

Learning Activity Template

Title: Latin America Scavenger Hunt

Curriculum: Economics/Geography

Grade-Level Span: 4-8

PURPOSE:

Students will show the interdependence of the world's economies to meet the wants and needs of individual citizens.

DESCRIPTION:

Students (either individually or in small groups) are asked to locate artifacts from areas of the world that show global economic interdependence. Students receive a list of Latin American nations and a blank map of these regions. Students need to go into their homes and communities and find one artifact from 20 of these countries and bring them into class. Students need to identify on the maps the country of origin of each of these artifacts. Students are graded using a checklist that awards 5 points for each item. Students may also bring in pictures of items found in their communities such as produce from their local grocery store, department store items, and items of significant value that families do not want to bring into the school. Students are also encouraged to access encyclopedias, web-based resources, almanacs, and other sources to learn what products nations produce for export to help in locating items. Once students have located and identified all of these items, they must begin to prepare a multimedia presentation to share their findings with their peers. Examples in the past have included PowerPoint presentations, museum display boards, i-movies, photo albums, and other presentation methods. Please feel free to e-mail me at the address listed below for more information.

ACTIVITIES	CURRICULUM STANDARDS	NETS PERFORMANCE INDICATORS
Scavenger Hunt	<u>Economics 6 A:</u> The student will understand the concept of interdependence in relation to producers and consumers. <u>Geography 6D:</u> The student will give examples that demonstrate how people are connected to each other and the environment.	1,2,3,5
Multimedia Presentation		2,3,4

Research to learn about products produced in Latin America		5

TOOLS AND RESOURCES:

(List all Web sites, specific software and hardware, and other needs.)

Digital cameras, Internet access, student located web-sites, presentation software, media-player, video cameras and video editing software.

ASSESSMENT:

(How will you assess the students' learning? If you have a rubric, record it here. Be as specific as possible.)

Students are assessed through the artifacts they collect, pictures they locate, and the final presentation made to their peers.

CREDITS (INCLUDING CONTACT INFORMATION):

(Record the names and e-mail addresses, if possible, of those who contributed to the development of this learning activity.)

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COMMENTS:

(Have you taught this learning activity before? What are the great ah ha's/experiences you had?)

I have used this activity with my 7th grade World Geography students for the past 4 years with great success. The students were very engaged and enjoyed the flexibility and challenge of the project. I have used this activity primarily with my unit on Latin America, but this could easily be modified to fit studies of other areas of the world. As for the ah ha's, when I first began teaching using this activity students were not required to make a presentation to their peers, I merely had them bring in bags of artifacts which I graded using a checklist. Problems that arose included students swapping items between classes, a VERY long time period needed for grading, and the learning taking place was one-way learning. Requiring a presentation allowed me to grade while they presented, allowed other students to see the items found by their peers and reinforce the interdependence we all share as world citizens, build interpersonal communication skills, and integrate technology into the curriculum. In the future I plan on requiring students to present their discoveries and learning to other students in lower grades as part of a World Geography Fair.