



# Explorers' Club: The Virtual Reality of our World and Beyond

Virtual Walking Tour Design for Gifted Learners in Grades 6-8  
Beth Fitzgerald – July 21-24, 2017



Abstract: Film director James Cameron and the Explorers Club is actively seeking production teams to design virtual walking tour segments for a new interactive television program called "Explorers' Club: The Virtual Reality of our World and Beyond". Explorers Club is an international organization founded in 1904 and dedicated to promoting exploration worldwide, and the goal of this program is to show its viewers that exploration enhances knowledge. Keeping this intent in mind, your design team's task is to investigate fascinating destinations around the world and choose a favorite place for a virtual segment to be aired on the National Geographic channel in 2018. Welcome to 21st Century television virtual viewing at its finest! Who knows, you might even become one of the newest members of the Explorers Club!

## **II. Introduction**

**Rationale** - Why are the skills, content, and concepts presented in this unit important for students to learn?

Gifted learners thrive on challenging, collaborative lessons that include choice, creativity, and differentiation by interests, abilities, and learning styles. The essential understanding of this unit, “exploration enhances knowledge”, is relevant to AIG students because it expands their perspective of the world and peaks their adventurous spirit. For those adolescent learners who love history, reading, travel, exploration, and curiosity of world destinations, this unit immerses them in another realm of reality. Higher order, complex thinking skills such as making connections, synthesizing, analyzing, and creating are utilized throughout this virtual unit. Gifted students are intrigued with the unknown, the mysterious, the uniqueness and the diversity of destinations around the world, and this fascination serves as a springboard for rigorous learning and growth. The performance task involves creating a virtual reality walking tour of choice to submit to the Explorer Club’s new National Geography segment. This task is perfectly aligned to gifted students who enjoy exploration, geography, history, and technology.

This collaborative unit of study is multi-disciplinary because it addresses the English language arts areas of reading, writing, language, speaking, and listening as well as social studies and technology. The language skills that are addressed include creative writing, research, interpreting information, summarizing and paraphrasing texts, making inferences, reading for extended meaning, analyzing, speaking, and listening. In social studies, the tools of an explorer and a geographer are employed to understand modern societies and regions around the world and expand global awareness and diversity. Participants are also tasked with constructing and interpreting maps to explain geographic locations, such as its historical significance or legends and myths of its people and the places visited along the walking tour design. Technological skills addressed include use of varied technology and other resources for the purpose of accessing, organizing, and sharing information along with applying responsible behaviors when using information and technology resources, i.e. the virtual reality headsets, laptops, the interactive whiteboard, and the creation of virtual reality walking tours with accompanying power points.

Class members participated in lessons modeled after several learning models that are especially effective with gifted scholars, including Bruner’s questioning, Socratic Seminars, Visual Thinking Strategies, and Project-based Learning. Choice was evidenced in that AIG participants were tasked with creating a virtual walking tour of anywhere in the world, and interestingly, there was a wide variety of destinations explored. Most students chose to collaborate with a partner, although there was one male student who preferred to work alone. Multi-modal methods were also addressed with visual, auditory, and tactile learning opportunities presented throughout the week.

**Differentiation for Gifted Learners** – What elements of this unit make it particularly beneficial or appropriate for gifted learners?

There was a total of nine middle grades' AIG learners representing all areas of Rockingham County in this session, including four girls and five boys. With the exception of two 10-year old male students who were upcoming fifth graders and one 12-year old male who will be in seventh-grade, the rest of the class, six 11-12 year old students, were going into sixth-grade. All students are members of middle-class families, with parents who value education and hold professional jobs. The seventh-grader's father is Rockingham County Schools' Superintendent, and his mother is an instructional coach at an elementary school in our district. It was evident that Evan came from a well-educated family whose primary focus is learning opportunities, and he paired with a fifth-grader, Hunter, to explore the historical witch trials in Salem, Massachusetts. Both boys had advanced knowledge and were very engaged in their research and planning. Another student, a fifth-grader named Gabriel, shared that his parents emigrated from Bulgaria, and he is a bilingual learner. It became evident very early that he had an unusually keen sense of the world and could very expertly explore destinations with prior knowledge and/or an acute depth of thinking. Gabriel was paired with Olivia, a sixth-grader who showed more playfulness than the other students throughout the week, although it was evident that she had an advanced vocabulary and technological skills. The other fifth-grader, Thomas, was the independent learner who displayed self-confidence and assuredness in his ability to find reliable sources for his research on the White House. He also had a great deal of background knowledge and could apply his prior learning to his exploration of the White House, in fact, he was the first to complete his project and share with the entire group. Another group of boys, sixth-graders Kameron and Johnny, seemed to really hit it off socially even though they live in different parts of the county and did not know each other prior to this week. Kameron is a Black student who had a very endearing smile and seemed totally immersed in the week's activities. Johnny is a White student being raised with a younger brother by a single mother who is a lower elementary teacher in Rockingham County. This dynamic team of gifted learners collaboratively to research and learn about Rome, Italy, and were particularly fascinated by the ancient history of the Parthenon. Lastly, two sixth-graders, Charlotte and Abby, both prominently displayed creativity and artistry in their modes of learning. They were both very focused on the artistic design of their presentation and gravitated towards the imaginative, innovative aspects of their walking tour, "On the Go in Tokyo", such as the originality of the Vampire Café, an ingenious vampire-themed restaurant in the heart of Tokyo.

Effective differentiated learning takes place when gifted learners' social, academic, intellectual, and emotional needs are met. AIG students come in all shapes and sizes, so it is the gifted education teachers' responsibility to provide differentiation through thoughtful, informed lesson planning. Through our getting-to-know-you icebreaker activity, I was able to quickly assess individual learning modalities which gave me informed decisions as to how our weekly lessons would be implemented. Through careful, reflective planning using a variety of engaging, effective lessons, active, rigorous, differentiated learning occurred throughout the week. Gifted middle schoolers thrive on collaborative lessons that tap into their social, intellectual, and emotional styles of learning.

*Differentiation in content* includes the following: participation in a cross-curricular study including ELA, social studies, technology; use of advanced-level texts with Tier 3 vocabulary and higher-level concepts that are both complex and multi-faceted; and, collaborative, small groups/partners who chose from an infinite variety of destinations for a virtual tour experience, allowing for individual interests and abilities. There are a variety of content levels to challenge gifted learners that fit with flexibility into the Project-Based Learning Model.

*Procedural differentiation* is evidenced in the Socratic Seminar model which requires students listen to a variety of perspectives/points of view while taking on various roles, including observer, facilitator, participant, and effective communicator. Also, the big idea that is the essential understanding of the unit involves drawing conclusions and making generalizations of overarching ideas that relate the broad concept of exploration. Students were able to think critically with depth and complexity, thinking outside the box as they explored the open-ended questions that the advanced reading prompted. Participants were able to access and utilize their strengths in the preparation and presentation of their virtual walking tour, and they conducted a debriefing after presentations to discuss how exploration enhanced their knowledge of our world.

*Differentiation in product* allowed flexibility as students chose the virtual walking tour destination that met their varied interests and abilities. They used creativity and complexity in designing the virtual tour, map, and presentation. Students used observation and critical thinking to create individual and personal meaning through the Visual Thinking Model. They chose the role in their Explorer Group, including Discussion Leader, Secretary/ Recorder, Historian, Map Maker, and Tour Guide according to their gifts and talents to produce the final product.

*Differentiation in terms of learning environment* was evidenced in the student-centered classroom atmosphere that encouraged and promoted different learning styles, such as flexible seating options, and various modes of learning. Participants worked in a variety of settings, including independent, small group/partners, and whole group to accomplish the daily/weekly goals. The Socratic Seminar allowed the students to serve as facilitators of learning by creating open-ended questions in a fishbowl styled learning setting which is very different than the traditional classroom environment with the teacher as the facilitator of learning.

### **III. Goals and Outcomes**

Goals of this Virtual Walking Tour Exploration Unit include ELA, social studies, and technology objectives that ultimately lead to the outcome, the *essential understanding that exploration enhances knowledge*.

#### **1) Content Goals**

The overarching content goals of the weeklong unit were to develop an end performance task of developing a virtual walking tour of a chosen destination, creating a map and a Google presentation that fit into the *conceptual lens of exploration*.

*The learner will be able to...*

- *Interpret information presented in diverse media and formats (e.g. visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.*
- *Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.*
- *Apply the tools of a geographer to understand modern societies and regions.*
- *Construct and interpret maps, charts, and graphs to explain data about geographic phenomena.*

#### **Outcomes of Content Goals**

- ✓ Create a virtual walking tour presentation using Google Slides from reliable online sources, including photographs, images, maps, and interactive videos.
- ✓ Successfully write reflections, questions, facts, legends, and responses that are appropriate to task audience, and purpose (i.e. think-pair-share, reflections, exit slips, VTS, Socratic Seminar, Bruner Questioning, PBL/Performance Task)
- ✓ Design a digital map with a legend that depicts the walking route of the tour using [www.communitywalk.com](http://www.communitywalk.com)
- ✓ Interpret digital maps, photographs, and videos about the geographical location of the walking tour.

#### **Student Performance Task Examples:**

**VIRTUAL WALKING TOUR LINKS:** The following links are the final virtual walking tours presentations that my students created on the last day of A.S.P.I.R.E. camp.

“On the Go in Tokyo” by Charlotte and Abby:

[https://drive.google.com/open?id=1QW38ZfiGuOcwT0iQ2sQU-1d1isjYmXj2FpZBre9\\_1qg](https://drive.google.com/open?id=1QW38ZfiGuOcwT0iQ2sQU-1d1isjYmXj2FpZBre9_1qg)

“When in Rome” by Johnny and Kameron:

[https://docs.google.com/a/rock.k12.nc.us/presentation/d/14lq8p5MfP7EibCdBg9151GhMySUdRvN6JahLu\\_H7Yxg/edit?usp=sharing](https://docs.google.com/a/rock.k12.nc.us/presentation/d/14lq8p5MfP7EibCdBg9151GhMySUdRvN6JahLu_H7Yxg/edit?usp=sharing)

“Salem Witch Walk” by Evan and Hunter:

<https://docs.google.com/a/rock.k12.nc.us/presentation/d/13sOqNrcleQyC3A31nVzRsJvYuno5mleFX-q0faDtfYg/edit?usp=sharing>

“Tour de Paris – Eiffel Tower” by Olivia and Gabriel:

<https://docs.google.com/a/rock.k12.nc.us/presentation/d/16dLXfRaKueQVQSxNdlyp3VhhgXgQFEcxJiwBgNEpBwA/edit?usp=sharing>

“The White House” by Thomas:

[https://docs.google.com/a/rock.k12.nc.us/presentation/d/1QrUgrfO8l6o\\_uBy0s3L0NQV1FpJFMBnBh33d3cKOapw/edit?usp=sharing](https://docs.google.com/a/rock.k12.nc.us/presentation/d/1QrUgrfO8l6o_uBy0s3L0NQV1FpJFMBnBh33d3cKOapw/edit?usp=sharing)

## **2) Process Goals**

Differentiation of process is critically important to meet the individual needs of gifted learners. AIG students have a wide range of abilities, strengths, gifts, talents, interests, and learning styles, so procedural objectives are important to the learning process.

*The learner will be able to...*

- *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics and texts, building on others' ideas and expressing own thoughts and ideas clearly and with purpose.*
- *Use technology and other resources for the purpose of accessing, organizing, and sharing information.*
- *Apply responsible behaviors when using information and technology resources.*

### **Outcomes of Process Goals**

- ✓ Contribute effectively to discussions, whether paired, in small groups, or whole group
- ✓ Utilize technology to successfully research, summarize, synthesize, and make inferences of world-renowned destinations.
- ✓ Share information gathered from research on laptops and virtual reality headsets with group.
- ✓ Demonstrate successful, responsible collaboration with informational and technological resources.

## **3) Concept Goals**

The concept goals of this advanced learning unit are to demonstrate a comprehension of the essential understanding that exploration enhances knowledge of our world. Students deepen their understanding of exploration as a means of expanding our experiences and wisdom of our existence. Also, gifted learners are able to make valuable, deep connections and understand the complex interrelatedness of our world and its people.

*The learner will be able to...*

- *Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
- *Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of the topic or issue.*
- *Read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.*
- *Develop an essential understanding that exploration enhances knowledge.*

### **Outcomes of Concept Goals**

- ✓ Demonstrate depth and complexity of thinking when analyzing texts, videos, and oral storytelling.
- ✓ Effectively synthesize visual or auditory information to develop and demonstrate a clear, concise, multi-faceted comprehension of topics and issues presented.
- ✓ Demonstrate higher-order thinking and reasoning when reading complex text (The Explorer Club)
- ✓ Development of an essential, complex understanding that exploration enhances knowledge.

#### **IV. Assessment Plan**

There were formative assessments imbedded into each day's lesson utilized to demonstrate students' content knowledge, skill development, and progress in meeting established goals throughout unit. Students reflected daily in their Explorer Logs, discussed daily lessons through think-pair-shares, turn-and-talks, and whole group discussions. Exit slips were used to outline their learning through 3-2-1 methods shared collaboratively at the conclusion of each lesson. Students were continually encouraged to think deeper and communicate their questions, ideas, and perspectives about the Explorer Club through participation in the Socratic Seminar. The poster project on Day 3 served as a mini-prelude to completion of the performance task on Day 4, the culmination of the weeklong unit.

