Powerful Geography

# Geographic Career Connections

**LESSON INFORMATION**

Subject Area: World Geography*

Grade Level: Grade 9*

Time Frame/Duration:
14 class periods throughout the year, 50-minute class periods
(1 day in the 2nd unit, one day per region unit, 3 days at the end of the year)

** Appropriate for 6th grade, World Cultures and AP Human Geography, with modifications*

**OVERVIEW OF LESSON**

Students will participate in a year-long research project, beginning with exploring careers and choosing one of interest to them. For each region of study, they will identify a concept or issue that impacts their career and research that issue/concept. At the end of the year, they will create a one-pager including their research throughout the year with additional culminating questions. Optionally, students can participate in a career fair where they will present their research.

**LEARNING OUTCOMES**

By the end of this lesson, students will be able to

1. Display and communicate how geography impacts their chosen career field.
2. Identify and analyze geographic concepts and issues related to their chosen career field.

**ESSENTIAL / GUIDING QUESTIONS**

*What are the questions being asked and potentially answered for this lesson?*

1. How does geography impact my career?

**CONNECTION TO CURRICULUM / UNIT**

The first lesson will allow students to explore career paths and choose one of interest to them; this lesson should be completed in the 2nd unit (Human Geography). In each regional unit, students will spend one day researching concepts and issues related to their career choice. For the final product, students will spend two-three days creating a one-pager and, if time permits, one day participating in a career fair; these days should be at the end of the year.

**BASIC TERMS AND VOCABULARY**

*careers * regions * research project * physical geography * human geography * places and region * environment and society * year-long project*

**POWERFUL GEOGRAPHY FOCUS**

This lesson focuses on all of the powerful geography content domains and career options.

**KEYWORDS**

career exploration, careers, career fair, high school, jobs in geography, Powerful Geography, regional geography, regions, research project, world cultures

**GEOGRAPHIC SKILLS**

☒ Asking Geographic Questions
☒ Acquiring Geographic Information

**ADDITIONAL INFORMATION**

Date Created August 2022
Developed by Stacie Aguirre

| | |
|---|---|
| ☒ Organizing Geographic Information<br>☒ Analyzing Geographic Information<br>☒ Answering Geographic Questions | Updated April 2025 (by Dr. Joann Zadrozny) |

**STANDARDS (STATE AND/OR NATIONAL)**

*Content standards will vary by student and career choice. Teacher should monitor student progress each unit to ensure that students are researching material appropriate to the TEKS.*

- *(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:*
  - (A) analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps;
  - (C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change;
  - (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time.
- *(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:*
  - (A) create appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships;
  - (B) generate summaries, generalizations, and thesis statements supported by evidence;
  - (C) use social studies terminology correctly; and
  - (D) create original work using effective written communication skills, including proper citations and understanding and avoiding plagiarism.
- *(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:*
  - (A) plan, organize and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results.

| **RESOURCE / MATERIALS NEEDED** | |
|---|---|
| *For Students:*<br>• Free career tests: Either skillpointe.com or Powerful Geography Career Path Quiz<br>• No longer free career tests: tucareers.com<br>Instructions for each career test is available:<br>○ PG Career Test Instructions<br>○ SkillPointe Career Match Instructions<br>○ Tucareers Career Test Instructions (6th grade)<br>○ Tucareers Career Test Instructions (9th grade)<br>• Career Quiz Vocabulary Supplement - To aid students with words they may not be familiar with in the quiz<br>○ Tucareers Vocabulary Supplement | *For Teachers:*<br>• Career Issues Research Rubric - One per student per region<br>• Year-End One Pager Rubric - One per student |

- Powerful Geography Vocabulary Supplement
- Career Research Worksheet
- Career Issues Research Worksheet
- Internet, textbooks, or other research material
- Year-End One Pager Instructions and Rubric
- 11”x17” copy paper
- One-Pager Step by Step Checklist
- One-Pager Organizer
- Career Fair Worksheet

**PEDAGOGICAL STRATEGIES**

Students will participate in a gallery walk; information about how to conduct a gallery walk can be found at: https://www.theedadvocate.org/how-to-implement-the-gallery-walk-teaching-strategy-in-your-classroom/.

Students will engage in a Think-Pair-Share strategy to begin the lesson; information about how to lead this can be found at https://www.kent.edu/ctl/think-pair-share.

**PRE-REQUISITE KNOWLEDGE**

While there is no prerequisite knowledge for students, it is important for teachers to understand that students will potentially need quite a bit of guidance when completing their career research for the first couple of units. Students have likely never been asked to connect their learning with a career interest in such an in-depth and content-heavy way before. Modeling and frequent check-ins in the first few units will help students learn how to do the *thinking* required for this project and later units should become easier and easier. Once the idea of the project has been introduced, it would be a good practice for the teacher to consistently tie in careers to the topic that is being taught to help students see the connections to careers as content instruction is happening throughout each unit. As the year progresses, the teacher can ask the students to make career connections during everyday lessons.

**LESSON DEVELOPMENT**

**STARTING THE LESSON**

1. List about 10 jobs on the board and lead students in a “think-pair-share” to decide which ones would use geography in the job.

   Optional list of jobs below:

   | | |
   |---|---|
   | Nursing | Police officer |
   | Marketing | Farmer |
   | Construction worker | Transportation planning |
   | State governor | Door Dash driver |
   | Lawyer | Tourism |

2. After students have a chance to share, explain that geography would be helpful to a certain extent in all jobs. Tell them that they will have the chance to choose a career path and explore

how geography is connected to that career. Students might be skeptical. That's ok. 😊 The teacher's job is to make sure that students learn how to make connections to geographic concepts throughout the year.

3. Have students use the Career Research Worksheet to explore careers and choose one for the year. Teachers can have students use one of the following to help students choose a desired career: https://skillpointe.com/startpointe or the Powerful Geography Career Paths Quiz. (Formally available was https://www.tucareers.com/ which is no longer free). *Update April 2025 - There used to be a free career test on Tucareers, but that test is no longer available. They now charge from $3.95 to $9.95. We **do not support** the use of paid tests. But we will include the material as a retrospect or in case they provide free tests again.

Teacher Hints:

- Depending on student needs, instructions for each career test is available: SkillPointe Career Match, Powerful Geography Career Paths, and Tucareers 6th Grade, Tucareers 9th Grade.
- The SkillPoint visual quiz will take two minutes. The Tucareers 6th Grade quiz will take students 10-15 minutes to complete; Tucareers 9th Grade will take 20-30 minutes. The Powerful Geography Career Paths Quiz will take 5-10 minutes.
- If the teacher doesn't want to commit a full day of instruction of this, they could omit this part altogether and simply have students choose a career.
- School counselors might be a good resource for this. They might even be interested in being a guest speaker for this day and lead the students in choosing a career.
- Consider creating a folder for each student to save each component of this project since they will use all of it at the end of the year.
    a. Old school – give each student a manila folder and keep them in a filing cabinet in your room.
    b. New school – have students complete these components electronically and save them in Google Drive or another electronic format.

