

Canadian Exploratory Olympics Sites Lesson Plan

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Description:

Students will assume the role of an Olympic exploratory member in hopes of finding possible sites for Canada. The students will research their findings and then present them to the classroom after 4 days of work. The students will be grouped and must work as a team. They will research from the Internet and present their presentations in PowerPoint.

Grade Level:

Grades 6-9

Subject:

Social Studies

Duration:

Four 50-minute sessions

Goals:

- 1) To develop an appreciation for the Olympics and Canada.
- 2) To work as a team to accomplish a goal.

Objectives:

The student will:

- 1) research possible Olympic venues in Canada
- 2) create PowerPoint presentations and offer their findings to the class.
- 3) work as team to finish their projects.

Standards:

This Lesson meets Alaska (see below) and NCSS Standards. See www.eed.state.ak.us/standards/pdf/standards.pdf and <http://downloads.ncss.org/NCSSTeacherStandardsVol1-rev2004.pdf>.

(NB: This lesson also meets Lower Yukon School District (AK) requirements regarding Social Studies and Technology. **The Lower Yukon School District is in the process of realigning its standards to Alaska Standards.**)

GEOGRAPHY (Alaska)

A) *A student should be able to make and use maps, globes, and graphs to gather, analyze, and report spatial (geographic) information.*

- 1) use maps and globes to locate places and regions;
- 4) use graphic tools and technologies to depict and interpret the world's human and physical systems;
- 5) evaluate the importance of the locations of human and physical features in interpreting geographic patterns; and
- 6) use spatial (geographic) tools and technologies to analyze and develop explanations and solutions to geographic problems.

B) *A student should be able to utilize, analyze, and explain information about the human and physical features of places and regions.*

- 1) know that places have distinctive geographic characteristics;
- 2) analyze how places are formed, identified, named, and characterized;
- 3) relate how people create similarities and differences among places;
- 4) discuss how and why groups and individuals identify with places;
- 6) make informed decisions about where to live, work, travel, and seek opportunities;
- 7) understand that a region is a distinct area defined by one or more cultural or physical features; and
- 8) compare, contrast, and predict how places and regions change with time.

D) *A student should understand and be able to interpret spatial (geographic) characteristics of human systems, including migration, movement, interactions of cultures, economic activities, settlement patterns, and political units in the state, nation, and world.*

- 1) know that the need for people to exchange goods, services, and ideas creates population centers, cultural interaction, and transportation and communication links;
- 2) explain how and why human networks, including networks for communications and for transportation of people and goods, are linked globally;
- 3) interpret population characteristics and distributions;
- 4) analyze how changes in technology, transportation, and communication impact social, cultural, economic, and political activity; and
- 5) analyze how conflict and cooperation shape social, economic, and political use of space.

E) *A student should understand and be able to evaluate how humans and physical environments interact.*

- 1) understand how resources have been developed and used;
- 3) understand the varying capacities of physical systems, such as watersheds, to support human activity;
- 4) determine the influence of human perceptions on resource utilization and the environment;
- 5) analyze the consequences of human modification of the environment and evaluate the changing landscape.

F) *A student should be able to use geography to understand the world by interpreting the past, knowing the present, and preparing for the future.*

- 2) compare, contrast, and predict how places and regions change with time;
- 3) analyze resource management practices to assess their impact on future environmental quality;
- 4) interpret demographic trends to project future changes and impacts on human environmental systems;
- 5) examine the impacts of global changes on human activity; and
- 6) utilize geographic knowledge and skills to support interdisciplinary learning and build competencies required of citizens.

TECHNOLOGY (ALASKA)

A) *A student should be able to operate technology-based tools.*

- 1) use a computer to enter and retrieve information;
- 2) use technological tools for learning, communications, and productivity;
- 3) use local and worldwide networks;
- 4) manage and maintain technology tools;

B) *A student should be able to use technology to locate, select, and manage information.*

- 1) identify and locate information sources using technology;
- 2) choose sources of information from a variety of media; and
- 3) select relevant information by applying accepted research methods.

C) *A student should be able to use technology to explore ideas, solve problems, and derive meaning.*

- 1) use technology to observe, analyze, interpret, and draw conclusions;
- 2) solve problems both individually and with others; and
- 3) create new knowledge by evaluating, combining, or extending information using multiple technologies.