Lesson 4 centered on the summative assessment outlined in the performance task used to measure student understanding of the unit's overall essential concept that exploration enhances knowledge. The following self-grading rubric was utilized at the conclusion of the unit so that students could evaluate their learning growth in response to the essential question, "How does exploration enhance knowledge?".

The performance task stated that film director James Cameron and the Explorers Club are actively seeking production teams to design virtual walking tour segments for a new interactive television program called "Explorers' Club: The Virtual Reality of our World and Beyond". Explorers Club is an international organization founded in 1904 and dedicated to promoting exploration worldwide, and the goal of this program is to show its viewers that exploration enhances knowledge. Keeping this intent in mind, the design team's task is to investigate fascinating destinations around the world and choose a favorite place for a virtual segment to be aired on the National Geographic channel in 2018.

The production team consists of a director, a photographer, a map designer, and a tour guide and participants will collaboratively select a world-renowned destination, design an online tour map with 3-5 stops, and produce a 3-5 minute, narrated virtual walking tour geared for a targeted audience. The tour is focused on exploring a destination for a particular audience in mind, whether it is specifically designed for scientists, food lovers, sports fanatics, history buffs, nature lovers, art connoisseurs, kids, or the whole family. The design team is tasked with decisions about location, audience, theme, tour stops, tour information, and an online walking tour route map.

The final virtual tour must meet the following criteria to be considered by Explorers Club members for airing on this innovative program: tour name, tour description, tour location, tour theme, audience, at a glance info for each stop along the route (3-5 stops), pictures/videos of each stop, narration of features along the route, a digital map with accurate route directions, labeled locations, and a map key, and concluding thoughts on how this exploration enhances knowledge.

At the forefront of the performance task is the essential understanding that "exploration enhances knowledge". In concluding remarks, students were to include a personal reflection about how this exploration experience has enhanced and expanded your knowledge as well the program viewers in the program's audience.

# P R E S E N T A T I O N   R U B R I C   f o r   P B L

(for grades 6-8; Common Core ELA aligned)

	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Above Standard</b> ✓
<b>Explanation of Ideas &amp; Information</b>	<ul style="list-style-type: none"> <li>□ uses inappropriate facts and irrelevant details to support main ideas</li> </ul>	<ul style="list-style-type: none"> <li>• chooses some facts and details that support main ideas, but there may not be enough, or some are irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>• chooses appropriate facts and relevant, descriptive details to support main ideas and themes (CC 3-5.SL.4)</li> </ul>	
<b>Organization</b>	<ul style="list-style-type: none"> <li>• does not include everything required in presentation</li> <li>• presents ideas in an order that does not make sense</li> <li>• does not plan timing of presentation well; it is too short or too long</li> </ul>	<ul style="list-style-type: none"> <li>• includes almost everything required in presentation</li> <li>• tries to present ideas in an order, but it doesn't always make sense</li> <li>• presents for the right length of time, but some parts may be too short or too long</li> </ul>	<ul style="list-style-type: none"> <li>• includes everything required in presentation</li> <li>• presents ideas in an order that makes sense (CC 3-5.SL.4)</li> <li>• organizes time well; no part of the presentation is rushed, too short or too long</li> </ul>	
<b>Eyes &amp; Body</b>	<ul style="list-style-type: none"> <li>• does not look at audience; reads notes</li> <li>• fidgets or slouches a lot</li> </ul>	<ul style="list-style-type: none"> <li>• makes some eye contact, but reads notes or slides most of the time</li> <li>• fidgets or slouches a little</li> </ul>	<ul style="list-style-type: none"> <li>• keeps eye contact with audience most of the time; only glances at notes or slides</li> <li>• has a confident posture</li> </ul>	
<b>Voice</b>	<ul style="list-style-type: none"> <li>• speaks too quietly or not clearly</li> <li>• does not speak appropriately for the situation (may be too informal or use slang)</li> </ul>	<ul style="list-style-type: none"> <li>• speaks loudly and clearly most of the time</li> <li>• speaks appropriately for the situation most of the time</li> </ul>	<ul style="list-style-type: none"> <li>• speaks loudly and clearly</li> <li>• speaks appropriately for the situation, using formal English when appropriate (CC 3-5.SL.6)</li> </ul>	
<b>Presentation Aids</b>	<ul style="list-style-type: none"> <li>• does not use audio/visual aids or media</li> <li>• uses inappropriate or distracting audio/visual aids or media</li> </ul>	<ul style="list-style-type: none"> <li>• uses audio/visual aids or media, but they sometimes distract from the presentation, or do not add to ideas and themes</li> </ul>	<ul style="list-style-type: none"> <li>• uses well-produced audio/visual aids or media to add to main ideas and themes (CC 3-5.SL.5)</li> </ul>	
<b>Response to Audience Questions</b>	<ul style="list-style-type: none"> <li>• does not answer audience questions</li> </ul>	<ul style="list-style-type: none"> <li>• answers some audience questions, but not clearly or completely</li> </ul>	<ul style="list-style-type: none"> <li>• answers audience questions clearly and completely</li> </ul>	
<b>Participation in Team Presentations</b>	<ul style="list-style-type: none"> <li>• Not all team members participate; only one or two speak</li> </ul>	<ul style="list-style-type: none"> <li>• All team members participate, but not equally</li> </ul>	<ul style="list-style-type: none"> <li>• All team members participate for about the same length of time, and are able to answer questions</li> </ul>	

## **SELF-ASSESSMENT RUBRIC OF PERFORMANCE TASK - DESIGN A VIRTUAL WALKING TOUR PRESENTATION**

### **V. Lesson Plans (with accompanying materials)**



TEACHER NAME		Lesson #
Laura Beth Fitzgerald		1
MODEL	CONTENT AREA	GRADE LEVEL
Lesson 1: Bruner Lesson 2 Introduction: Socratic Seminar	ELA Social Studies Technology	6-8
CONCEPTUAL LENS	LESSON TOPIC	
Exploration	Lesson 1: European exploration of German destinations Lesson 2: Explorer Club	
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p><b>ELA:</b></p> <p>RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7 Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of the topic or issue.</p> <p>RI.10 Read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>SL.2 Interpret information presented in diverse media and formats (e.g. visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.</p> <p><b>Social Studies</b></p> <p>G.2 Apply the tools of a geographer to understand modern societies and regions.</p> <p>G.2.1 Construct and interpret maps, charts, and graphs to explain data about geographic phenomena.</p> <p><b>Technology:</b></p> <p>6-8.TT.1 Use technology and other resources for the purpose of accessing, organizing, and sharing information.</p> <p>6-8.SE.1 Apply responsible behaviors when using information and technology resources.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
<b><i>Exploration enhances knowledge.</i></b>		<b><i>How does exploration enhance knowledge?</i></b>
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Explorers gain a deeper understanding of the world.</li> <li>● The history of the Rhine River and its features, including the Black Forest, medieval castles (Katz Castle), and Lorelei Rock.</li> <li>● Vocabulary meanings, including exploration, siren, plaintive, enchantress, nymph, sorceress.</li> <li>● Exploration enhances personal experiences.</li> </ul>		<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Identify the fascinating attractions along the route of a world-renowned destination (Rhine River-Germany).</li> <li>● Analyze historical facts, details, and myths along a world-renowned site (Rhine River-The Black Forest) and form conclusions and/or viewpoints.</li> <li>● Construct open-ended questions after reading “The Explorer’s Club” and “The Legend of Lorelei”.</li> </ul>

- Discuss in an open forum the historical facts and legends, draw conclusions, and share perspectives associated articles.
- Compare and contrast the racial, cultural, and social diversity around the world.
- Gain an appreciation of our fascinating world and its people.

**GUIDING QUESTIONS**

*What questions will be asked to support instruction? Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding*

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
-What is exploration? -Who are some of the famous explorers you know? -What/ Where did they explore? -What contributions did these explorers make to our knowledge of the world? -How can understanding the details of past explorations assist you in researching and creating your virtual tour destination experience?	-Using contextual clues, word analysis, and schema, what do unknown vocabulary words mean? -What have you learned about the Black Forest and Germanic myths and legends along the Rhine River? - How does this exploration of Germany enhance or heighten your knowledge?	-What important characteristics do explorers possess? -How did this walking tour of Germany assist you in understanding the importance of exploration? -What are the destinations around the world that you are interested in exploring or exploring further? -What does it take to be an explorer, according to the selection? -In what ways does exploration enhance experiences?

**DIFFERENTIATION**

*(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.*

Content	Process	Product	Learning Environment
<i>Language of the Discipline:</i> Use of advanced-level texts with Tier 3 vocabulary and higher-level concepts that are both complex and multi-faceted.  <i>Across the Disciplines:</i> Cross-curricular study-ELA, social studies, technology	<i>Different Perspectives:</i> Socratic Seminar model requires students to take on various roles, including observer, facilitator, participant, and effective communicator. <i>Big Ideas:</i> Draw conclusions and make generalizations of overarching ideas that relate to broad concept of exploration.		Student-centered environment that encourages and promotes different learning styles (flexible seating options) and various modes of learning (Gardner’s Multiple Intelligences Model).

**PLANNED LEARNING EXPERIENCES**

*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

**STEP 1: PREVIEW OF PERFORMANCE TASK AND ICEBREAKER**

**Engage and Connect:** *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

**INTRODUCTION: PERFORMANCE TASK; ICEBREAKER**

**Materials:** *Explorer's Research Logs; Index Cards; Virtual Walking Tour PPT, pages 1-24:*

[https://docs.google.com/presentation/d/1sCGis1DKDiS--n7R\\_kR\\_nTX8E\\_BskqçYnUSXqCBVBw/edit?usp=sharing](https://docs.google.com/presentation/d/1sCGis1DKDiS--n7R_kR_nTX8E_BskqçYnUSXqCBVBw/edit?usp=sharing)

Ms. Fitzgerald, dressed in a traditional Bavarian Dirndl, introduces herself as Fraulein Fizzle from the Black Forest in Bavaria, Germany. Fraulein Fizzle sets the scene for modeling the virtual reality walking tour video of the Black Forest and the Rhine River, Explorer Club close reading, and Socratic Seminar.

Play music in background: The Sounds of Germany

[https://music.amazon.com/albums/B002Z46SP0/CATALOG?ref=dm\\_wcp\\_af\\_nr](https://music.amazon.com/albums/B002Z46SP0/CATALOG?ref=dm_wcp_af_nr)

**BRUNER: 1) Building Familiarity of the Discipline**

**PRE-LESSON QUESTIONS:** *Ask out loud for discussion either whole group or with partners. VR PPT, pages 3-4*

1. What is exploration?
2. Who are some of the famous explorers you know?
3. What/ Where did they explore?
4. What contributions did these explorers make to our knowledge of the world?
5. How can understanding the details of past explorations assist you in researching and creating your virtual tour destination experience?

Collaboratively brainstorm a list of famous explorers and construct an Explorers' Graphic Organizer in Explorers' Log. (Examples-Ferdinand Magellan; Christopher Columbus; Lewis & Clark; Sir Edmund Hillary; Neil Armstrong; Jacques Cousteau; Sacagawea; Daniel Boone; Matthew Henson...)

Background Knowledge: See Famous Explorers' videos from website [www.biography.com](http://www.biography.com)

Watch Age of Exploration video with Essential Question in mind:

**How does exploration enhance knowledge?** <https://youtu.be/17OP-2eSW5M>

Watch explorers video: <https://youtu.be/iUkOfzhvMMs>

What does this sentence from the video mean? "Humans are born explorers."

*VR PPT, page 5-6: Read Performance Task without discussion just to give students an overview of this week's events.*

**ICEBREAKER WARM-UP ACTIVITY: INTERVIEWS & INTRODUCTIONS (VR PPT, page7)**

Procedures:

**Whole Group:** Discuss interview information: 1. Name; 2. Home/School/Grade; 3. Favorites-Subjects, Sport, Hobby, Food; 4. Favorite Place (either have been or want to go); 5. Unusual, Unique Fact, Talent, and/or Characteristic; 6) Favorite Fairy Tale; 7) Select an explorer and introduce yourself, identifying the things they share in common with the explorer. My name is \_\_\_\_\_ and I am like Sir Edmund Hillary because my dream is to climb Mount Everest.

**Collaborative Groups:** Pair students up with someone he/she does not know. Use index cards to interview partner.

**Whole Group:** Take turns introducing partners to whole group using interview notes.

## STEP 2: VIRTUAL WALKING TOUR MODELNG LESSON

**Explore:** In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas. May write reflections to the following prompts in Explorer's Research Log.

### **BRUNER: 2) Practicing the Discipline**

#### DURING LESSON QUESTIONS:

1. Using contextual clues, word analysis, and schema, what do unknown vocabulary words mean?
2. What have you learned about the Black Forest?
3. Which of the Germanic myths and legends along the Rhine River are you familiar or has characteristics similar to other myths and legends you have heard?
4. How does this exploration of Germany enhance or heighten your knowledge?

