

## 17: 7th SocialStudies Google PreInt

Speaker 1: Today they're going to be exploring Google Maps, just period. It's to set up them actually doing a real map with content. It's part of my grand, quarter two project. The whole project is, they're going to be looking at the Pacific Island nations. They're going to focus on pre-western influence. Their culminating activity is create a newspaper based on articles that showcase FREEPA, which stands for Family, religion, economics, education, politics and art. They're going to be in small groups, they're going to choose one of the different categories, they're going to research that element within in their Pacific Island nation. They're going to create a newspaper.

We've had a bunch of pre-work that we've been working on. First we looked at just a newspaper in general before they start their actual newspaper. Now we're going to look at Google Maps so they can locate their islands. I chose to use the Google Maps format because, it's something new, it's something that I am trying. This is actually the very first time that I am trying it with students. It should be fun and interesting to see how that goes.

I've been taking a lot of workshops with it. It just seems like the best way to integrate the maps, the location and the geography with culture content. With the new maps, you can plot it, you can see where things are in relation to each other. You can mark distances. You can also start plotting in information and data. I can set up categories, they can literally type in information, but they can also do a search through Google and find images, video, websites, they can link all of that. One plot on the map becomes almost a whole report. Then we can share this map, [00:02:00] so all of the different Island nation groups will put together their information. It will be shared with their entire class and then the class can jigsaw and see all the different nations, without every single child having to do every single step. It should be something fun.

Today they're just doing an intro to "my maps." They are just going to play with it. I don't want to throw in content because I want them to be engaged and excited about it first. We're simply going to plot where they've traveled in the world. That'll probably take a while, first they'll have to think then they'll probably get distracted searching, which is good because I want them to be excited and engaged. I want them to see the geography of the world. Reel them back in.

I do anticipate some students saying they've never traveled before. To accommodate those, I'm going to simply tell them to blow up Oahu as big as you can get, then plot different points on Oahu that you've been to, or within in Hawaii that you've been to. Once they've plotted places that they've been, the next step is, they are going to plot places that they want to go. The third step is, I'm going to do a Google form, collect data from all the classmates, they're all just going to put in their favorite place that they've ever been in the city.

That Google form is a third way to get information into the Google Maps. You import the data and then they'll import and then all the pins will pop up on their map. They're going to tri-color it, they'll see "places I've been," "places I want to go" and "places my

classmates have been." It should be a fun way to introduce them to maps, to the world, to just opening their horizons. Maybe someone has been already to the different Polynesian Islands that we're trying to get at, so we can integrate all of that. Hopefully it goes well, I think the main thing for today, is just going to be keeping them on track and not getting to distracted. Even the distractions are going to be good because that means they're engaged and they're checking out [00:04:00] the world.

The goals for this lesson; first off is to just expose them to "My Maps" get them used to using it. Show them the world, get them used to some geography. Hopefully start introducing them to points in the Polynesian Triangle but not necessarily because that will be the next step.

The second map will be their actual Polynesian Nation. Just getting them used to the tools, how to plot points, how to change the dots, how to do different layers, how to import data. Just a real basic technical so that once they get their feet wet with that they can apply it to content base.

As far as common core is considered, they are going to be doing research so they are going to have to be looking at different sources. They are going to have to decide if these sources are credible or not. They're going to have to decide which pieces of information that they're going to pull so the text based information. They're going to have to cite it. Also hopefully incorporating primary source, secondary source. I'm not going to throw that at them. I want to see what they pull up. Once we move forward then I'll say "Okay, there's this thing that's called primary source, secondary source. Now let's look back at your map and see what you pulled out." Then I can bring up questions like, how credible is your information compared to this piece of information? Then they can start to analyze it after the fact.

The way I plan to assess student outcomes, it's really just a play based activity. Simply to just get them engaged. Really, it's just a check. Did you do this, did you do this, did you do this? They're going to start with a tutorial, it's six minutes. It's a guy with a British accent so they should think he's kind of weird or cool but at least it's engaging.

Then they are going to get in and play. I do have a slide show with different steps that they are supposed to take. I have some students in the class that just jam, they're good, they don't need help. I want to give them the freedom just to go. I've incorporated ways to get bonus points. For the students who are going ahead they can do [00:06:00] these little elements. Basically, the different steps would be to; plot their personal data, change colors for the next piece of data and then import the data from their friends. Then I'll look at the map and check to see that they have the elements. Basically, it's going to be pass, no pass kind of thing. If they don't have the elements then those will be the students that I definitely have to work with because they are going to do it for content based information with their next trial run of the maps.

