

Take an Interactive Journey Through Canada and Mexico

Grade Level: 8th/Technology/History and Geography

Presented by: Kerry Wisdom

Length of Unit: Fifteen days (2 Lessons)

I. ABSTRACT

Take an interactive journey through Canada and Mexico. Learn about their history, geography, economy and recreation. Become a tour guide and create interactive brochures on these amazing countries. While taking a journey through Canada students will learn about Canada's provinces, waters, cities, languages, minerals, boundaries and the North American Free Trade Agreement (NAFTA). In Mexico, students will learn about Mexico City, the population, the cities, earthquakes, mountains, the Gulf of California, the Yucatan Peninsula, the economy and NAFTA. Using Hyperstudio and the Internet students will create interactive brochures filled with animation, interesting facts and amazing journeys of Canada and Mexico.

II. OVERVIEW

A. Concept Objective(s):

1. Students will use maps, globes, charts, graphs, and other tools of geography to gather and interpret data and to draw conclusions about physical and human patterns. (Florida SS.B.1.3.1, SS.B.1.3.2 and SS.B.1.3.5)
2. Students will demonstrate an understanding of the relationships between physical and cultural environments. (Florida SS.A.2.3.4, SS.B.1.3.6, SS.B.2.3.5 and SS.B.2.3.7).
3. Students will apply research, study, critical thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

B. Content from the *Core Knowledge Sequence*:

1. Geography of Canada and Mexico pg. 189 of the 1999 Core Knowledge Sequence
2. The ten provinces and two territories of Canada
 - a. Nunavut
 - b. Ottawa
 - c. St. Lawrence River and the Gulf of St. Lawrence
 - d. Grand Banks
 - e. The Hudson Bay
 - d. The Mackenzie River
 - e. Mt. Logan
 - f. The two official languages of Canada: English and French
 - g. The Separatist Movement in Quebec
 - h. Montreal
 - i. Toronto
 - j. Vancouver
 - k. Rich mineral deposits in the Canadian Shield
 - l. Grain exporters of Canada
 - m. U.S. and Canada share the longest open international boundary
 - n. The affinities between neighboring U.S. and Canadian regions
 - o. The North American Free Trade Agreement (NAFTA)
 - p. All of the above are on pg. 189 of the 1999 Core Knowledge Sequence

3. Mexico
 - a. The capital of Mexico; Mexico City
 - b. Mexico City is home of nearly one-quarter of population
 - c. Mexico is vulnerable to earthquakes
 - d. Guadalajara
 - e. Monterrey
 - f. The Sierra Madre Mountains
 - g. Gulf of California
 - h. Yucatan Peninsula
 - i. Oil and gas fields of Mexico
 - j. The rapid population growth rate of Mexico
 - k. The North American Free Trade Agreement
 - l. Maquiladoras
 - m. All of the above are on p. 189 of the 1999 Core Knowledge Sequence
- C. Skill Objectives:
 1. Students will explore the geography of Canada and Mexico through maps and geographic information about these countries.
 2. Students will research Canada's and Mexico's industry, population, language, resources, transportation, weather, and other research pertaining to these countries.
 3. Students will collect research information from the Internet using search engines that direct them to certain websites pertaining to Canada and Mexico.
 4. Students will create Hyperstudio presentations using the research and geographic information they have collected from the Internet on Canada and Mexico.
 5. Students will present their Hyperstudio project on Canada and Mexico to the class.
 6. Students will practice the computer skills for creating artwork, text, boxes and buttons in a Hyperstudio project in combination with learning to use a search engine on the Internet.
 7. Students will use multimedia skills pertaining to video, digital graphics, sound animation, and the Internet.
 8. Students will develop and apply writing and typing skills when creating their interactive brochures.