VR PPT, page 8: To peak students' interests, watch short, engaging video of "Germany: My First Trip" (2:08 min.) on interactive whiteboard to introduce students to Germany:

<http://www.lonelyplanet.com/video/my-first-trip-germany/v/vid/282>

### **STORYTELLING - LEGEND OF THE BLACK FOREST:**

VR PPT, pages 9-12

SAY: When the Romans arrived in these woods, they were spooked by its impenetrable darkness and named it "Silva Nigra" or "Black Forest". In German this place is known as the Schwarzwald and has developed a fairy tale persona for its iconic cuckoo clock, world-famous spas, and numerous monasteries, castles and ruins. This forest has also been the setting for the Brothers Grimm and the inspiration for their well-known fairytales, including Rumpelstiltskin, Snow White, and Hansel & Gretel. While the Grimms didn't invent the scary story genre, Schwarzwald proved ample inspiration. Legend holds that it is haunted by werewolves, witches and even the devil. The tale of der Grossmann is that of a tall, horribly disfigured man with bulging eyes and many arms. Bad children who entered the forest were made to confess their sins to him and the worst children were never found again.

**Cuckoo Clock Demonstration:** Show students an original Black Forest German cuckoo clock by Adolph Herr that plays 11 German songs.

THE BLACK FOREST (Schwarzwald) <https://youtu.be/MQ6oYkxLcaI>

SAY: Or consider a Grimm fairy tale original: the story of Die Gänsemagd (Goose Girl) tells of a princess on her way to meet the prince in a faraway kingdom. But the maid accompanying her had ill intentions and forced the young princess to trade places with her. The maid took her magical steed, a talking horse called Falada, and when they arrive at the castle the false princess had Falada killed to hide her misdeed and the real princess work as a goose girl.

The real princess has Falada's skull hung over the city's gate, earning the attention of the king. She tells her story and he punishes the false princess by rolling her around the city in a spiked barrel until she died."

Neuschwanstein Castle: <https://youtu.be/QrJyeeearNNk>

### **HISTORY OF THE RHINE RIVER/GERMANIC MYTH OF LORELEI:**

VR PPT, pages 18-22

SAY: Before we read a fascinating German legend from my country, let me give you a brief history of the land along the Rhine River. Home of the cuckoo clock, the Schwarzwald (Black Forest) gets its name from its dark, slightly sinister canopy of evergreens: this is where Hansel and Gretel encountered the wicked witch. The vast expanse of hills, valleys, rivers and forests stretch from the swish spa town of Baden-Baden to the Swiss border,

and from the Rhine almost to Lake Constance.

Twenty minute walk - or a five-minute bike ride - from populated spots will almost always put you out in nature, in the middle of quiet countryside dotted with traditional farmhouses and amiable dairy cows, perhaps, or in a thick forest where Little Red Riding Hood's wolf may lurk.

The northern section, with its hilly but relatively gentle terrain is home to several charming towns.

SAY: There is a fascinating legend along the Rhine River that I'd like to tell you. It's about a very treacherous stretch of the river where many ships have met their demise.

*STORYTELLING: "German Myth about the Alluring Enchantress, Lorelei"*

*Materials: The Gutenberg Press and The Legend of Lorelei: VR PPT, pages 19-21; Explorer's Club Log; Black Forest & Rhine River interactive VR video*

Display images from website on interactive Whiteboard: <http://castlesingermany.homestead.com/Lorelei.html>  
<https://www.stripes.com/news/rhine-river-valley-mystical-lorelei-statue-continues-to-enthrall-visitors-1.170886#gallery>

*The Gutenberg Press: VR PPT, page 19*

*The Printing Press Video (3:13): <http://www.history.com/shows/mankind-the-story-of-all-of-us/videos/the-printing-press>*

*The Legend of Lorelei: VR PPT, pages 20-21*

*Read from website at <http://castlesingermany.homestead.com/Lorelei.html>*

SAY: Lorelei Rock stands on the eastern bank of the Rhine river near St. Goarshausen in Germany. It rises up almost vertically from the water, standing at 132 m (433 ft) above the water level. Currents in this area are very strong and that combined with the presence of rocks below the waterline have made it a danger to boats for many years.

It is also significant for marking the narrowest part of the river between Switzerland and the North Sea. Its name is thought to derive from an old German word meaning 'murmuring', which refers to the way sound bounces off the rock with an echo effect. However, it could also be a reference to a maiden who, betrayed by her lover, sought to lure men to their death – a fitting name for a rock which has caused as many boating accidents as this.

### STEP 3: LESSON REVIEW

**Explain:** *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

### **BRUNER: 2) Practicing the Discipline**

#### POST-LESSON QUESTIONS:

1. *How would this tour be different if it was designed for another audience (i.e. historical nonfiction book author, family of tourists, international food critic, travel magazine editor, art dealer, nature buff, or geographer)?*
2. *How does today's lesson impact your thinking about exploration and its enhancement of knowledge?*
3. *What important characteristics do explorers possess?*
4. *How did this walking tour of Germany assist you in understanding the importance of exploration?*
5. *What are the destinations around the world that you are interested in exploring or exploring further?*
6. *In what ways does exploration enhance experiences?*

**Elaborate:** Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways.

Question for reflection write in notebooks independently then share with group:

*How does our exploration of Bavaria, Germany enhance your knowledge?*

### **INTRODUCTION TO VIRTUALREALITY HEADSETS**

**Materials:** Virtual Reality Headsets; Smart Phones; Laptops; VR PPT, page 22

**Walking Tour along the Rhine River (1:22) Google Cardboard** [https://youtu.be/D\\_Q-q3DYB\\_Q](https://youtu.be/D_Q-q3DYB_Q)

1. Give short tutorial on using the Virtual Reality Headsets.
2. Students use the VR headsets to view the Black Forest/Rhine River Legends VR video.
3. Discuss process of creating the interactive video with students. Watch introduction video.

Topics to review include signing onto website/account info, website introduction with space exploration example and forest and login, deciding on audience, program editing, finding appropriate images and accompanying information, video, research techniques

### **STEP 4: LESSON EVALUATION; INTRODUCTION TO TOMORROW'S LESSON**

**Evaluate:** This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies. VR PPT, page 23

### **3) BRUNER: Reflecting on the Discipline**

*Reflect collaboratively with your partner:*

- 1) What is your viewpoint on the importance of the world destinations we explored? Explain.
- 2) In what ways do you believe explorers' expand their knowledge of the world through travel?
- 3) What is your perspective of the legend of Lorelei?
- 4) How do you think exploration enhances knowledge of the world?

Reflect and answer independently in your Explorer Log (Enjoy a piece of Black Forest Cake!):

*How does our exploration of Bavaria, Germany enhance your knowledge?*

### **INTRODUCTION TO LESSON 2A: SOCRATIC SEMINAR-FISHBOWL Method**

**Materials:** Explorer's Research Log ("A Club for Explorers" from ReadWorks.com; Socratic Seminar graphic organizer and observation sheet); VR PPT, pages 24-34

#### **Step 1: Topic for the Fishbowl**

*Briefly preview the Explorers Club reading selection, then the Guided Questions in Explorer's Research Log:*

1. **New Vocabulary:** What do the following words mean? *exploration/explorer*

As you read the explorer article, add other unfamiliar vocabulary, context, and meanings? Using context clues, inferences, and schema, what do you think these unknown words mean?

2. **Concept of Explorer Club article:** Explorers have enhanced knowledge of the world.

**Prior Knowledge Essential Question:** How have past explorers in history enhanced our knowledge of the world?

3. **Perspectives on Explorer Club:** In what ways have past explorers shaped our knowledge and understanding of the world around us? Allow for multiple perspectives and opinions.

4. **Essential Understanding Link:** Why is exploration vitally important to people around the globe? How does exploration enhance knowledge?

**CONCLUSION:**

1. Reread and discuss *Performance Task*, VR PPT, pages 5-6.
2. Socratic Seminar Overview: See packet materials-What is a Socratic Seminar; Fishbowl Discussion Rules and Procedures, VR PPT, pages 24-34.
3. Cold read the article independently, "The Explorer Club" from Explorer Research Logs.

NOTE: If time allows, begin exploring different destinations from the online links, virtual reality tours on YouTube, and various walking tour books.

**POST-LESSON REFLECTION:** *The lesson went very smoothly, although it was very difficult to stay in character as "Frau Fizzle", so next time I will still dress in character but maintain my identity as Ms. Fitzgerald! We were able to complete lesson except the final reflection, so we will begin lesson 2 with the question, "How does our exploration of Bavaria enhance your knowledge of the world?"*

## **VIRTUAL WALKING TOUR**

### **PERFORMANCE TASK - VR PPT: pages 4-5**

Film director James Cameron and the Explorers Club are actively seeking production teams to design virtual walking tour segments for a new interactive television program called “Explorers’ Club: The Virtual Reality of our World and Beyond”. Explorers Club is an international organization founded in 1904 and dedicated to promoting exploration worldwide, and the goal of this program is to show its viewers that exploration enhances knowledge. Keeping this intent in mind, your design team’s task is to investigate fascinating destinations around the world and choose a favorite place for a virtual segment to be aired on the National Geographic channel in 2018.

Your production team consists of a director, a photographer, a map designer, and a tour guide and you will collaboratively select a world-renowned destination, design an online tour map with 3-5 stops, and produce a 3-5 minute, narrated virtual walking tour geared for a targeted audience. The tour is focused on exploring a destination for a particular audience in mind, whether it is specifically designed for scientists, food lovers, sports fanatics, history buffs, nature lovers, art connoisseurs, kids, or the whole family. Your design team is tasked with decisions about location, audience, theme, tour stops, tour information, and an online walking tour route map.

Your final virtual tour must meet the following criteria to be considered by Explorers Club members for airing on this innovative program:

Tour Name

Tour Description

Tour Location

Tour Theme

Audience

At a Glance Info for each stop along the route (3-5 stops)

Pictures/Videos of each stop

Narration of features along the route

A Digital Map with accurate route directions, labeled locations, and a map key

Concluding thoughts on how this exploration enhances knowledge.

At the forefront of your performance task is the essential understanding that “exploration enhances knowledge”. In your concluding remarks, include a personal reflection about how this exploration experience has enhanced and expanded your knowledge as well the program viewers in the program’s audience.

How about walking down the Champs de Elysees to the Arc de Triomphe, or visiting Notre Dame and the Eiffel Tower on the Rive Gauche in Paris, France? What about an intriguing exploration of the Caves of the Thousand Buddhas in China or a fascinating look at the Pyramids of Giza in Egypt? Perhaps you would enjoy taking a midnight stroll in Charleston, South Carolina, also known as the Chilling Charleston Ghost Tour? Welcome to 21st Century television virtual viewing at its finest! Who knows, you might even become one of the newest members of the Explorers Club!



# DAY 1 Agenda

## ***Essential Understanding:***

**Exploration enhances knowledge.**

## ***Today's Goals:***

- ❖ **Performance Task**
- ❖ **Icebreaker Interviews**
- ❖ **Model of a guided walking tour:  
Germany-Bavaria and the Rhine River**

***Materials:* Explorer's Research Log; Index Cards; Virtual Reality headsets/smartphones; various walking tour books**

## **TASKS**

**1. Performance Task: Explorers' Club: The Virtual Reality of our World and Beyond**

**2. Icebreaker: Partner Interviews and Introductions**

**3. Visit German destinations with Frau Fitzle**

- \* ***Bavaria* - The Black Forest, Fairy Tales, Freiburg, Munich, Neuschwanstein Castle, Black Forest Cake**
- \* ***Rhine River* - Gutenberg and the printing press, Legend of the Lorelei**

**4. Bavaria and Rhine River virtual walking tour:**

**[www.thinglink.com](http://www.thinglink.com)**

**5. Introduction to Socratic Seminar:**

- ❖ **Who was Socrates?**
- ❖ **What is a Socratic Seminar?**
- ❖ **Preview/Cold Read "A Club for Explorers"**



## ***ICEBREAKER ACTIVITY***

**Interview your partner to answer the following on Index Cards:**

- 1. Name**
- 2. Home/School/Grade**
- 3. Favorites-Subjects, Sport, Hobby, Food**
- 4. Favorite Place (either have been or want to go)**
- 5. Unusual, Unique Fact, Talent, and/or Characteristic**
- 6. Favorite Fairy Tale**
- 7. Select an explorer and introduce yourself, identifying the things they share in common with the explorer.**