The expectations will start right away. I'm definitely going to remind them about our tribes agreement. Definitely going to remind them about library etiquette. Then I'm also going to encourage them to stay on task. With this kind of activity what I found when

we first did a Google Draw activity. I'm trying to show them something that probably they've never done before. Now the students that jam, and that was very surprising because it wasn't my smartest kids who were very affluent with computer, with Google, it was a whole different variety.

The last time we talked and we said if you're a "Google Ninja" I'm going to put you in a certain section and then the ones that need help I put them in a certain section so that I can focus on them. Today, I wanted them to be in their groups for Pacific Island Nations but, not everyone has submitted their survey, which told me which group they want to be in. I'm not going to be able to do that.

My original intent was to put them in their groups, they'd have some "Google Ninja's" and some Google novices and they'd kind of help each other out. I think with this period that we're going to see that I have some ninjas and some novices and I think I'm just going to let it mix. I'm just going to let them find a seat, then I am going to encourage the ninjas to be proactive and help their neighbors once their done.

[00:08:00] Kind of tell them, it's the whole oxygen mask on the airplane, take of yourself first, make sure you have oxygen and then help another. Otherwise they get super excited and they just want to help everybody because they think that they're a Google ninja. They kind of take on this responsibility "I have to help others." I'm going to try to help them focus on doing their own assignment first but, they'll find things that I don't know yet. That was really cool the last time we did this. They find things and they say "Hey! Hey! You can do this, you can do this." I usually stop the class and be like Hey so and so found this really great way to do something, let's let them tell us real quick, if you need more help they can help you, once they finish their assignment.

Kind of pacing it that way. The last time we attempted this it was pretty manageable. The kids you were Google ninjas, they just went off and they did their projects. I embedded things that they could add, make it more creative, add this add that. They were kind of kept busy. Even today's assignment I have things they can do for bonus, adding more points, adding different layers, adding different icons, things like that. There are some who will want to help. Usually they are so excited to help that they help, in a good way because they don't want to get scolding or anything or told to sit back down. I'm just going to pray, cross my fingers that it all works out.

Today's essential question is, what role do maps play in understanding history and culture? That's going to get into when they get into their content base. Today I just want them to kind of discuss why are we using a map? Why are we just talking about it? Why am I making you plot it? What's the difference when we interact with the map? I'm hoping that they'll also discuss the interaction with Google Maps and all different ways to in-cooperate different [00:10:00] information, data, that kind of thing.

This lesson I hope is engaging to students because its novel. Something that they probably have not done before. The Google Maps app. They've kind of gone between "My Maps" and map engine laying and there are different things that are out there. Google has kind of combined these and put them together. I don't think any of the

students have played with this yet, hopefully that's a novelty right there that will be engaging.

The first step is all about themselves, a tribes activity where they're discussing themselves, sharing it with their friends, collecting information about their friends. Not only are they using the technology and the new app that I'm teaching them. Not only are they learning to manipulate that but they're also learning about themselves, they're learning about their classmates, building community. Even if they're simply at their own computer, they'll start to see other people.

I hope that this will be a great activity for them to build community because they're not interacting directly. For those students who might be a little shy or a little embarrassed or not want to speak out or the students who are to exuberant and tend to take over at times, they will all be on even playing field. They'll all be imputing the data points and they'll all see everything pop up at once. Then they can start checking out and see who's been where. Oh I've been there! Oh me and so and so went to Disneyland. My favorite spot is that. I didn't think about that. Oh wow, they've been to that spot. Hopefully that will get them engaged and then that excitement will carry over to when they have to use content.

I believe this lesson is going to be useful and relevant to the students' lives because, Google Maps is something that they can use every day. Usually people just use the basic [00:12:00] 5%, finding directions and figuring out where to go. Hopefully once they start to play around with it they can start to in-cooperate it into future projects. Definitely social studies. But every content can include the map function in their project.

For English, something that is really cool, if you have a book and the book is taking the character through different locations you map their locations. Then you see and the students can plot different information, maybe the setting or the feeling of the character. English can manipulate.

Science can do the same thing. They can take a theory or a person and plot their life or plot how a theory took over the world, how it traveled. Same thing for math. What are these people doing in China? What are people doing in Hawaii? How is it the same, how is it different.

Hopefully they can start to see the relevance and they can suggest it to their teachers. Sometimes teachers get busy doing certain types of activities and we don't think outside of what we're used to. If a student comes up "Hey! Can we map this?" Then maybe that'll help bring the teachers in as well. That's the hope.