III. BACKGROUND KNOWLEDGE

- A. For Teachers:
 1. A simple political map, comprehensive data, and flag from the CIA WorldFactbook on Canada
<http://geography.about.com/library/cia/blccanada.htm>
 2. A simple political map, comprehensive data, and flag from the CIA WorldFactbook on Mexico
<http://geography.about.com/library/cia/blcmexico.htm>
 3. 5 Themes of Geography
<http://geography.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fwww.nationalgeographic.com%2Fresources%2Fngo%2Feducation%2Fthemes.html>
 4. Have a basic understanding of how to use and teach Hyperstudio 4.0.
- B. For Students:
 1. Sunshine State Standards of Florida
 - a. Social Studies 7th grade
 - b. People, Places and Environment

2. The students will have a basic understanding of geography concepts and skills.
3. The students will have a basic understanding of the geography facts on Canada and Mexico.
4. The students will have a basic understanding of how to use Hyperstudio 4.0.

IV. RESOURCES

- A. Watkins, Mel, editor. *Handbooks to the Modern World: Canada Facts of File* New York, 1993, ISBN 0-8160-1831-6
- B. Merrill, Tim L. and Miro, Ramon, editors. *Area Handbook Series Mexico a Country Study*, Federal Research Division: Library of Congress, 1996, ISBN- 0-8444-0855-7

V. LESSONS

Lesson One (or Day One): Title: Preparing students for a study on the Geography of Canada and Mexico

- A. *Daily Objectives*
 1. Concept Objectives:
 - a. Students will use maps, globes, charts, graphs, and other tools of geography to gather and interpret data and to draw conclusions about physical and human patterns. (Florida SS.B.1.3.1, SS.B.1.3.2 and SS.B.1.3.5).
 - b. Students will demonstrate an understanding of the relationships between physical and cultural environments. (Florida SS.A.2.3.4, SS.B.1.3.6, SS.B.2.3.5 and SS.B.2.3.7).
 2. Lesson Content:
 - a. Geography of Canada and Mexico pg. 189 of the 1999 Core Knowledge Sequence
 3. Skill Objectives:
 - a. Students will explore the geography and history of Canada and Mexico.
 - b. Students will learn research methods to gather information on the Internet.
- B. *Materials*
 1. The Five Themes of Geography
<http://geography.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fwww.nationalgeographic.com%2Fresources%2Fngo%2Feducation%2Fthemes.html>
 2. Computers
 3. Internet access
 4. Student interactive notebooks
 5. colored pencils
 6. Appendix A “Illustrated Outline Assessment”
 7. Appendix B “Interactive Student Notebook Evaluation Sheet”
- C. *Key Vocabulary*
 1. Geography- the description of land, sea, air, and the distribution of plant and animal life including man and his industries.
 2. Location- every point on Earth has a specific location that is determined by an imaginary grid of lines denoting latitude and longitude.
 3. Latitude- distances north and south of the line called the equator.
 4. Longitude- distances east and west of the line called the Prime Meridian.
 5. Geographic Coordinates- using latitude and longitude, these coordinates on a grid tell us exactly where something is located.

6. Human and Environment Interaction- the positive and negative effects that occur when people interact with their surroundings.
7. Cultural Backgrounds- the customary beliefs, social forms, and material traits, of a racial, religious, or social group.
8. Ethnic Groups- relating to large groups of people classed according to common racial, national, tribal, religious, linguistic, or cultural origin or background.
9. Regions- a basic unit of geographic study is the region, an area on the earth's surface that is defined by certain unifying characteristics.
10. Resources- a natural source of wealth or revenue.
11. Terrain- the physical features of a tract of land.
12. Climate- the average course or condition of the weather at a place over a period of years as exhibited by temperature, wind velocity and precipitation.
13. Natural Hazards- hazards that are weather related.
14. Economy- the efficient use of material resources.
15. Industries- a department or branch of a craft, art, business, or manufacture.
16. Imports- to bring merchandise into a place or country from another country.
17. Exports- to carry or send to some other place.
18. Maritime- relating to or bordering on the sea.

C. *Procedures/Activities* (Four days)

Day one:

1. Using computers with Internet access, look up the website on “The Five Themes of Geography.”
2. Students will take notes in their interactive student notebook on the right side during this lesson on geography. Inform students that they will be expected to create an illustrated outline on the left side of their notebook that goes along with this lesson for assessment.
3. Discuss with students what the five themes are and how they will relate to the project on the geography of Canada and Mexico.
 - a. Theme 1: Location
 - i. Using a map point out where Canada and Mexico are in reference to the United States.
 - ii. Next determine what the latitude and longitude of Canada and Mexico is.