**THE LESSON**

4. Toward the end of each region unit, have students complete the Career Issues Research worksheet to research a concept or issue related to the career they chose at the beginning of the year.

Teacher hints:

- To help students develop this way of thinking, consistently connect class topics to careers throughout the units. Point out possible topics of research for specific careers when covered in class, especially those you know students are researching. The use of current events would be a good way to practice this skill.
- Teachers should make sure they monitor student progress, especially in the beginning of the year to ensure that students are choosing appropriate issues and/or concepts.
- Consider scaffolding in the beginning of the year by…
    - Showing interviews from professionals about how they use geography in their job. These can be found at https://powerfulgeography.org/k-12-education/resources/#powerful-geography-videos-and-interviews.

- Grouping students into similar career paths and having these groups brainstorm related issues/concepts before researching.
- Providing a list of possible search options to get students started.
- Modeling a search for students.
- Having students designate a page in their notebook to jot down concept/issue ideas as they come to them during the unit.

**ENDING THE LESSON AND CLOSING PRODUCT**

5. At the end of the year, students will create a one-pager* to collate and organize the research they have done during the year. The one-pager will allow students to reflect on the connections they made throughout the year and on the career they chose. Allow 2-3 days for the creation of this one-pager.

Teacher hints:

- Use the One-Pager Rubric to set expectations for student work.

**Adapted from AP Human Geography Teachers Facebook group files.*

**DIFFERENTIATION STRATEGIES**

- Use instructions sheets for the career test. (See links in the student materials section.)
- Provide students with vocabulary lists that go along with the career quiz. (See links in the student materials section.)
- Group students according to career path and allow them to research the concepts/issues together.
- Provide a template for the one-pager that students can use to fill in their information.
- Provide a step-by-step checklist or an organizer to assist in creating the one-pager.
- Provide a list of concepts/issues specific to their career for students to choose from when researching.
- Frequent checks for understanding.

**EVALUATION AND ASSESSMENT**

- Teacher will evaluate the One-Pager with the One-Pager Rubric.
- Provide detailed feedback on student research throughout the year and require students to respond to the feedback so students have strong research for the One-Pager. Teachers can use the Career Research Rubric, but they should also address any gaps in the student research, so they have a chance to correct it.

**EXTENSION AND ENRICHMENT**

→ Students can participate in a career fair so they can see other students' research and geographic connections. To ensure engagement in the career fair, students can complete the Career Fair Worksheet.

→ This lesson can be taught in addition to the "Explore – Experience – Expand" activity.

**ACCOMPANYING WORKSHEETS:**

# Career Research

When will I ever use geography again???

You are going to be participating in a research project throughout the course of this year for each region of the world that we cover. You will be able to choose a career that you are interested in and research geography topics related to that career. Geography is everywhere! Not sure? Prove me wrong. 😊

But, first, you have to choose a career that you are interested in.

| |
|---|
| 1. Which career are you choosing for this research project? |
| 2. Write a brief job description of this career. |
| 3. What skills and/or education do you need for this career? |
| 4. Why are you interested in this career? |

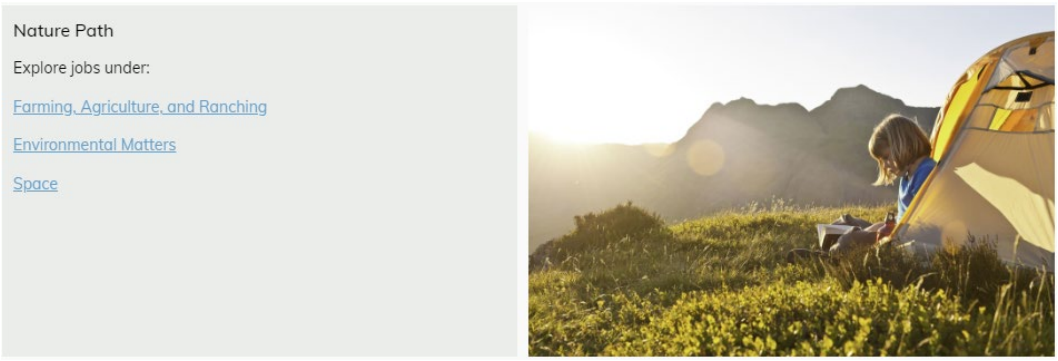
# Powerful Geography Career Test Instructions

1. Go to https://powerfulgeography.org/student-resources/.

2. Scroll down on the page and select "Career Path Quiz" to take the quiz.

3. Scroll down and answer the questions on the quiz. When finished, select "Ready to send."

4. Use your results to explore different jobs in the Career Path for you.



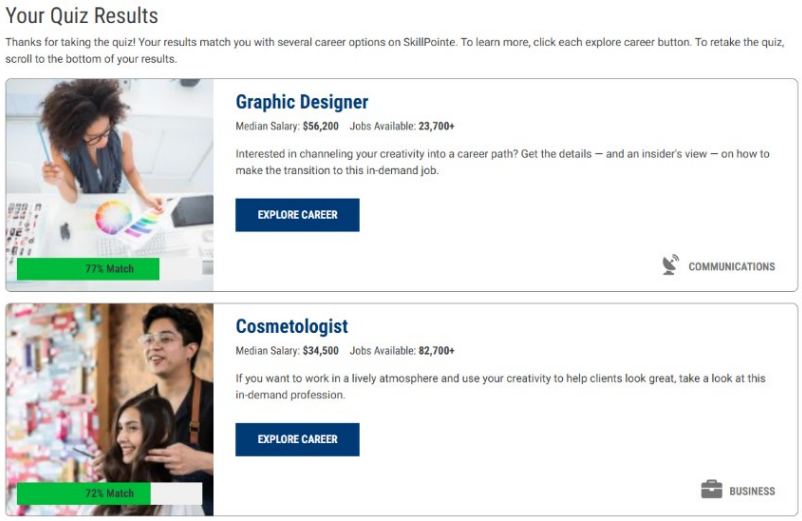
# SkillPointe Career Match Instructions

1. Go to https://skillpointe.com/startpointe

2. Start answering the questions by choosing "ME" or "NOT ME".
Select "Me" if an image represents something you like or something you're good at,
or "NOT ME" if it doesn't represent you.

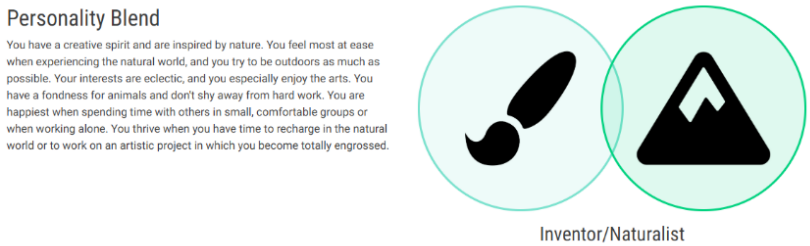
3. Click through and answer all 56 questions.

