*The Amazing Race*
Our Virtual World Tour Experience

**LEARNING GOALS:**

* explain themes and concepts related to regional geography, including region, pattern, movement, and interaction;
* compare the characteristics of selected tourist regions of the world;
* explain how changes and trends in society have an impact on travel and tourism patterns.

**YOUR TASK:**

Throughout this course, we will have the opportunity to tour parts of the world via the hit TV series *The Amazing Race*. Throughout the semester, we will watch select episodes of the show and complete various tasks as a way of learning about and virtually visiting a variety of countries. You will be responsible for completing tasks related to the episodes that will be submitted for summative evaluation.

**TASK 1 (ongoing): Race Map and Travel Notes**

**Race Map (to be done via Google Maps)**

Map the countries based on the order in which they are visited. Shade and label each country and connect the countries with a line. Pin an **additional 5 countries** that you think would be amazing locations to visit if the race were to continue.

**Travel Notes**

As you watch each episode, complete a Leg (episode) Question Sheet).

**Task 2: Letter Home**

Assume the role of one of the competitors. Write a two-page letter (typed, double spaced) to your family or a friend back home telling them about your experience thus far on *The Amazing Race*. Your letter must use specific details and references to the tourist attractions/monuments/places, be written in the first person and include:

- Where you have been (countries, cities etc.)

- Things you have seen and experienced with brief descriptions (cities, cultural

monuments etc.)

- Cultural characteristics of the countries (min. 3 examples)

- Your thoughts and feelings about your travels

\*You may need to do additional research to complete your letter home.

**Task 3: Design a Leg and Pit Stop Report**

You will design one leg of the Amazing Race. You will be given a country for the race, and it will be your responsibility to create the required tasks for that leg of the race. When creating the tasks, you need to incorporate the cultural aspects of the country and consider its physical and human systems, environment and level of economic development.

**Race Format**

Your assignment will consist of 2 tasks/clues descriptions and a 1-2 page pit stop (country) report. Be sure to include an APA bibliography with your report that has a least 2 reliable sources.

1. **Tasks/clues**: Provide a description of2 tasks to be completed from the list provided. You need to choose one **A** and one **B** task/clue. Incorporate aspects of the country’s key tourist attractions, culture, physical environment and/or human systems and some of the obstacles players may face when completing the tasks. Write your tasks as if they are being read by the competitors. Tasks/clues should be **1-2 pages, typed and double spaced**.
2. ***Start line Task*** – task designed to find the name of the first location
3. ***Pit Stop*** – task designed to find the final destination of each leg of the race.
4. ***Detour*** - make a decision between two tasks. Typically one task is physical and the other is more tedious or requires more thinking. The members are given some details regarding the tasks in order to decide which one to complete. Team members are allowed to work together.
5. ***Roadblock*** – performed by one team member. Typically this clue is cryptic and does not provide many details regarding the task.
6. **Pit Stop Report**: Write a 1-2 page country report (typed, double spaced) on the country assigned for your leg of the race. Include different tourist attractions than those you already referenced in your tasks/clues. Your report must be written using proper report format and the following sub-headings
	1. **Overview** (country name, capital, physical location, climate, population)
	2. **Cultural Characteristics** (official languages, religions, ethnic composition)
	3. **Key Human/Cultural attractions** (a least one cultural attraction)
	4. **Key Physical Attraction** (one natural tourist feature)

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**Amazing Race Task Evaluations**

**Task 1: Race Map**Communication

10 9 8 7 6 5 4 3 2 1 0

* Amazing Race locations and not properly identified and/or labeled. Missing 5 extra countries.
* Student has not applied and/or respected the mapping rules.
* Amazing Race locations and properly
identified and labeled. 5 countries added.
* Student has applied and respected all
mapping rules.

**Travel Notes**

K/U (5 marks each)

10 9 8 7 6 5 4 3 2 1 0

* Each episode sheet is fully complete with
strong detail.
* Every episode sheet is fully complete with little to no detail.