**Example: My name is \_\_\_\_\_ and I am like Sir Edmund Hillary because my dream is to climb Mount Everest.**

**Take turns introducing partners to whole group using interview notes.**

## ***Lesson 1 Reflection***

**Discuss collaboratively with your partner:**

***1) What is your viewpoint on the importance of the world destinations we explored? Explain.***

***2) In what ways do you believe explorers' expand their knowledge of the world through travel?***

***3) What is your perspective of the legend of Lorelei?***

***4) How do you think exploration enhances knowledge of the world?***

***Write answer on the back:***

***How does our exploration of Bavaria, Germany enhance your knowledge?***

TEACHER NAME		Lesson #
Laura Beth Fitzgerald		2
MODEL	CONTENT AREA	GRADE LEVEL
Lesson 2A: Socratic Seminar Lesson 2B: Visual Thinking Strategy	ELA Social Studies Technology	6-8
CONCEPTUAL LENS	LESSON TOPIC	
Exploration	L2A: Explorers' Club: The Virtual Reality of our World and Beyond L2B: Characteristics of a Map	
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p><b>ELA:</b></p> <p>RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7 Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of the topic or issue.</p> <p>RI.10 Read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>SL.2 Interpret information presented in diverse media and formats (e.g. visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.</p> <p><b>Social Studies</b></p> <p>G.2 Apply the tools of a geographer to understand modern societies and regions.</p> <p>G.2.1 Construct and interpret maps, charts, and graphs to explain data about geographic phenomena.</p> <p><b>Technology:</b></p> <p>6-8.TT.1 Use technology and other resources for the purpose of accessing, organizing, and sharing information.</p> <p>6-8.SE.1 Apply responsible behaviors when using information and technology resources.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>	THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>	
<b><i>Exploration enhances knowledge.</i></b>	<b><i>How does exploration enhance knowledge?</i></b>	
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>	PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>	
<p><b><i>Students will know that...</i></b></p> <ul style="list-style-type: none"> <li>● Exploration enhances knowledge.</li> <li>● Destination stops add interest and enjoyment to the exploration experiences along the walking tour route.</li> <li>● Racial, cultural, and social diversity exists around the world.</li> <li>● Physical, cultural, artistic, and social features of destinations around the world.</li> <li>● The parts of a map, including the title, scale, compass, legend/key, locations, and borders.</li> </ul>	<p><b><i>Students will be able to...</i></b></p> <ul style="list-style-type: none"> <li>● Explain the significance of the Explorer Club.</li> <li>● Understand the parts of a map and its usefulness.</li> <li>● Participate in a Socratic Seminar to share ideas and listen to other thoughts and questions.</li> </ul>	

### GUIDING QUESTIONS

*What questions will be asked to support instruction? Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding*

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<p><i>L2A Socratic Seminar</i></p> <ul style="list-style-type: none"> <li>-Who was Socrates?</li> <li>-What is a philosopher?</li> <li>-What is the difference between a Socratic Seminar and a Debate?</li> </ul> <ul style="list-style-type: none"> <li>-What is an explorer?</li> <li>-Who are some well-known explorers?</li> <li>-What do explorers do?</li> <li>-How do explorers record the experiences they encounter?</li> <li>-What knowledge can be gained from exploring different places either in real life or virtually?</li> <li>-In what ways have past explorers enhanced our knowledge of the world?</li> </ul> <p><i>L2B: VTS</i></p> <ol style="list-style-type: none"> <li>1. What is the purpose and importance of a map?</li> <li>2. Can you identify and explain each of the parts of a map?</li> <li>3. How does a map assist in exploration?</li> <li>4. Why do you think that maps are not used as much today as in the past?</li> </ol>	<p><i>L2A Socratic Seminar</i></p> <ul style="list-style-type: none"> <li>-Using contextual clues, word analysis, and schema, what do unknown vocabulary words mean?</li> </ul> <p><u><i>Fishbowl Prompts</i></u>  <i>Prepared Questions for facilitating lesson:</i></p> <ol style="list-style-type: none"> <li>1) <i>In what ways do you believe explorers have enhanced their knowledge of the world through travel?</i></li> </ol> <p><i>Extra questions for facilitation:</i></p> <ol style="list-style-type: none"> <li>2) <i>What is your viewpoint on the importance of the world destinations? Explain.</i></li> <li>3) <i>How do you think exploration enhances knowledge?</i></li> </ol> <p><i>L2B: VTS</i></p> <ol style="list-style-type: none"> <li>1. What is going on in this picture of a map?</li> <li>2. What do you see that makes you say that?</li> <li>3. What more can we find in the picture of a map?</li> </ol>	<p><i>L2A Socratic Seminar</i></p> <ul style="list-style-type: none"> <li>-What important characteristics do explorers possess?</li> <li>-How did the two passages assist you in understanding the importance of exploration?</li> <li>-What is the primary purpose of the international organization The Explorer Club?</li> <li>-What does it take to be an explorer, according to the selection?</li> <li>-In what ways does exploration enhance knowledge?</li> </ul> <p><i>L2B VTS</i></p> <p>L 2B Reflection: VTS</p> <ol style="list-style-type: none"> <li>1. In what ways does a map reflect knowledge of exploration?</li> <li>2. In what ways does exploration enhance knowledge of the world?</li> </ol>

### DIFFERENTIATION

*(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.*

Content	Process	Product	Learning Environment
<p><i>L2A: Language of the Discipline:</i> Use of advanced-level texts with Tier 3 vocabulary and higher-level concepts that are both complex and multi-faceted.</p> <p><i>Across the Disciplines:</i> Cross-curricular study-ELA, social studies, technology</p> <p><i>L2B:</i> Many 21<sup>st</sup> Century learners are not familiar with maps due to technology such as GPS, map-</p>	<p><i>L2A: Different Perspectives:</i> Socratic Seminar model requires students to take on various roles, including observer, facilitator, participant, and effective communicator.</p> <p><i>Big Ideas:</i> Draw conclusions and make generalizations of overarching ideas that relate to broad concept of</p>	<p><i>L2B:</i> Students use observation and critical thinking to create individual and personal meaning through the Visual Thinking Model.</p>	<p><i>L2A:</i> Student-centered environment that encourages and promotes different learning styles (flexible seating options) and various modes of learning (Gardner's Multiple Intelligences Model).</p>

finder, and other destination apps.	exploration.		L2B: Journal Response Log: Students will write or draw in response to their observations, connections, inferences, conclusions, analysis, and synthesis of a 20th Century piece of artwork.
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**PLANNED LEARNING EXPERIENCES**

*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

**Lesson 2A: SOCRATIC SEMINAR**

**Engage and Connect** - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

*Pre-Lesson Questions:*

- Who was Socrates?
- What is a philosopher?
- What is the difference between a Socratic Seminar and a Debate?

*Watch short biography on Socrates (1:14) from VR PPT, page 25 and discuss:*

<https://www.biography.com/people/socrates-9488126#>

*Background Info:*

Socrates was a Greek philosopher and the main source of Western thought. Little is known of his life except what was recorded by his students, including Plato.

Socrates was born circa 470 BC, in Athens, Greece. We know of his life through the writings of his students, including Plato and Xenophon. His "Socratic method," laid the groundwork for Western systems of logic and philosophy. When the political climate of Greece turned, Socrates was sentenced to death by hemlock poisoning in 399 BC. He accepted this judgment rather than fleeing into exile.

**Socrates and Socratic Seminar Connection:** Socrates believed that enabling students to think for themselves was more important than filling their heads with "right answers." In a Socratic Seminar, participants seek deeper understanding of complex ideas through rigorously thoughtful dialogue. A Socratic Seminar fosters active learning as participants explore and evaluate the ideas, issues, and values in a particular text. The skills that students develop through participation in Socratic Seminars are crucial for college success.

Socrates' philosophical method was to question our world and existence through deep discussions in which participants ask and attempt to answer complex questions surrounding the reading of a particular text. Socratic seminars are named for their embodiment of Socrates' belief in the power of asking questions, prize inquiry over information and discussion over debate. *(May briefly discuss the difference between discussing and debating a topic.*

**Explore** - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

### **SOCRATIC SEMINAR-FISHBOWL Method**

**Materials:** Explorer's Research Log - "A Club for Explorers" from ReadWorks.com; Socratic Seminar graphic organizer and observation sheet; VR PPT, pages 26-34

[https://docs.google.com/presentation/d/1sCGis1DKDiIS--n7R\\_kR\\_nTX8E\\_BskqcYnUSXqCBVBw/edit?usp=sharing](https://docs.google.com/presentation/d/1sCGis1DKDiIS--n7R_kR_nTX8E_BskqcYnUSXqCBVBw/edit?usp=sharing)

*Pre-Lesson Questions:*

- What is an explorer?
- Who are some well-known explorers?
- What do explorers do?
- How do explorers record the experiences they encounter?
- What knowledge can be gained from exploring different places either in real life or virtually?
- In what ways have past explorers enhanced our knowledge of the world?

**Step 1: Topic for the Fishbowl**(VR PPT, page 26)

Briefly review the Explorers Club reading selection, then the Guided Questions in Explorer's Research Log:

1. New Vocabulary: What do the following words mean? exploration/explorer

As you read the explorer article, add other unfamiliar vocabulary, context, and meanings? Using context clues, inferences, and schema, what do you think these unknown words mean?

2. Concept of Explorer Club article: Explorers have enhanced knowledge of the world.

Prior Knowledge Essential Question: How have past explorers in history enhanced our knowledge of the world?

3. Perspectives on Explorer Club: In what ways have past explorers shaped our knowledge and understanding of the world around us? Allow for multiple perspectives and opinions.

4. Essential Understanding Link: Why is exploration vitally important to people around the globe? How does exploration enhance knowledge?

**MODEL CLOSE READING OF TEXT**, "A Club for Explorers" (PPT, page 26): Briefly review the concept of Close Reading, including connecting to the text, asking meaningful, open-ended questions, and annotating the text with a purpose in mind. I will close read the first paragraph of the article with students to model method.

Using the fishbowl teaching strategy, virtual explorers will share results of their findings after close reading the text in a Socratic Seminar. This format allows students to look at a question from various perspectives.

First, students closely read the ReadWorks article, "A Club for Explorers" and develop appropriate open-ended questions related to explorers.

**Explain** - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

VR PPT, pages 24-34:

Students are given Socratic Seminar rules, expectations, and procedures. When close reading text, students construct open-ended, thoughtful questions about the Explorers' Club from the past and today.

Participation in seminar facilitates students' understanding of exploration and how explorers have enhanced knowledge about the world.

ReadWorks: The Explorer Club (PPT, page 27)

The Explorer Club's Purpose and Significance

REMEMBER...

As you close read:

Record notes in margin

Underline important parts of the text by identifying key words and phrases

Connect your reading to personal experiences and prior knowledge

When you finish:

Create one open-ended question about the article

Extra Info:

What is an open-ended question?

Requires more than just a one-word answer

Has different perspectives or opinions

**Step 2: Setting up the Room**

*A fishbowl requires an inside circle of chairs (“the fishbowl”) and an outside circle of chairs (“the observers”) to observe what is happening in the “fishbowl.” Observers use the Socratic Seminar checklist form to record observation of partner (#1-2).*

**Step 3: Preparation/development of open-ended questions**

*Like many structured conversations, fishbowl discussions are most effective when students have had a few minutes to prepare ideas and questions in advance. Below are some of the questions that the teacher may ask to facilitate higher-level thinking.*

*Fishbowl Prompts*

*Prepared Questions for facilitating lesson:*

1) What does the author imply in the article when he says “And no matter how deep mankind goes, they will never be finished”?

Extra questions for facilitation:

2) In what ways do you believe explorers have enhanced their knowledge of the world through travel?

3) What is your viewpoint on the importance of the world destinations? Explain.

4) How do you think exploration enhances knowledge?

**Elaborate** — *Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways.*

**Step 4: Discussing norms and rules of the fishbowl discussion**

Allow half the class sit in the fishbowl for 10-15 minutes and then say “switch,” at which point the listeners enter the fishbowl and the speakers become the audience.

Also provide instructions for the students in the observers in the outside circle. What should they be listening for? Should they be taking notes? Before beginning the fishbowl, review guidelines for having a respectful conversation.

**REVIEW RULES FOR PARTICIPATION IN SOCRATIC SEMINAR FISHBOWL ACTIVITY:**

*(Posted in Explorer’s Research Log and on VR Walking Tour PowerPoint)*

1. Be courteous. No put-downs or sarcasm.
2. Allow each speaker enough time to begin and finish his or her thoughts without interruption.
3. Involve others in discussion and ask others to elaborate on their responses.
4. Build on what others say; ask questions, restate and add, clarify, synthesize a variety of different views.
5. Use your best active listening skills: nod, make eye-contact, provide feedback, and listen carefully to others.
6. Participate openly, knowing you may pass whenever needed.
7. Support your opinions with rationale from your research notes.
8. Remember the goal is EXPLORATION-keep an open mind and push for deeper interpretations.



**Evaluate:** *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

**Step 5:** *Debriefing the fishbowl discussion*

*After the discussion, ask students to reflect on how they think the discussion went and what they learned from it. Students can also evaluate their participation as listeners and as participant in Explorer’s Log. They could also provide suggestions for how to improve the quality of discussion in the future. These reflections can be in writing, or can be structured as a small, partnered, or large group conversation.*

**Potential Questions for Discussion and Reflection:** *Students record observations in Explorer’s Log (Assign a partner to observe); Contributes a New Idea; Asks a Question; Refers to notes in Explorer’s Log; Makes a Positive Comment; Makes a Negative Comment; General Feedback.*

*Post-Lesson Questions:*

- What important characteristics do explorers possess?
- How did the passage assist you in understanding the importance of exploration?
- What is the primary purpose of the international organization The Explorer Club?
- What does it take to be an explorer, according to the selection?
- In what ways does exploration enhance knowledge?
- In what ways do explorers record the experiences they encounter?
- How can understanding the details of past explorers assist you in researching and creating your virtual tour destination experience?
- In what ways is a colony of bees like the Explorer Club?
- Are humans the only kind of explorers?
- What do all explorers have in common?

