

## Anchor Activities for Geography of Europe Unit

SS6G8 The student will locate selected features of Europe.	SS6G9 The student will discuss environmental issues in Europe.	SS6G10 The student will explain the impact of location, climate, natural resources, and population distribution on Europe.	SS6G11 The student will describe the cultural characteristics of Europe.
<p>A. Students will compose riddles about 10 of Europe's physical features or countries.</p> <p>Ex: Haiku about Alps....</p>	<p>D. Students will create a superhero to combat one of the mentioned environmental issues.</p> <p>Ex: cartoon of superhero "fighting" pollution</p>	<p>G. Students will create a map highlighting one of the selected country's natural resources.</p> <p>Ex: 3D map of Germany's natural resources</p>	<p>J. Students will research one of the three Western religions bringing to light information <b>not</b> addressed in class.</p> <p>Ex: ABC's of Judaism poster</p>
<p>B. Students will create a visual about one of Europe's physical features.</p> <p>Ex: diorama of the Iceman/Alps</p>	<p>E. Students will research country-specific details about pollution prevention.</p> <p>Ex: a PSA about pollution prevention</p>	<p>H. Students will use the Rhine or Danube River to illustrate the impact that location, climate, &amp; NR have on the population distribution of Europe.</p> <p>Ex: salt relief map of chosen river with detailed explanations</p>	<p>K. Students will interview a person who is learning/has learned English as his/her second language.</p> <p>Ex: video of interview</p>
<p>C. Students will plan a trip on one of the countries/features of Europe.</p> <p>Ex: 3 postcards from places "visited"</p>	<p>F. Students will design the front page of a newspaper with articles about one of the env issues.</p> <p>Ex: front page @ UK's air pollution and an article about Great Smog of 1952</p>	<p>I. Research why, according to Numbeo, in 2015 four of the five most expensive countries in the world were European: Switzerland, Norway, Iceland, and Denmark.</p> <p>Ex: PPT with statistical data</p>	<p>L. Students will visit a house of worship, documenting the visit.</p> <p>Ex: pictures w/ captions of a Jewish synagogue</p>

## Guidelines for Anchor Activities

1. Students are required to do one anchor activity. They may choose to do one on the list, or with **prior permission from the teacher**, one of their own choosing. Due dates are staggered – based on the day you have social studies IFP.
2. All products should extend, not repeat, the content learned in class. **Research is a required element of every project.** Doing a project that is based on information obtained in class will result in the loss of major points. Proof of research is required.
3. If students are not working on remediation assignments during IFP, they will have the opportunity to work on their research during that time. If all your IFP time is spent on remediation then you have to do 100% of your anchor activity at home. The need for remediation is based on the student's ability to pass (75 above) the latest standard check.
4. The anchor activity will be graded and the grade will go in the test/major project category.

<b>Criteria</b>	<b>Criteria at Beginning Level</b>	<b>Criteria at Developing Level</b>	<b>Criteria at Proficient Level</b>	<b>Criteria at the Distinguished Level</b>
<b>The anchor activity extends, not repeats, geography of Europe standard content.</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>20</b>
<b>The content of the project should be researched based. Students can prove their source(s) of information. Copying a book, the internet, or your classmates' work is plagiarism.</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>40</b>
<b>The anchor activity shows original thought and creativity. All final products should be visually appealing, well written, and show effort.</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>40</b>