

17: 7th_SocialStudies_GoogleMaps_Main

Teacher: Double check that these people didn't sneak in. "student", ["student" 00:00:03], or "student"?

Student: Yeah, "student's" not here.

Teacher: "student", for sure, he's absent today. Okay. "student's" not here today. Has anyone seen "student" yet?

Student: No.

Teacher: No? Okay. [crosstalk 00:00:14] Then your comp books are here. I'm going to go ahead and get started so that we have more time on the computers. At some point, come check to see if your book is here. Let's take a look up here. Today we're going to jump into a new activity. We're going to get into another Google app, it's called My Maps. It's going to continue our overall project. Right now we've been doing bits and pieces of that grand culminating activity which is to make our newspaper. I asked you folks to fill out the form. There's only about 8 of you who filled out specific items groups. There's 2 things that I need some of you to do right away. When we get on the computers, in order to do today's activity, I have another form. It's asking about your favorite things that you've ever traveled. You're going to do that. If you didn't do your Pacific island group, you're going to need to look for that in Gmail as well.

I can tell you who I have already. I have it somewhere. I'll get it. For those of you who didn't get in you're going to have to check that for me. Questions about that? What are you going to do, first thing?

Student: The form thingy.

Teacher: The form. How do you do the form? Yes. Through your Gmail. For those of you that have issues, I'll help you. I'll help you look up your passwords if you need help with that and everything. Go straight into Gmail, check out the form, fill out the form, and then pause. [crosstalk 00:01:53]

A form is a survey. Very good point of clarification. Thank you. [00:02:00] You do not have access to computers.

Student 3: I don't have access to a lot.

Teacher: A lot. Okay. Good. Thank you for telling me. We'll work on a plan for you. Let's talk about what we're doing today. What is our end goal? What is our quarter 2 project?

Student: The newspapers.

Teacher: Very good. The newspaper. What have we done to prep for it so far? Yes.

Student: What's supposed to be in the newspaper?

Teacher: What's supposed to be in the newspaper, and how do we do that? Somebody else. Yes.

Student: The scavenger hunt.

Teacher: The scavenger hunt, very good. What did you get introduced, and I know that there's some confusion. What were you supposed to be getting introduced to this weekend? Somebody else, another voice. Yes ["student" 00:02:40].

Student: Different types of articles.

Teacher: Different types of articles, based on what? It's a weird word. [crosstalk 00:02:45] Anybody, I'll do it. [FREEPA 00:02:49]. I did get some e-mails over the weekend, thank you very much. I do know that there's some confusion. That's fine, that's good feedback for me. We'll take a step back. I have posted things in Drive. You want to check that. I also now have linked our social studies shared research folder to Google classroom. If you ever start to get stuck, one is call me, e-mail me, text me, whatever. Thank you to those who did.

2, you might check the daily agenda, and I figured out something cool with the daily agenda. I was able to link things. Survey, you guys have to do survey. You could click on the survey off of the daily agenda and then FREEPA. You could click on FREEPA, and it would open the document for you. I'm trying to make it easy for you to access things. I know it's new but after a while, once I tell you three, four times that I'm going to have an expectation that you're doing these things. In the beginning, I'll give you a little wiggle room, but pretty soon, there's going to be expectation. I don't want any excuses saying, "I didn't know how to get it." I'm putting [00:04:00] everything on the web for you. The only excuse you have, like ["student" 00:03:39] mentioned to me right now is I have difficulty getting on that web. You have to tell me that so I can help you with a different plan. Any questions on that?

We have FREEPA. Let's talk about FREEPA real quick. Let's do a review. What does the F stand for? Everybody.

Student: Family.

Teacher: We'll try it again. Everybody.

Student: Family.

Teacher: Good, the R.

Student: Religion.

Teacher: Okay. You guys are going to go, "Religion." Try it again. What is the R for?

Student: Religion.

Teacher: Okay, how about the E? There's two E's.

Student: Education.

Teacher: Education and?

Student: Environment.

Student: Economics.

Teacher: Economics. Environment does sound like it would be a good E. It does. It's not a FREEPA, but we are going to look at environment. Very good for bringing that up. Education, economics, what's the P?