REFLECTION: **CARRY OVER TO WEDNESDAY!**

***In Explorer’s Log, record independent reflection response to ONE of these questions that most resonates with you, then share with group:***

*What did you learn about being an explorer during the Socratic Seminar reading, “The Explorer Club”, and subsequent fishbowl discussion?*

*What are some key points that will assist you in planning your virtual tour?*

*How does exploration enhance knowledge?*

**Lesson 2B: Visual Thinking Strategy** (VR PPT, pages 36-39)

**Engage and Connect** - *This phase focuses on piquing students’ interest and helping them access prior knowledge.*

*This is the introduction to the lesson that motivates or hooks the students.*

*SAY Prompt: The explorers in The Explorer Club used maps to document the routes they took, along with the significant details along the way. Next, we are going to examine a map to familiarize ourselves with the components and important details. Remember that in your Performance Task, you and your partner will create a Google Map to document your virtual tour!*

*Explain what is important to you in a drawing, graphic organizer, or/and expository writing. You may use one, two, are all three methods to convey your thoughts.*

*Pre-Lesson Questions: (See Pre-Lesson Questions above)*

1. What is the purpose and importance of a map?
2. Can you identify and explain each of the parts of a map?

3. How does a map assist in exploration?

4. Why do you think that maps are not used as much today as in the past?

*Who would like to share and elaborate on your picture, graphic organizer, or writing?*

*In what ways does your writing or illustration reflect your values and beliefs?*

*Where does a mapmaker get his/her inspiration and ideas?*

*From this activity, what do you think a mapmaker wants to convey in their work?*

*What did you reveal about exploration through your writing and/or artwork?*

*What message does a mapmaker give about the subject of his map by examining the details?*

**Explore** - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

*Observation & Reflection of the map (3 minutes):* Without discussion, students study the picture of the map in silence. There should be no distractions so that students can spend the entire time noticing all the intricate details of the map and forming questions/opinions in their minds.

**Explain** - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

VR PPT: pages 39-40

*Explorer's Research Log (10 minutes):* Students will respond to the following prompts with a drawing, graphic organizer, and/or writing.

Follow-Up Questions and Discussion: (See 'During Lesson Questions' above) 15-20 minutes for observation and discussion.

L2B: VTS

1. What is going on in this picture of a map?

2. What do you see that makes you say that?

3. What more can we find in the picture of a map?

**Elaborate** — *Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways.*

VR PPT, pages 36-38: Watch *Age of Exploration, Mapmaking-The Significance of Maps (2:37)*

[https://youtu.be/OH7wD\\_xK0E8](https://youtu.be/OH7wD_xK0E8)

Students may add info about maps to previous notes.

Share online map examples with students and allow them to use the laptops to experiment with features available to create their walking tour map. Allow time for exploration and practice with partners.

VR TOUR PPT: page 40

**Evaluate:** This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

Design a MAP

NOW THAT YOU HAVE NARROWED DOWN THE LOCATIONS TO FIVE AND RESEARCHED THEM,

GO TO [WWW.COMMUNITYWALK.COM](http://WWW.COMMUNITYWALK.COM)

**DIRECTIONS FOR CREATING A MAP OF ROUTE AND STOPS OF WALKING TOUR:**

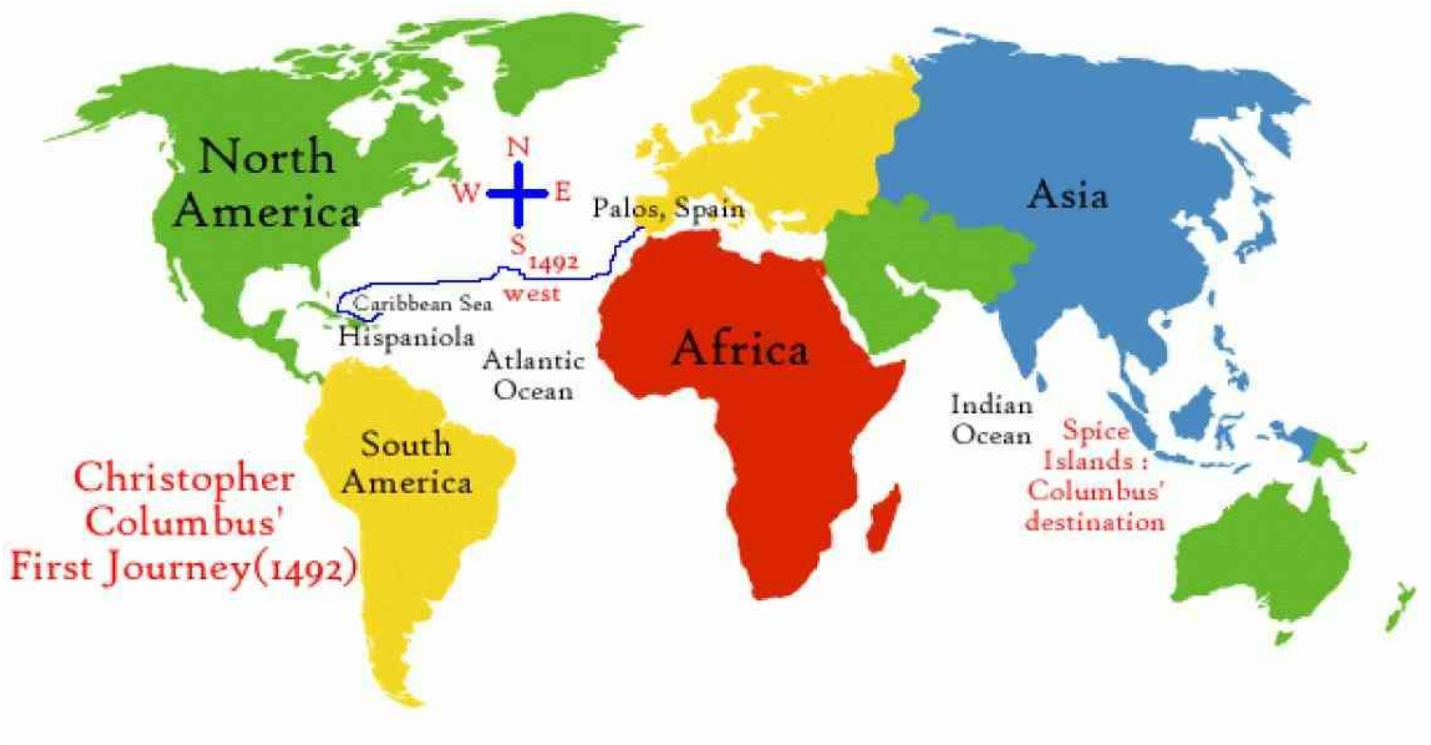
1. CLICK "CREATE A MAP".
2. TYPE YOUR LOCATION INTO "WHERE DO YOU WANT TO START YOUR MAP?"
3. CREATE A PUBLISHED OR SHAREABLE MAP (CHECK WITH YOUR TEACHER FIRST).
4. GIVE YOUR MAP A TITLE. (USE THE TITLE OF YOUR TOUR)
5. IN "BUILD A MAP", CLICK "ADD MARKER" TO ADD EACH STOP. ADD ALL 10 STOPS.
6. Now, decide the best order for visiting your stops. Click "start a path"  
CLICK ON THE MAP TO START YOUR PATH AND CLICK ON THE EXISTING MARKERS TO INCLUDE THEM IN THE PATH.  
(NOTE, AS YOU ADD STOPS, IT TELLS YOU THE DISTANCE BETWEEN EACH STOP, THIS MAY BE INTERESTING INFORMATION TO INCLUDE IN YOUR FINAL PROJECT. YOU MAY WRITE THIS DOWN IN THE WORK SPACE BELOW. YOU MAY REFER BACK TO THIS INFORMATION LATER.)
7. WHEN FINISHED, CLICK "SHARE/EXPORT" AND CLICK "LINK TO THIS MAP". WRITE THE URL BELOW:  
THINKING AHEAD TO CREATING A WEBSITE OR BROCHURE, YOU CAN REFER BACK TO THIS URL AT A LATER TIME.  
IF CREATING A WEBSITE,  
YOU CAN VISIT THE URL LATER AND CLICK "CODE SNIPPETS". COPY AND PASTE THE CODE INTO YOUR WEEBLY TO INSERT THE MAP INTO YOUR SITE. IF CREATING A BROCHURE, YOU MAY DECIDE TO PRINT YOUR MAP TO LATER INCLUDE IN YOUR BROCHURE.

Lesson 3 (tomorrow): Students demonstrate understanding by creating their online map for their virtual walking tour. VR PPT, page 41:

*Reminders:*

1. Include a detailed map of their destination.
2. Indicate 3-5 stops along the route.
3. Stops should include links to either text or video that explains significance of place.
4. Map should correspond to their virtual walking tour.
5. Significance of the destination's exploration points should be noted.

## VTS MAP



1. What is going on in this picture of a map?
2. What do you see that makes you say that?
3. What more can we find in the picture of a map?



# Day 2 Agenda

***Essential Understanding:***  
**Exploration enhances knowledge.**

***Today's Goals:***

- \* **Socratic Seminar: "A Club for Explorers"**
- \* **VTS: Map**
- \* **Virtual Walking Tour Destination Choice & Audience**

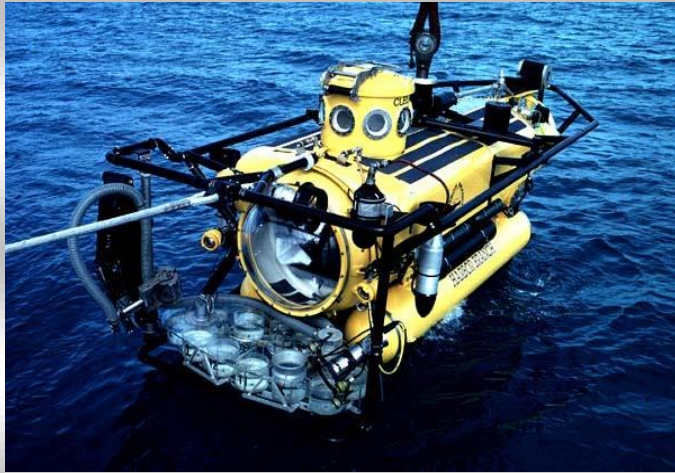
***Materials:*** Explorer's Research Log; laptops; various walking tour books

## ***TASKS***

- 1. Overview: Socrates Biography; Socratic Seminar Rules & Procedures**
- 2. Performance Task: Explorers' Club: The Virtual Reality of our World and Beyond**
- 3. Socratic Seminar: "A Club for Explorers" - Read, Ask Questions, Socratic Discussion, Reflections**
- 4. Destinations around the World: Exploration and Research**
- 5. Virtual Thinking Strategy: MAP**
- 6. Decision Making: Choose destination and audience for Virtual Reality Walking Tour**

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## A Club for Explorers W.M. Akers



What's at the bottom of the ocean? People have wondered that for a long time. To find out what lay far beneath the waves, scientists developed diving equipment, like flippers, goggles and scuba tanks. They built scientific submarines to go even farther underwater, where they found fish and plant life that had never been exposed to the sunlight. But no matter how advanced their technology, no one could go all the way to the bottom of the deepest part of the sea—the Mariana Trench—which is in the middle of the Pacific Ocean.

At 36,000 feet below sea level, the deepest part of the trench, known as the Challenger Deep, is deeper than Everest is tall. In 1960, two men attempted to get to the bottom of it. In a cramped submarine called the *Trieste*, Jacques Piccard and Don Walsh descended slowly to the bottom. They made the trip safely. When they landed on the ocean's floor—farther down than anyone had ever gone—they kicked up so much dirt, they couldn't see what was out there.

It was fifty years before anyone attempted to make the trip again. In 2012, film director James Cameron—best known for movies like *Avatar* and *Titanic*—became the first man to make a solo dive to the bottom of Challenger Deep. It took 90 minutes for his tiny, torpedo-shaped submarine to reach the bottom. Like any good filmmaker, he made sure to bring a camera. In fact, he brought a lot of them—3D cameras that captured the bottom of the sea in detail that Piccard and Walsh could never have dreamed of. The footage, said the expedition's chief scientist Doug Bartlett, is "so, so beautiful."

"It's unlike anything that you'll have seen from other subs or other remotely operated vehicles," he said.

Besides the cameras, Cameron's submarine carried a flag: a red, white and blue banner with an "E" and "C" on it. It's the official emblem of the Explorers Club, an international organization

dedicated to promoting exploration worldwide. For over a century, they have helped lead the charge into the unknown. And no matter how deep mankind goes, they will never be finished.

### **What Does the Club Do?**

Founded in 1904, the Explorers Club was started by a group of men who had previously belonged to the Arctic Club of America. In those days, polar exploration was the cutting edge of science, but the men who had conquered the North and South Pole wanted to broaden their horizons. They welcomed jungle explorers, mountain climbers, and the deep sea divers who paved the way for Piccard, Walsh and Cameron.

