environmental impacts does the construction have on the Earth's ecosystems?

## Overview

In this lesson, students will have the opportunity to visit a construction site to see first hand what happens to the environment when buildings are being built. The students will discuss how the physical environment is impacted by the construction of a building. Following that stop, the students will take busses to a local university where a professor of ecology will explain some of the lasting effects that people and their buildings have on the ecosystem and the animals and plants within. During both stops the students will have the opportunity to ask their own geographic questions. When we return to the school, the students will brainstorm ways in which they think the ecosystems and environment can and should be protected and preserved when hosting events such as the Winter Olympics.

## Connections with the Curriculum

### **Oregon's 8<sup>th</sup> Grade Benchmark**

Social Studies: Geography Content Standard

Locate places and explain geographic information or relationships by reading, interpreting, and preparing maps and other geographic representations.

#### 8<sup>th</sup> grade benchmark:

- ◆ Explain how human modification of the physical environment in a place affects both that place and other places.

The student will understand:

How the process of urbanization affects the physical environment of a place, the cultural characteristics of a place, and the physical and human characteristics of the surrounding region.

How clearing vegetation affects the physical environment of a place and other places.

## National Geography Standards Addressed:

### **Physical Systems**

Standard 7: The physical processes that shape the patterns of Earth's surface.

Standard 8: The characteristics and spatial distribution of ecosystems on Earth's systems.

Grade Level: 8<sup>th</sup> Grade

### Objectives

The student will:

1. Write four inquiry/geographic questions with their partners to ask the manager of the construction site and two questions to ask the professor.
2. Brainstorm at least four ways in which they think the ecosystems and environment can and should be protected and preserved when hosting events such as the Winter Olympics.

### Materials

- ◆ Clipboards (one board for each pair of students)
- ◆ Paper for writing answers and information found in the field
- ◆ Butcher paper for posters
- ◆ USA political maps (classroom set)
- ◆ Markers
- ◆ Colored pencils
- ◆ Fieldwork assessment guide

### Procedures

#### Introduction

Ask the students if they have ever seen a house being built. Ask them what happened to the wildlife and plants when the construction was going on. Inquire to find out if the students notice when the prime building season is, and why. Take 3 minutes to discuss the different ideas from the class, and write them on the chalkboard for reference when you return.

#### Lesson

- a) Tell the students that they will get the opportunity to do some fieldwork. Before you depart, have the students write (in pairs) four inquiry/geographic questions. Two of these questions will be asked at the construction site, and the other two will be asked at the university. Give the students

time to write at least four questions, and let them know that as they think of more questions they should write them down as well.

- b) Remind the students that fieldwork is just that: work. Be sure to tell them all of your expectations up front, many students are used to field trips where they have fun...but this is different. It should be fun, but the purpose is to collect information to help them decide ways that the ecosystems and environment should be protected and preserved when hosting events such as the Olympics.
- c) Tell the students that when they return they will be making posters in groups of two or four to show in pictures and words the different ideas they have that can be used for environmental protection when hosting major events. These posters will be displayed around the room for everyone to see, so their best work should be used.
- d) As you prepare to depart, remind students that in order to receive full credit that they will need to turn in their papers with the questions and answers that they have generated.
- e) When you return have the students group up in pairs or groups of four and brainstorm on a small piece of paper important points that they learned. Distribute the butcher paper and give the students time to draw and write their ideas on the poster. Make sure that the students have a clear expectation of what you need to see for the poster, (i.e. does it need to be neatly drawn, with labels, how many ideas should be listed, etc.)

## Vocabulary

Fieldwork  
Environment  
Ecologist  
Physical systems

## Assessment

Collect each student's question and answer sheet. Hang up the posters around the room.

For assessment of the fieldwork and the poster, use the checklist.

## Extensions

If you did not have a construction site near your school you could ask a builder to come to the school and give a presentation. If you do not have a university nearby you could ask an expert in the field for help, or talk to one of the science teachers at your school.

Students could write a letter to an environmental agency asking for more information, or to the Olympic Committee with ideas on ways that the ecosystem could better be protected.