Student: Politics.

Teacher: Politics. What's another word for politics? Some people didn't know what that was.

Student: Politician maybe.

Teacher: Government.

Student: Oh.

Teacher: Politicians. The leaders. Then what's your last one, the A?

Student: Art.

Teacher: Art. The document that I shared with you guys, it has each of the categories, and it has other key words. Family, there's a lot of words that go along with family, so we're going to take a look at that.

Student: Like relatives?

Teacher: Relatives, mother, father, kinship. There's other words that match with family. We're going to get into that. Right now we're just putting our toes in all these different places getting a good overview, and then we'll come back and forth with it. If you're confused right now, that's okay, but if you're confused in a few days, that's not okay. If you're still confused after 3 days, you got to come and see me. I'll be checking for understanding on those kinds of things. We're going to do a whole new thing today. We're going to play with Google Maps. This gentleman is going to explain real quick for us [00:06:00] and then we'll jump on the computers and we'll play. [crosstalk 00:06:04] After the video I'm going to come back and tell you guys somethings.

Student: Who's that gentleman?

Teacher: You don't see him. You'll just hear his cool voice. Is it not loud enough?

Student: Yeah.

Teacher: Okay. I'll get it.

Video: [inaudible 00:06:24] for animal sightings being animals, fictitious animals, since I claim to have seen in a particular part of the English countryside. I'm starting off with a CSV file that contains various [inaudible 00:06:51] and other information about the sightings. You can see that Google Maps has been clever enough to pick up the latitude automatically from the column heading. I just need to specify the longitude, and I press continue. Then I need to pick a column for the labels on markers. I go to the type field and it's loading up My Map data.

Teacher: If this is confusing, don't worry. I'm going to take you step by step. This is just so you see some guy doing it.

Video: Correct location and you can see that this is actually backed by the data that I reported so I can manipulate this data directly from the My Maps interface. As I click on entries in the data here then I can zoom to the particular location on the map. You can also add data here. If I want to change my deer sighting to an elephant sighting, then I can do that in real time within the [inaudible 00:07:47]. At the moment, all my map markers look the same. I can't tell whether I've seen a deer or a toad or [00:08:00] anything else. Let's change that.

We go to the style tab. At the moment, everything's in uniform style which means everything will be mapped the same. I can change that by starting by a particular data column. I've got a type field in my data column that specifies the different type of animal that I've seen. We can see that if we select this for the rendering, then Google picks out the appropriate color scheme for each. I might not like some of those color schemes. I can go in and change, say the category for to something a bit more obvious that doesn't confuse it with an elephant or something else. Then I can go in and look at my data and see if I have another column here. A frequency column. I could if I want to choose a range of sightings and the number of sightings that have been seen within this frequency column and then have a range value and symbolize based on the range the number of sightings that have occurred.

I can choose from different color apps to make that obvious on my map. Now that I've got the sightings all color coded, but I want to be able to see what I've actually seen at those locations. Here I can use the label feature, and I can label based on a particular field in my data source. This data I'm labeling on the type field. I can see at a glance what type of animal I've seen and also how many I've seen of them. Let's find another layer to my map. This layer isn't going to come from an underlying data source, it's going to be from edits I make to the map myself. I'm going to call this layer cool things that I've seen in the forest, and I'm going to add [crosstalk 00:09:16]

Teacher: Watch this because this is what you're going to do. That marker, that place marker is called a balloon. We're going to call it a balloon. You can touch it and drop it wherever you want and then you can name it. Then you can put in a description. You're going to be doing all of this. You can do a search, [00:10:00] and grab images or videos or web sites.

Video: You don't see many of those around. Let's select that one. That's great. We can save that.

Teacher: When you click on the bubble, the balloon, this now pops up.

Video: You can also use the tools to create a line shape as well. Let's say that I want to specify my path through the forest. I say that I found particularly creepy path through the forest that I want to share with other people in the area. I can draw my line just by clicking on the map [crosstalk 00:10:31] double clicking to finish the line and I go to just edit it to give it some information, a title and some descriptive text as well. Just like the mushroom, I can go and add a picture so people can see just how creepy my path was. It's a path through the woods. None of these are particularly creepy but let's go for that one. Select that, and let that load up. Then we'll click save to save our path through the woods.