Day two:

- b. Theme 2: Place
 - i. Discuss with students what the climate is of Canada and Mexico.
 - ii. Discuss with students what the terrain is of Canada and Mexico.
 - iii. Discuss with students what the natural resources of Canada and Mexico are.
 - iv. Discuss with students what the land of Canada and Mexico is used for.
 - v. Discuss with students what the natural hazards of Canada and Mexico are.
 - vi. Discuss with students the environmental issues concerning Canada and Mexico.
 - vii. Discuss with students what the capital is of Canada and Mexico.
 - viii. Describe and show students what the flag looks like for Canada and Mexico.

Day three:

- c. Theme 3: Human/Environment Interaction
 - i. Discuss with students the population of Canada and Mexico.

- ii. Discuss with students the ethnic groups that live in Canada and Mexico and the different languages they speak.
 - iii. Discuss with students the maritime boundary dispute with the United States.
 - d. Theme 4: Movement
 - i. Discuss with students the different types of transportation used in Canada and Mexico.
 - ii. Discuss with students the economy, imports, exports and the industries of Canada and Mexico.
- E. *Assessment/Evaluation*
 - Day four:
 1. Students will create an illustrated outline on the left side of their student interactive notebook that corresponds with the study of geography on Canada and Mexico.
 2. Students will use simple drawings and symbols to graphically explain class notes.
 3. Students will create simple sketches for each main topic to help record notes about Canada and Mexico.
 4. Evaluate students' interactive notebooks using the Notebook Evaluation Sheet (Appendix B).

Lesson Two Title: Tour Guides of Canada and Mexico

- A. *Daily Objectives*
 1. Concept Objectives:
 - a. Students will use maps, globes, charts, graphs, and other tools of geography to gather and interpret data and to draw conclusions about physical and human patterns. (Florida SS.B.1.3.1, SS.B.1.3.2 and SS.B.1.3.5).
 - b. Students will demonstrate an understanding of the relationships between physical and cultural environments. (Florida SS.A.2.3.4, SS.B.1.3.6, SS.B.2.3.5 and SS.B.2.3.7).
 - c. Students will apply research, study, critical thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.
 2. Lesson Content:
 - a. Geography of Canada and Mexico pg. 189 of the 1999 Core Knowledge Sequence
 - b. The ten provinces and two territories of Canada
 - i. Nunavut
 - ii. Ottawa
 - iii. St. Lawrence River and the Gulf of St. Lawrence
 - iv. The Grand Banks
 - v. The Hudson Bay
 - vi. The Mackenzie River
 - vii. Mt. Logan
 - viii. The two official languages of Canada: English and French
 - ix. The Separatist Movement in Quebec
 - x. Montreal
 - xi. Toronto
 - xii. Vancouver
 - xiii. Rich mineral deposits in the Canadian Shield

- xiv. Grain exporters of Canada
- xv. U.S. and Canada share the longest open international boundary
- xvi. The affinities between neighboring U.S. and Canadian regions
- xvii. The North American Free Trade Agreement
- c. Mexico
 - i. The capital of Mexico; Mexico City
 - ii. Mexico City is home of nearly one-quarter of population
 - iii. Mexico City is vulnerable to earthquakes
 - iv. Guadalajara
 - v. Monterrey
 - vi. The Sierra Madre Mountains
 - vii. Gulf of California
 - viii. Yucatan Peninsula
 - ix. Oil and gas fields of Mexico
 - x. The rapid population growth rate of Mexico
 - xi. The North American Free Trade Agreement
 - xii. Maquiladoras
- 3. Skill Objectives:
 - a. Students will learn the geography and history of Canada and Mexico.
 - b. Students will learn research methods to gather information on the Internet.
 - c. Students will learn how to create interactive brochures using Hyperstudio.
 - d. Students will learn how to organize their information into a meaningful presentation.
 - e. Computer skills will be taught through the software program Hyperstudio and the Internet.
 - f. Multimedia skills will be taught through video, digital graphics, sound, animation and the Internet.
 - h. Students will develop and apply writing and typing skills when creating their interactive brochures.
- B. *Materials*
 - 1. computers with Internet access
 - 2. printer
 - 3. Hyperstudio
 - 4. Interactive student notebooks on the geography of Canada and Mexico.
 - 5. paper
 - 6. pencils
 - 7. Appendix C, "Tour Guides of Canada and Mexico"
 - 8. Appendix D "Canada and Mexico Assessment"
- C. *Key Vocabulary*
 - 1. Provinces- an area of a country having its own government.
 - 2. Territories- a geographical area belonging to or under control of government.
 - 3. Nunavut- Canada's third territory.
 - 4. Ottawa- capital of Canada in Southeast Ontario.
 - 5. Separatist Movement- separates Quebec from Canada on money and the ethnic vote.
 - 6. Canadian Shield- rich mineral deposits.
 - 7. International Boundary- a boundary in the water that is open and free for all ships, vessels, and boats to pass through. International Boundary Waters Treaty Act signed at Washington on January 11th, 1909.
 - 8. Affinities- relationship between United States and Canada.