**Task 2: Letter Home**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Achievement Category** | **Level 4** | **Level 3** | **Level 2** | **Level 1** | **Below level 1** |
| **K/U**Letter content\_\_\_\_/8 | Letter addresses all required questions/components in great detailSpecific examples and details are accurate and relate to all aspects of the Amazing Race episodes  | Letter addresses most required questions/components in comprehensive detailMost examples and details are mostly accurate and relate to most aspects of the Amazing Race episodes | Letter addresses some required questions/components in some detailSome examples and details are accurate and relate to some aspects of the Amazing Race episodes | Letter addresses very few required questions/components in minimal detailFew examples and details are accurate and/or provided and/or relate to aspects of the Amazing Race episodes | Letter does not address required questions/components in detailExamples and details are inaccurate and/or provided or do not relate to aspects of the Amazing Race episodesLetter not submitted or incomplete |
| **Application**Regional connections\_\_\_\_\_/4 | Student has applied knowledge of region to make specific and accurate connections to the human and physical geography of the location(s) (food, culture, physical geography) | Student has applied knowledge of region to make several specific connections to the human and physical geography of the location(s) (food, culture, physical geography) | Student has applied knowledge of region to make some connections to the human and/or physical geography of the location(s) (food, culture, physical geography) | Student has attempted to make connections to the human and/or physical geography of the location(s) (food, culture, physical geography) | Student has not applied knowledge of region to make connections to the human and/or physical geography of the location(s) (food, culture, physical geography) |
| **Communication**Letter format and lengthTyped, double spacedMechanics\_\_\_\_/3 | Letter follows proper letter writing format throughoutLetter meets required length and is typed, double-spacedSpelling, grammar, sentence structure has been edited and letter is free of errors | Letter follows proper letter writing format Letter meets required length and is typed, double-spacedSpelling, grammar, sentence structure has been edited and few errors exist | Letter mostly follows proper letter writing format Letter almost meets required length and is typed, double-spacedLetter has some mechanical errors | Letter follows some aspects of proper letter writing format Letter does not meet the required length and/or is not typed, double-spacedSpelling, grammar, sentence structure has not been edited and several errors exist | Letter does not follow proper letter writing format Letter does not meet the required length and/or is not typed, double-spacedSpelling, grammar, sentence structure has not been edited and many errors exist |
| **TOTAL: \_\_\_\_/15** |  |

K/U, Application and Communication

**Task 3**

Thinking & Communication

**Task A (Start Line or Pit Stop)**

 Thinking 8 7 6 5 4 3 2 1 0

 Communication 2 1 0

• High level of critical and creative thinking is evident in task description

• Connections to country’s human and physical geography are accurate and highly evident

• Specific and accurate details included, meets length requirements

* High level of critical and creative thinking

is evident in task description

* Connections to country’s human and physical

geography are accurate and highly evident

* Specific and accurate details included, meets

length requirements

**Task B (Road Block or Detour)**

Thinking 8 7 6 5 4 3 2 1 0

Communication 2 1 0

• High level of critical and creative thinking is evident in task description

• Connections to country’s human and physical geography are accurate and highly evident

• Specific and accurate details included, meets length requirements

* High level of critical and creative thinking

is evident in task description

* Connections to country’s human and physical

geography are accurate and highly evident

* Specific and accurate details included, meets

length requirements

\_\_\_ 16 (T)

\_\_\_ 4 (C)

**Pit Stop Report**

K/U, Application & communication

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Achievement Category** | **Level 4** | **Level 3** | **Level 2** | **Level 1** | **Level R** |
| **K/U**Report Content\_\_\_\_12 | Report addresses all the required components in great detailSpecific examples and details are accurate and relate to the subheadings | Report addresses most of the required components in comprehensive detailMost examples and details are mostly accurate and relate to the subheadings | Report addresses some of the required components in some detailSome examples and details are somewhat accurate and relate to the subheadings | Report touches on a few of the all the required components Few examples and details are accurate and/or provided and/or relate to the subheadings | Report does not addresses all the required components in t detailExamples and details are/or provided or do not relate to the subheadingsReport not submitted or incomplete |
| **Communication**Report format & lengthOrganizationMechanics\_\_\_\_/5 | Report follows proper format throughout (subheadings, length, typed etc.)Bibliography includes 2+ reliable sources, APA format. Spelling, grammar, sentence structure has been edited and report is free of mechanical errors.  | Report follows proper format (subheadings, length, typed etc.)Bibliography includes 2 reliable sources, APA format. Spelling, grammar, sentence structure has been edited and report. Few errors exist.  | Report mostly follows proper format (subheadings, length, typed etc.)Bibliography includes 1 reliable source, APA format mostly followed. Report has some mechanical errors. | Report follows some aspects of proper format (subheadings, length, typed etc.)Bibliography includes 1 source that is not reliable, APA format not followedSpelling, grammar, sentence structure has not been edited. Several errors exist. | Report does not follow proper format (subheadings, length, typed etc.)Bibliography not includedSpelling, grammar, sentence structure has not been edited and many errors exist. |
| Total \_\_\_\_\_/17 |  |  |  |  |  |

**The Amazing Race Mark Breakdown**

Knowledge and Understanding \_\_\_\_/28 **TOTAL: \_\_\_\_\_/70**
Application \_\_\_\_/14
Communication \_\_\_\_/12

Thinking \_\_\_\_/16