

Details



Completion Time: About a week

Permission: Download, Share, and Remix

Touring the Poles

Overview

The students' task is to produce a brochure for both the Arctic and the Antarctic. These brochures will be used by the representatives of "Here We Go Travel" to advertise the virtues of traveling to both polar regions. The students will produce a 45 second radio spot that they will write and record as part of their overall project.

Objectives

- The students will learn facts about the polar regions relating to the geography, climate, flora, fauna, and indigenous people found, or not, at each of the poles.
- To be able to distinguish between the two polar regions in terms of geography, climate, flora, fauna, and indigenous people.
- To have the students produce a travel brochure and radio spot for each of the polar regions.

Lesson Preparation

Reserve the school's computer lab if available. Gather the art supplies needed to produce the brochures.

Procedure

The students work in groups of 3-4 to research and prepare the brochures and radio spots. I usually give them 1 to 2 days in the computer lab and/or classroom to prepare. The radio spots must also be written and turned in the day everything is due. This is also the day they record their ads. We listen that day or the next depending on time available.

Extension

N/A

Resources

See Student Page (attached to lesson)

Materials

- Computer and Internet access
- Art supplies (optional)
- Recording device for the radio spot



Assessment

See Teacher Page (attached to lesson) for possible grading rubric.

Credits

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National Science and Education Standards (NSES):

Content Standards, Grades 5-8

Content Standard C: Life Science

- d. Populations and ecosystems
- e. Diversity and adaptations of organisms

Content Standard F: Science In Personal and Social Perspectives

- b. Populations, resources, and environments
- c. Natural hazards

Content Standards, Grades 9-12

Content Standard C: Life Science

- c. Biological evolution

Content Standard F: Science In Personal and Social Perspectives

- a. Personal and community health
- c. Natural resources
- d. Environmental quality

Other Standards:

N/A

Here We Go Travel

Presents

Touring the Poles

Part I:

The earth's far northern and southern points may seem distant for most people, not only in terms of actual miles, but also in terms of what to expect if one were to travel there.

“What’s the weather really like?...I know it’s cold, but how cold is it?...What animals will I get to see?...polar bears of course, but wait, are they everywhere, and how about penguins? I’m just not sure. Do people actually live there? If so, who are these people, and what are they like? If I go, where will I stay?...what will I eat?...how will I get there?”

Your marketing team for *Here We Go Travel Agency* just got a new contract. Your task is to produce a brochure for both the Arctic and the Antarctic. These brochures will be used by the representatives at *Here We Go Travel* to advertise the virtues of traveling to both polar regions. Here are some things to consider when researching information to include in your brochure.

- (1) Include a map of the world, highlighting the areas considered the Arctic and the Antarctic.
- (2) Give specific climate information that would inform people of the kind of weather to expect throughout the year so they will know what type of clothing and/or special gear to wear and bring along.
- (3) What type of vegetation does the region have? Give specific examples of plants found in the area and highlight special adaptations that they may have to help them survive in these extreme regions.
- (4) What animals do you expect to see? What special adaptations do they have?
- (5) Are any indigenous people there? If so, where do most live? What do they eat? What jobs do they have?
- (6) Add your own flavor to the brochure. Remember, you are trying to come up with something that will lure the traveler to visit the Arctic and the Antarctic.

Part II:

You have also been asked to come up with a 45 second radio ad that will be heard on local radio stations. This ad is to accomplish the same basic function as the brochure. After writing the ad, you will record it to be heard by everyone in the class. You must hold to the 45 second time limit.

Resources:

Of the four resources you will be required to have, one will be the PolarTREC website, found at www.polartrec.com. It is full of interesting information about the Arctic and Antarctic, and it comes directly from teachers and researchers who have been working together over the past two years. You can even send them questions about their experiences and other questions specific to your research for this project.

Teacher page

This activity is an adaptation of one I have used for several years relating to the biomes of the world. Each group of 3-4 students is asked to make a travel brochure to one of the biomes of the world and produce a 45 second radio spot. The students present their travel brochures to the class and we listen to the radio spots.

Possible Grading Rubric: Time frame is usually one week and I give them one to two days in the computer lab/media center.

Brochure

*Does the brochure correctly address each of the following? :

1. The geography of the region..... 3 pts
2. The flora of the region with adaptations.....3 pts
3. The fauna of the region with adaptations.....3 pts
4. The weather/climate of the region3 pts
5. Indigenous peoples.....3 pts
6. Bibliography with a minimum of 4 sources...3 pts
7. Artwork/creativity of brochure.....3 pts

I usually grade on a scale of 3-2-1-0. 3pts awarded if the criterion is met completely, 2 pts if the criterion is addressed but has one major omission/ flaw, 1 pt if the criterion is addressed with multiple major omissions/flaws, and 0 pts if the criteria is not addressed. I also reserve the right to give bonus points for going above and beyond on parts of the brochure but usually keep that to myself until the papers are returned.

Radio Spot

The grading criteria can be basically the same as above with the following changes:

1. The bibliography component only counts once. If any new sources are used, they must be added to the sources stated in the brochure.
2. An additional time criterion as below:
45 seconds \pm 5 seconds 3 pts
45 seconds \pm 10 seconds 2 pts
45 seconds \pm 15 seconds 1 pt
45 seconds \pm more than 15 seconds 0 pts

The point totals give an overall assignment value of 42 (21 from the 7 brochure criteria and 21 from the 7 radio spot criteria). If 42 is not enough then double it or turn it into a percent.

Final note: What resources you provide are up to you. I have had students use brochure making software from home or simply use scissors, magazines, construction paper, glue, etc...