# Fieldwork Assessment

Please indicate how often the student demonstrates each of these behaviors.

Circle the number:

4 = Excellent, the student **consistently** demonstrated that behavior.

3 = Good, the student **usually** demonstrated that behavior.

2 = the student **seldom** demonstrated that behavior.

1 = Poor, the student **rarely** demonstrated that behavior.

## In the Field

1. Asks questions generated in class that is related to the fieldwork.	4	3	2	1
2. Displays respect in the field to all people and aspects involved.	4	3	2	1
3. Is aware of and behaves in a safe and orderly manner.	4	3	2	1
4. Records information as it pertains to the questions asked.	4	3	2	1
5. Is respectful and enthusiastic for the purpose of fieldwork.	4	3	2	1

## Creating the Poster

6. Contributes to fieldwork discussions back in the classroom.	4	3	2	1
7. Works to help achieve the goals of the group.	4	3	2	1
8. Is active member of the group, leading the group to stay on task.	4	3	2	1
9. Keeps the ideas on the poster related to the fieldwork.	4	3	2	1
10. The poster contains four ideas related to the questions they asked.	4	3	2	1
11. Each group member contributed to the drawing/coloring of the poster.	4	3	2	1

# The Great Debate

Grade Level: 8<sup>th</sup> grade

## Geographic Question

Is Salt Lake City incurring environmental damage due to the events, new buildings, and people traveling to the 2002 Winter Olympics?

## Overview

In this lesson, students will take a closer look at the environmental impact hosting the Olympic games has on Salt Lake City. The students will examine the environmental impacts of new buildings, routing masses of people through the different areas and sites, and the lasting effects of hosting the Olympics (good/bad).

Once the students have had the opportunity to research they will engage in a great debate, looking closely at both sides of the issue.

## Connections with the Curriculum

### Oregon's 8<sup>th</sup> Grade Benchmark

#### **Social Studies: Geography Content Standard**

Locate places and explain geographic information or relationships by reading, interpreting, and preparing maps and other geographic representations.

#### 8<sup>th</sup> grade benchmark:

- ◆ Explain how human modification of the physical environment in a place affects both that place and other places.

The student will understand:

How the process of urbanization affects the physical environment of a place, the cultural characteristics of a place, and the physical and human characteristics of the surrounding region.

How clearing vegetation affects the physical environment of a place and other places.

## National Geography Standards Addressed:

### **Environment and Society**

Standard 14: How human actions modify the physical environment.

Standard 15: How physical systems affect human systems.

Standard 16: That changes that occur in the meaning, use, distribution, and importance of resources.

Grade Level: 8<sup>th</sup> Grade

## Objectives

After completing the fieldwork for this unit, the student will be able to:

- a) Examine the environmental impact that hosting the Olympic games has on Salt Lake City.
- b) Collect information on the new buildings, event sites, routing people from event to event, crowd control/management, and the lasting effects (good and bad).
- c) One the students have had the opportunity to collect information the class will engage in a debate that closely examines the environmental impact on Salt Lake City.

## Materials

- ◆ Rand McNally classroom atlas
- ◆ Classroom map of the USA
- ◆ Maps of Utah and Salt Lake City
- ◆ Information on what environmental agencies are doing to protect the Earth during the Olympics
- ◆ Markers
- ◆ Colored pencils
- ◆ debate scoring guide

## Procedures

### Introduction

- a) Have the students review the main points of their fieldwork by walking around the room looking at each other's posters.
- b) After the students return to their desks, take 3 minutes to review the main ideas that were discussed in reference to the fieldwork experienced the previous day. (what the students enjoyed, what they disliked, what they would like to do again.)

### Lesson

- a) Explain to the students that they are going to take the information that they learned during their fieldwork experience and apply it to the 2002 Winter Olympic Games.