4. Your quiz results will then pop up after the last question.



5. Use your results to explore different jobs that fit based upon your answer choices.

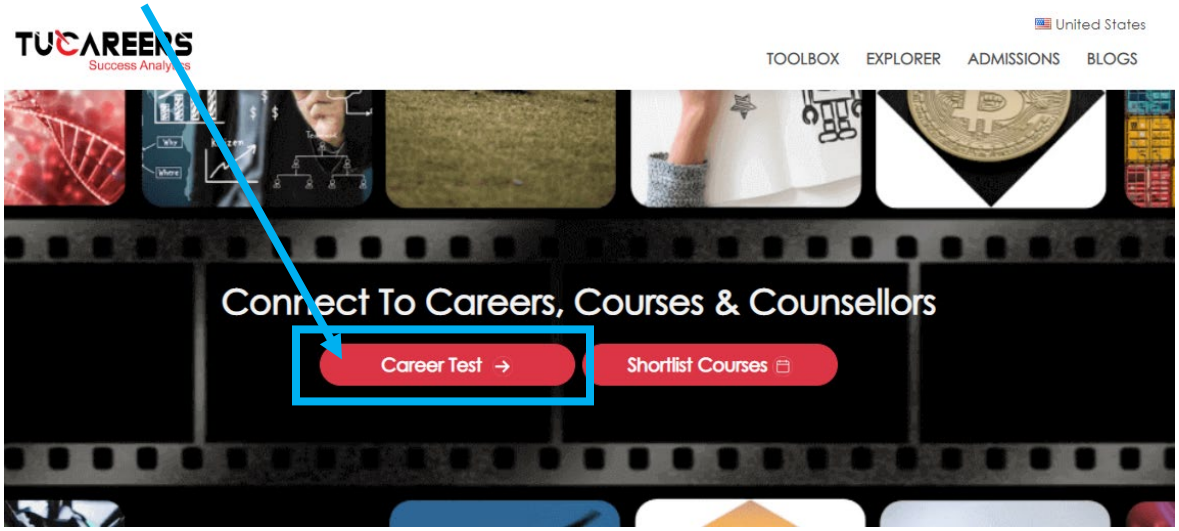
6. Lastly, the quiz provides you with your "Personality Blend" with a brief explanation.



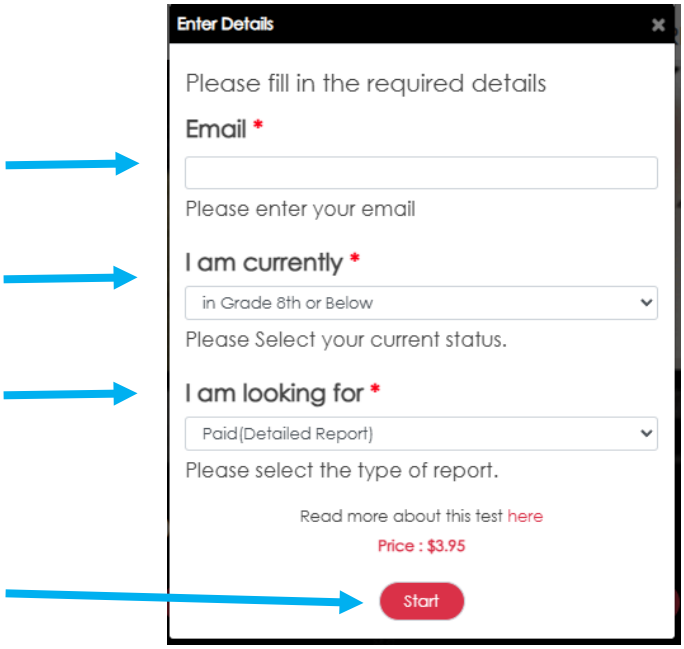
# Career Test Instructions (6th Grade)
# No longer free (as of April 28, 2025)

1. Go to https://www.tucareers.com/

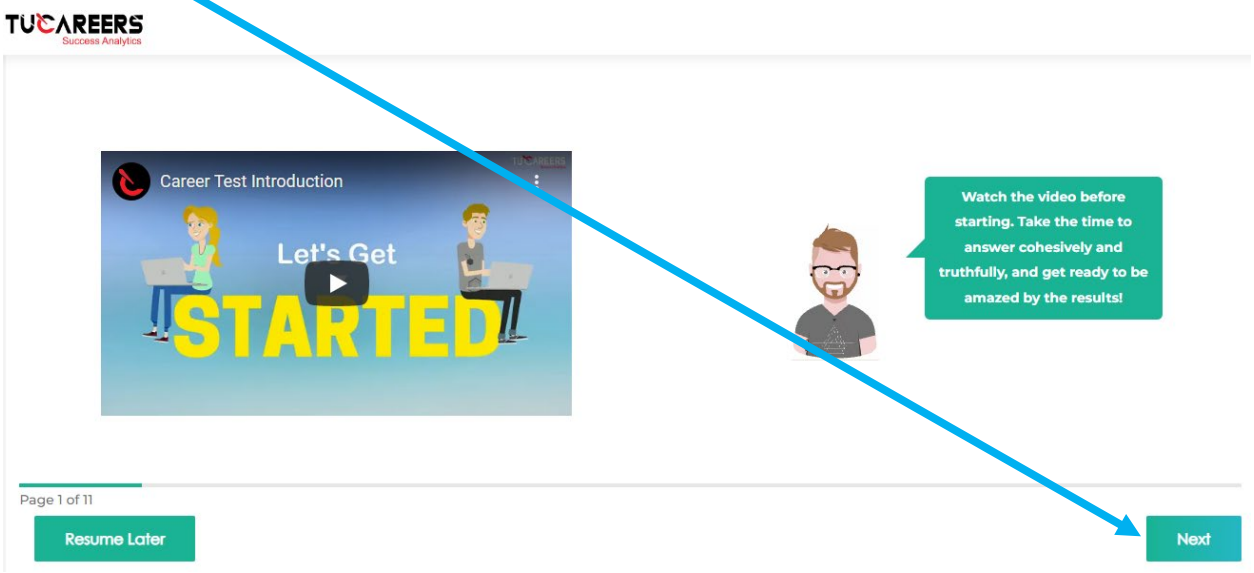
2. Select "Career Test"