The great thing about [crosstalk 00:11:07] layers like this is that we can actually work with the layers [crosstalk 00:11:12]. You can see my [inaudible 00:11:16] data there is a completely different structure from the data I imported. [inaudible 00:11:21] I can actually turn off these layers individually. [inaudible 00:11:29] if you want to create lots of content and have your users navigate at their fingertips, it's very easy to do layers.

I also want to use different base map. There's a base map gallery here where I can choose from different base maps to reflect my data in the best possible way. I like the [inaudible 00:11:46] data map here. There's another tool there called the measure tool. This will say directions tools. They only really work if you're not in the middle of the woods like I am and they will add color and flavor to your map. [00:12:00] Go ahead, have a quick [inaudible 00:11:37] it's very easy to get done with, and you can create some great [crosstalk 00:12:06] maps. Once you're done you can share them on Twitter, Facebook, and Google plus, and so forth. Enjoy.

Student: He sounds British.

Teacher: I know. He is.

Student: He sounds like that guy at the mall.

Teacher: Before we jump into it, let me turn the light back on. [crosstalk 00:12:25] Oh, this is another one. I posted all of these. I have 4 tutorials. I posted it on our navigator's website. You're going to take a look at that. Let me get the light on real quick, sorry. What I want you to do right now is I want you to share with me what you learned, what

you saw him doing. Let's do that first, it's review. What did we see this guy doing? What are some of the things that he did? Let's go for the middle. Yes.

Student: He put the balloon on the map.

Teacher: Okay, he put a balloon on the map and named it. Good what else did you see him do?

Student: He created a path.

Teacher: Created a path, right. He made his own lines. Good, what else.

Student: He colored it.

Teacher: He colored it, yes. That's important. Yes.

Student: He put some pictures on it.

Teacher: Put some pictures, yes.

Student: He created layers.

Teacher: Created layers. Very good. This is a technical term that is important with our Google maps. There's a question, what is layers. Let me get to that in a second. Go ahead Liam.

Student: He marked animal sightings.

Teacher: Marked animal sightings. We had specific content that he was placing. Yes.

Student: He named them.

Teacher: He named everything? Yep, he named everything. Yes. Very important.

Student: He put captions.

Teacher: He put captions. Good. Real quick, let me pause. There's a question, what is layers? The point of layers, and I believe in my map we can have 5 layers. The point of layers is to mark different types of information. The cool things with layers [00:14:00] is that you can turn them all on, you can turn them all off. You can turn on some, you can turn on these, you can turn on these, you can do whatever you want. You just click and it takes a layer away. Depending on what information you're looking at you can manipulate that. Here is the thinking part. Here is our essential question. What role do maps play in understanding history and culture?

Let me say it again. Let me give you a second to think. What role does using the map, how does that map help us to understand history and culture? Versus just looking and reading it in a book or something. How does a map help you to understand history and

culture? I see hands. It's excellent. What I want to do first is ask your tables, share with your tables. Everybody has at least somebody at their table. Right now, I'm going to give you 33 seconds, share what you think. Ready set go.

[crosstalk 00:15:02] Did you have a question honey? Yeah, please. [crosstalk 00:15:12]

Student: How does a map help you ...

Teacher: How does the map help you to understand history and culture? [crosstalk 00:15:31] 5 more seconds, make sure everybody got their voice in.

Student: [crosstalk 00:15:40]

Teacher: Times up. I want 3 responses and I want it from different voices. If you didn't think of the answer, but someone table had a good answer, you can have [00:16:00] that answer. It's okay, they didn't copyright it. You can say, "At our table, we discussed this." Again your question is what role does maps play in understanding history and culture. I have Cody and I have Ellie. I need one more voice. Someone who hasn't spoken yet. Your table was covered, thank you very much, so some over here. "student", excellent. "student", "student", "student". All right go ahead sir. We're good, thank you very much.