- b) With notes or internet access, books, and any other resources you wish to use, have the students collect information on:
- ◆ the new buildings in Utah
  - ◆ the different event sites
  - ◆ transportation routes, how to take people from event to event
  - ◆ crowd control/management for all of the incoming tourists
  - ◆ long term effects of hosting the Olympics (good and bad)
- c) One the students have had the opportunity to collect information during one class period, the next class period they will engage in a class debate that closely examines the environmental impact on Salt Lake City.
- d) For the debate the students will be able to look at each issue, giving 2 affirmative and 2 negative positions for each issue. Each issue will involve two students, one taking the affirmative side and the other taking the negative side.
- e) Before you begin the debates, hand out the debate topics and the scoring rubric. Explain that the students will be scored on their ability to analyze problems, provide evidence, use logical reasoning, and answer the opponent's charges effectively. The students will also be scored on the delivery of the speech. Tell them that the teacher as well as 3 peers will assess each debater. Review the expectations of peer assessment and begin!
- f) To keep students on their toes, draw names immediately before each question. This will keep the students actively engaged in the debates.

## Vocabulary

Debate

First and second affirmative

First and second negative

## Assessment

For assessment of the debate, have the teacher and three students fill out the debate judge's rubric.

## Extensions

The students could write speeches (3-5 minutes) persuading us to agree with their "side" of thinking.

## Debate Topics

1. Should the Olympic Committee be held responsible for any ecological damage caused by the building of event venues for the games?
2. Should different forms of transportation be built/ brought in specifically for the games? For example, should the city build trains to accommodate the crowds?
3. Is hosting the games good for all the people that already live in Salt Lake City?
4. Is it really harmful to the ecosystems in the area to have the Olympics, or it is just a publicized gimmick?
5. Would you support the Olympic Games if they were coming to your city?
6. How does hosting the Olympic Games affect the different social classes in Salt Lake City?
7. Do the wealthy community members have any advantages in the decisions made when hosting the games?
8. How does hosting the Olympics affect the homeless people of Salt Lake City?
9. How much does hosting the Olympics impact the economy of the small businesses in the area?
10. How much does hosting the Olympics impact the economy of the large businesses in the area?



# Olympic Brochure!

Grade Level: 8<sup>th</sup> grade

## Geographic Question

Who goes to the Olympics games, what events do they participate in, and which countries are represented?

## Overview

For this lesson the students make a brochure that will take a look at the athletes and tourists that travel to the Olympics. They will examine how warring nations are at peace during the games, what religions dominate the majority of the athletes, where they come from, which events they will participate in, and how many tourists come to watch. The students will then get to choose the format that they present this information.

## Connections with the Curriculum

### Oregon's 8<sup>th</sup> Grade Benchmark

Social Studies: Geography Content Standard

Locate places and explain geographic information or relationships by reading, interpreting, and preparing maps and other geographic representations.

#### 8<sup>th</sup> grade benchmark:

- ◆ Explain and compare physical and human characteristics of major regions and significant places in the world.

The student will:

1. Locate and identify population centers and geographic reasons for their locations.
2. Identify, locate, and compare the cultural characteristics of places and regions.
3. Recognize relationships between the physical and cultural characteristics of a place or region.

- ◆ Identify patterns of migration and cultural interaction in the United States.

The students will understand:

1. Identify patterns of population distribution and infer causes.
2. Understand patterns of migration streams in U.S. history
3. Understand how migration streams affect the spread of cultural traits.

## National Geography Standards Addressed:

### **Human Systems**

Standard 9: The characteristics, distribution, and migration of human populations on Earth's surface.

Standard 10: The characteristics, distribution, and complexity of Earth's cultural mosaics.

Standard 11: The patterns and networks of economic interdependence on Earth's surface.

Standard 12: The processes, patterns, and functions of human settlement.

Standard 13: How the forces of cooperation and conflict among people influence the division and control of Earth's surface.

Grade Level: 8<sup>th</sup> Grade

### Objectives

After the students correctly identify 20 of the countries that are represented at the Olympic games, list five different cultural characteristics the athletes and tourists will be bringing to the Olympic games, and discuss the political effects of how warring nations are at peace during the games as well as which religions the athletes belong to the student will be able to:

Create a handwritten brochure that incorporates at least 10 of the countries represented, three of their favorite Olympic events, and at least five other cultural characteristics of the games.