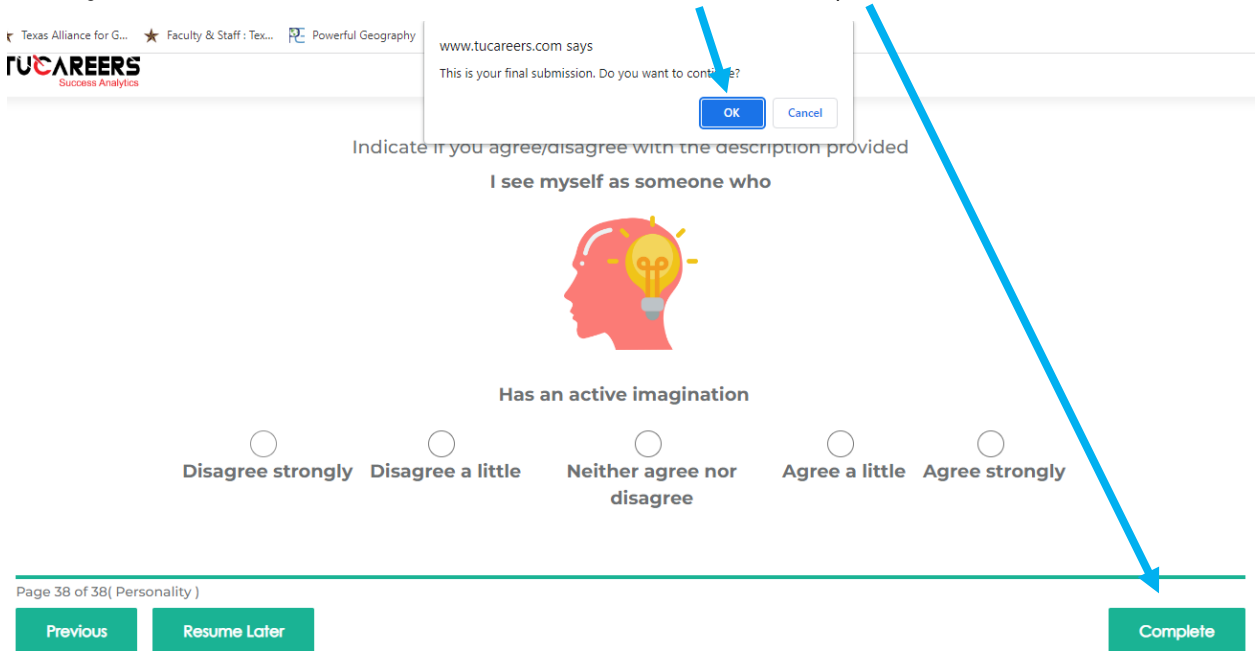

3. Enter details in the box that pops up.
   Enter a working email address.
   Under "I am currently", select "in Grade 8th or Below" in the drop down box
   Under "I am looking for", select "Paid (Detailed Report) in the drop down box
   Select "Start"



4. Select "Next" to begin the quiz.




5. Once you've answered all of the questions, click "Ok" or "Complete".

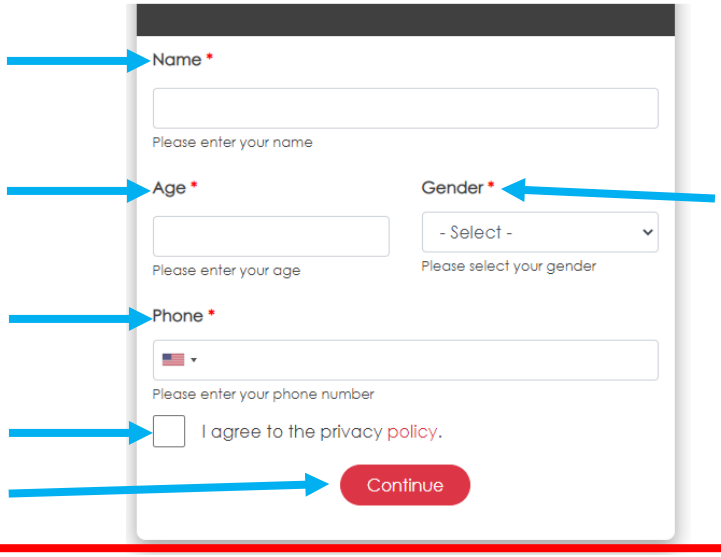


6. Complete the information in this box.

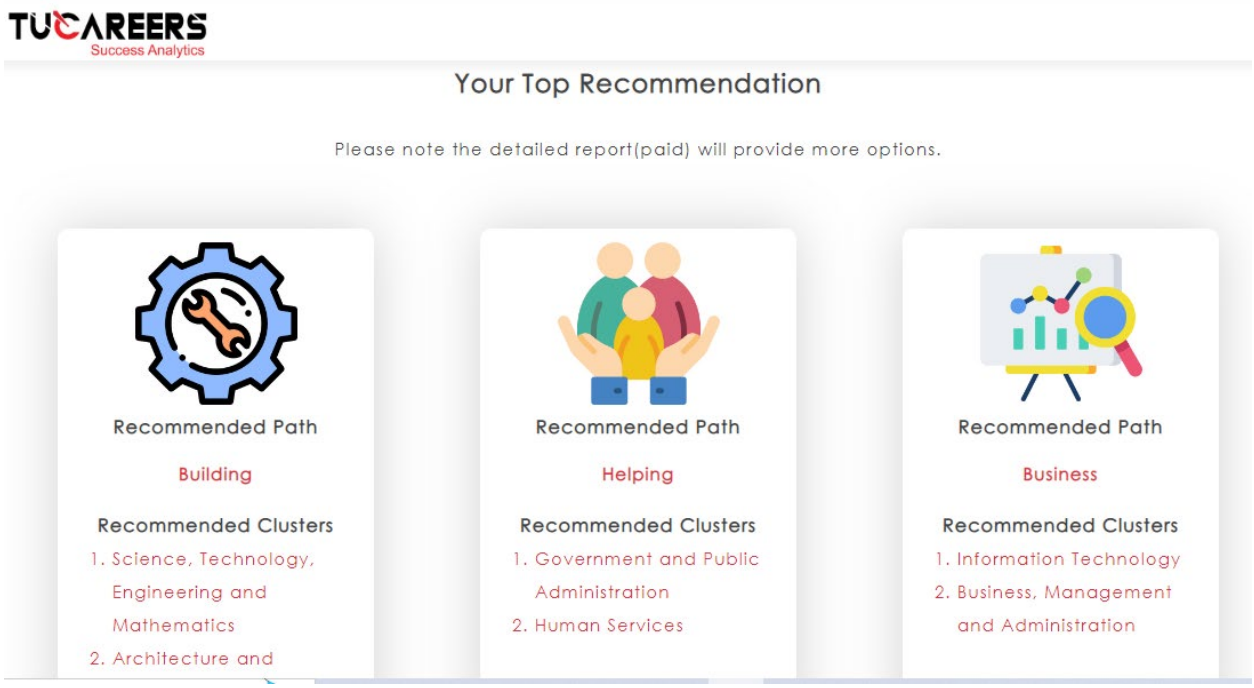
***Use the phone number indicated by your teacher.***

Select "Continue" once all information has been filled in.

