Dana Alsafi, Amanda Boyd, Stephen Tolmie, Lauren Bradley

Professor Holloway

Language Arts

6 December 2015

Clue Mapping Coordinates Based on Canadian Geographical Regions: A Praxis Paper

Our cross-curricular multi-literacies project takes on both Literacy and Geography as the lesson delves into clue mapping coordinates based on specific Canadian geographical regions. This lesson effectively connects theory to practice by providing students with the opportunity to develop mapping skills and to gain a better understanding of various Canadian geographical regions, which is often something students take for granted, lacking these skills because this is something that technology does for them. Instead, this lesson connects theory to practice by incorporating technology and engaging students further by teaching them to use technology as a tool for their learning, and not simply enabling their learning. This is accomplished by ensuring that the lesson can be incorporated into student's everyday usage of technology but gearing this usage towards academically oriented activities, thus the emphasis on technology within the lesson. Therefore, this project serves as a great example of connecting theory to practice, which is used when examining content area literacy.

Moreover, the video created for the assignment has strong ties to content area literacy. Vacca indicates, in *Content Area Reading: Literacy and Learning Across the Curriculum*, that content area literacy refers to the various ways, like reading, talking, and listening, to learn (Vacca 16), but more specifically, content area literacy "involves the use of research-based cognitive learning strategies designed to support reading, writing, thinking, and learning with text" (Vacca 16). Thus, the purpose of our video is to visually engage the audience into seeing how fun it can be to learn how to map different coordinates and explore different geographical regions. This video shows teachers, students, and all potential players of this activity how incredibly engaging and fun learning can be when there are so many

visual, audio, and technological aspects involved in the project—not to mention the prize! Hence, this video effectively connects theory and content area literacy to practice.

Furthermore, in connecting theory to practice, this cross-curricular lesson would be beneficial to students in all subjects. Being able to classify different regions and understand similarities and differences, the ability to use critical thinking when trying to understand a map and the different objects on the map and their relation to the student, and being able to work harmoniously, resourcefully, and innovatively in order to find clues and answer them are some of the many skills gained from this lesson and this activity. Thus, this lesson effectively connects theory to practice by the students developing the theoretical knowledge and skills but then allowing students, through the activity, to practice by incorporate these literacy and geographical skills across their curricular studies.

Works Cited

Vacca, Richard T., and Jo Anne L. Vacca. "Chapter One." *Content Area Reading: Literacy and Learning Across the Curriculum*. N.p.: Pearson, 2013. 4-29. Print.