Student: Maps help us by sorting things out. If you clicked on paths, then paths would pop up and then you would un-click it and paths would disappear. You click on animal sightings, animal sightings pop up. You click it again or you click both of them, and the animal sightings and the paths pop up.

Teacher: Yes. That's excellent. Now I'm going to ask you to take it a step further. Can you connect it to this? How does doing all that, playing with that, how does that teach someone about history and culture? This is very important what you just said. That's exactly what we're going to do. Instead of using animal sightings and creepy path, what would you do to understand history and culture? ["student" 00:17:08] I saw your hand go up.

Student: You actually can mark temples.

Teacher: Yeah. You can mark temples, old ruins. Very good. You can do creepy paths through the old ruins, right. Instead of animal sightings or something like that. Good, now we're getting closer to answering our question. We had "student's" hand and then we have "student". Go ahead dear.

Student: It gives you a visual.

Teacher: I'm sorry. Gentlemen, I'd appreciate it if you focus, thank you. Go ahead hon.

Student: It gives you a visual of where they've gone and where they traveled to do stuff.

Teacher: She said it gives you a visual of where they've gone or where they've traveled, and where they've done things. Okay, and then sir. Can you do me a favor please? If I'm standing close to you guys, you tend to only talk to me. When I'm standing close because that's where I am, I want you to talk so everyone can hear you. That's your challenge please. Go ahead

Student: [00:18:00] You can mark, or you can color the different balloons, organize where you've been, first to last.

Teacher: A path, you're talking about paths, marking the balloon, so organize, he said a place where you have been. Where I've been. How do we relate that a little broader to history and culture? We can mark a path that ...

Student: [inaudible 00:18:23]

Teacher: Yes.

Student: Maybe where people migrated long ago or something.

Teacher: A migration path. Excellent. Where did they go, where did they go first, that kind of thing. Great. One more question for you folks. We're going to play, we're going to do our own personal thing today, we're going to play with it. There has to be a purpose, right. We have to connect it. How do you think this activity is going to connect to that end project which is the newspaper? What am I thinking here? What do you think I'm thinking?

Student: It could help us figure out how to create [crosstalk 00:18:56] Help us organize spots where the articles or certain things that are important in the paper.

Teacher: Good. Yes. Let me have someone who hasn't talked. "student", go ahead.

Student: Maybe [crosstalk 00:19:13] if you went on a vacation and you're marking down all the places where you went so you can show other people what you did.

Teacher: Yes. That's relating directly to what we're going to work on today. How about our grand, our newspaper project. Think broad. Yes.

Student: We learn about this stuff and then we can make the newspaper out of that information.

Teacher: Okay. The information that you get from here? All right good. After today, our next step, we're going to make another map and our map is going to be specific about your Polynesian island nation. We're going to play today so you guys get to figure it out. All right. The last time we did this, I had Google ninjas sit in one spot, and novices sit in another spot. I think we're going to go ahead and do that again. Google ninjas, you remember where you were about, or people who think, [00:20:00] I'm good at this. You may have been a Google ninja before, but you think, ooh, I'm not a Google ninja today. You may move. If you're a Google ninja, you're going to sit more towards the back. If

you're a little nervous or you're not so sure, then you're going to sit more towards the front this way so I can help you. Carefully, quietly, go ahead and take seats.

Student: [crosstalk 00:20:25]

Teacher: Hello.

Student: [crosstalk 00:20:33]

Teacher: Yep. Mm-hmm (affirmative). I'm going to give you more directions. I'm going to give you guys more directions from here. First thing that you're doing is simply doing what? [crosstalk 00:20:42] Logging in. What do we use? What's the browser we're going to use?

Student: Gmail.

Teacher: Chrome. Very good. Logging in with Chrome.

Student: Okay.

Teacher: Yeah you can go there too. What's wrong, is something wrong with this one? You can go there, and then "student", you need [crosstalk 00:21:02] yeah, you can go there, and then I'll walk around so don't worry.

