

CMaP WORLD HISTORY PROJECT

Each participant who participated in the CMaP workshop signed an agreement to conduct a CMaP project and write up. This template is provided to you as a guide for the CMaP project you agreed to conduct with your students.


Please complete a detailed write-up of your CMaP project using this template. Use the kind of language and detail so other teachers can take your project to conduct in their classrooms. An archive of CMaP projects will be made available for Utah educators.

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Project Title: Mapping the World- Places We Will Visit During the School Year
Created by: Morgan Thompson
Class: 6th Grade Language Arts/Social Studies

Project Description	<p>1. World History Exploration</p> <p>SWB use Google Earth to enter the coordinates of each of the ancient civilization locations that we will be visiting throughout 2013-2014 school year. They will explore the required locations including important places, monuments, landmarks, etc. that we will be discussing during the different units on each of the certain civilizations.</p>
<p>Community Issue or Problem Selected</p> <p>-How project evolved?</p>	<p>How the project evolved:</p> <p>I wanted a way for my students to practice using the mapping skills of latitude and longitude. Also, I wanted them to see the different civilizations they would be traveling to during the year. Before, they were simply given random coordinates to practice latitude and longitude. However, with the use of the Google Earth technology, they will be able to search coordinates that will be meaningful to them throughout the year, while they are also implementing a technology section of the core.</p>
Community Partner(s)	<ul style="list-style-type: none"> ● Parents/Family ● Teachers ● Classmates
Project Objectives	<ul style="list-style-type: none"> ● SWB use latitude and longitude correctly to locate the certain cities.

	<ul style="list-style-type: none"> ● SWB use Google Earth to explore important places, monuments, landmarks, etc. that we will be discussing during the different units on each of the certain civilizati
Utah Core Standards/Objectives	<ul style="list-style-type: none"> ● SS Standard 1 Objective 1a: Identify the major physical features of the regions where ancient civilizations flourished. ● SS Standard 1 Objective 2b: Identify key tenets of the major world religions (i.e. Buddhism, Christianity, Hinduism, Islam, Judaism) ● Technology Standard 4: Use content-specific tools, software and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research ● Technology Standard 8: Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems
Essential Question(s) -Spatial Issue	<ul style="list-style-type: none"> ● “How can we use maps and geographic tools to understand the world?” - SRIS 6th Grade LA/SS Team Essential standards

<p>Assessments (rubrics, scoring guides)</p>	<ul style="list-style-type: none"> ● Students will walk around the classroom filling out the “K” and “W” on the KWL (K-what they know, W-what they want to know, L-what they learned) chart on each civilization. When students are done with the research on Google Earth, they can then fill out the “L” column of the chart. (SAVE these charts and during the year when studying each civilization, pull them out, so students can continue to show learning.) ● Students will be graded using a map check list to simply check that they have marked all of the required coordinates and important places, monuments, landmarks, etc. ● Students will also write a reflection in their social studies notebooks in regards to their learning experience on Google Earth. I will be asking students to make some notes on things that they want to continue to investigate during the study of various civilizations during the year (cities, rivers, buildings), what they thought was interesting about the Google Earth activity, what they learned from the activity, etc.
<p>Project Products</p>	<ul style="list-style-type: none"> ● Students will print off the Google Earth map with each of their coordinates and the required important places, monuments, landmarks, etc. marked with different place marks. <p style="text-align: center;">For Example:</p> <div style="text-align: center;">  </div>
<p>Project Timeline (include a step by step Procedures)</p>	<ul style="list-style-type: none"> ● Hand out Chrome Books. (5 min.) ● Students will turn on their Chrome Book and sign on. (7 min.) ● I will show students how to navigate to the Google Earth download page. Each student will download Google Earth. (10 min.) ● I will show the students how to open Google Earth. The

	<p>I will explain each of the essential skills they will need to navigate Google Earth and finish their assignment (15 min.)</p> <ul style="list-style-type: none"> ● The students will search each of the coordinates and insert place markers at each of the required coordinates and important places, monuments, landmarks, etc. (45 min.) ● The students will print their maps and find a partner. ● Each partner will take turns discussing why they inserted their place markers where they chose. They will then give each other feedback on the markers they chose. (20 min.) ● Students will hand in their maps.
Resources Needed	<ul style="list-style-type: none"> ● Butcher paper charts with KWL and civilization headings ● Markers for charts ● Google Earth Program ● Printer ● Peer Edit Check list. ● Pencil ● Set of Chrome Books ● Map expectation checklist
Skills Required	<p>Students will need to be able to collaborate, navigate Google Earth, zoom in and out, insert place markers, search coordinates and change angles using the compass.</p>
Project Team Member Roles	<p>Teacher(s): Provide a brief description of how to use Google Earth (for our intended purpose) including instruction such as: zooming in and out, placing a place marker, searching for coordinates, etc. and offer needed support.</p> <p>Students: Use Google Earth to plot the required coordinates, explore the surrounding important places, monuments, landmarks, etc. and reflect in social studies notebook.</p> <p>Partner(s): Review each other's Google Earth maps. Provide feedback and discussion on how each other did marking the required coordinates and important places, monuments, landmarks, etc.</p> <p>Parents/Families: Share learning experience at home.</p>
Celebration/Presentation	<ul style="list-style-type: none"> ● Students will share and compare their printed Google Earth map with a partner--showing them where they placed each place marker and discussing why they

	decided to place that marker in the specific spot.
Project Evaluation	<ul style="list-style-type: none"> ● A Google Earth, places place-mark, rubric will be used to make sure they have marked all of the required coordinates and important places, monuments, landmarks etc.
Project Bibliography	<ul style="list-style-type: none"> ● UEN.com (Common Core Standards) ● Google Earth
Plans for Future CMAP Activities	<ul style="list-style-type: none"> ● Use during biography Wax Museum to plot important events in the life of the famous person researched on a map instead of just displaying the data on a time line. Possibly have students create a personal/biographical timeline which also maps their own data of milestones/activities. ● Use Google Earth to explore each ancient civilization map in depth as we study the various unit.