

EDUCATION ABOUT ASIA

Discover a World of Information on Asia!

Environmental Challenges and Asia

Two Mountains, Two Peoples: PowerPoint Project

Peter Conrick
Language Arts, World History, Social Studies
Kamiakan Junior High School
Kirkland, WA

General Online Resources

[Mount Rainier National Park website](#)
[Mount Rainier For Teachers](#)

Overview

This activity gives students the chance to explore and create a multimedia presentation by undertaking a comparative study of Mount Fuji and Mount Rainier. The scope is wide enough to allow for a variety of themes to be pursued.

Grade Level

Nine through twelve

Objectives

- Students will demonstrate an understanding of the significance of Mount Fuji and Mount Rainier to their respective societies by creating and presenting to the class a multimedia presentation.
- Students will demonstrate an understanding of how to evaluate sources by creating an annotated bibliography in standard format detailing resources used.

Setting

Classroom/computer lab

Time Frame

One week of class time with extra time for students to complete the project at home.

Materials

Copies of project guidelines, access to computers, thumb drives, PowerPoint software, Internet, and libraries.

Standards 3.2.1 5.2.2	Social Studies The student will understand and analyze the interactions between humans and the environment across the world. The student will evaluate the validity, reliability, and credibility of sources when researching a topic.
Procedure	Note to teachers This activity works well either as an individual project or as a paired activity. With some modifications, it could fit into the guidelines of the Washington State Classroom Based Assessment (CBA), Humans, and the Environment. Share the samples of the PowerPoint presentation and the annotated bibliography with students before beginning. There is a list of suggested topics in the guidelines below. Teachers may wish to give students the chance to brainstorm additional topics in order to inspire student interest. Instructions to students This investigation shifts the responsibility to you as the student, giving you greater authority and independence. Your work will bring more certainty, clarity, and focus to an important subject that has been largely ignored until now. You will need to bring intense curiosity and insight to this topic, which will allow you to see and appreciate patterns and unanswered questions that will add to our body of knowledge. Your task is to complete a comparative exploration of peoples' attitudes, values, traditions, customs, and uses of Mount Rainier and Mount Fuji. While there have been scientific and geological comparative studies of the two mountains, little has been done to look at them from a humanities perspective. Your mission is to examine and compare the various ways that each mountain is viewed and valued by its surrounding society. Let the research and evidence guide what you finally present. You may wish to concentrate on one particular theme in more depth, or you could present several themes that interest you. The following is a starting point of themes to consider: Social <ul style="list-style-type: none"> • The impact of the mountain on people individually and as groups. • The value of each mountain to native peoples—their myths and explanations of each mountain. Cultural <ul style="list-style-type: none"> • Artistic depictions through paintings, photography, and literature. Economic <ul style="list-style-type: none"> • Tourism, water resources, mining, grazing, forestry.

	<p>Political</p> <ul style="list-style-type: none"> • Laws, government agencies, land management. <p>Technological</p> <ul style="list-style-type: none"> • Examine the history of technology in relation to mapping, photography, and the collection of scientific evidence. How has technology enabled us to understand the environment of each mountain? <p>Products:</p> <p>Create a PowerPoint presentation that conveys what you have learned about your chosen theme(s) about each mountain. You can expect five minutes of class time to present your findings. The presentation should consist of no more than ten slides, each with a brief caption. No other writing will be permitted on the slides. You must speak, using note cards and explain and comment on your visuals. The visuals in your PowerPoint may include photographs, charts, graphs, paintings, poems, relics, artifacts, original documents, and articles.</p> <p>Whatever the shape and form of your presentation, a critical part of your work will be to compile an accurate, thoughtful and user-friendly annotated bibliography. Each entry should be accompanied by a brief description of the usefulness of the source. Your entry should be about one or two sentences in length. Apart from validating your sources, this will form a critical link between your research and your reader(s) who may wish to follow up on what you have begun.</p>
Suggested Assessment	See accompanying rubric.
References/ Resources	<p>“Protecting Mt. Fuji,” <i>Designating Mt. Fuji as a World Heritage Site</i>. Shizuoka-Yamanashi Joint Council Mt. Fuji World Cultural Heritage Registration, 2009.</p> <p>Adamson, Benjamin. “Sacred Sites of Japan,” <i>Sacred Sites: Places of Peace and Power</i>, 2009.</p> <p>“Mt. Fuji Guide. Mt. Fuji’s Cultural Values.”</p> <p>Japanese National Parks System, Natural Parks Foundation. 2010.</p> <p>Prideaux, Eric, “Mount Fuji: Symbol of Beauty; Mountain of Shame,” <i>The Japan Times</i>, 2004.</p> <p>U.S. National Park Service- Experience Your America National Park Service, 2010.</p>

