

Sailing Around the World GIS Story Map Project

I created this project in order to:

- A. have you engage with the content from APHG units 3 and 4.
- B. help you gain some GIS skills.
- C. allow you to have some fun.

Are you ready to sail around the world? ☺

First, choose your ocean-going vessel. Then plan your route. Then sail off on an adventure!

The GIS Story Map requirements:

- 1.) At least 10 destinations along the route.
- 2.) At least 5 sections per group member. **I'll refer to all sections for one group member as a chapter.**
- 3.) Roughly half of the sections in story map need to have main stages of **GIS maps** with a good mixture of layers and map notes PLUS the text on side panel. Images can be added on side panel. Images can be added to map notes. Each group member must create at least 2 GIS maps for their chapter.
- 4.) The other half of the sections of story map can have images, video (no longer than 30 sec.), or GIS maps on main stage PLUS side panel text.
- 5.) GIS maps must show the route of journey using map note lines from start to finish. Where one student leaves off, the next student should pick up. In other words, there should not be any instances of going from Austin, TX to Havana, Cuba via teleportation. The route must be shown in GIS maps and make sense.

Sample of layers that you could use:

Search "world climate zones". Add "WorldClimateZonesSimp" by MappingOurWorld. Zoom in on country, add the layer and set the transparency of layer around 40%

Search "earthquakes". Add "Earth's Tectonic Plates" by ESRICanadaEd

Search "hurricanes". Add "Hurricanes Recent" by Esri_DisasterResponse_DM

Search "malaria". Add "MalariaDeaths2010" by StoryMaps

"ReligionsWorld"

"major global seaports"

"global shipping lanes"

"World Slums"

Browse the living atlas layers for a good amount of demographic-oriented layers.

You will need to think of and search for other layers to show. As you work, be thinking—what other layers could I add that might be useful for the trip or relevant for telling the story of my journey?

Map notes can be represented in numerous ways on your map. Pushpins on locations, lines from one location to another, shaded areas on land or water, directional arrows, etc. Remember that images can be added to map notes and side text panel.

Your maps should tell stories. You have your **individual** chapter to create, but the overall story of journey from start to finish needs to have good flow and transitioning from chapter to chapter. That's where the **group** effort comes in.

APHG Content that needs to be clearly approached in story map and in presentation:

- 1.) Emphasis on one or more of your destinations where you can examine the tussle between local and popular culture. Define aspects of one or more of your stops in local terms, popular terms, and the interaction between the two.
- 2.) A description of the material and nonmaterial culture of one or more of your destinations.
- 3.) A description of something that has been reterritorialized or diffused via stimulus diffusion at one or more of your destinations.
- 4.) Sampling of toponyms in two or more destinations, their classifications and historical context.
- 5.) One or more examples of cultural customs, norms, and taboos.
- 6.) One or more places where placelessness can be observed.
- 7.) Exploration of racial and ethnic breakdowns of one or more locations and any tensions therein.
- 8.) Exploration of gender relations, gendered spaces, etc. of one or more location.
- 9.) Predominant language spoken at two or more destinations, language family they belong to, migration associated with languages and similarity to other languages around it.
- 10.) Noting of one or more pidgin or creole languages, OR the noting of diversity of languages at one or more location, OR noting of national language at one or more location, OR noting of language from colonizer at one or more location.
- 11.) Interesting dialects and/or isoglosses at one or more destination
- 12.) predominant religions of two or more destinations and how religion is expressed in the landscape. Sacred spaces, sacred territory, physical geographic features of religious significance, etc. Is the religion an ethnic one, universalizing one, syncretic, etc. Are you visiting a place of pilgrimage? Is religious extremism a problem where you are visiting?
- 13.) In accordance with world systems theory, note what tier three or more destinations on your journey are in and why. Core, periphery, semi-periphery and what processes in the country make it so.
- 14.) What were some of the impacts of colonization in two or more of your destinations? How did the colonizing country benefit from the colonized destination country?
- 15.) How does one of more of your destination countries fit in to the increasingly globalized economy? Winner? Loser? Left out?

