Kristi Sisi(Wisehart)

Rebecca Howard

Authentic Activity

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| **Theme** | **Regions and People of the Eastern Hemisphere** |
| **Strand** | **Geography** |
| **Topic** | **Human Systems** |
| **Content Statement** | **Geography 7:** Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today. |

**Historiography**

**Introduction**: Your job is to decide how and why authors have been picking different topics to focus on in different parts of history. For this activity, we are focusing on immigration and what the authors’ main focus is from textbook to textbook.

**Task**: By the end of this project, you will be able to discuss and report on what you have seen in terms of authors approach to what information is important in history. Going from station to station and looking into different years and make of history books will do this. You will then get in front of the class in order to report, with your group, on your findings of the different approaches.

**Process**:

Start off the class time talking about the Eastern Hemisphere. What does the class know about it and not know? While this discussion is going on between the whole class it would be good to have the teacher record the class’ thoughts up on the SmartBoard. This page can then be looked at again at the end of the unit to see what they really had learned.

After the class discussion is when the real research and fun will begin. Students will go from station to station in order to look at different history book. While at each station they will be focusing on immigration and how each author takes a different approach to the topic.

Students will be doing research on looking at how authors of different eras talk about the same topic. They will also see how authors decided to focus on different aspects of the immigration life than each other.

So at each station will be a different year of textbooks in which students will be asked to look at. They will have ten minutes at each station and there will be four different books. They will go around with their groups and discuss it together.

Once the groups have had their time at each station, we will then come back together as a group where we will share our thoughts with each other. We will start out by having two groups pair up with each other and share their opinions on their findings. Each group will be given their time to discuss with each other and then all will share their thoughts with the whole class. From here is where the differences will be shared with each other and the SmartBoard will be used again in order to write down our ideas that we learned and how they compare to what we thought of the Eastern Hemisphere in the beginning of the class.

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Content** | Shows a full understanding of the topic. | Shows a good understanding of the topic. | Shows a good understanding of parts of the topic. | Does not seem to understand the topic very well. |
| **Comprehension** | Student is able to accurately answer almost all questions posed by classmates about the topic. | Student is able to accurately answer most questions posed by classmates about the topic. | Student is able to accurately answer a few questions posed by classmates about the topic. | Student is unable to accurately answer questions posed by classmates about the topic. |
| **Collaboration with Peers** | Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together. | Usually listens to, shares with, and supports the efforts of others in the group. Does not cause \"waves\" in the group. | Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member. | Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member. |
| **Preparedness** | Student is completely prepared and has obviously rehearsed. | Student seems pretty prepared but might have needed a couple more rehearsals. | The student is somewhat prepared, but it is clear that rehearsal was lacking. | Student does not seem at all prepared to present. |
| **Stays on Topic** | Stays on topic all (100%) of the time. | Stays on topic most (99-90%) of the time. | Stays on topic some (89%-75%) of the time. | It was hard to tell what the topic was. |
| **Posture and Eye Contact** | Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation. | Stands up straight and establishes eye contact with everyone in the room during the presentation. | Sometimes stands up straight and establishes eye contact. | Slouches and/or does not look at people during the presentation. |

**Conclusion**: We will be taking the time for the groups to share their thoughts and feelings about the work that was just researched during class. They will start out discussing it with the group across from them just to start practicing to share their information. After a few minutes of that, each group will get up and share their thoughts and feelings over what they discovered about what different authors decided to cover over immigration. I will be grading the students on the information that they discovered and that they are staying on topic.