### Materials

- ◆ Rand McNally classroom atlas (classroom set)
- ◆ Classroom map of the USA (for reference)
- ◆ If internet is available use : <http://www.uen.org/SLC2002/body-country.cgi> to find the list of countries represented at the Olympics
- ◆ Paper for the brochures
- ◆ Sample brochure, include the information you wish to use on the template
- ◆ Markers
- ◆ Colored pencils
- ◆ Scoring guide for brochure

## Procedures

### Introduction

- a) Tell the students that they are going to examine the people and cultural characteristics found in Salt Lake City during the Winter Olympics.
- b) Ask if any of the students can list 15 of the countries that will be represented at the 2002 Winter Olympics. Give the students 30 seconds to talk it over with the person next to them and then write their ideas on the board or overhead.

### Lesson

- a) Explain the lesson's objectives: to create a handwritten brochure that incorporates at least 10 of the countries represented, three of their favorite Olympic events, and at least five other cultural characteristics of the games.
- b) Have the students discuss in groups of three or four 20 of the countries that are represented at the Olympic games, three of their favorite events that they athletes will compete in, five of the different cultural characteristics the athletes and tourists will be bringing to the Olympic games, and discuss the political effects of how warring nations are at peace during the games as well as which religions the athletes belong to. Have one person in each group take notes that the group can use as reference when making the brochure.
- c) Hand out the scoring guide. Give some student examples of the brochures that can be produced, and how they can incorporate some of the facts that they have learned during the unit.
- d) Give the students a template that they can use to create their brochure, for example, on the front cover do you want them to write their name, a theme, and draw something related to the Winter Olympics? For their favorite events, is it acceptable to devote half a page to the Jamaican bobsled team?
- e) When the students finish their final draft have them turn them in. Score them using the brochure-scoring guide. Once they have been score and recorded return them to the students so that they may use them in their portfolios if they choose.

### Assessment

Assess each student's brochure by using the scoring guide.

### Extensions

The students could choose to do more than one brochure combining different aspects of culture characteristics.

# Olympic Brochure Checklist

Element Assessment	Points Possible	Earned Assessment	
		Self	Teacher
<b>Does your brochure have:</b>			
A title?	5	_____	_____
Your name, date, and period?	5	_____	_____
Information on at least 10 of the countries attending?	25	_____	_____
Information on three of your favorite Olympic events?	25	_____	_____
Five of the cultural characteristics found at the games?	25	_____	_____
Each page of your brochure clearly labeled and drawn?	10	_____	_____
Each page of your brochure neatly colored?	5	_____	_____
<b>TOTAL</b>	<b>100</b>	_____	_____

# **Create Your Own Portfolio!**

Grade Level: 8<sup>th</sup> grade

## Geographic Question

How can your knowledge of the 2002 Winter Olympics in Salt Lake City be used to interpret the present as well as the future?

## Overview

For this project, students will create their own portfolios that show their journey to the 2002 Winter Olympic Games. Students will be able to select information from previous lessons and form a collection of artifacts that will be used for the portfolio.

## Connections with the Curriculum

### **Oregon's 8<sup>th</sup> Grade Benchmark**

#### **Social Studies: Geography Content Standard**

Locate places and explain geographic information or relationships by reading, interpreting, and preparing maps and other geographic representations.

#### **Oregon's 8<sup>th</sup> Grade Benchmark**

- ◆ Locate and identify on maps and globes the regions of the world and their prominent physical features.
- ◆ Explain and compare physical and human characteristics of major regions and significant places in the world.
- ◆ Identify patterns of migration and cultural interaction in the United States.
- ◆ Explain how human modification of the physical environment in a place affects both that place and other places.

## National Geography Standards Addressed:

### **The Uses of Geography**

Standard 17: How to apply geography to interpret the past.

Standard 18: How to apply geography to interpret the present and plan for the future.

Grade Level: 8<sup>th</sup> Grade

## Objectives

The student will:

- a) Write a one page article answering the question: How can your knowledge of the 2002 Winter Olympics in Salt Lake City be used to interpret the present as well as the future?
- b) Select artifacts that they have completed during other lessons during this unit and other units to create a portfolio.