"It was meant to bring together explorers, to promote exploration and to promote knowledge of it to the public," said Mary French, the archivist at the Explorers Club, who spoke to us recently by phone. French is responsible for documenting the history of the club, whose membership rolls have included some of the greatest explorers of all time. Those explorers include Roald Amundsen, who led the expedition that first reached the South Pole, and Neil Armstrong, the first man to walk on the moon.

Whenever its members go on an expedition, French explained, they bring along an Explorers Club flag. Many of these flags have a long history of their own. The one that Cameron took to the bottom of Challenger Deep, for example, had previously been to the top of Mount Everest—meaning that it had been both to the top of the world and the bottom.

"Among our retired flags is one that in 2007 was taken on an expedition to the true North Pole," said French. "Team members went under the ice in a submarine to find the magnetic North Pole, not over the ice, because that isn't true north. They went on a deep-sea dive under the ice."

### **A Famous Trip across the Water**

Perhaps the most famous Explorers Club expedition was made in 1947, by a Norwegian adventurer named Thor Heyerdahl. Heyerdahl had a theory that ancient South Americans could have traveled across the Pacific Ocean and settled in islands in Polynesia—a journey of over 4,000 miles, across some of the most dangerous water on Earth. To prove his theory, Heyerdahl used centuries-old technology to build an open-air raft called *Kon-Tiki*. In this primitive raft, six Scandinavian explorers set out on the journey of a lifetime.

"It's a very classic adventure story," said French. "A story that's kind of timeless."

For three months, the little boat drifted westward, carried by the tides and the faint Pacific winds. They ate coconuts, sweet potatoes and fish they caught themselves. As they endured the elements, people back home followed their every movement, hoping that the brave Scandinavians would arrive safely.

"That was a very popular expedition at the time," said French. "It was kind of like a reality show. It was in the newspaper every day."

When they finally made it across the sea—passing not too far from the Mariana Trench—they were greeted by a tribe of native Polynesians, who threw them a big party. For their daring, Heyerdahl and his crew became some of the most famous people in the world, and the Explorers Club flag they took with them became one of the most famous in French's collection.

### **Can You Be an Explorer?**

French said that if she could choose any Explorers Club expedition to have gone on, she would have picked *Kon-Tiki*. She called it "a classic example" of the explorer's mentality. What does it take to be an explorer?

"The rebelliousness that's required to go against people who are saying that it's not possible," she said. "Questioning authority, and not just authority, but standard knowledge. Having your own ideas, and exploring those ideas for your own knowledge, and not just to impress other people."

At a recent Explorers Club dinner, James Cameron was given an award for his trip to Challenger Deep. French said that he called exploration "curiosity in action."

"It could be something as humble as going out and hiking a trail," she said. "Or it could be much bigger—like becoming an astronaut."

As long as you're "seeking the answers to questions," she concluded, you can be an explorer.



# ***ReadWorks: The Explorer Club***

## **The Explorer Club's Purpose and Significance**

### ***REMEMBER...***

**As you read:**

- **Record notes in margin**
- **Underline important parts of the text by identifying key words and phrases**
- **Connect your reading to personal experiences and prior knowledge**

**When you finish:**

- **Create one open-ended question about the article**

### **Extra Info:**

**What is an open-ended question?**

- **Requires more than just a one-word answer**
- **Has different perspectives or opinions**



# Socratic Seminar Observation Form

Your Name \_\_\_\_\_ Partner \_\_\_\_\_

**Directions: Each time your partner does one of the following, put a check in the box.**

**Speaks in the discussion:**

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**Looks at the person who is speaking:**

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**Refers to the text:**

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**Asks a question:**

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**Responds to another speaker:**

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**Interrupts another speaker:**

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**Engages in side conversation:**

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**After Discussion: What is the most interesting thing your partner said?**

**After Discussion: What would YOU like to have said in the discussion?**

## ***Lesson 2A Reflection-Socratic Seminar***

**In Explorer's Log, record independent reflection response to ONE of these questions that most resonates with you then share with group:**

**1. What did you learn about being an explorer?**

**2. What are some key points that will assist you in planning your virtual tour?**

**3. How does exploration enhance knowledge?**

**VTS  
MAP**



# ***Visual Thinking Strategy (VTS)***



## **Questions for Reflection:**

**What is going on in this picture of a map?**

**What do you see that makes you say that?**

**What more can we find in the picture of a map?**



## *The Seven Parts of a Map*

Use this information as you create your Virtual Walking Tour Map. Your map must contain all of these parts, accurately and neatly.

- 1. Scale:** Scale is used to show that a certain distance on the map represents the actual distance on the earth's surface. On a map scale is represented using words (for example, one inch = 100 miles) or using a graphic (a line graph). \_\_\_\_\_
- 2. Title:** Tells us what the map is about. The title is generally the biggest, darkest, most noticeable lettering on any map.
- 3. Legend or Key:** Used for defining and understanding the symbols found on the map. It is usually in one of the corners of the map and is often enclosed by a box. It explains the meaning of the different sizes, shapes, and colors used in the map.
- 4. Symbols:** The things on the map which stand for or represent real things on the earth's surface. Symbols vary according to 2 categories: color and shape. For example a star ★ is often used to represent the capital city and light green might represent farmland.
- 5. Compass:** The compass shows which way is up on the map. Nearly all maps are printed so that north is towards the top of the map. Direction is often indicated using a compass rose.
- 6. Location:** Tells us where the place or places shown on the map are exactly located on the earth. Lines of latitude and longitude are used on the map to show the location.
- 7. Border:** The outside edge of the map. This is a thick, straight line around the outside of the map. The border can be colored in or left blank if the ocean is colored. The border helps direct people's attention to the map.

<b>TEACHER NAME</b>		<b>Lesson #</b>
Laura Beth Fitzgerald		3
<b>MODEL</b>	<b>CONTENT AREA</b>	<b>GRADE LEVEL</b>
Bruner Project-Based Learning (PBL)	ELA Social Studies Technology	6-8
<b>CONCEPTUAL LENS</b>		<b>LESSON TOPIC</b>
Exploration		Excursion Design

**LEARNING OBJECTIVES (from State/Local Curriculum)**

**ELA:**  
 RI.7 Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of the topic or issue.  
 W.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.  
 W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  
 W.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliography information for sources.  
 L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
 SL.2 Interpret information presented in diverse media and formats (e.g. visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.  
 SL.5 Include multimedia components \*E.g., graphics, images, music, and sound) and visually displays in presentations to clarify information.

**Social Studies:**  
 G.2 Apply the tools of a geographer to understand modern societies and regions.  
 G.2.1 Construct maps, charts, and graphs to explain data about geographic phenomena.

**Technology:**  
 6-8.TT.1 Use technology and other resources for the purpose of accessing, organizing, and sharing information.  
 6-8.RP.1 Apply a research process for collaborative or individual research.  
 6-8.SE.1 Apply responsible behaviors when using information and technology resources.

<b>THE ESSENTIAL UNDERSTANDING</b> <i>(What is the overarching idea students will understand as a result of this lesson?)</i>	<b>THE ESSENTIAL QUESTION</b> <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
<i>Exploration enhances knowledge.</i>	<i>How does exploration enhance knowledge?</i>

<b>CONTENT KNOWLEDGE</b> (What factual information will students learn in this lesson?)	<b>PROCESS SKILLS</b> (What will students be able to do as a result of this lesson?)
<p><i>Students will know the following about exploration:</i></p> <ul style="list-style-type: none"> <li>● The components of a virtual walking tour.</li> <li>● The significance of several world-renowned destinations and the fascinating historical facts associated with those places.</li> <li>● The parts of a map, including the title, map scale, tour stops, and map key.</li> <li>● Interesting facts about stops along the route of a destination.</li> <li>● There is racial, cultural, and social diversity around the world.</li> <li>● That exploration enhances experiences.</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Identify the fascinating attractions along the route of a world-renowned destination.</li> <li>● Research and analyze historical facts and details along a world-renowned site.</li> <li>● Collect, sequence, organize, and analyze historical data of a famous place.</li> <li>● Create a destination walking tour of choice using a virtual application.</li> <li>● Draw a destination walking tour map digitally or by hand.</li> <li>● Collaboratively share the virtual walking tour as an Explorer/Tour Guide.</li> </ul>

**GUIDING QUESTIONS**  
*What questions will be asked to support instruction? Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding*

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> <li>-What are some world destinations you found interesting in your research? Why did you find these destinations interesting?</li> <li>-In what ways do explorers record the experiences they encounter?</li> <li>-Why is keeping a travel log important for explorers?</li> <li>-What tools might explorers use in planning and documenting the route?</li> <li>-How can understanding the details of past explorers assist you in researching and creating your virtual tour destination experience?</li> <li>-What is exploration and how does it enhance knowledge?</li> </ul>	<ul style="list-style-type: none"> <li>- Which world destination did you choose to design your virtual walking tour?</li> <li>-How will exploring this destination enhance your knowledge?</li> <li>-What would be the important stops that you will include and map along your tour route?</li> <li>-What are the specific historical facts and details you will include along your tour route?</li> </ul>	<ul style="list-style-type: none"> <li>-What did you learn about being an explorer?</li> <li>-What are some key points that helped you plan your virtual tour?</li> <li>-How will you share your virtual walking tour?</li> <li>- In what ways do your virtual map and accompanying walking tour reflect your learning through historical research of your destination?</li> <li>-In what ways does your exploration enhance your knowledge?</li> </ul>



## DIFFERENTIATION

*(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.)*

Content	Process	Product	Learning Environment
Collaborative groups will choose from a variety of different destinations for a virtual tour experience to allow for individual interests and abilities.		Students will choose the role in their Explorer Group, including Discussion Leader, Secretary/ Recorder, Historian, Map Maker, and Tour Guide.	

## PLANNED LEARNING EXPERIENCES

*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

**Engage and Connect** - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

**Materials:** Explorer's Research Logs; VR Walking Tour list; VR headsets; smartphones; Design a Virtual Walking Tour PowerPoint, page 40-43

[https://docs.google.com/presentation/d/1sCGis1DKDiS--n7R\\_kR\\_nTX8E\\_BskqcYnUSXqCBVBw/edit?usp=sharing](https://docs.google.com/presentation/d/1sCGis1DKDiS--n7R_kR_nTX8E_BskqcYnUSXqCBVBw/edit?usp=sharing)

**HOOK:** Choose and watch a short virtual walking tour from list (VR PPT, page 41) then record observations and details in "Explorer Research Log". The class can then share and discuss features of the walking tour that were important or memorable (with partners or whole group).

**NOTE:** Because the virtual tours are of differing time lengths, some groups may need to cut their videos down to fit within a 3-5 minute time-frame.

**Jigsaw the viewing** - each group view 2-3 – have some specific questions they should think about as they review – report out via class discussion some of the critical elements they identified of virtual tours – important things for them to consider when developing their own tour.

**Links on VR PPT, page 42:**

[https://docs.google.com/presentation/d/1sCGis1DKDiS--n7R\\_kR\\_nTX8E\\_BskqcYnUSXqCBVBw/edit?usp=sharing](https://docs.google.com/presentation/d/1sCGis1DKDiS--n7R_kR_nTX8E_BskqcYnUSXqCBVBw/edit?usp=sharing)

Costa Rican Jungle in 360 (5:37):

[https://youtu.be/AhISnxlonxI?list=PLU8wpH\\_LfhmvMe2QPJpNnrUB4mISC6QCw](https://youtu.be/AhISnxlonxI?list=PLU8wpH_LfhmvMe2QPJpNnrUB4mISC6QCw)

Tour Japan's Ancient History and Modern Marvels in Stunning 360 (4:57):

<https://youtu.be/9MeqUPkVq2U>

Virtual Guided Tour of Paris: Eiffel Tower District (4:04):

<https://youtu.be/sJxiPiAaB4k>

Behind the Scenes Tour of Warner Bros. Studios (3:14):

[https://youtu.be/zEwZGYyW-ME?list=PLU8wpH\\_LfhmvMe2QPJpNnrUB4mISC6QCw](https://youtu.be/zEwZGYyW-ME?list=PLU8wpH_LfhmvMe2QPJpNnrUB4mISC6QCw)

Experience Cuba in 360 degrees (8:31):

<https://youtu.be/9ZRkUAufZCY>

Visit Hamilton Island (Great Barrier Reef), Australia in 360 (7:49):

[https://youtu.be/IJype\\_TafRk](https://youtu.be/IJype_TafRk)

Israel 360-Jaffa Gate Walking Tour (5:08):

<https://youtu.be/LrQ3IGgo2Aw>

Auschwitz-Birkenau Walk through - 360° movie (3:45):

<https://youtu.be/a90WJJVLjZQ>

Virtual Tour of The Louvre in Paris, France (6:11):

<https://youtu.be/vmKeRyv-xwM>

Venice, Italy Gondola Tour in 360 (3:08):

[https://youtu.be/T\\_KXSWiPL-4](https://youtu.be/T_KXSWiPL-4)

Wahlburgers VR in Massachusetts narrated by Donnie Wahlberg (4:25):

<https://youtu.be/4T8QtZoZbs8>

Amazing Guided Tour of London, England (10:41):

<https://youtu.be/sEWWHfWBVnk>

Buckingham Palace Expedition (9:40):

