Canadian Fortune-Teller Multi-literacies Project: Praxis Paper

Connor Downie

Language across the Curriculum

Susan Holloway

November 15, 2016

Our activity brings an interesting and enjoyable way for introducing students to reading and analyzing maps in geography. Canadian Fortune-Teller is a great activity that incorporates a different form of literacy in a way many young students can easily understand and interpret. This activity and lesson is an effective way to introduce students to map interpreting. Many students can have issues with reading maps because there can be many different symbols, locations and names scattered across the image. This makes it difficult for some students to focus in and read some of the smaller details. This is especially true for some applied level students who are reading a map for the first time in grade 9. Using a fortune-teller which is fairly simply to create the teacher can use it in any way they see fit. This activity works great in cross-curricular ways and can work effectively in many different content areas. To make it more challenging for students for higher levels in the subject the fact cards can be changed to question cards. This would be a good activity for a review at the end of a unit before a test or quiz.

The video we created illustrates how to do the activity with the map and fact sheets we created. We used a map of Canada and chose eight locations the students could find. Only eight locations were chosen because that’s the maximum amount of options a single fortune-teller has. The video we made contains a detailed explanation of the activity and represents and has the essential factors of content area literacy. Reading, Talking, and listening are all literacies used in this activity and are simple enough for the students to interpret. Referring to Douglas Fisher and Nancy Frey they explained that there are three areas of planning that must be considered when conducting content area instructions which include “enduring understandings, essential questions, and transfer goals (Wiggins & McTighe, 2005).” (Fisher & Frey, 2016). We believe that our activity is well equipped to touch on each of these three elements and introduce students to map interpretation in a way they can easily understand while using a variety of content are literacies to do so.

In conclusion, map reading is an essential part of studying geography and for many students this can be difficult if it is their first time reading a map. Our activity is a great introduction to reading a map without any challenging questions. The goal here is to allow the students to gain a spatial understanding of Canada and some of its major cities and locations. After they locate those locations they have the opportunity to read a fact about that location which we feel is a great way for students to remember and recall locations based on the fact or characteristic they take away from the activity.

References

Fisher, D., & Frey, N. (2016). *Designing Quality Content Area Instruciton*. Retrieved from blackboard.uwindsor.ca:https://blackboard.uwindsor.ca/webapps/blackboard/execute/content/file?cmd=view&content\_id=\_469945\_1&course\_id=\_37755\_1