16.) One or more observations of centripetal or centrifugal forces along your journey. Devolutionary forces at one or more destination, breakaway movements, etc.?

17.) One or more interesting boundary disputes you heard of along your journey.

18.) One or more interesting geopolitical situations described along your journey.

19.) One or more supranational organizations your destination country is a part of and how that benefits or harms the country.

Grading:

Each of you will be graded separately for the presentation of your section.

Individual Presentation worth **60 points**.

The group will be graded based on the flow and organization of story from one person's chapter of journey to the next person's chapter.

Group presentation worth **20 points**.

Works Cited pages need to be completed individually for individual student chapters. You do not need to cite images. This must be turned in on a separate piece of paper. Worth **10 points**.

Peer Review worth **10 points**. You will complete reviews when the project is due.

GIS Story Map Project: Individual Presentation Rubric

	Inadequate 8 or below	Adequate 8 - 10	Good 9 - 11	Outstanding 11 -12
Organization	Choppy and confusing; difficult format to follow; transitions of ideas were abrupt and seriously distracted the audience	Somewhat organized; ideas were not presented coherently and transitions were not always smooth, which at times distracted the audience	Presented in thoughtful manner; there were signs of organization and most transitions were easy to follow, but at times ideas were unclear	Extremely well organized; logical format; smooth transitions; organization enhanced overall project effectiveness

Content Accuracy	Completely inaccurate; the facts in this project were absent or misleading to the audience	Somewhat accurate; more than a few inconsistencies or errors in information	Mostly accurate; a few inconsistencies or errors in the information	Completely accurate; all facts were precise and explicit
Research	Did not utilize resources effectively; did little or no fact gathering on the topic	Used the material provided in an acceptable manner, but did not consult any additional resources. Lack of information.	Did a good job of researching; utilized materials provided to their full potential; took initiative to find information	Went above and beyond to research information; solicited material in addition to what was provided.
Analysis	Connections made to content from APHG Units 3 and 4 are lacking significantly	Connections made to content from APHG Units 3 and 4 lacked clarity and were weak.	Connections made to content from APHG Units 3 and 4 were mostly clear and strong	Strong and clear connections are made to content from APHG Units 3 and 4
Presentation Mechanics	Presentation has four or more spelling errors and/or grammatical errors. Significant problems with map features, text, and images.	Presentation has three misspellings and/or grammatical errors. Some problems with map features, text, and images.	Presentation has no more than two misspellings and/or grammatical errors. Map features, text and images are easy to follow.	Presentation has no misspellings or grammatical errors. Map features, text, and images show thoughtfulness and quality.

Projects are DUE on Friday 12/8 and we will begin presentations that day.

In-Class Project work days: Friday 11/3, Thursday 11/9, Friday 11/17, Thursday 12/7

APHUG Content Connection Checklist

Local and Popular Culture _____

Material and Nonmaterial Culture _____

Reterritorialization or Stimulus Diffusion _____

Toponyms _____

Cultural customs, norms, taboos _____

Placelessness _____

Racial or ethnic breakdown _____

Gender relations/gendered spaces _____

Language _____

Dialects or Isogloss _____

Religion _____

World Systems Theory _____

Legacy of Colonialism _____

Globalization _____

Centripetal or Centrifugal forces _____

Boundary dispute _____

Geopolitical situation _____

Supranational organization _____

Group Presentation Checklist

10 destinations _____

5 sections per group member _____

GIS maps _____

Journey Route _____

Flow and organization of story _____

Sailing Around the World Story Map Project Workflow

- 1.) Divide the labor equally among group members.
- 2.) Individually research.
- 3.) Create GIS maps in individual arcGIS accounts then SAVE them.
- 4.) Option 1: Each group member open a GIS story map for his/her chapter of the journey.

Option 2: One group member shares his/her username and password with all other group members and all group members work on that one story map for the group.

Choose whatever story map format you would like. Map journal format is the easiest to work with. You can choose a side panel or floating panel.

- 5.) Select and load GIS maps into your story map. Load images and links into your story map. Compose text in side panels. Add links and images to side panels.
- 6.) Organize and plan the group presentation of the story map(s).