<https://youtu.be/9MeqUPkVg2U>

360 Barcelona, Spain Tour (3:10):

<https://youtu.be/BSCbqVUODzE?list=PLqnnZUaW6-657IKWGHhh7IFs30ML1kQbV>

360 Holiday White House Tour (5:16):

[https://youtu.be/98U2jdk8OGI?list=PLU8wpH\\_LfhmtKoe0Uv90nmscm5iezRoW](https://youtu.be/98U2jdk8OGI?list=PLU8wpH_LfhmtKoe0Uv90nmscm5iezRoW)

Visit Paris in Virtual Reality (4:32):

[https://youtu.be/Tph\\_ntIJQxk](https://youtu.be/Tph_ntIJQxk)

360 Virtual Reality Chicago Riverwalk Tour (8:26):

<https://youtu.be/n4n--RWcgWg>

**Follow-Up REFLECTION Question: How is a walking tour similar to exploration?**

### **STEP 1: FAMILIARITY WITH THE DISCIPLINE**

*VR PPT. pages 40-43*

*The first step of the project is for students to discuss the features of a walking tour and the role of an explorer or walking tour designer then watch a virtual walking tour as an introduction to the project.*

#### **1. GUIDING QUESTIONS for Whole Group Discussion and/or Collaborative Partners (Think/Pair/Share):**

**What is a walking tour?**

*A WALKING TOUR IS A SIGHTSEEING TOUR ON FOOT. THE TOUR IS FOCUSED ON EXPLORING A DESTINATION. THE TOUR CAN BE BASED AROUND A VARIETY OF LOCATIONS WITH A SIMILAR THEME OR A BROAD VARIETY OF LOCATIONS FOR DIFFERENT TOPICS AND INTERESTS.*

**For whom is a walking tour designed?**

*TOURS ARE DESIGNED WITH A GROUP IN MIND. SOME TOURS ARE SPECIFICALLY MARKETED FOR KIDS, FOOD-LOVERS, SPORTS FANS, OR HISTORY BUFFS...AND MORE! SOME TOURS ARE DESIGNED WITH THE WHOLE FAMILY (ALL AGES) IN MIND AND HAVE A VARIETY OF ACTIVITIES FOR VARYING INTERESTS.*

**Has anyone ever gone on a real-life or virtual walking tour? Describe the experience with your partner.**

*ALLOW 3-4 STUDENTS TO SHARE ANY EXPERIENCES THEY HAVE HAD WITH WALKING TOURS. IF MORE STUDENTS WISH TO SHARE, THEY MAY RECORD IN AN "EXPLORER RESEARCH LOG", THEN ALLOW SHARING IN SMALL GROUP.*

**How does a map assist explorers to understand the route they take and important features?**

**How is an explorer's map like a walking tour map?**

**Explore** - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

### **STEP 2: PRACTICING THE DISCIPLINE**

USE VIRTUAL REALITY SITES, INTERNET WEBSITES, AND WALKING TOUR GUIDEBOOKS TO DECIDE ON DESTINATION FOR PERFORMANCE TASK.

TO ACCESS AND CREATE THE VIRTUAL WALKING TOUR, USE Google Drive Slides on PPT, page 40:

[https://docs.google.com/presentation/d/1sCGis1DKDiIS--n7R\\_kR\\_nTX8E\\_BskgcYnUSXgCBVBw/edit?usp=sharing](https://docs.google.com/presentation/d/1sCGis1DKDiIS--n7R_kR_nTX8E_BskgcYnUSXgCBVBw/edit?usp=sharing)

**COLLABORATIVE EXPLORER TEAMS:** Students are divided into collaborative groups of 2-3. They will choose one of these guided walking tours for their virtual project experience! They will decide on a group name for their exploration team and also choose Discussion Leader, Secretary/ Recorder, Historian, Map Maker, and Tour Guide.

**MATERIALS:** Various walking tour guidebooks; laptops; Explorer's Research Logs

\*Virtual Reality Headsets with headphones (set of 6); smartphones; VR PPT. pages 40-44

Students will use walking tour books to research various world destinations. Read and collaborate from this Travel Channel's list of the best city walking tours:

[www.travelchannel.com/interests/wellness-and-renewal/articles/best-city-walking-tours](http://www.travelchannel.com/interests/wellness-and-renewal/articles/best-city-walking-tours)

### **GUIDING PROMPTS:**

1. Which world destination did you choose to design your virtual walking tour?

After researching famous destinations online and identifying the specific features of the walking tours in Explorer's Logs, students will collaboratively choose the place in the world that they are most interested in focusing their attention.

2. Research the historical information along the tour route and take copious notes on Explorer Log of the interesting stops along the way. What would be the important stops that you will include and map along your tour route?

3. What are the specific historical facts and details you will include along your tour route?

Add interesting features such as historical facts, myths, legends, significant details, etc.

4. How will you design the virtual brochure of your walking tour? Sketch the design in your explorer's log.

5. Essential Understanding: How does your virtual walking tour enhance our understanding of the world?

**Explain** - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

### **STEP 3: REFLECTION OF THE DISCIPLINE**

EXPLORATION TEAMS WILL DEVELOP THEIR VIRTUAL REALITY WALKING TOUR, INCLUDING A TOUR MAP AND VR VIDEO.

In Explorer's Log, record independent reflection responses, then share with group:

What did you learn about being an explorer?

What are some key points that helped you plan your virtual tour?

How is your knowledge enhanced through this exploration?

***Elaborate*** —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways.

**STEP 4: CONTINUED PRACTICE AND REFLECTION**

**VIRTUAL REALITY WALKING TOUR PRESENTATION**

***How will you share your virtual walking tour tomorrow?***

Students should collaborate to prepare presentation for whole group. Encourage learners to dress as an explorer and recreate the virtual walking tour, taking the “tourists” on an interactive journey using the Interactive Whiteboards and/or laptops, Chromebooks, and VR Headsets.

***Evaluate:*** This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

**STEP 5: EVALUATION OF LEARNING**

**ASSESSMENT OF ESSENTIAL UNDERSTANDING**

***1. Record reflection responses in Explorer’s Log after presentation:***

In what ways does your virtual map reflect your learning through historical research of your destination?

In what ways does exploration enhance knowledge?

***2. Share reflections with whole group, if time allows.***

A faint, grayscale world map is visible in the background of the page, centered behind the text.

# Day 3 Agenda

***Essential Understanding:***  
**Exploration enhances knowledge.**

***Today's Goals:*** Online Map Design; Virtual Walking Tour Development & Design

***Materials:*** Explorer's Research Log; laptops; Virtual Reality headsets/smartphones; various walking tour books

## **TASKS**

- 1. Explore various Virtual Reality Walking Tours**
- 2. Design Team: Explore a Virtual Walking Tour Map site : [WWW.COMMUNITYWALK.COM](http://WWW.COMMUNITYWALK.COM)**
- 3. Research destination of 3-5 stops along the route**
- 4. Decide on a destination, audience, route, and stops.**
- 5. Begin construction Virtual Reality Walking Tour Map**
- 6. Design Presentation Google Drive - Google Slides**

# *Virtual Reality Tour Task*

**With your travel partner:**

- 1) **Observe 1 of the virtual walking tour destinations.**
- 2) **Create a poster of the characteristics of the tour.**

## **PAY ATTENTION TO...**

- **Destination**
- **Audience**
- **Interesting Stops**
- **Cool/Unusual Facts**
- **Details of Route**

**Use your creativity!  
Include maps,  
drawings, lists,  
graphic organizers...**



## ***Lesson 3 Reflection***

**Record reflection responses in Explorer's Log after presentation:**

**In what ways does your virtual map reflect your learning through historical research of your destination?**

**In what ways does exploration enhance knowledge?**

<b>TEACHER NAME</b>		<b>Lesson #</b>
FITZGERALD		4
<b>MODEL</b>	<b>CONTENT AREA</b>	<b>GRADE LEVEL</b>
PBL Project Based Learning	ELA SOCIAL STUDIES TECHNOLOGY	6-8
<b>CONCEPTUAL LENS</b>		<b>LESSON TOPIC</b>
EXPLORATION		Excursion Design
<b>LEARNING OBJECTIVES</b> <i>(from State/Local Curriculum)</i>		
<p><b>ELA:</b>  RI.7 Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of the topic or issue.  W.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.  W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  W.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliography information for sources.  L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.  SL.2 Interpret information presented in diverse media and formats (e.g. visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.  SL.5 Include multimedia components *E.g., graphics, images, music, and sound) and visually displays in presentations to clarify information.</p> <p><b>Social Studies:</b>  G.2 Apply the tools of a geographer to understand modern societies and regions.  G.2.1 Construct maps, charts, and graphs to explain data about geographic phenomena.</p> <p><b>Technology:</b>  6-8.TT.1 Use technology and other resources for the purpose of accessing, organizing, and sharing information.  6-8.RP.1 Apply a research process for collaborative or individual research.  6-8.SE.1 Apply responsible behaviors when using information and technology resources.</p>		
<b>THE ESSENTIAL UNDERSTANDING</b> <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		<b>THE ESSENTIAL QUESTION</b> <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
<i>Exploration enhances knowledge.</i>		<i>How does exploration enhance knowledge?</i>



<p align="center"><b>CONTENT KNOWLEDGE</b> (What factual information will students learn in this lesson?)</p>	<p align="center"><b>PROCESS SKILLS</b> (What will students be able to do as a result of this lesson?)</p>
<p>Students will know the following about exploration:</p> <ul style="list-style-type: none"> <li>● There is racial, cultural, and social diversity around the world.</li> <li>● That exploration enhances experiences.</li> <li>● How to read and interpret a map.</li> <li>● Exploration of different destinations enhances knowledge about the world.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>● Creatively evaluate the performance task.</li> <li>● Collaboratively synthesize information about a particular world destination.</li> <li>● Create and share the virtual walking tour as an Explorer/Tour Guide.</li> <li>● Explain characteristics of world-renowned destinations.</li> <li>● Analyze a map and draw conclusions about a destination.</li> <li>● Infer that exploration enhances knowledge.</li> <li>● Solve the problem presented to enhance understanding.</li> </ul>

**GUIDING QUESTIONS**

*What questions will be asked to support instruction?*

*Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding*

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<p>(Guide students to an introduction or review of the concept/essential understanding; guide students to an introduce/review of the content; and, guide students to an introduction of the model)</p> <ol style="list-style-type: none"> <li>1. What did you learn about the significance of a map in exploration?</li> <li>2. What were some of the obstacles you encountered this week as you prepared your virtual walking tour poster project?</li> <li>3. What is our Performance Task?</li> <li>4. How will you choose your Virtual Walking Tour destination, audience, and stops?</li> <li>5. How does our Performance Task align with our Essential Question: How does exploration enhance knowledge?</li> </ol>	<p>(Guide students to make meaning of the concept/ essential understanding; guide students to make meaning of the content; and, guide students to experience/make meaning of the model)</p> <ol style="list-style-type: none"> <li>1. What are significant and/or interesting features of other destinations?</li> <li>2. How would the virtual tours differ for a different audience?</li> <li>3. What information is missing, unclear, or unavailable?</li> <li>4. What questions do you have about a destination presented?</li> </ol>	<p>(Guide students to make meaning/transfer the concept/ essential understanding; guide students to make meaning and or transfer of the content; and, guide students to make meaning or transfer of the model)</p> <ol style="list-style-type: none"> <li>1. In what ways do your virtual map and accompanying walking tour reflect your learning through historical research of your destination?</li> <li>2. What have been your favorite aspects of this week's task?</li> <li>3. How does exploration enhance your knowledge?</li> <li>4. Other questions/ thoughts about our virtual tour week?</li> </ol>

**DIFFERENTIATION**

*(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.*

Content	Process	Product	Learning Environment
<p>-Collaborative groups chose from a variety of different destinations and points of interest for a virtual tour experience to allow for individual interests and abilities. There are a variety of content levels to challenge gifted learners that fit into the Project-Based Learning Model.</p>	<p>-Participants were able to access and utilize their strengths in the preparation and presentation of their virtual walking tour. -Students will be conducting a debriefing after presentations and will take on a variety of roles as observer, questioner, and participant.</p>		<p>Students will be working in a variety of settings, including independent, small group/partners, and whole group.</p>

## PLANNED LEARNING EXPERIENCES

*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

**Engage and Connect** - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

**Goal 4:** Virtual Walking Tour Design and Group Presentations

**Materials:** Explorer's Research Log; laptops; Virtual Reality headsets/smartphones; various walking tour books; Virtual Tour PowerPoint, pages 43-52:

[https://docs.google.com/presentation/d/1sCGis1DKDiIS-n7R\\_kR\\_nTX8E\\_BskqcYnUSXgCBVBw/edit?usp=sharing](https://docs.google.com/presentation/d/1sCGis1DKDiIS-n7R_kR_nTX8E_BskqcYnUSXgCBVBw/edit?usp=sharing)

**Exploration Design Team:** Students will finish creating their virtual walking tour from online map and make decisions as to how they will present to the class. Students will put finishing touches on virtual walking tour, accompanying map, and presentation.

Introduction to lesson (HOOK):

Allow students to experiment with the VR headsets and view several of the virtual tours of their choice.