*UPDATE 4/28/25: This step has probably changed due to the test no longer being free.*



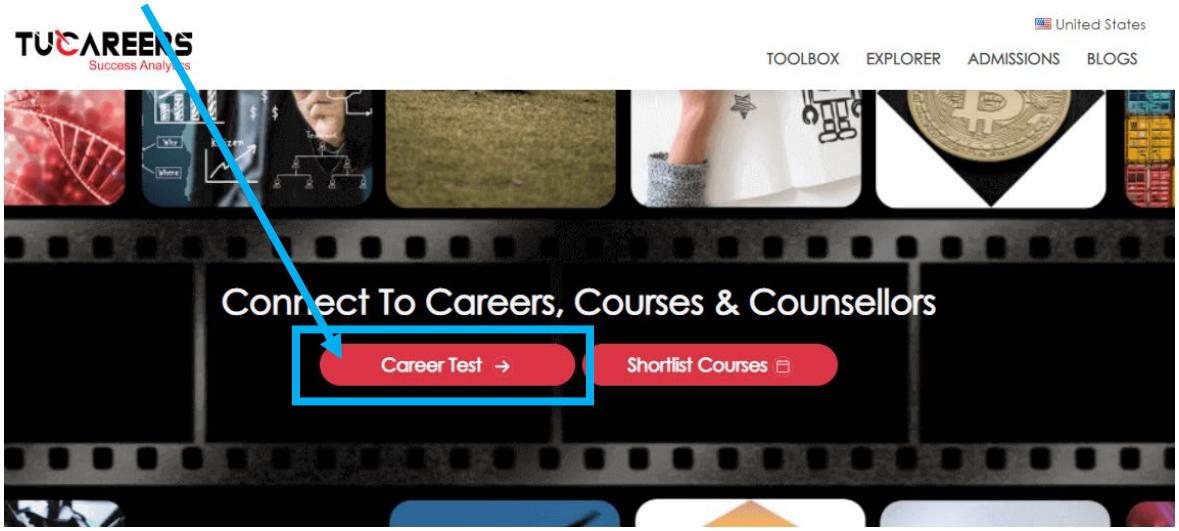

7. You're done! Explore the career paths on your results page.



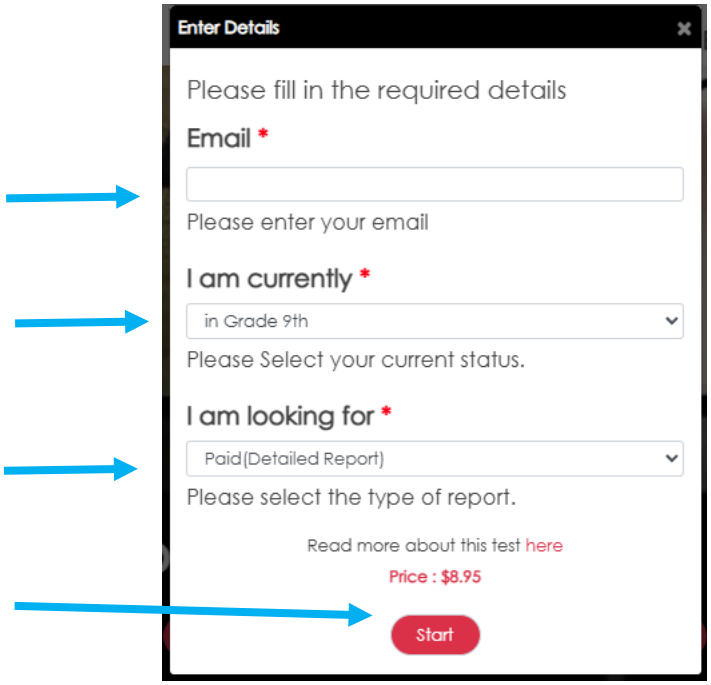
# Career Test Instructions (9th Grade)
# No longer free (as of April 28, 2025)

1. Go to https://www.tucareers.com/

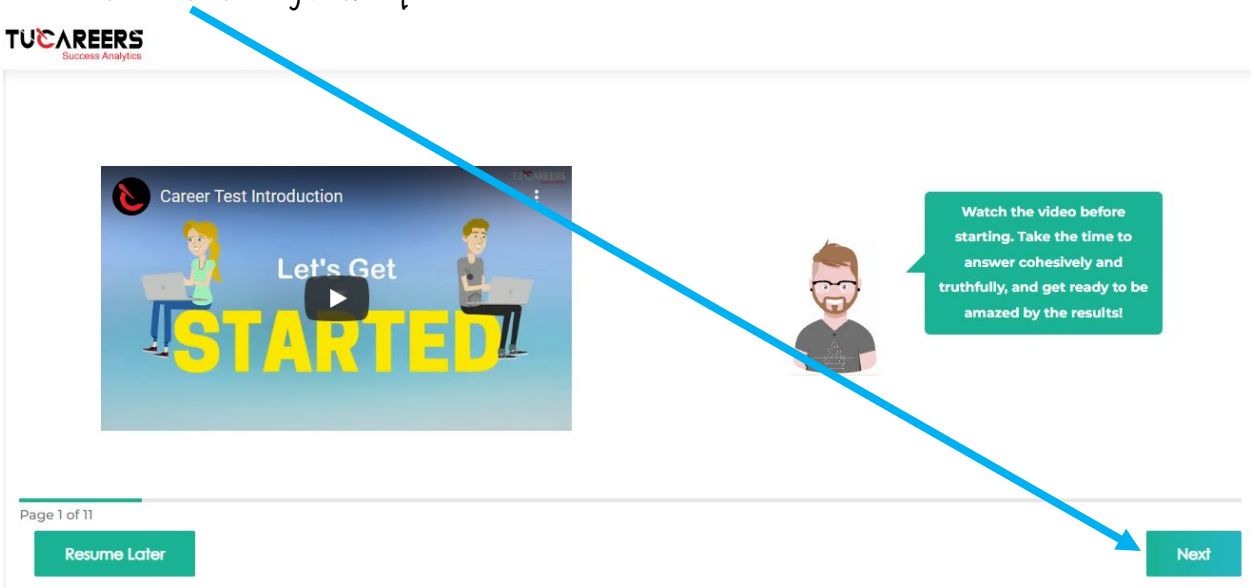
2. Select "Career Test"



