Citton around the World

# Humanities 8 Geography Project

Help Ms. Citton travel the world!

**Task**:

You are a self-employed travel agent assigned to Ms. Citton’s portfolio. Your job is to plan a **7 day trip** to your assigned city/country. You will be creating an itinerary for her. If you do your job well, she will include this trip in her travels and feature you (and your project) on her travel blog:

[www.citton-around-the-world.weebly.com](http://www.citton-around-the-world.weebly.com)

**Budget**: $1000-1500 Canadian (the cheaper, the better. Do not include air fare)

**Details to Include**:

* Best travel dates (climate & weather)
* Tips for traveling in the area
* Currency and exchange rate
* Accommodations
* Food
* Attractions/things to do
* Travel (bus, taxi etc.)
* G.R.A.P.E.S. information in full
* Suggested packing list
* Safety rating
* Other

**Execution:**

This is an individual project. You all have your own city/country to research.

Research can be tricky and takes quite a bit of time. You have to evaluate the source of information in order to make sure that it’s reliable and credible. Google and Wikipedia are **NOT** considered credible sources; although they can be good places to start.

You will be given class time to work on this project, however, given our time constraints, most of this project will done at home.

**Presentation:**

Ms. Citton will book a **5 minute** meeting time with you during class on **November 15th** and **17th**. In this meeting, you will sit down with her and present your information. You may choose to present the information you have found in whatever format you deem most intriguing and engaging. A projector can be made available if advanced notice is given. The Wheel of Destiny will determine the order of presentations.

Upon meeting with Ms. Citton, **in a double pocket folder**, please provide:

* A written introduction (1-2 paragraphs)
* an itinerary with supporting details (from above)
* a total cost for the trip
* reasons why she should go to your city/country (rationale/persuasive paragraph)
* completed note and C.R.A.A.P. detection sheets (one/source)
* reflection (provided)
* completed self-assessment
* works cited in MLA format ([www.bibme.org](http://www.bibme.org) ; [www.easybib.com](http://www.easybib.com))

Like any business owner, you should take pride in your work. Make it look good!

**Timeline and Due Dates**:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| M. October 24   * G: Short Story Unit (CE + English) * H: Review Geography coordinates and map activity * G.R.A.P.E.S. * Travel Project given + Work Block (1) | W. October 26   * G: Short Story Unit (CE + English) * H: First Contact (SS) * Interview with Ms. Citton * Work Block (2) | F. October 28   * G: Short Story Unit (CE + English) * Identity Project Due * H: First Contact (SS) * Work Block (3) | T. November 1   * G: Short Story Unit (CE + English) * Short Story Project Given * H: First Contact (SS) * Work Block (4) * Editing opportunity | R. November 3   * G: Short Story Unit (CE + English) * H: First Contact (SS) * Work Block (5) * Editing opportunity |
| M. November 7 | W. November 9 | T. November 15 | R. November 17 | M. November 21 |
| * G: SS * H: EN/CE * H: Short Story Work Block * Editing opportunity | * G: SS * H: EN/CE * H: Short Story Work Block * Editing opportunity | * GH: Travel Project Meetings (14) * GH: Short Story Work Block | * GH: Travel Project Meetings (13) * GH: Short Story Work Block | * G: EN/CE * H: Putting the books together |

**Student Reflection**

In the space provided or typed and printed, please respond to the following prompt. Be sure to include information directly related to your learning process throughout this project.

**“The World is a Book, and those who do not travel, read only one page.”** *– St. Augustine*

**Assessment – Self and Teacher**

**English**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Big Ideas:**   * Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. * Language and text can be a source of creativity and joy. | | | | |
| **Competency** | **B** | **D** | **A** | **E** |
| I can assess and refine my work to make sure that it is clear, effective, and purposeful. (editing) |  |  |  |  |
| I can access information and ideas for from different sources (not just electronic) and decide if they are good sources to use because they are relevant, accurate and reliable. (CRAAP detection) |  |  |  |  |
| I can share my ideas with peers and receive feedback on them in order to make them better. I can also give feedback to others on their ideas in a constructive and positive way. (Feedback Protocol) |  |  |  |  |
| I can combine ideas from different sources in order to make my ideas and evidence stronger. (synthesis) |  |  |  |  |
| I can use the full writing process to plan, develop, and create engaging and meaningful informational texts. (editing) |  |  |  |  |
| I can edit my own, and my peers, work for complete sentence structure, grammar, and spelling. (editing) |  |  |  |  |
| When I am given and audience and purpose, I can use appropriate features to make sure my message is being delivered clearly. (Presentation) |  |  |  |  |

**Social Studies**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Big Ideas:**   * Human and environmental factors shape changes in population and living standards. * Contacts and conflicts between peoples stimulated significant cultural, social, political change. | | | | |
| **Competency** | **B** | **D** | **A** | **E** |
| I can determine what is important in a story, online source, or other pieces of information. (Notes Sheet) |  |  |  |  |
| I can ask good questions; collect, interpret, and make sense of a lot of information/ideas; and communicate what I find creatively, and well. |  |  |  |  |
| I can determine the importance of people, places, events, or developments at particular times and places (significance). (GRAPES) |  |  |  |  |
| I can determine the credibility of multiple sources and the appropriateness of evidence used to justify conclusions (evidence). (CRAAP detection) |  |  |  |  |

**Note Sheet**One note sheet per source is required.

**Source** (circle one): **Print (book) Website Database Other**

**Title:**

**Author/Editor:**

**Publisher/Contributor:**

**Date Accessed:**

**Year Published:**

**URL:**

**Other Important Citation Information:**

**Notes**(preferably in your own words, or at least in quotation marks – be careful not to plagiarize!)

Focus:

**C.R.A.A.P. Detection**

**C**urrency: The timeliness of the information.  
*When was the information published? Has the information been revised or updated? Does your topic require current information, or will older source work too? Are the link functional?*

**R**elevance: The importance of the information for your needs.  
*Does the information relate to your topic or answer your question? Who is the intended audience? Have you looked at a variety of sources before determining this is the one you will use?*

**A**uthority: The source of information.  
*Who is the author/publisher/source/sponsor? What are the author’s credentials or organizational affiliations? Is the author qualified to write on the topic? Is there contact information, such as a publisher or email address? Does the URL reveal anything about the author or source ex. .com, .edu, .gov, .org, .ca etc.*

**A**ccuracy: The reliability, trustfulness and correctness of the content.  
*Where does the information come from? Is the information supported by evidence? Has the information been reviewed or refereed? Can you verify any of the information in another source or from personal knowledge? Does the language or tone seem unbiased and free of emotion? Are there spelling, grammar, or typographical errors?*

**P**urpose: The reason the information exists.  
*What is the purpose of the information? Is it to inform, teach, sell, entertain, or persuade? Do the authors/sponsors make their intentions or purpose clear? Is the information fact, opinion, or propaganda? Does the point of view appear objective and impartial? Are there political, ideological, cultural, religious, institutional or personal biases?*