[Trouble At Paradise: Urban Air Pollution Travels to Mount Rainier- Sightline Institute](#), *Sightline Institute- Solutions for Cascadia*, 2010.

[Mount Rainier National Park. Go Northwest](#). 2010.

Rubric for Two Mountains, Two Peoples PowerPoint Presentation

	Beginning: 1	Developing: 2	Accomplished: 3	Exemplary: 4
Ideas and content	<ul style="list-style-type: none"> A beginning standard would be characterized by complete lack of detail and failure to address most of the required content areas. There would be an absence of critical thinking. 	<ul style="list-style-type: none"> A developing standard would be characterized by covering basic content, often superficially. There would be a virtual absence of critical thinking. Key content areas may be missing. 	<ul style="list-style-type: none"> A performance demonstrating mastery will explain the required background information, but may not include convincing higher-level thinking. Visual images will be relevant and support content. Some key insights and ideas may be either missing or inadequately treated. 	<ul style="list-style-type: none"> The highest level of performance will display critical thinking skills, particularly an ability to synthesize with insightful, thoughtful explanation of all the required content. The inquiry will be based on resourceful, wide-ranging research, and background reading. The work will have explored all of the major perspectives listed in the guidelines. and possibly have added to this list. There will be a range of interesting, relevant visual images deployed in a clever and creative way. An exemplary standard would be indicated by the student's complete ownership and understanding of the subject material.
Oral presentation skills	<ul style="list-style-type: none"> A beginning level presentation would be characterized by a showing lack of thought and understanding of the task May be inaudible, incoherent and lack practice. 	<ul style="list-style-type: none"> The presentation may contain some redeeming elements, but lacks rehearsal and preparation. Some parts may be unclear, inaudible and poorly spoken. 	<ul style="list-style-type: none"> An accomplished presentation of the project will be confident, coherent and show evidence of practice/ rehearsal. There may be some flaws in speaking skills with hesitation, audibility, and pacing. 	<ul style="list-style-type: none"> An exemplary performance will be engaged, involved and passionate about the topic. The speaker will expertly take the audience through the complexities of the subject and flawlessly explain their findings. The presentation follows the path of the slides. The performance will be polished and completely capture the audience's attention.
Annotated bibliography	<ul style="list-style-type: none"> A beginning level would be characterized by a lack of notations and only superficial use of resources. Absence of proper citations. Many convention errors. 	<ul style="list-style-type: none"> Developing standard would be characterized by limited, inconsistent use of resources and notations. There may be citation errors. Some convention errors. 	<ul style="list-style-type: none"> Mastery would be characterized by a range of sources consulted with suitable notes for each source. There may be one or two flaws in grammar and usage. There may be citation errors. 	<ul style="list-style-type: none"> The highest level of work here means an in-depth, wide-ranging collection of resources that will enhance understanding of the topic. All sources are commented upon thoughtfully with perfect use of conventions. There will be no citation errors.
Multimedia	<ul style="list-style-type: none"> PowerPoint is incoherent in organization. Captions missing or irrelevant. Many convention errors. No copyright/Fair use acknowledgement. 		<ul style="list-style-type: none"> PowerPoint contains most of the required slides. Some caption errors. Most slides in logical sequence. Copyright/Fair use acknowledgement. 	<ul style="list-style-type: none"> PowerPoint contains required number of slides. Uses relevant captions with no convention errors. Slides arranged in logical sequence. Copyright/Fair use acknowledgement.