Everyone log in to your Gmail and the very first thing that I need you folks to do is that I need you to do that survey. Before we play with My Maps, I do have more directions for you. The very first thing that I want you to do is you need to find, I have sent you a couple of Gmails, some of you, you're going to see a lot if you haven't been checking it. The first thing is, go to Gmail, check for the e-mail that's about the survey. The one that talks about ... Whoever is there, tell me, and then I'll find it for you guys. I think I called it, what did I call it? Yeah, period 5's travels. Not this one. You don't want the responses, you want ... No. [inaudible 00:21:57] Did I not share it with you guys? [00:22:00] Oh, maybe I didn't share it with you guys. Shoot. Do you not see it?

Student: Is it this one?

Teacher: You have the ... No the response, shoot, maybe I forgot to share the form with you guys.

Student: No I have a form.

Teacher: Okay. Do me a favor. I think that I might have forgotten to share the form with you folks. [crosstalk 00:22:19] Yeah? The period 5 one?

Student: This, right?

Teacher: No.

Student: Wait this one?

Teacher: Do your [inaudible 00:22:28] project, group 1.

Student: This one, right?

Teacher: I think I didn't share it with you guys because I didn't see it. Share the [NRA 00:22:36] project. No that's the responses. I shared the responses because you need the responses. What I want you guys to do for me then is go to ... Let's do this instead, we'll just swap it. Go in your Gmail and I want you to click on our navigator's website. I sent you the link again because some of you haven't seen it yet. Go to the navigator's website. Good. [crosstalk 00:23:01] This is what I need you to do. This one that you haven't done yet.

Student: Yeah.

Teacher: Yeah. Let's do this first. We'll just do the site first. Go our navigators website, very good. I want you to look in social studies. You don't have your Gmail yet, yes? Okay, I'll get that for you. Good. Go to social studies, go to project 3 sources.

Student: Wait what? [inaudible 00:23:32]

Teacher: Yeah. In your Gmail I sent you the link.

Student: Oh, it's right here.

Teacher: Yeah. The Google map. Excellent. Thank you "student".

Student: This one?

Teacher: Google map project you're looking for. That's what you need to do. You can do that too. Yes. It's not working at all for you? [crosstalk 00:23:58] [00:24:00] The keyboard's not connected. Look for the website.

Student: Go ahead and look at the Google maps projects.

Teacher: [inaudible 00:24:16] Pick out a different computer for now. We'll have to figure out that. Okay, go ahead and look at the Google Maps project. Is all the YouTube videos not popping up for you guys. Oh. Okay. For them. Okay. At home it'll be there. That's okay. Good, good. Good. Now go ahead and look at the FREEPA.

Student: Look at the what?

Student: We have no connection.

Teacher: Look at daily agenda. Then click on FREEPA, there's a link. Take a look in that. [crosstalk 00:25:02] To view it?

Student: Yeah. [crosstalk 00:25:14]

Teacher: FREEPA is not working for you guys either? Now that you guys are all totally and completely confused, let's do one more thing to make it even worse. [00:26:00] This is really good for me because I don't always see what you guys get. I apologize for the difficulties. Let's just do this, let's just play with My Maps. Go to Google. Search and do My Maps. Go to your search bar and type in My Maps. [crosstalk 00:26:17]

Student: Do I exit out of this? [crosstalk 00:26:22]

Teacher: Do another tab. Mm-hmm (affirmative). My maps.

Student: This one?

Teacher: Yep. [crosstalk 00:26:29] My Maps. A new webpage.

Student: I want to go to France.

Student: Oh, like this?

Teacher: Mm-hmm (affirmative). Okay. I know that everyone's going to want to play with this so I'll give you just 3 minutes to just play with it. You can click on whatever you want. That will give me time to help the others. You're going to go to My Maps, and then you're going to do create a new map, and then you can just check it out. Travel around. See what you can see. You're good. Create a new map. We're all screwed up now. Make a new tab. Mm-hmm (affirmative). Then you're good, create a new map. Yep, and then type in My Maps. [crosstalk 00:27:12]

Student: I got it.

Teacher: You're good. Okay. My maps, my maps, my maps. Okay. [crosstalk 00:27:22]

Student: How do you see the real land?