D) *A student should be able to use technology to express ideas and exchange information.*

- 1) convey ideas to a variety of audiences using publishing, multi-media, and communications tools;
- 2) use communications technology to exchange ideas and information; and
- 3) use technology to explore new and innovative methods for interaction with others.

Background Information:

This lesson is designed to be taught during a month long unit on Canada. Ideally this lesson would be taught during the 2nd or 3rd week of the unit. Before doing this lesson be sure that you and your students have experience with Microsoft PowerPoint and the internet.

Materials:

- ✦ Instructions for each student
- ✦ Hook – Vancouver 2010 PowerPoint - make this the example
- ✦ Rubric for grading projects
- ✦ Group Sheet of Canadian Venues – This is to keep track of groups
- ✦ Canadian Work Music (MAPL approved) during research – either CDs (eg: Bedouin Soundclash - reggae/ska), radio (only if close to the border), internet radio (Jack FM Vancouver - <http://www.jackfm.com/mediaplayer/>)
- ✦ Computers (enough for all students) with Internet access and PowerPoint
- ✦ Projector and screen in the classroom for the students' PowerPoint presentations
- ✦ Memory storage (e.g. thumb drive) to backup students' computer work

Procedures:

- ✦ DAY 1 – Hook on Vancouver 2010 using PowerPoint – have this intro be an ideal example for what you want your students to do (10 minutes).
- ✦ If Possible show VANOC promotional video for Vancouver 2010:
<http://www.vancouver2010.com/en/Downloads/PublicVideoArchive>
- ✦ Explain the project and go over instructions. Group students into groups of 3-4 according venue and Olympics (e.g. Toronto Summer Olympics or Halifax Winter Olympics). Use the list of Canadian Olympic venues to record the groups.

- ✦ DAY 1-2 Research: preferably done in the library or computer lab
- ✦ Play some Canadian work music!!
- ✦ INCLUDE THE FOLLOWING IN RESEARCH
 - Location
 - Climate
 - Demographics,
 - Existing Facilities – University stadiums, sports stadiums, ski resorts (winter),
 - New Facilities needed (ex. Bobsled track is needed in the Vancouver 2010).
 - What events would be difficult or impractical to host?
 - Transportation infrastructures are available (Subway, airports, trains, busses, ferries, roads)
 - Satellite locations – will some of the events need to be held at a nearby location (Whistler for the Alpine events in Vancouver 2010)

- ✦ DAY 3 Create Slides for PowerPoint that answer the research
- ✦ Play some Canadian Work Music
- ✦ The PowerPoint must have images and research
- ✦ Chances of hosting the event? – What are the chances of hosting the Olympics in your city and explain why.

- ✦ DAY 4 + Presentation
- ✦ Students will present their PowerPoint presentation on their Olympic Venue
- ✦ After all presentations, the class will vote on the best venue

Evaluation/Assessment:

The assessment for this project will be done with a rubric (see Pages 4-7) for a maximum of 4 points in six categories, and a grand total of 24 points for 100%. Further formal assessment will be conducted by means of a unit test with a short answer question on the Olympics.

Possible Extension/Wrap-Up/Additional Notes:

For a wrap up show the students what the Vancouver 2010 games will be like (*show the video from VANOC <http://www.vancouver2010.com/en/Downloads/PublicVideoArchive>) and post their projects on the class website. You can also show the film "Cool Runnings" since it takes place during the 1988 Calgary Winter Games. ***If the Olympics are going on then by all means show an event in class or better yet organize a field trip to an Olympic City (Vancouver, Calgary, or Montréal).

