

JENNIFER'S CMAP PROJECT

**Project Title: Where in the World?**

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**Class: 6th Grade Social Studies**

<p>Project Description</p>	<p>World History Exploration using Google Earth to enter the coordinates of each of the ancient civilization locations that we will be visiting throughout the 2017-2018 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: 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, I have given coordinates have had students try to find them in their text books. 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>
<p>Community Partner(s)</p>	<ul style="list-style-type: none"> <li>● Parents/Family</li> <li>● Teachers</li> <li>● Classmates</li> </ul>
<p>Project Objectives</p>	<ul style="list-style-type: none"> <li>● SWB use latitude and longitude correctly to locate the certain cities.</li> <li>● 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 civilizations</li> </ul>
<p>Utah Core Standards/Objectives</p>	<ul style="list-style-type: none"> <li>● SS Standard 1 Objective 1a: Identify the major physical features of the regions where ancient civilizations flourished.</li> <li>● SS Standard 1 Objective 2b: Identify key tenets of the major world religions (i.e. Buddhism, Christianity, Hinduism, Islam,</li> </ul>

	<p>Judaism)</p> <ul style="list-style-type: none"> <li>● SS Standard 2 Objective 1a: Identify natural resources and physical features that affected expansion.</li> <li>● 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</li> <li>● Technology Standard 8: Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems</li> </ul>
Essential Question(s) -Spatial Issue	<ul style="list-style-type: none"> <li>● “How can we use maps and geographic tools to understand the world?”</li> </ul>
Assessments (rubrics, scoring guides)	<ul style="list-style-type: none"> <li>● Students will be graded using a map checklist/rubric to simply check that they have marked all of the required coordinates and important places, monuments, landmarks, etc.</li> <li>● 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.</li> </ul>
Project Products	<ul style="list-style-type: none"> <li>● Students will share their Google Earth map with each of their coordinates and the required important places, monuments, landmarks, etc. marked with different place marks.</li> </ul>
Project Timeline (include a step by step Procedures)	<p><b><u>Day 1</u></b></p> <ul style="list-style-type: none"> <li>● Hand out Chrome Books and sign in (5 min.)</li> <li>● I will show students how to navigate to the Google Earth download page. Each students will download Google Earth. (15 min.)</li> <li>● I will show the students how to open Google Earth. Then, I will explain each of the essential skills they will need to navigate Google Earth and finish their assignment and give them time to practice (30 min.)</li> </ul> <p><b><u>Day 2</u></b></p> <ul style="list-style-type: none"> <li>● The students will search each of the coordinates and insert place markers at each of the required coordinates and</li> </ul>

	<p>important places, monuments, landmarks, etc. (47 min.)</p> <p><b>Day 3</b></p> <ul style="list-style-type: none"> <li>• The students will share their maps and find a partner.</li> <li>• 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.)</li> <li>• Students share their maps with teacher.</li> <li>• Students can start thinking about making another map about where they visited this summer if time allows (rest of class period).</li> </ul> <p><b>Extension:</b> Have students create a map in Google Earth where they mark places in your area where students like to visit with their families, friends, etc. They can label what they like about the place and why people should visit. (Ex. Bowling Alley: They have great burgers and fries!, Canyon Park: Fun to play in the water and volleyball!)</p>
Resources Needed	<ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Google Earth and/or ArcGIS</li> <li>• Map checklist/rubric</li> <li>• Social Studies Journal</li> </ul>
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, and add pictures and descriptions of landmarks.</p>
Project Team Member Roles	<p><b>Teacher(s):</b> 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><b>Students:</b> Use Google Earth to plot the required coordinates, explore the surrounding important places, monuments, landmarks, etc. and reflect in social studies notebook.</p> <p><b>Partner(s):</b> 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><b>Parents/Families:</b> Share learning experience at home</p>
Celebration/Presentation	<ul style="list-style-type: none"> <li>• Students will share and compare their 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.</li> </ul>

Project Evaluation	A Google Earth, places placemark, 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"> <li>● UEN.com (Common Core Standards)</li> <li>● Google Earth</li> </ul>
Plans for Future CMAP Activities	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Use Google Earth to explore each ancient civilization more in depth as we study the various unit.</li> </ul>

Optional:

- Lesson Plans
- Student Artifacts
- Publicity