Teacher: How do you see the real land?

Student: Yeah.

Teacher: You go to base map. [crosstalk 00:27:32] Where are you? [crosstalk 00:27:33] You scrolled plenty, plenty. Base map. [crosstalk 00:27:40]

Student: This thing is broken.

Teacher: You're going too fast. [crosstalk 00:27:45] Be nice to it. Huh?

Student: [inaudible 00:27:47]

Teacher: For those of you who understand, and "student" you can go to My Maps, I think. Try to go to My Maps. I'm going to get that thing. For those of you who [00:28:00] think you understand, the first thing you're going to plot is places you've already been. Places you've traveled to. If you know how to do that. Go for it. If you're lost, just play for a minute.

Create a new map. Does it say you have to log in?

Student: No.

Teacher: Okay, you're going to sign with a different account. Add account. Then yours is [sizloc16 00:28:30], here, let me get it for you. [crosstalk 00:28:37] How do you plot things? Figure it out. [crosstalk 00:28:51] Some of you have figured out that you can change the way the map looks. Go to base map and then you can see the satellite feed.

It's your address and your password.

Student: [inaudible 00:29:04] I lost my paper for [inaudible 00:29:07]

Teacher: Okay. Here let me try.

Student: Wait, is the Eiffel Tower in Paris or France? [crosstalk 00:29:15]

Teacher: [inaudible 00:29:41] okay, wait. [crosstalk 00:29:46] Use Chrome. You must always use Chrome. [crosstalk 00:29:57]

Student: [00:30:00] Where do you want to look at? Do you want to look at a map of [crosstalk 00:30:02]

Student: Hey that's where Bob Marley played one time. [crosstalk 00:30:46]

Teacher: Oh, no your password's not here. You lost your password?

Student: Hmm?

Teacher: You lost your password? [crosstalk 00:31:13] Okay. Shucks. Just use my account, and then we'll share it with you. [crosstalk 00:31:29]

Student: Not My Maps, Google Maps. [crosstalk 00:31:50]

Teacher: Hmm? Yes. Did you get it? [00:32:00] [inaudible 00:32:01] It's case sensitive. [crosstalk 00:32:06] Yeah. Does it say create new? Yeah, create new map. Then, 2 and [inaudible

00:32:18] Why don't you sit with, I don't know, why don't you sit with ["student"
00:32:36] and then just look over her shoulder. Then I'll ask them to figure that out.
Hold on. Here give that to me. I'll have to figure it out. Okay.

How are you doing? Yes?

Student: Walt Disney Studios? Is that Disney World or Disneyland?

Teacher: I think it's the Disney World. I don't know. [crosstalk 00:32:56] It'll tell you. Did you try
and go in it? What did you do, Walt Disney Studios. Yeah, this is California. [crosstalk
00:33:05]

Student: What is this, oh, it's just a company.

Teacher: All right, how are you doing? Did you plot 3 places that you've been to?

Student: Three?

Teacher: Or did you do more?

Student: I did 6.

Teacher: That's good, yeah. That's good. I didn't know how much you've traveled. Now I want you
to do a new layer. Do you see that? Add new layer, new layer. It says something like
that. Add layer. This layer, you're going to call it, places I want to go. Now you get to
search for places. If you had any amount of money, where would you want to go?

Student: Paris. France. [crosstalk 00:33:50]

Teacher: It could be anywhere. Here sweetheart [crosstalk 00:33:52] "student", I can't get him
into his account so can you guys work together?

Student: Oh, okay.

Teacher: Yeah. Just let [00:34:00] him check it out too. [crosstalk 00:34:07] Oh yeah?

Student: How do you put the marker down? [crosstalk 00:34:36]

Teacher: Has anyone not been able to figure out how to place a marker? [crosstalk 00:35:01]
There's two ways. Have you guys figured it out?

Student: That's what I'm doing right now.

Teacher: Okay, there's 2 ways. [crosstalk 00:35:10] "student", did you figure out how to place a
marker?

Student: No, not yet.