9. North American Free Trade Agreement (NAFTA)- designed to foster increased trade and investment.
10. Vulnerable- damaged by earthquakes
11. Guadalajara- city in west central Mexico.
12. Maquiladoras- Mexican manufacturing operation that can be subject up to 100% non-Mexican ownership. Located along the Mexican border.

D. *Procedures/Activities* (Fifteen days)

Days one and two:

1. Explain to students that their assignment is to pretend that they are tour guides and they are to plan a trip for a client.
2. The client is requesting an interactive brochure from them on the geography of Canada or Mexico.
3. Explain to the students that they are to create a 12 card Hyperstudio project on the geography of Canada or Mexico.
4. Divide up the students into groups of two at a computer.
5. Have the student count off by fours.
6. Hand out the "Tour Guides of Canada and Mexico" Appendix C.
7. Have the student circle their number in parentheses.
8. Explain to the students that they will be creating their interactive brochure on the number they circled.
9. Read over the sheet with the students so they understand the directions and requirements for their project.
10. Read over the vocabulary for each number so the students understand what they are expected to look up on the Internet.
11. Hand out the "Canada and Mexico Assessment" Appendix D.
12. Explain to the students that this is the way they will be graded on their project.
13. Each requirement is worth 20 points with a total of 300 points possible.
14. Explain to the students that if they meet all the 300 points they will receive a B and for an A they must have exceptional work beyond the basic requirements.
15. Explain to the students that they are to begin looking up their information on the Internet.
16. Explain to the students that they are to start creating their title card including a title, sound, pictures and animation.
17. Explain to the students that their title card must be visually appealing, a card that grabs their clients attention so they will be interested in visiting either Canada or Mexico.
18. Explain to the students that the pictures they use must correlate with their project on Canada or Mexico.

Days three and four:

19. Explain to the students that they are to begin preparing their information for card two which is the table of contents.
20. Explain to the students that they are to list all of their objectives on their table of contents card.
21. Explain to the students that each objective will be a button that will need to link to another card that explains in detail what the objective is.
22. Explain to the students that the table of contents card(s) must include sound, pictures, and animation.

Days five through thirteen:

23. Explain to the students that they are to begin preparing their information for cards three through ten, the research cards.

24. Explain to the students that they are to look up each objective of either Canada or Mexico on the Internet.
25. Tell the students that once they have found their information they are to read over it carefully making sure that is what they need.
26. Explain to the students that once they have the information needed for their research they are to copy and paste it into ClarisWorks and then print it out.
27. Explain to the students that they also need to type the URL for the web site on card eleven the bibliography card.
28. Explain to the students that they now ready to start creating their research cards.
29. Explain to the students that each research card should have a title, research from the Internet, pictures, sound and animation.
30. Explain to the students that they must type the research from the Internet in their own words in a text box.
31. Explain to the students that they must check their spelling, punctuation and grammar of each card.
32. Explain to the students they this is what they will be working on for the next nine days. The students should be completing at least one research card each day to be done on time.
33. Each day on the board list the steps the students should be working on for these nine days.
 - a. Steps to be followed each day:
 - i. Look up research on the Internet.
 - ii. Read over research carefully.
 - iii. Copy and paste research into ClarisWorks and print it out.
 - iv. Type the URL on card eleven, the bibliography card.
 - v. Create a research card for the information, which must include a title, research from the Internet, pictures, sound and animation.

