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## The Projected Implementation of Human Geography on the basis of Practical Design: A Case Study of Taking a Map to the Journey

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**This paper begins with the quality analysis of the current project-based learning task of *Humanities Geography*, and further analyzes the “inauthenticity” and “insubstantiality” phenomenon in the process of project-based learning design, mainly in analyzing the problems of the entire process of determination of objectives, creation of situations, and design of driving tasks, implementation, presentation and evaluation of tasks. This paper chooses *Taking a Map to the Journey* as an example, which is the project task “the Application of Maps in Daily Life” in *Humanities Geography*, from the development of resources and determination of the theme to the creation of a realistic situation, from the design of higher-order thinking-driven “real” tasks to the organization and implementation of group “real” cooperation, and finally presents personalized achievement and designs the gauge to deepen the “real evaluation”. By these means, the classroom project-based learning can be more effective and efficient and fully indicate the subject's core literacy, and thus realizing the “real design” of project-based learning.**

### Keywords

Humanities Geography, Project-Based Learning, Real Design

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