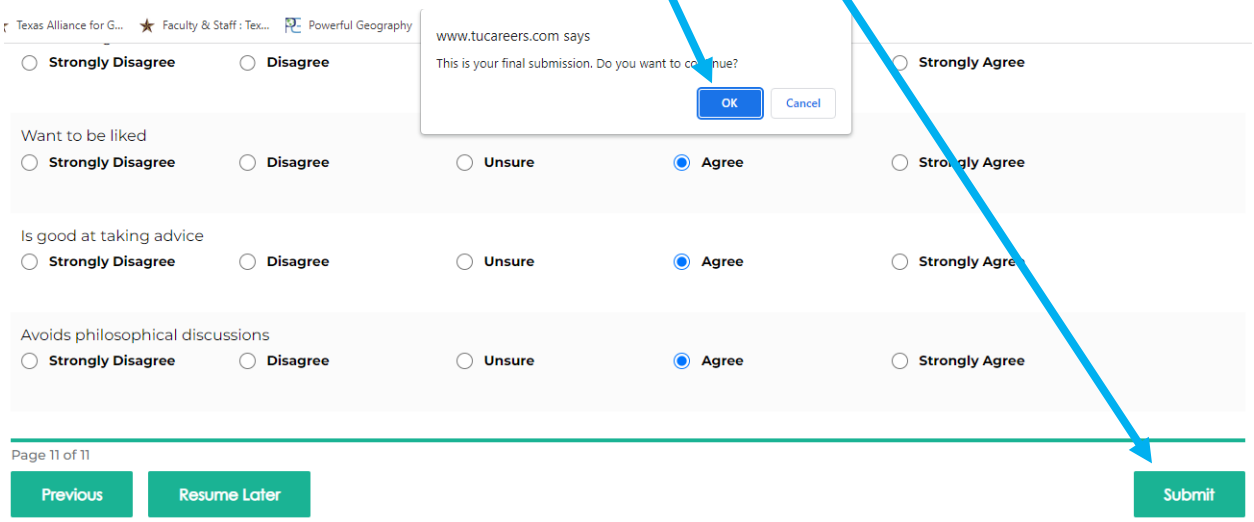

3. Enter details in the box that pops up.
   Enter a working email address.
   Under "I am currently", select "in Grade 9th" in the drop down box
   Under "I am looking for", select "Paid (Detailed Report) in the drop down box
   Select "Start"



4. Select "Next" to begin the quiz.




5. Once you've answered all of the questions, click "Ok" or "Submit".

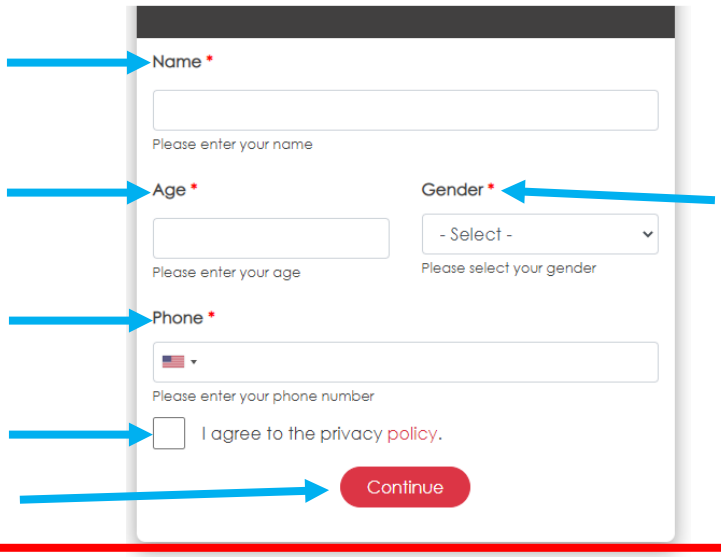


6. Complete the information in this box.

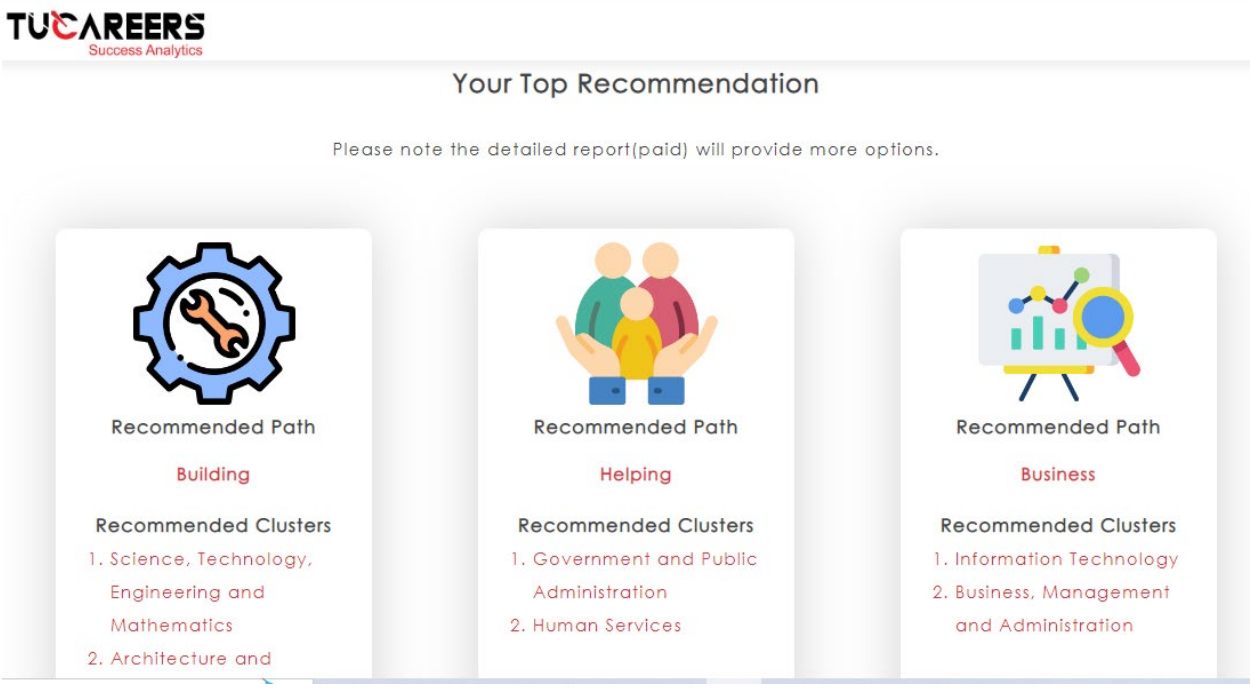
***Use the phone number indicated by your teacher.

Select "Continue" once all information has been filled in.

*UPDATE 4/28/25: This step has probably changed due to the test no longer being free.*




7. You're done! Explore the career paths on your results page.



# Career Issues Research

## Region: _____

Find one issue or concept that is related to your career within this region. Think about this region from the perspective of your career. What issues or concepts would provide opportunity, present issues, or pose a problem your career could help solve? (For example, if your career is a farmer, you could research the connection between farming and climate types in the region or the rise of organic farming.)

| |
|---|
| Find a credible resource (article, website, documentary, etc.) that explains this issue/concept. Cite the source. |
| Is it a primary or secondary source? |
| Summarize the issue/concept. (Think about it from a geographic **and** career perspective.) |
| Describe how this issue/concept is related to your career. |
| If you were to work in this career in this region, how would this issue/concept affect your job? |

# Career Issues Research Rubric

| Category | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| **Credible Resource Citation** | Student **correctly** cites a **credible** source, using **MLA format**. | Student cites a **credible** source, using **MLA format**, with **1-3 minor** errors. | Student cites a source that **may not be credible** and/or the citation has **4+ errors.** | Student does **not** cite a source. |
| **Summary** | Student **thoroughly** summarizes the issue and demonstrates attention to both a **career** and **geographic perspective**. | Student **adequately** summarizes the issue and demonstrates attention to both a **career** and **geographic perspective**. | Student's summary of the issue is **cursory** and/or does **not** include both a career and geographic perspective. | Student does **not** summarize the issue. |
| **Relation to Career** | Student demonstrates an **excellent** understanding of how the issue/concept relates to their career. | Student demonstrates a **good** understanding of how the issue/concept relates to their career. | Student demonstrates a **poor** understanding of how the issue/concept relates to their career. | Student does **not** demonstrate an understanding of how the issue/concept relates to their career. |
| **Impact on Career** | Student demonstrates an **excellent** understanding of how the issue/concept could impact their career. | Student demonstrates a **good** understanding of how the issue/concept could impact their career. | Student demonstrates a **poor** understanding of how the issue/concept could impact their career. | Student does **not** demonstrate an understanding of how the issue/concept could impact their career. |
| | **Exceeds Expectations** | **Meets Expectations** | **Approaches Expectations** | **Does Not Meet Expectations** |

# Culminating Year-End Project One Pager*

You have been doing research based on a career choice for each region throughout this year. To conclude and assemble this research, you are going to create a giant one-pager.