Day fourteen of fifteen:

34. Explain to the students that they are to finish adding all of the resources they used to their bibliography card. They must include all resources from Hyperstudio and the Internet.
35. Explain to the students that they are to create their student credit card which is card number 12.
36. Explain to the students that this card gives the authors credit and it must include sound, animation, and their first and last names.
37. Explain to the students that they should take out their “Canada and Mexico Assessment” sheet and check to make sure they meet all the requirements for the project. (Appendix D)

Day fifteen:

38. Explain to the students that today they will be making a button on each card that will take them to the next card.
39. Explain to the students that each research card must have two buttons one that takes them to the next card and one that takes them to the table of contents. This gives the reader an option of either going back to the table of contents or just moving forward.
40. Explain to the students that card number twelve is the last card and they will not need a button on that card.

E. *Assessment/Evaluation*

1. Using the “Canada and Mexico Assessment” sheet, assess each student’s project as they present them on a large TV in front of the class. (Appendix D)

VI. CULMINATING ACTIVITY

- A. Enter student projects in the Multimedia Mania 2002 awards program sponsored by HyperSIG. See <http://www.ncsu.edu/midlink/mmania.how.html#When>
- B. Submit the projects to Hyperstudio so they can showcase the projects online to others. See <http://www.hyperstudio.com/showcase/users.html>
- C. Publish the projects on the Internet to share with others. Information on how to do this can be found in Hyperstudio 4.0 under Extras called Export WebPage.

VII. HANDOUTS/STUDENT WORKSHEETS

- A. Appendices A-D

VIII. BIBLIOGRAPHY

- A. Rosenberg, Matt “CIA World Factbook on Canada” <http://geography.about.com/library/cia/blccanada.htm>, 2001
- B. Rosenberg, Matt “CIA World Factbook on Mexico” <http://geography.about.com/library/cia/blcmexico.htm>, 2001
- C. Joint Committee on Geographic Education of the National Council for Geographic Education and the Association of American Geographers “5 Themes of Geography” <http://geography.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fwww.nationalgeographic.com%2Fresources%2Fngo%2Feducation%2Fthemes.html>, 1984
- D. Hyperstudio “HyperSIG” <http://www.ncsu.edu/midlink/mmania.how.html#When>
- E. “Hyperstudio Showcase” <http://www.hyperstudio.com/showcase/users.html>
- F. Fleck, T., Isbister, S. C., Brundige, A., & Westerfield, M. *Hyperstudio for Terrified Teachers*, Huntington Beach, CA: Teacher Created Materials, Inc., 1997. 1-55690-180-7
- G. *Hyperstudio 4.0, Knowledge Adventure*, Torrance, CA.
- H. Knowledge Adventure “Hyperstudio” <http://www.hyperstudio.com>, 2001
- I. *Core Knowledge Sequence Content Guideline for Grades K-8* Core Knowledge Foundation, Charlottesville, VA 1999

Appendix A

Illustrated Outline Assessment

Directions: Using the left –side of your interactive notebook create an illustrated outline that corresponds with the study of geography on Canada and Mexico.

Use simple drawings, symbols and illustrations to graphically explain your class notes on the geography of Canada and Mexico.

Create simple sketches for each main topic to help you understand the information you have written on Canada and Mexico.

