

Where in the World? Overview & Pacing Guide

Where in the World: Selecting a Country

1. Brainstorm a country that interests you.
2. Talk to your family for input on countries that may be relevant to your family history.
3. Briefly research the country and gather information about its history, culture and geography.
4. Consider the resources available to you for research (books, websites, videos, etc.) and make sure there is enough information to complete your project.
5. Think about what aspects of the country's culture and history you find the most interesting and would like to focus on.



Timeline

Due Date: Tuesday 2 April (present to class)

Presentation Day: Monday 8 April from 2:15-3:05pm

Parent welcome to attend presentation afternoon

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Where in the World: Research Information Outline

Geography and Climate:



- Location of the country
- Borders of the country
- Topography (mountains, rivers, plains, etc...)
- Climate and weather patterns
- Natural resources

History and Government:



- Major events in the country's history
- The country's system of government
- The current leader of the country
- The country's political and social issues
- International relations with other countries

Culture and Traditions:



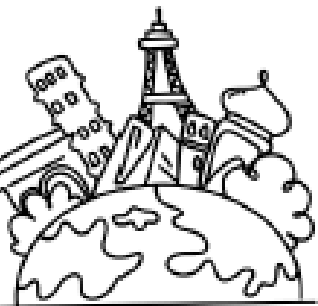
- Major holidays and celebrations
- Cultural customs and traditions
- Foods and drinks that are popular in the country
- Traditional clothing or attire
- Arts and music that are popular in the country

Language and Education:



- The official language of the country
- Common phrases and words in the language
- Education system in the country
- Literacy rates and access to education
- Prominent universities or colleges in the country

Famous Landmarks and Tourist Attractions:



- Iconic landmarks or monuments
- Natural wonders or national parks
- Museums or historical sites
- Popular tourist attractions
- Famous festivals or events in the country

Other Fun Facts:

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Where in the World: Country Research Gathering Information

1. Check out educational websites such as National Geographic, BBC News, World Encyclopedia or World Atlas to find reliable information about your country. Be sure to record the websites you use for information.
2. Use government websites such as the CIA World Factbook or the United Nations' official website to find official statistics and data about your country. Again, be sure to record the websites you use for information.
3. Be sure to take breaks and manage your time effectively. Don't try to do all your research in one sitting. Instead, break it up into smaller chunks and take breaks regularly.
4. Finally, remember to enjoy the process of learning about a new country and culture! You may discover new interests and passions along the way.



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Where in the World: Research Presentation Guidelines

Ways to present your country:

e-books/song/poem/booth board/video/story/drama play/dress up/slide presentation/drawing/sculpture/artwork/build a model/cardboard presentation/diorama...any format you like!

1. Practice your presentation at least once or twice before you present it to the class. This will help you become more familiar with the material and help you speak confidently and clearly.
2. Be sure to practice your presentation ahead of time to ensure you can deliver it within the allotted time.
3. Prepare props or visual aids or any other form you like to help illustrate the points in your presentation.
4. When and if presenting, speak slowly, clearly and confidently. Use gestures and maintain eye contact to engage your audience.
5. Organise your presentation into clear sections/points so that your audience can easily follow.
6. Engage your audience/classmates by asking questions, seeking opinions, or encouraging them to participate in other ways.
7. Believe in yourself and your abilities. Speak clearly, maintain eye contact and be confident in your delivery.



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Where in the World: Country Research Grading Rubric

| Category | Extensive | Sound | Basic | Limited |
|---|---|--|--|---|
| Geography and Climate | Accurately and thoroughly presents all aspects of geography and climate of the country | Mostly accurate and complete presentation of geography and climate of the country | Some inaccuracies and omissions in presentation of geography and climate of the country | Significant inaccuracies and omissions in presentation of geography and climate of the country |
| History and Government | Accurately and thoroughly presents all aspects of history and government of the country | Mostly accurate and complete presentation of history and government of the country | Some inaccuracies and omissions in presentation of history and government of the country | Significant inaccuracies and omissions in presentation of history and government of the country |
| Culture and Traditions | Accurately and thoroughly presents all aspects of culture and traditions of the country | Mostly accurate and complete presentation of culture and traditions of the country | Some inaccuracies and omissions in presentation of culture and traditions of the country | Significant inaccuracies and omissions in presentation of culture and traditions of the country |
| Language and Education | Accurately and thoroughly presents all aspects of language and education of the country | Mostly accurate and complete presentation of language and education of the country | Some inaccuracies and omissions in presentation of language and education of the country | Significant inaccuracies and omissions in presentation of language and education of the country |
| Famous Landmarks and Tourist Attractions | Accurately and thoroughly presents all aspects of famous landmarks and tourist attractions of the country | Mostly accurate and complete presentation of famous landmarks and tourist attractions of the country | Some inaccuracies and omissions in presentation of famous landmarks and tourist attractions of the country | Significant inaccuracies and omissions in presentation of famous landmarks and tourist attractions of the country |
| Comments: | | | | |

ORAL PRESENTATION RUBRIC: Where in the World?

| | Extensive | Thorough | Sound | Basic |
|---|--|---|---|---|
| Delivery | <ul style="list-style-type: none"> • Holds attention of entire audience with the use of direct eye contact, seldom looking at notes • Speaks with fluctuation in volume and inflection to maintain audience interest and emphasise key points | <ul style="list-style-type: none"> • Consistent use of direct eye contact with audience, but still returns to notes • Speaks with satisfactory variation of volume and inflection | <ul style="list-style-type: none"> • Displays minimal eye contact with audience, while reading mostly from the notes • Speaks in uneven volume with little or no inflection | <ul style="list-style-type: none"> • Holds no eye contact with audience, as entire report is read from notes • Speaks in low volume and/ or monotonous tone, which causes audience to disengage |
| Content/ Organisation | <ul style="list-style-type: none"> * Presents information in logical, interesting sequence which audience can follow. • Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence | <ul style="list-style-type: none"> * Presents information in logical sequence which audience can follow. • Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions | <ul style="list-style-type: none"> • Audience has difficulty following presentation because student does not present information in an organised manner. • Attempts to define purpose and subject; provides weak examples, facts, and/ or statistics, which do not adequately support the subject | <ul style="list-style-type: none"> • Audience cannot understand presentation because there is no sequence of information • Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions |
| Grammar | <ul style="list-style-type: none"> • Uses appropriate grammatical structures throughout the presentation, including appropriate tense and a variety of simple, compound and complex sentences | <ul style="list-style-type: none"> • Generally uses appropriate grammatical structures, including appropriate tense and a variety of simple, compound and complex sentences | <ul style="list-style-type: none"> • Attempts to use appropriate grammatical structures at times, including appropriate tense and a variety of simple, compound and complex sentences | <ul style="list-style-type: none"> * Does not use appropriate grammatical structures. |
| Enthusiasm/ Audience Awareness | <ul style="list-style-type: none"> • Demonstrates strong enthusiasm about topic • Significantly increases audience understanding and knowledge of topic; convinces an audience to recognise the validity and importance of the subject | <ul style="list-style-type: none"> • Shows some enthusiastic feelings about topic • Raises audience understanding and awareness of most points | <ul style="list-style-type: none"> • Shows little or mixed feelings about the topic being presented • Raises audience understanding and knowledge of some points | <ul style="list-style-type: none"> • Shows no interest in topic presented • Fails to increase audience understanding of knowledge of topic |
| Comments | | | | |

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