Teacher: Okay. Oh, no. Where are you? [crosstalk 00:35:21] Oh, you're exploring, that's why. You need to create a map.

Student: Oh.

Teacher: Yeah, you're just exploring. You need to go [inaudible 00:35:40] explore. [crosstalk 00:35:45] What did you do? [crosstalk 00:35:48] You touched on this guy, yeah?

Student: I remember. I touched on that guy and drug him right here and it brought me to street view.

Teacher: Are you in, you are in. Okay. [00:36:00] [crosstalk 00:36:04]

Some of you have figured out street view where you can actually take peg man, that little yellow man, drop him onto the map, and it'll look like you're actually walking around. [crosstalk 00:36:23] Have you tried that?

Student: No.

Student: How do you do that? [crosstalk 00:36:26]

Teacher: Look for peg man. Okay, My Maps.

Student: Hey there's where we are. [crosstalk 00:36:36]

Student: That's why I searched it. [crosstalk 00:36:38]

Student: You can, you look up your address in this.

Student: All I know is I lived on [crosstalk 00:36:47]. I remember that street. I'm on the right button.

Student: The R has to be capitalized.

Teacher: Here, create a new map. Okay, now title your map.

Student: Oh, like he did, okay. I get it.

Teacher: Before you were just exploring.

Student: How do you drop the man?

Teacher: Grab him, do you see him? Grab the man and drag him. It depends on which view you're in.

Student: Me and "student" [crosstalk 00:37:18]

Teacher: Got stuck.

Student: Can't search.

Teacher: Can't search.

Student: Yeah.

Teacher: Just right here.

Student: Oh.

Teacher: Yeah.

Student: Ha ha.

Teacher: Okay. Good.

Student: I'm [crosstalk 00:37:27]

Teacher: What's she looking for?

Student: I was trying to delete [crosstalk 00:37:29]

Teacher: Yeah. [crosstalk 00:37:31]

Student: Do you just press that?

Teacher: Yep.

Student: And we just put it down?

Teacher: You can do 2 things. You can search ... Hey guys, to find, to place a marker, there's 2 ways. Has anybody figured out the 2 ways?

Student: Use the balloon thing on the top marker?

Teacher: Yep. Okay, you see there is the search box, and then underneath there's some icons and there's this [00:38:00] balloon thing. If you touched the balloon and then you drag it to the spot you want. What's the other way?

Student: Import. No.

Teacher: Yeah, you can do import, but we're not going to do that one yet. The other way is in the search bar, search for the place you want to go to. Then a marker will drop. Click the marker, and say add to map. If you don't add the marker to the map, it's not going to add. It's just going to take you there. Try that. You should have 2 layers. One layer with balloons that you dropped, those are places that you've already been. A 2nd layer with places that you want to go. [crosstalk 00:38:43]

Student: Then we have lunch time. [crosstalk 00:38:57]

Teacher: I think you got to be in satellite.

Student: Yeah. I'm in it.

Teacher: Oh you are?

Student: Yeah.

Teacher: He should pop up over in here. I don't know, I got stuck too.

Student: Ask them. Ask the people who did it.

Teacher: I don't think they know. It just depends on the map that they were in, I think. I think that they were just exploring. It'll pop up down here. [crosstalk 00:40:00] [00:40:00] This is to do the directions. If you want to add arrows and stuff, and that's to the markers.

Okay. Let me pause right here real quick. I'm glad all the enthusiasm is great. I do apologize. I figured out what I did. I didn't send the form to you because I didn't want anyone doing it before and then I forgot I didn't send the form. I just sent it to you. If you open another tab so you don't lose your map. If you go to your Gmail account. It says, "Where have you traveled to period 5?" Then you can click on that. Now it'll have the form. It'll say what was the favorite place you've ever been to, what city that was in and then your name? Yes.

Student: Okay. I was in places I want to go, what's the other thing we need to do?

Teacher: The next layer is, are you in this layer? You go to this layer, right. Title this layer, places I want to go.

Student: That's what I did here, places I want to go.

Teacher: This is places you've been or you want to go?

Student: This is places I want to go.

Teacher: Okay, this one's going to be places I've been.

