

**Physical Geography in the News Project**

One eighth of your grade will be based on a semester-long project that relates concepts covered in class to a current events topic of your choosing.

**Topics**

Topics must center on a physical geography concept or process and how it impacts and/or is impacted by humans. Choose your topic by finding a recent newspaper or magazine article dealing with an issue that interests you and relates to one or more geography topics that are/will be covered in class and/or in your textbook.

Relevant concepts/processes include (but aren't limited to): ozone depletion, urban heat islands, global warming, greenhouse effect, air pollution, monsoon rains, acid rain, hurricanes/cyclones/typhoons, El Niño/La Niña, tornadoes, aquifers, fire ecology, impacts of introduced species on an ecosystem, deforestation, earthquakes, volcanoes, tsunamis, landslides, mudslides, avalanches, flooding, sinkholes, desertification, beach erosion.

Examples:

- "Tsunami area wants tourists to come back" *Philadelphia Inquirer*, 1/23/05, N1, N7 - effects of largest natural disaster in history on tourism industry
- "U.S. base in Cuba gets wind power" *Philadelphia Inquirer*, 1/23/05, A15 - implications of converting to a renewable energy source
- "Tsunami seawater fatal to crops" *Philadelphia Inquirer*, 1/24/05, A3 - impact of natural disaster on ecosystem and agriculture
- "Listening for Atom Blasts, But Hearing Earthquakes" *New York Times*, 1/18/05, F1, F4 - global monitoring network for seismic activity has applications related to both natural hazards and nuclear testing
- "California storm damaged crops" *Philadelphia Inquirer*, 1/19/05, online - mud and debris from Ventura County mudslide impacts agriculture

**Sources**

Sources used in gathering information must include a minimum of:

- 1 newspaper article
- 1 magazine article
- 1 general interest or print source (e.g., encyclopedia, news outlet, etc.)
- 2 specialized internet or print sources (e.g., USGS, NOAA, NASA, etc.)

- any other sources as appropriate for the topic (optional)

### **Deliverables**

Projects will have an oral and a written component.

The oral component will comprise a 4-minute overview of your topic accompanied a one-page summary handout for the class.

The written component will comprise a 4-8 page paper plus complete bibliography and graphics (maps, graphs/charts, photos, etc.). You will also be required to turn in a 1-page topic description with copy of source article in February, as well as a 1-2 page outline and 1-page bibliography in early April.

Alternative projects that involve more creative components (e.g., art, drama, video, computer visualization etc.) are possible with my approval.

### **Due Dates:**

- **Feb. 1**      **Project topics due in class**
- **April 12**    **outline/bibliography due in class**
- **April 26**    **oral overviews in class**
- **April 28**    **final project due in class**

### **What to Turn In on February 1:**

- No more than 1 typed page with the following information:
  - **Your name**
  - **Title** - a phrase describing the topic (e.g., Impacts of California Mudslide)
  - **Topic Description** - A paragraph that identifies the issue you're researching, the relevant physical geography concept or process, how it impacts and/or is impacted by humans, and why you've chosen this topic
- a **copy of the newspaper or magazine article** that forms the basis of your topic

Guidelines for constructing the outline, paper, bibliography, oral presentation, and summary will be addressed in a future handout.