

Select one of the locations named in the “10 Places to See Before They’re Gone” infographic (or, after receiving approval from your teacher, a different site in danger), then do some research to learn more about the location.

In a format of your choice (i.e., infographic, mind map, presentation, PPT etc.), submit the following work to Bright Space:

1. Write a summary of why this site is of natural, cultural or historical significance.
2. Make connections between the importance of the site that you have selected and ONE of the Geographic Thinking Concepts of your choice:
 - a. Spatial Significance
 - b. Patterns and Trends
 - c. Interrelationships
 - d. Geographic Perspectives
3. Describe the threats that face this site (possibilities include: overuse, environmental impact, theft, vandalism, over-development, exploitation of the locals, etc.).
4. Identify the designation (i.e. UNESCO, etc.) or rules that are in place currently to protect the site.
5. Write your own evaluation of the current situation. Are the rules in place proving to be effective?
6. Suggest changes that could be made to further protect the site.
7. Prepare a bibliography of all sources you used in your research using the Chicago School of Citation (reference guide can be found in Bright Space)

Important Dates:

In-class work periods: Friday, October 22, 2021, Library 12.30-2.45PM
Monday, November 01, 2021, Library 12.30-2.45PM
Friday, November 05, 2021, Library, 12.30-2.45PM

Due Date: Friday, November 05, 2021, Library, 12.30-2.45PM
All assignments should be submitted directly to Bright Space, in the Assignment Drop Box

RUBRIC

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KNOW	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
	Thoroughly identifies significance of the site and draws a connection to the geographical thinking concepts	Identifies significance of the site and draws a connection to the geographical thinking concepts	Somewhat identifies significance of the site and draws a connection to the geographical thinking concepts	Does not identify significance of the site and/or draw a connection to the geographical thinking concepts
T/I	Thoroughly describes the threats that face this site, with examples to support	Describes the threats that face this site, however, examples are not relevant	Somewhat describes the threats that face this site, however, does not include examples	Does not describe the threats that face this site or provide examples to support
	Clearly identifies the designation or rules that are in place currently to protect the site.	Somewhat identifies the designation or rules that are in place currently to protect the site.	Limited understanding of the designation or rules that are in place currently to protect the site	Does to include the designation or rules that are currently in place to protect the site
APP	Thoroughly evaluates the current situation, using examples and making practical suggestions	Evaluates the current situation with an examples and a suggestion	Somewhat evaluates the current situation, however, does not include examples or suggestions	Does not accurately evaluate the situation or include examples and suggestions
	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
COMM	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
	Diagrams and illustrations are neat, accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are neat and accurate and sometimes add to the reader's understanding of the topic.	Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the topic.
	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.