RUBRIC: Canadian Exploratory Olympics Sites

Teacher Name: _____
 Group (City/Olympics): _____
 Student Names: _____

| CATEGORY | 4 | 3 | 2 | 1 |
|--------------------------|--|---|--|---|
| Oral Presentation | Interesting, well-rehearsed with smooth delivery that holds audience attention. | Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention. | Delivery not smooth, but able to hold audience attention most of the time. | Delivery not smooth and audience attention lost. |
| Sources | Source information collected for all graphics, facts and quotes. All documented in desired format. | Source information collected for all graphics, facts and quotes. Most documented in desired format. | Source information collected for graphics, facts and quotes, but not documented in desired format. | Very little or no source information was collected. |
| Organization | Content is well organized using headings or bulleted lists to group related material. | Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed. | Content is logically organized for the most part. | There was no clear or logical organizational structure, just lots of facts. |
| Content | Covers topic in-depth with details and examples. Subject knowledge is excellent. | Includes essential knowledge about the topic. Subject knowledge appears to be good. | Includes essential information about the topic but there are 1-2 factual errors. | Content is minimal OR there are several factual errors. |
| Workload | The workload is divided and shared equally by all team members. | The workload is divided and shared fairly by all team members, though workloads may vary from person to person. | The workload was divided, but one person in the group is viewed as not doing his/her fair share of the work. | The workload was not divided OR several people in the group are viewed as not doing their fair share of the work. |
| Mechanics | No misspellings or grammatical errors. | Three or fewer misspellings and/or mechanical errors. | Four misspellings and/or grammatical errors. | More than 4 errors in spelling or grammar. |

NAME:
PERIOD:
DATE:

Canadian Exploratory Olympics Sites

Canada has hosted the Olympics in cities such as Montreal and Calgary, and will host them in Vancouver-Whistler for 2010. However these events didn't happen without some serious planning and marketing. Today you will be an Olympic organizer for a city in Canada. I being the bigwig will assign you to different cities. You must sell your city to the world. Also you must decide if it's feasible for summer or winter Olympics.

For this project you will be groups of 3-4. You will have 2 days of research and 1 day of setting your PowerPoint together. We will begin the presentations on Thursday.

CANADIAN CITY:
OLYMPICS (Summer or Winter):
GROUP MEMBERS:
PRESENTATION DATE:

1. PowerPoint Presentation

INCLUDE THE FOLLOWING RESEARCH WITH IMAGES IN YOUR PRESENTATION:

- Title Page
- Location
- Climate
- Demographics,
- Existing Facilities – University stadiums, sports stadiums, ski resorts (winter), New Facilities needed (ex. Bobsled run or).
- What events would be difficult or impractical to host??
- Transportation infrastructures are available (Subway, airports, trains, busses, ferries, roads)
- Satellite locations – will some of the events need to be held at a nearby location (Whistler for the Alpine events in Vancouver 2010)
- Pros & Cons of Olympic Site
- **Also include your sources on a reference page in your presentation.**

2. Olympic Committee voting for venues

Which venue is the best for the Summer Olympics in Canada? _____

Which venue is the best for the Winter Olympics in Canada? _____

Helpful Websites:

<http://www.vancouver2010.com/en> - Official Vancouver 2010 website

http://www.olympic.org/uk/index_uk.asp - Official Olympics Website

<http://en.wikipedia.org/wiki/Olympics> - Wikipedia Encyclopedia article on the Olympics

<http://en.wikipedia.org/> - Wikipedia Encyclopedia

<http://www.lib.utexas.edu/maps/canada.html> - University Texas Map Library, Canada Maps

Please List Other Websites You Find Useful:

Canadian Exploratory Olympics Sites Group Sheet

PERIOD:

START DATE:

FINISH DATE:

place students' names next to their group

Groups should be 3-4 students

| | |
|-----------------------------|--|
| Calgary Summer Olympics | Regina Summer Olympics |
| Edmonton Summer Olympics | Regina Winter Olympics |
| Edmonton Winter Olympics | St. John's Summer Olympics |
| Fredricton Summer Olympics | St. John's Winter Olympics |
| Fredricton Winter Olympics | Toronto Summer Olympics |
| Halifax Summer Olympics | Toronto Winter Olympics |
| Halifax Winter Olympics | Vancouver Summer Olympics |
| Montreal Winter Olympics | Winnipeg Summer Olympics |
| Ottawa Summer Olympics | Winnipeg Winter Olympics |
| Ottawa Winter Olympics | ETC – <i>Other Canadian cities are fine (ex. London, ON or Victoria, BC) but try to avoid using former Olympic Venues (ex. Calgary Winter Olympics, Vancouver Winter Olympics, and Montreal Summer Olympics)</i> |
| Quebec City Summer Olympics | OTHER CITY |
| Quebec City Winter Olympics | OTHER CITY |