**Follow this format for your One-Pager:**

- Use unlined white paper (11"x17")
- Title the One-Pager appropriately to reflect the career and issues you researched.
- Use colored pens, pencils, or markers. The more visually appealing it is, the more you will learn.
- **Fill the entire page. Fill the entire page. Fill the entire page. Fill the entire page.**
    - While large or bold writing can be used to highlight or bring attention to an idea or section, using exaggerated writing to fill the page ***is not acceptable.***
- Be purposeful about the arrangement of your One-Pager.
    - For example, have a reason for using a certain color or for placing an object in a certain place.
- Use one map **AND** one chart/graph related to the issues you researched.
- Use three visual images, either drawn or printed out, to create a central focus to your page.
    - If you use a computer image, **personalize** it to make it your own.
    - These visual images should contribute to the audience's understanding of your career and the issues of the regions. They should not only serve as decoration.
- Place five essential vocabulary words/phrases around the images.
    - These terms/words/phrases should express the main ideas, your impressions, feelings, or thoughts about what you have seen or read.
- For each region of the world, write a 1-2 sentence summary of the issue you researched.
- Answer the following questions.
    - How important is geography to the career you chose? Explain.
    - Has your research changed your interest in this career? Explain.
    - If you had a job in this career, which region of the world would you want to live in? Why?
- **Write your name on the back! Write your name on the back!**

*Adapted from AP Human Geography Teachers Facebook Group files.

# Year-End Career One-Pager Rubric*

| Category | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| **Content** | *Title is **creative** and **appropriate**.<br>*All region summaries are **present** and **thorough**.<br>*5 essential vocab/phrases **highlight** ideas. | *Title is **appropriate**.<br>*All region summaries are **present**.<br>*5 essential vocab/phrases are present. | *Title does **not** relate.<br>***1-4** region summaries are **missing** and/or are **cursory**.<br>***1-2** essential vocab/phrases are **missing**. | *Title is **not** present.<br>***5+** region summaries are **missing** and/or are **cursory**.<br>***3-4** essential vocab/phrases are **missing**. | *Title is **not** present.<br>***All** region summaries are **missing** and/or are **cursory**.<br>***All** essential vocab/phrases are **missing**. |
| **Pictures** | ***3** pictures **enhance** the audience's understanding of the content.<br>***3** pictures are hand-drawn with **attention to detail** or computer-generated pictures are **personalized**. | ***2** pictures **enhance** the audience's understanding of the content.<br>***2** pictures are hand-drawn with **attention to detail** or computer-generated pictures are **personalized**. | ***1** picture **enhances** the audience's understanding of the content.<br>***1** picture is hand-drawn with **attention to detail** or computer-generated pictures are **personalized**. | *Pictures are **not** clearly **related** to the topic of the one-pager.<br>*Hand-drawn pictures are **messy** or have **little detail** or computer-generated pictures are **not** personalized. | *Pictures are **not** present on the one-pager. |

*Adapted from AP Human Geography Teachers Facebook Group files.

| Category | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| **Map & Chart/ Graph** | *__Both__ the map and chart/graph **enhance** the audience's understanding of the content.<br>*Information on the map and chart/graph is **accurate**. | *__Both__ the map and chart/graph are present and **one enhances** the audience's understanding of the content.<br>*Information on the map and chart/graph is **accurate**. | *__Both__ the map and chart/graph are present.<br>*Information on the map and chart/graph is **accurate**. | *Either the map or chart/graph is missing.<br>*Information on the map and chart/graph is inaccurate. | *The One-Pager does **not** include a map or chart/graph. |
| **Questions** | Student **thoroughly** answers all **3** questions with **supporting details**. | Student **thoroughly** answers **2** questions with **supporting details**. | Student **thoroughly** answers **1** question with **supporting details**. | Student response to the questions are **cursory** and **lack detail**. | Student does **not** answer the questions. |

*Adapted from AP Human Geography Teachers Facebook Group files.

| Category | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| **Format** | *Student uses **unlined white paper**.<br>*Use of **color** and **placement** of items enhance the audience's understanding.<br>*Entire page is **covered**.<br>***Name** is written on back. | *Student uses **unlined paper** (color or white).<br>*Use of **color** and **placement** of items do not clearly contribute to the audience's understanding.<br>***3/4** of page is **covered**.<br>***Name** is written on back. | *Student uses **unlined paper** (color or white).<br>*Use of **color** and **placement** of items appear to be **random** and/or merely decorative.<br>***1/2** of page is **covered**.<br>***Name** is written on back. | *Student uses **lined paper** (color or white).<br>*Student uses **one color** pen or pencil and **placement** of items appear to be **random** and/or merely decorative.<br>*1/4 of page is **covered**.<br>***Name** is written on back. | *Student uses **lined paper** (color or white).<br>*Student uses **one color** pen or pencil and **placement** of items appear to be **random** and/or merely decorative.<br>***Less than 1/4** of page is **covered**.<br>***Name** is not written. |
| **Present** | *Student can explain **all** visuals, content, vocab, and color choices. | *Student can explain **most** visuals, content, vocab, and color choices. | *Student can explain **some** visuals, content, vocab, and color choices. | *Student can explain **few** visuals, content, vocab, and color choices. | *Student **cannot** explain visuals, content, vocab, and color choices. |
| | **Exceeds Expectations** | **Meets Expectations** | **Approaches Expectations** | **Does Not Meet Expectations** | **Does Not Attempt** |

*Adapted from AP Human Geography Teachers Facebook Group files.

# Career Fair

For each content domain, choose one career displayed in the career fair. Need help with content domains?

SCAN ME

| **Place and Regions - _____ (career)** | **Human Geography - _____ (career)** |
| --- | --- |
| What information is displayed on the chart or graph? | What information is displayed on the chart or graph? |
| Define 2 words/phrases that important to this career. | Define 2 words/phrases that important to this career. |
| Write a one sentence summary of the most interesting issue. | Write a one sentence summary of the most interesting issue. |

| **Physical Geography - _____ (career)** | **Environment and Society - _____ (career)** |
| --- | --- |
| What information is displayed on the chart or graph? | What information is displayed on the chart or graph? |
| Define 2 words/phrases that important to this career. | Define 2 words/phrases that important to this career. |
| Write a one sentence summary of the most interesting issue. | Write a one sentence summary of the most interesting issue. |

Besides your career, which of the careers are you most interested in? Explain.

