

### Our Inquiry Question: Is Tourism Exploitation?

<b>Your Assigned Layer</b>	Layer 6: Exceeding AP Standards
<b>Supporting National Standard</b>	APHG 1.E.1 Use qualitative and quantitative geographic data.
<b>Your Task</b>	How could students GO BEYOND this content standard through our experience-based inquiry: <i>Is Tourism Exploitation?</i>

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<b>Your Assigned Layer</b>	Layer 1: Gathering Evidence through Real-World Experience (Field Trips)
<b>Supporting National Standard</b>	D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
<b>Your Task</b>	How could students achieve this standard through our experience-based inquiry: <i>Is Tourism Exploitation?</i>

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<b>Your Assigned Layer</b>	Layer 2: Using Technology
<b>Supporting National Standard</b>	D2.Geo.1.9-12. Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
<b>Your Task</b>	How could students achieve this standard through our experience-based inquiry: <i>Is Tourism Exploitation?</i>

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## MODEL Our Inquiry Question: Is Tourism Exploitation?

<b>Model Layer</b>	Layer 4: Synthesizing and Explaining Research
<b>Supporting National Standard</b>	D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
<b>Model Task</b>	<p>How could students achieve this standard through our experience-based inquiry: <i>Is Tourism Exploitation?</i></p> <ul style="list-style-type: none"> <li>• Students could complete a “Yes, But” graphic organizer that addresses the inquiry question after each learning segment. In each column, they include evidence that supports their claim. Then they write an explanation using the column they agree most with.</li> <li>• Students generate their own supporting questions for the inquiry question, such as: <i>what is tourism? Where does it take place in Chicago? Why there? How does it positively and negatively impact Chicago? Do the pros outweigh the cons? Who is most in favor and most opposed to tourism?</i> They use these questions to guide the reasoning in their final explanation.</li> </ul>

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<b>Your Assigned Layer</b>	Layer 5: Improving Literacy
<b>Supporting National Standard</b>	D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
<b>Your Task</b>	How could students achieve this standard <b>and</b> improve their literacy through our experience-based inquiry: <i>Is Tourism Exploitation?</i>

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<b>Your Assigned Layer</b>	Layer 3: Building Consensus & Deliberating
<b>Supporting National Standard</b>	D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
<b>Your Task</b>	How could students achieve this standard through discourse during our experience-based inquiry: <i>Is Tourism Exploitation?</i>

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