



Geography

Secondary Education

Overview

Students will be creating accounts on <http://www.plancast.com>. With these newly made accounts, students will be finding others within the class and creating events to travel to random places of their choosing around the globe.

Objective

When each student has created an account and picked a location, they will be able to see the events of all their classmates. With all of their classmate's events, the students must use what they've learned about geography to determine certain facts about the location.

Learning Environment

The learning environment will be in a computer lab as well as a classroom. You should plan accordingly and give yourself ample time to reserve a lab.

Standards

WG 1.5: Use locational technology such as remote sensing, Global Positioning Systems (GPS) and Geographic Information Systems (GIS), to establish spatial relationships.

WG 1.7: Ask [geographic questions](#) and obtain answers from a variety of sources, such as books, atlases and other written materials; statistical source material; fieldwork and interviews; remote sensing; and GIS. Reach conclusions and give oral, written, graphic and cartographic expression to conclusions.

WG 1.1: Explain Earth's grid system and locate places using degrees of latitude and longitude. Use Earth's grid to examine important human issues, such as where particular crops can be grown and what animals can be domesticated in particular areas.

Material

Materials will consist of maps, computers, and writing utensils.

Procedure

1. Introduce the activity by asking some simple questions relating to the world as a whole and distances.
2. Take the class to the computer lab to create Plancast accounts.
3. After each student has a Plancast account, make sure that everyone in the class becomes friends with everyone else online.
4. Have each student create an event on Plancast that involves traveling somewhere in the world.

5. Now that everyone is friends, and everyone has created an event, have the students explore each other's events and determine which places are the farthest from the location they are at.
6. Once everyone has determined the longest point, go back to the classroom and use the maps.
7. Teach the students about latitude and longitude, and how it can be used to determine exact distances.
8. Have the students find out which point is actually the farthest, and an estimated distance by using the map scale.
9. Discuss with the class what location is the farthest and why. Evaluate the students with a simple paragraph explaining what distance is the farthest and what makes it the farthest.

Evaluation

Evaluation will be based off of a written paragraph by each individual in the class. The paragraph must explain what location is the farthest, what makes it the furthest location, and an estimated distance of how far it is.