Student: Oh. Wait. I'm doing a whole list of them?

Teacher: Yeah, you want to do 3 at least.

Student: Places I've been?

Teacher: Yeah. Okay. Now, same thing. Now that you're in this guy, it should. Try to drop a bubble. Drop a balloon.

Student: Maybe its because I need to add [crosstalk 00:41:44]

Teacher: I think it's because you're in My Map. I think if you're in the regular map, then you can do it. You're creating a map right now, this is like you're making this map.

Student: What map do I need to go do?

Teacher: Just a regular Google maps. My maps.

Student: Can I that?

Teacher: [00:42:00] You can, but just do it another tab so you can still come back to this, so you can check it out. Yes.

Student: I forgot to save the map.

Teacher: Oh, it's okay. It should be saved.

Student: Should be.

Teacher: In your account.

Student: I checked. It's not there.

Teacher: No, no. It's in Maps, and Maps is not connected to Drive. Then just go open a map. Then My Maps. There you go. Okay.

Student: I found it!

Teacher: Guys, "student "just had a heart attack. Let me share with you how not to have a heart attack. My Maps is connected to Google, but it's not in Google drive. You're not going to go to your Google drive and find a new icon that has your map. My Maps are stored in My Maps. If you lose it or somehow close the page, it's okay. Go back to type My Maps and then instead of saying add new map, you're going to say open maps. The bell has rung. This is what I want us to do. We are coming back every day. We have it 5 days in here. Don't worry about where you are. I'm just glad that you all had fun, and I'm very appreciative of your patience. If you could please do the 2 forms for me. 1 is your NRA

project group, one is the where have you traveled to period 5. It's all I need you to do for homework tonight, and then I'll see you back here tomorrow. Questions?

Student: For homework, we're supposed to do [crosstalk 00:43:44]

Teacher: Homework is the 2 forms. You don't even have to do the map anymore. You can play with it at home if you want.

Student: Really?

Teacher: Yeah. It's yours. Of course.

Student: Where is the form?

Teacher: It's in your Gmail. Your homework [00:44:00] is what?

Student: The 2 surveys?

Teacher: The 2 surveys. The 2 forms. Where do you find it?

Student: Gmail.

Teacher: In Gmail. Make sure you log out now. Log out so nobody can jump into your account. [crosstalk 00:44:14] Very good. I want you to bring that up because I'm going to show you guys something. Look how big Greenland is. Greenland's really not that big. It's distorted. That's an excellent observation. Don't forget it because I'm going to ask you. Then, I might forget to ask you so make sure you're like, "Teacher"., remember you told me you wanted me to say this. [crosstalk 00:44:34] Log out. Make sure you log out now. You don't want anyone hijacking you. [crosstalk 00:44:41]

Student: Can we save it?

Teacher: It automatically saves. Did you title it?

Student: Yeah.

Teacher: Yeah? Okay, good, good. Now, It's going to be stored in my maps. It's a different page from Google Drive. To get this map again, you just have to go to My Maps.

Student: Do I have to log out now.

Teacher: Yes. Now you can sign off, log out, whichever. Okay. Bye guys. I'll work on figuring yours out for you. Okay.

Student: Do I have to do the thing for homework?

Teacher: The survey. Shoot, do you have another e-mail? Okay, we'll figure it out tomorrow. Let me see what I can figure out.

Student: Ms. "teacher" [inaudible 00:45:25] the 2 stories that [inaudible 00:45:29] you just gave to us and the NCA ...

Teacher: The NRA.

Student: NRA?

Teacher: Yes. Yes. The NRA project group, and then the where have you been. Yes.

Student: I just finished the where have you been project.

Teacher: What do you want honey? Title it. Did you put anything?

Student: Yeah.

Teacher: Yeah, title it with your name, and then I'll share that with you, so that way you get it. Yes. [crosstalk 00:45:59] [00:46:00] Yeah it's recess.

Student: It's recess?

Teacher: Recess.

Student: Ms. [00:46:03]

Teacher: Oh, you wanted to play. Okay.

Student: Do you think you ...

Teacher: Yes. I know.