

Synthesis Activity > Travel Poster/ Power Point > Kazakhstan & Uzbekistan

[This synthesis lesson is intended to support research, annotation, product production, and oral presentation skills. Students will critically think, watch, read, annotate, produce brochures and exhibit cultural knowledge gained from the activity. This unit could take a week or more depending on the classes' achievement level. It will provide the instructor a chance to conference multiple times with students, take multiple grades, and provide student leadership opportunities in the classroom. The unit could be done in groups, or individually. Set deadlines for segments of the assignment with the students / groups so that they do not feel overwhelmed.]

Subject English Language Arts / Social Studies

Grade 9-12

Materials

- Internet access
- Computer / printer access
- Poster board / Jump Drive
- Glue
- Scissors

Common Core State Standards & Objectives**CCSS.ELA-LITERACY.SL.9-10.2**

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-LITERACY.RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-LITERACY.W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.SL.9-10.1.B

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

Description

> *Introduction* Introduce the countries of Kazakhstan and Uzbekistan using videos.

Examples of videos for Kazakhstan follow;

https://www.youtube.com/watch?v=qa_5Wr1QtD4 and

<https://www.youtube.com/watch?v=-PGkH3k1rck>

Uzbekistan

<https://www.youtube.com/watch?v=q5VCdvQHsqQ> and

<https://www.youtube.com/watch?v=WtdKgMHjfRE>

> *Poster/ Power Point Rubric* Creating a rubric with students provides them a stake in it usage and encourages achievement. The following is an example.

<https://www.pinterest.com/pin/452189618811035421/>

Set parameters on the assignment. Are students to focus on major cities? Natural features? Museums? Cultural Aspects? Do they include air ports and train stations? Students must know how many pictures to include on a poster, with descriptions, that photos must not be blurry. [Grade for participation]

> *Student Research* Using the internet, student should search, evaluate, then print and annotate sources for each country they will be researching. They will also need to print / save maps, photos, videos, music, schematics, etc. to produce the poster / power points. The instructor should monitor the students / groups to make sure the research is academic in nature and acceptable. [Grade for research, grade for annotation]

> *Annotated Bibliography* Students/ groups should also produce an annotated work cited page. Websites from which photos / videos / music are taken must be cited, described, and evaluated. [Grade for Annotated Bibliography]

> *Poster / Power Point* Students use their media (photos, videos, music) and research to produce their assignments. [Grade for poster / power point]

> *Presentation* First, create a rubric to grade the presentations with the students – the link provided is only one example. <http://april.onthemarch.co/class-presentation-rubric/>

Students discuss their findings, noting similarities, differences, and interesting findings from their research [Grade for presentation]

Modifications

LOW > Students may be provided with research, group annotate, or be allowed extra time as necessary.

HIGH > Set them loose (with time limit) to produce to their hearts desire.