# Tucareers Vocabulary

assemble - to fit together the parts of

attentiveness - mindful, observant

complex - hard to separate, analyze, or solve

compliance - conformity in fulfilling official requirements

compute - to determine or calculate by mathematical means

conscience - conformity to what one considers to be correct, right, or morally good

contract - a binding agreement between two or more persons or parties

database - a usually large collection of data organized especially for rapid search and retrieval (as by a computer)

develop - to create or produce especially by deliberate effort over time

exert - to put forth (strength, effort, etc.)

express - to represent in words

generate - to bring into existence

guidance - the act or process of guiding (to direct in a way or course)

manipulate - to treat or operate with or as if with the hands or by mechanical means especially in a skillful manner

market - to sell

negotiate - to confer with another so as to arrive at the settlement of some matter

numerical - of or relating to numbers

obstacle - something that impedes (to interfere with or slow the progress of) progress or achievement

oppose - to offer resistance to

philosophical - of or relating to philosophy (a theory underlying or regarding a sphere of activity or thought)

plunge - to cause to enter a state or course of action usually suddenly, unexpectedly

precisely - exactly

procedure - a series of steps followed in a regular definite order

rash - marked by or proceeding from undue haste or lack of deliberation or caution

reduce - to diminish in size, amount, extent, or number

reserved - restrained in words and actions

regularity - the quality or state of being regular (recurring, attending, or functioning at fixed, uniform, or normal intervals)

seek - to go in search of, look for

social - of or relating to human society, the interaction of the individual and the group, or the welfare of human beings as members of society

stamina - the bodily or mental capacity to sustain a prolonged stressful effort or activity

statistical - of, relating to, based on, or employing the principles of statistics (a branch of mathematics dealing with the collection, analysis, interpretation, and presentation of masses of numerical data)

thorough - marked by full detail

transaction - something transacted, especially an exchange or transfer of goods, services or funds

wage - a payment usually of money for labor or services usually according to contract and on an hourly, daily, or piecework basis

winded - to make short of breath

Merriam-Webster. (n.d.). *Dictionary by Merriam-Webster: America's most-trusted online dictionary*. Merriam-Webster. Retrieved August 8, 2022, from https://www.merriam-webster.com/

# Powerful Geography Careers Path Vocabulary

assemble - to fit together the parts of

compute - to determine or calculate by mathematical means

develop - to create or produce especially by deliberate effort over time

guidance - the act or process of guiding (to direct in a way or course)

negotiate - to confer with another so as to arrive at the settlement of some matter

numerical - of or relating to numbers

reduce - to diminish in size, amount, extent, or number

statistical - of, relating to, based on, or employing the principles of statistics (a branch of mathematics dealing with the collection, analysis, interpretation, and presentation of masses of numerical data)

transaction - something transacted, especially an exchange or transfer of goods, services or funds

wage - a payment usually of money for labor or services usually according to contract and on an hourly, daily, or piecework basis

Merriam-Webster. (n.d.). *Dictionary by Merriam-Webster: America's most-trusted online dictionary*. Merriam-Webster. Retrieved August 8, 2022, from https://www.merriam-webster.com/

# One-Pager Step-by-Step

Use this checklist to help you create your one-pager.

____ 1. Scan through the career research that you did throughout the year to help you remember what you discovered.

____ 2. Decide on a title for your one-pager: _____
The title should reflect your career and the issues/concepts.

____ 3. Brainstorm three visuals that will help the audience understand your career and the issues and concepts related to your career.

First visual: _____

Second visual: _____

Third visual: _____

____ 4. Decide if your visuals will be hand-drawn or you will print them off. If printing them, do so now.
If you print the pictures, *add to the picture to personalize them.*
***Save these pictures to put on your one-pager.***

____ 4. Decide the 5 essential vocabulary words or phrases that are most important to your research. (Think about vocabulary-type words that show up often in your career research worksheets and that will help others understand your career and the issues.)

Vocab word/phrase #1: _____

Vocab word/phrase #:2 _____

Vocab word/phrase #3: _____

Vocab word/phrase #4: _____

Vocab word/phrase #5: _____

____ 5. Find a map that displays information related to at least one issue/concept you researched. ***Save this map to put on your one-pager.***

____ 6. Create a chart or graph that is related to an issue or concept you researched. ***Save this chart or graph to put on your one-pager.***

____ 7. On a separate sheet of paper, write a 1-2 sentence summary for each region's issue/concept:

____ US/Canada
____ Latin America
____ Europe
____ Russia and the Republics
____ North Africa and Southwest Asia
____ Sub-Saharan Africa
____ South Asia
____ East Asia
____ Southeast Asia
____ Australia and Oceania

____ 8. On a separate sheet of paper, answer the following questions.
____ How important is geography to the career you chose? Explain.
____ Has your research changed your interest in this career? Explain.
____ If you had a job in this career, which region of the world would you want to live in? Why?

____ 9. Now that you have all of the components of your one-pager, create it. Make sure you have all of the following on your one-pager. Remember to use colors and placement of each component to enhance the audience's understanding of your research.
____ Title
____ 9 Summaries
____US Canada summary
____ Latin America summary
____ Russia and the Republics summary
____ North Africa and Southwest Asia summary
____ Sub-Saharan Africa summary
____ South Asia summary
____ East Asia summary
____ Southeast Asia summary
____ Australia and Oceania summary
____ 5 vocab/phrases
____ 3 visuals
____ Map
____ Chart/graph
____ 3 questions answered
____ How important is geography to the career you chose? Explain.
____ Has your research changed your interest in this career? Explain.
____ If you had a job in this career, which region of the world would you want to live in? Why?
____ Entire page is covered!!!
____ Name written on back

# One-Pager Organizer

Fill each box below with the required components for the one-pager. Then, cut, these boxes out and paste them on white, unlined 11"x17" paper. (Don't include the qrey portions.) Remember that you should use color to enhance the audience's understanding of the information! The placement of each box should also contribute to the audience's understanding - choose carefully where you want each component to go.

| Title | US/Canada Summary | Latin America Summary |
|---|---|---|
| | | |
| Russia and the Republics Summary | North Africa and Southwest Asia Summary | Sub-Saharan Africa Summary |
| | | |
| South Asia Summary | East Asia Summary | Southeast Asia Summary |
| | | |

| Australia and Oceania Summary | Vocab/Phrase #1 | Vocab/Phrase #2 |
|---|---|---|
| | | |
| Vocab/Phrase #3 | Vocab/Phrase #4 | Vocab/Phrase #5 |
| | | |
| Visual #1 | Visual #2 | Visual #3 |
| | | |

| Map | Chart/Graph | How important is geography to the career you chose? Explain. |
| --- | --- | --- |
| | | |
| Has your research changed your interest in this career? Explain. | If you had a job in this career, which region of the world would you live in? Why? | Name |
| | | |