**REMINDERS** (listed on Virtual Tour PPT):

1. *Performance Task:*

Film director James Cameron and the Explorers Club are actively seeking production teams to design virtual walking tour segments for a new interactive television program called "Explorers' Club: The Virtual Reality of our World and Beyond". Explorers Club is an international organization founded in 1904 and dedicated to promoting exploration worldwide, and the goal of this program is to show its viewers that exploration enhances knowledge. Keeping this intent in mind, your design team's task is to investigate fascinating destinations around the world and choose a favorite place for a virtual segment to be aired on the National Geographic channel in 2018.

2. *Audience:*

The tour is focused on exploring a destination for a particular audience in mind, whether it is specifically designed for scientists, food lovers, sports fanatics, history buffs, nature lovers, art connoisseurs, kids, or the whole family. Your design team is tasked with decisions about location, audience, theme, tour stops, tour information, and an online walking tour route map.

3. *Criteria:*

Your design team is tasked with decisions about location, audience, theme, tour stops, tour information, an online walking tour route map, and concluding thoughts on how this exploration enhances knowledge.

4. *Presentation:*

Delivery will include a 3-5 minute, narrated virtual walking tour geared for a targeted audience. Since your production team consists of a director, a photographer, a map designer, and a tour guide, you may take on one of these roles, being mindful of chosen audience. You may "dress the part" for your virtual tour, whether you are an explorer, a show producer, news reporter, tour guide, etc.

5. *Essential Understanding:*

At the forefront of your performance task is the essential understanding that "exploration enhances knowledge". In your concluding remarks, include a personal reflection about how this exploration experience has enhanced and expanded your knowledge as well the program viewers in the program's audience.

**Whole group/partner discussion:**

**Pre-Lesson Questions:**

1. What did you learn about the significance of a map in exploration?
2. What were some of the obstacles you encountered this week as you prepared your virtual walking tour?

**Explore** - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

*Share Virtual Walking Tour: Group Presentations*

*Students will be allowed to share their virtual walking tour with the whole group.*

*Participants have been encouraged to find a creative way to present their projects.*

*Teacher serves as the facilitator while the other students serve as observers/Explorer Club members. Audience members will use a note-taking graphic to document and reflect on virtual walking tours as the virtual walking tours are presented.*

*Questions for audience:*

1. Where did the virtual tour visit?
2. What were destinations or aspects of this walking tour that were designed to target a specific audience? Who is the audience? How was the destination representative of that target audience?
3. How did this virtual walking tour demonstrate that exploration enhances knowledge?

*By actively participating, students in the audience will be more actively engaged which will increase their attentiveness and increase what they get out of the presentation.*

**Explain** - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

**Whole Group Discussion:**

**During Lesson Questions:**

1. What are significant and/or interesting features of other destinations?
2. How would the virtual tours differ for a different audience?
3. What information is unclear, missing, or unavailable?
4. What questions do you have about a destination presented?

**Elaborate** — *Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways.*

**Students will reflect on weekly lesson in Explorer Log**

**After the Lesson Questions (Reflections):**

1. In what ways do your virtual map and accompanying walking tour reflect your learning through historical research of your destination?
2. What have been your favorite aspects of this week's task?
3. How does exploration enhance your knowledge?
4. Other questions/thoughts about our virtual tour week?

**Break Activity: Play Game while students are finishing up their Performance Tasks!**

**Two Truths & a Lie: Explorer Edition PPT, pages 48-49**

[https://docs.google.com/presentation/d/1sCGis1DKDiS--n7R\\_kR\\_nTX8E\\_BskqCYnUSXqCBVBw/edit?usp=sharing](https://docs.google.com/presentation/d/1sCGis1DKDiS--n7R_kR_nTX8E_BskqCYnUSXqCBVBw/edit?usp=sharing)

**Rules of the Game:** Students will sit in a circle and take turns giving 3 clues about a world-renowned destination. Two of the clues are true and one is false. Goal is for participants to identify which is not true. Take turns going around the circle and giving the clues as the “Explorer”.

**Evaluate:** *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

*Final Group Sharing of Virtual Walking Tours, using Audience Participation Log to take notes (PPT, page 50)*

- 1. Where did the virtual tour take place?*
- 2. Who was the audience? What aspects or stops along the route representative of that audience?*
- 3. How did the walking tour demonstrate that exploration enhances knowledge?*

*FINAL REFLECTION (PPT, page 51): Discuss together!*

*What have you learned about how exploration enhances knowledge?*

**Final Activity: AROUND THE WORLD (PPT, page 52)**

Rules:

Form a circle.

Pass a foam ball around and think of a destination that begins with the next letter of the alphabet. For example...A is for Argentina.

The next player must repeat the previous destinations and add the next letter’s place...

**If time allows:**

Take index cards used in the ICEBREAKER activity and find your partner to re-interview.

- 1. How have any of your opinions changed as to favorite places or places you would like to visit?*
- 2. Through the exploration of destinations this week, what are the “take-aways” or major knowledge you have gained?*

Allow final sharing of these thought-provoking questions to round out the week.

Encourage students to use Explorer Logs to continue exploration as a means of enhancing knowledge!

**CLOSING CEREMONY: PRESENT EACH PARTICIPANT WITH AN HONORARY EXPLORER CLUB CERTIFICATE!**

# Day 4 Agenda

**Essential Understanding:**  
**Exploration enhances knowledge.**

**Today's Goals: Complete Virtual Walking Tour Design and Design Team Presentations**

**Materials: Explorer's Research Log; laptops; Virtual Reality headsets/smartphones; various walking tour books**

**TASKS:**

- 1. Two Truths & a Lie: *Exploration is Knowledge* Edition**
- 2. Design Team: Create Virtual Walking Tour from online map at [www.thinglink.com](http://www.thinglink.com)**
- 3. Share Virtual Walking Tour: Design Team Presentations**
- 4. Closing Activity: Around-the-World game**

## **Performance Task**

**Design a Virtual Walking Tour using *Google Slides*. Explorer Log, pages 35-49, will assist you in planning.**

**Include the following:**

- 1. TOUR LOCATION/DESCRIPTION**
- 2. Audience**
- 3. 3-5 interesting stops along the route**
- 4. Cool/Unusual facts about each stop**
- 5. Include photographs AND videos**
- 6. Virtual Map: [WWW.COMMUNITYWALK.COM](http://WWW.COMMUNITYWALK.COM)**



## **Virtual Walking Tour Presentations Audience Participation Log**

**1. Where did the virtual tour visit?**



**2. What were destinations or aspects of this walking tour that were designed to target a specific audience?**

**Who is the audience?**

**How was the destination representative of that target audience?**

**3. How does the virtual walking tour demonstrate an understanding that exploration enhances knowledge?**



## ***Two Truths and a Lie, Explorers' Edition***

***Rules of the Game:*** Each exploration team comes up with 2 unusual/cool truths and 1 lie about their virtual walking tour destination.

***Object:*** Trick your opponents! Other contestants guess which two are the truths and which one is the lie. If correct, points are awarded, and whoever has the most points is the expert explorer!



## **FINAL REFLECTION ACTIVITY**

**Take index cards used in the ICEBREAKER activity and find your partner to re-interview.**

***1. How have any of your opinions changed as to favorite places or places you would like to visit?***

***2. Through the exploration of destinations this week, what are the “take-aways” or major knowledge you have gained?***

A faint, light gray world map is visible in the background of the entire page. The text is centered over the map.

# **HONORARY EXPLORER CLUB MEMBERSHIP**

**PRESENTED TO**

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**THIS 20<sup>TH</sup> DAY OF THE YEAR 2017  
ROCKINGHAM COUNTY SCHOOLS**

**A.S.P.I.R.E.**

## **VI. Unit Resources**

### **Teacher's References**

*A brief video introduction of the Age of Exploration used as initial focus on theme of exploration :*

The Age of Exploration; Retrieved June 3, 2017; <https://youtu.be/17OP-2eSW5M>

*A video montage of world-renowned explorers to launch discussion of famous explorers:*

World Explorers in 10 Minutes; Retrieved June 3, 2017; <https://youtu.be/iUkOfzhvMMs>

*This gifted Teachers Pay Teachers resource includes a detailed walking tour design packet:*

A Middle School Survival Guide: Design a Walking Tour; Retrieved May 28, 2017;

[www.teacherspayteachers.com/amiddleschoolsurvivalguide/designawalkingtour](http://www.teacherspayteachers.com/amiddleschoolsurvivalguide/designawalkingtour)

*German music played during modeling of Bavarian walking tour on Day 1:*

The Sounds of Germany, Volume 1; Retrieved June 3, 2017;

[https://music.amazon.com/albums/B002Z46SP0/CATALOG?ref=dm\\_wcp\\_af\\_nr](https://music.amazon.com/albums/B002Z46SP0/CATALOG?ref=dm_wcp_af_nr)

*Short, engaging video of Germany to introduce students to Germany:*

“Germany: My First Trip; Retrieved June 3, 2017; <http://www.lonelyplanet.com/video/my-first-trip-germany/v/vid/282>

*This web link includes a map and written tour of the Rhine River, including notable stops along the way of historical value:*

Archer, Rick; “A History of the Rhine River”; Retrieved June 3, 2017;

<http://www.ssqq.com/travel/rhine2015aboutgermany.htm>

*Short 1 minute Walking Tour along the Rhine River used to familiarize students with the use of Google Cardboard and the Virtual Reality headsets:*

The Rhine River 3-D Tour; Retrieved June 3, 2017; [https://youtu.be/D\\_Q-g3DYB\\_Q](https://youtu.be/D_Q-g3DYB_Q)

*This web site is a detailed written account of the Rhine River legend of Lorelei that students read collaboratively with a partner:*

Friedman, Amy and Johnson, Meredith; “Tell Me a Story: The Siren, Lorelei (A German Folktale)”; Retrieved June 3, 2017; <http://www.uexpress.com/tell-me-a-story/2010/10/24/the-siren-lorelei-a-german-folktale>

*The Black Forest video used in modeling a walking tour on Day 1:*

Black Forest (Schwarzwald) in Southwest Germany; Retrieved May 28, 2017; YouTube;

<https://youtu.be/MQ6oYkxLcal>

*A brief video history of the Gutenberg Printing Press:*

Mankind: The Story of All of Us; Retrieved June 3, 2017; <http://www.history.com/shows/mankind-the-story-of-all-of-us/videos/the-printing-press>

*Beautiful images and historical text of the most famous castle in Bavaria, Neuwanschtein Castle:*

Neuwanschtein Castle; Retrieved June 3, 2017; <http://kids.britannica.com/students/assembly/view/143052>

*A short biography of Socrates as introduction to Socratic Seminar:*

Socrates; Retrieved July 4, 2017; <https://www.biography.com/people/socrates-9488126#>

## **Students' References**

*Text used for Socratic Seminar that gives detailed background information of the Explorer Club:*

Retrieved May 24, 2017; Akers, W.M., "A Club for Explorers"; ReadWorks.com, 2014.

*Design a digital map with a legend that depicts the walking route of the tour:*

Retrieved July 4, 2017; [WWW.COMMUNITYWALK.COM](http://WWW.COMMUNITYWALK.COM)

*One of the options to use to create virtual walking tour:*

Thinglink; Retrieved July 4, 2017; <https://www.thinglink.com/>

**VIRTUAL WALKING TOUR LINKS:** *The following links are the final virtual walking tours presentations that my students created on the last day of A.S.P.I.R.E. camp.*

"On the Go in Tokyo" by Charlotte and Abby:

[https://drive.google.com/open?id=1QW38ZfiGuOcwT0iQ2sQU-1d1isjYmXj2FpZBre9\\_1qg](https://drive.google.com/open?id=1QW38ZfiGuOcwT0iQ2sQU-1d1isjYmXj2FpZBre9_1qg)

"When in Rome" by Johnny and Kameron:

[https://docs.google.com/a/rock.k12.nc.us/presentation/d/14lq8p5MfP7EibCdBg9151GhMySUdrVn6JahLu\\_H7Yxg/edit?usp=sharing](https://docs.google.com/a/rock.k12.nc.us/presentation/d/14lq8p5MfP7EibCdBg9151GhMySUdrVn6JahLu_H7Yxg/edit?usp=sharing)

"Salem Witch Walk" by Evan and Hunter:

<https://docs.google.com/a/rock.k12.nc.us/presentation/d/13sOqNrcleQyC3A31nVzRsJvYuno5mlefX-q0faDtfYg/edit?usp=sharing>

"Tour de Paris – Eiffel Tower" by Olivia and Gabriel:

<https://docs.google.com/a/rock.k12.nc.us/presentation/d/16dLXfRaKueQVQSxNdlyp3VhhgXgQFEcxJiwBgNEpBwA/edit?usp=sharing>

"The White House" by Thomas:

[https://docs.google.com/a/rock.k12.nc.us/presentation/d/1QrUgrfO8l6o\\_uBy0s3L0NQV1FpJFMBnBh33d3cKOapw/edit?usp=sharing](https://docs.google.com/a/rock.k12.nc.us/presentation/d/1QrUgrfO8l6o_uBy0s3L0NQV1FpJFMBnBh33d3cKOapw/edit?usp=sharing)