



Cross Curricular Activity: Create Your Own “Where is That?” Video

Type of Teacher Tool: Individual/Differentiation

Targeted Grade Level(s): Lesson can be modified for grades 3-5, 6-8, or 9-12

Targeted Curriculum Areas: Geography and History combined with any other curriculum area of choice

Learning Objectives:

The learner will:

1. Create a video highlighting 4 to 5 geographic locations related to a topic area of his/her own choice.
2. Research a topic area of his/her choice and determine 4 or 5 geographic locations that are important to understanding the topic.
3. Select and/or create images and/or videos to include in the video that he/she believes are the best images for showing each geographic location selected.

Featured National Standards:

1. National Council for the Social Studies
3.2.2: Research, organize, analyze, synthesize, and evaluate information from atlases, data bases, grid systems, charts, graphs, maps, geospatial technologies, and other tools to interpret relationships among geographic factors and historic events.

Additional State and National Standards related to the content of our videos listed below for this lesson are also provided on the Educate.Today page where you find the video.

Resources/Materials Needed:

1. The following Educate.Today videos are examples of “Where is That?” videos for students to use as models for the video they will create:
 Geography 1: Where is That? Weather
 Geography 2: Where is That? Invention
 Geography 3: Where is That? Economics
 Geography 4: Where is That? Trains
 Geography 5: Where is That? Fast
 Geography 6: Where is That? Archaeology
 Geography 8: Where is That? Time
 Maps 10: Where is That? Maps
 Sample Video 61: Geography 1—Where is That? Weather

Teacher Instructions:

1. Provide students the opportunity to create a “Where is That?” geography video on any topic of their choice or on a topic you are currently studying in class.
2. Have students view the videos listed above for examples of different ways to create their video.
3. Inform students their finished video should fall within a 2 to 4 minute time frame.
4. Have students select their topic and research as needed to determine 4 to 5 geographic locations that played or currently play a significant role in their topic.
5. Students should write a script for their video choosing the most appropriate and pertinent information they believe should be included for each location.
6. Students should select and/or draw images and/or create videos or animation to visually represent each of their chosen locations.
7. Students should complete their video, PowerPoint, animation, or similar visual medium of their choice including edited narration, transitions, and other elements as needed.

Extension Activity Options:

1. Have students consider submitting their video for publication on our Educate.Today website. If a student is interested, have them contact us via the Typeform questionnaire available [here](#).

Assessment/Evaluation Options:

1. In terms of content, the video could be assessed on any or all of the following:
 - a. Accuracy of information presented
 - b. Importance of information presented in relationship to the topic chosen
 - c. Clarity of rationale provided for choice of each location
2. In terms of aesthetics, the video could be assessed on any or all of the following:
 - a. Appropriateness and clarity of images chosen to depict an event
 - b. Clarity and interest generated by the script
 - c. Interest generated by the narrative style
 - d. Clarity provided and interest generated for a viewer as he/she watches the video