## Materials

- ◆ All assignments used in this unit as well as the model lesson
- ◆ Markers, colored pencils, crayons, etc.
- ◆ Paper
- ◆ Portfolio scoring guide

## Procedures

### Introduction

- a) Tell the students that they will be creating portfolios with the theme of **“My Journey to the 2002 Winter Olympics”**.
- b) On the overhead, put a short definition of a portfolio up, and discuss what kind of portfolio you wish the students to create.

### Lesson

- a) Have the students review some of the assignments they have completed and select their favorite pieces.
- b) Go over each of the scoring guides, and answer any questions that may arise. If possible, provide examples of what you want to see for the final draft of the portfolio.
- c) Offer some suggestions to the students, things that would be good to include in the portfolio.
- d) Emphasize that the portfolio is a time for self-reflection.

Vocabulary  
Portfolio

Assessment

Assess each student's portfolio with the scoring guide attached.

## Holistic Scoring Guide for the Olympic Portfolio

<u>Score</u>	<u>Components</u>
5	<p>Contains all required components, such as the title, contents page, and letter to reviewer, etc.</p> <p>Contains a variety of all of the required artifacts.</p> <p>There is a clear awareness of the reader and your purpose as a writer.</p> <p>The rationale, content, personal experience, and construction of knowledge fully support the standards in cover letters.</p> <p>The portfolio is essentially free of all mechanical errors and has advanced sentence structure.</p>
4	<p>Contains all required components and supporting artifacts.</p> <p>The rationale, content, personal experience, and construction of knowledge fully support some standards and partially support some standards in cover letters.</p> <p>There are a few mechanical errors, but the portfolio has varied sentence structure.</p>
3	<p>Contains all required components and supporting artifacts.</p> <p>The rationale, content, personal experience, and construction of knowledge partially support standards in cover letters.</p> <p>There are some mechanical errors, run-on sentences, and little variety in sentence structure.</p>
2	<p>There are components or artifacts that are missing.</p> <p>There is very little awareness of the reader or the writer's purpose.</p> <p>The rationale, content, personal experience, and construction of knowledge are superficial, global, or unrelated to standards in cover letters.</p> <p>There are many mechanical errors, incomplete, and run-on sentences.</p>

# Portfolio Requirements

## Section One

An introduction and purpose section

This will contain: a title page, table contents, and letter to the reviewer.

## Section Two

This will be the time when you will select work from four of the six National Geographic essential elements and use one or two of your artifacts to support each your choices. For example, the first selection might cover the Human Systems element, and your artifact would be your brochure.

\*Each section should contain a cover letter explaining why you chose the artifact that you have chosen.

## Section Three

Should include an article answering the question: How can your knowledge of the 2002 Winter Olympics in Salt Lake City be used to interpret the present as well as the future?

## Section Four

This section will contain a self-reflection in which you reflect on your journey, what you learned, what you hoped to learn but did not, what you would do differently.

## Section Five

Appendix and bibliography. This is for anything you would like to include, but it did not fall into the other categories.

Tips for making the portfolio readable:

1. Invite the reader in with a Letter of Introduction
2. Include a table of contents
3. Reflect on your work—show why things were chosen
4. Let the reader know the purpose for the portfolio
5. Think about Goals, would a reader know about what they are?
6. What criteria guide your choices? Can the reader tell?

## Portfolio Definition (Abbreviated)

A portfolio is a purposeful collection of student work that exhibits to the student (and/or others) the student's efforts, progress, or achievement in (a) given area (s).

This collection must include:

- ◆ Student participation in selection of portfolio
- ◆ The criteria for selection
- ◆ The criteria for judging merit
- ◆ Evidence of student self-reflection

## Things to Consider While Writing Your Self-Reflection

1. My opinions about this unit are:
2. What I enjoyed about this unit includes:
3. I participated the most when:
4. I participated the least when:
5. If I could do this unit again, I would change:
6. One thing that I learned during this unit is:
7. One thing I was hoping to learn but did not was:
8. Questions I still have are:
9. In the future, I will remember:
10. Are you happy with this product overall?