Appendix B

Interactive Student Notebook Evaluation Sheet

	Student Evaluation	Teacher Evaluation
Quality and Completeness <ul style="list-style-type: none">All class notes and right-side work are completed And of high quality, even for days when you are absent.All left-side work is completed and of high quality		
<u>20</u> <u>25</u> <u>30</u> <u>35</u> <u>40</u> <u>44</u> Needs Improvement Fair Good Excellent	<input type="checkbox"/>	<input type="checkbox"/>
Visual Appearance and Organization <ul style="list-style-type: none">Left- and right-side work is organized and neatEffective highlighting and use of color		
<u>20</u> <u>25</u> <u>30</u> <u>35</u> <u>40</u> <u>44</u> Needs Improvement Fair Good Excellent	<input type="checkbox"/>	<input type="checkbox"/>
Extra Credit <ul style="list-style-type: none">Newspaper cutouts, drawings, graphics, or unassigned personal responsesOther items		
<u>20</u> <u>25</u> <u>30</u> <u>35</u> <u>40</u> <u>44</u> Needs Improvement Fair Good Excellent	<input type="checkbox"/>	<input type="checkbox"/>
Total	<input type="checkbox"/>	<input type="checkbox"/>

Student Comments:

Teacher Comments:

Appendix C
8th grade

Core Knowledge Project on the Geography of Canada and Mexico



Tour Guides of Canada and Mexico



Directions: Your assignment is to pretend you are a tour guide and you are planning a trip for a client and they are requesting an interactive brochure from you on the geography of Canada or Mexico.
Below is an example of how to prepare your cards, you may use **more** cards but **not less**.

- Card #1 Title card: sound, pictures, and Animation
 Card #2 Table of Contents: sound, pictures, and Animation
 Cards #3-10 Research cards for your 10 objectives: title, sound, pictures, animation and research from the Internet.
 Card #11 Bibliography listing all web sites used.
 Card #12 Student Credit Card: sound, animation and students names.
Worth 300 Points Final Exam Project! Circle your 10 objectives

A) Canada

- (1).....
 1. The ten provinces
 2. Two territories
- (2).....
 1. Nunavut
 2. Ottawa
 3. St. Lawrence River
 4. Gulf of St. Lawrence
 5. Grand Banks
 6. Hudson Bay
 7. MacKenzie River
 8. Mt. Logan
 9. Montreal
 10. Toronto
- (3).....
 1& 2. Two official languages:
 English and French.
 3. Separatist movement
 in Quebec.
 4. Vancouver
 5. Canadian Shield
 6. grain exporter
 7& 8. U.S. and Canada share
 longest open international
 boundary.

9. Affinities between
 neighboring U.S. and
 Canadian regions.
10. North American Free
 Trade Agreement.

B) Mexico

- (4).....
 1. Mexico City
 2. Vulnerable to earthquakes
 3. Guadalajara
 4. Monterrey
 5. Sierra Madre mountains
 6. Gulf of California
 7. Yucatan Peninsula
 8. Oil and gas fields
 9. Rapid population
 growth rate.
 10. North American
 Free Trade Agreement.
 11. Maquiladoras

Appendix D

Project Requirements

Total possible points - 300 points

- 1) At least 12 cards including one title card, one table of contents card, 8 research cards, one bibliography and one student credit card. *Points earned _____ out of 20*
- 2) Title card must have a title, picture, sound and animation.
Points earned _____ out of 20
- 3) Must have a table of contents with buttons that link to each card and a picture.
Points earned _____ out of 20
- 4) Research must be factual and interesting. *Points earned _____ out of 20*
- 5) Must use at least 2 references for photos, clip art or graphics.
Points earned _____ out of 20
- 6) Must show evidence of planning, consistency and creativity by the authors.
Points earned _____ out of 20
- 7) Information is organized in a clear, simple and consistent way making it easy for the audience to understand. *Points earned _____ out of 20*
- 8) Text used is easy to read and large enough to be seen.
Points earned _____ out of 20
- 9) Careful use of colors has been consistent and complimentary to the information in the stack. *Points earned _____ out of 20*
- 10) Must have *original artwork and animation*. *Points earned _____ out of 20*
- 11) Students have used artwork, animation, pictures, clip art etc. in a very creative way.
Points earned _____ out of 20
- 12) Students have used a wide variety of animation for their interactive brochure.
Points earned _____ out of 20
- 13) Students have shown understanding of the topic by the information they have presented.
Points earned _____ out of 20
- 14) Students use complete sentences including correct punctuation, grammar, and spelling. *Points earned _____ out of 20*
- 15) Project is done on time. *Points earned _____ out of 20*