Washington, D.C. Field Trip

Google Maps Project
Tools for Visualizing Information

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Social Studies Grade 4

6.2.4.C The Constitution and American Democracy

1. Discuss how the Constitution describes how the United States government is organized and how it

defines and limits the power of government.

2. Discuss how governmental bodies make decisions and explain the impact of those decisions on school

and community life.

3. Identify major services provided by state and local government.

4. Delineate the respective roles of the three branches of the federal and state governments.

Project & Learning Target

The class is going on a field trip to Washington, D.C. What is the most efficient walking tour of the National Mall area?

SWBAT create a map in Google Maps to show the distance of the walking tour and the important spots along the route.

SWBAT include images, descriptions, and hyperlinks for additional information for each map point (important stop along the walk).
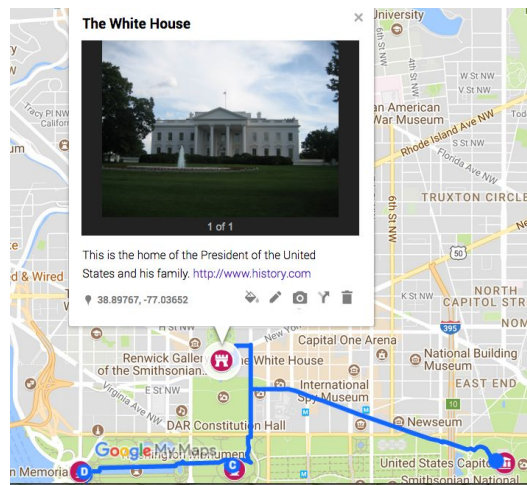
Procedure/Timeline

Day 1: SW research relevant websites and decide which historical points are most important (minimum of 5 points of interest).

☑ Places of Interest ⋮

🚩 Individual styles

📍 United States Capitol

📍 Washington Monument

📍 The White House

📍 Lincoln Memorial

📍 **Thomas Jefferson Memorial**

Procedure/ Timeline

Day 2: SW create their map in Google Maps, marking their points of interest, and begin including their hyperlinks, descriptions, and a relevant image.

Procedure/Timeline Continued

Day 3: SW continue to work on their maps, being sure to include hyperlinks, relevant images and descriptions of their points of interest.

UNITED STATES CAPITOL

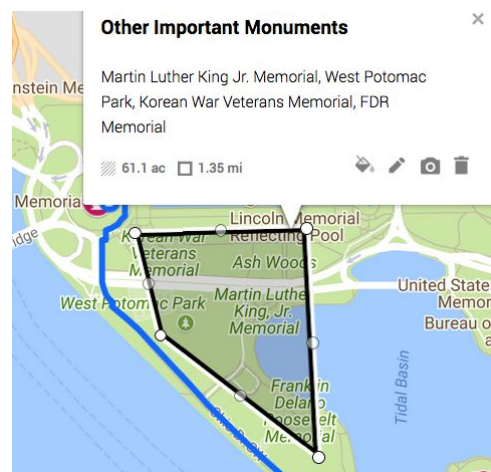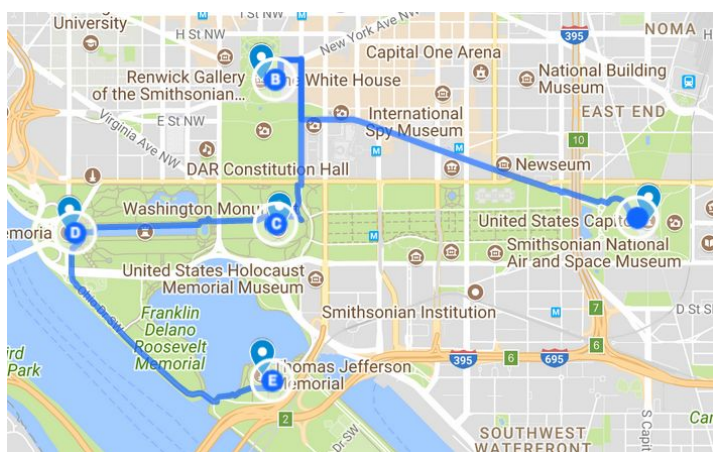The Capital Building houses the US Congress and the legislative branch of the government.
https://www.visitthecapitol.gov/
"Capital Building" by James is licensed under CC BY 2.0

Procedure/Timeline

Day 4: SW Plan out their walking tour, and complete a route drawing on the map. SW create one shape drawing of a relevant area using the polygon tool.

Merrill's First Principles of Instruction

4. Integrate

SW participate in discussions about how they can integrate map use into their lives and how solving this task gives them skills to complete others.

1. Activate Prior Experiences

SW review their experiences with Google Maps in the classroom, and their personal experiences with the program and others.

Problem/
Task Centered
Class needs the most efficient walking tour of D.C.

3. Apply

SW apply their Google Maps skills to a map of Washington, D.C., adding layers and additional information and links.

2. Demonstrate

SW demonstrate their skills by creating a map of Washington, D.C.

Sense and Meaning

Does this project make sense to the learner?

GPS and Google Maps are an integral part of our daily lives, and it makes sense to use this technology.

Does this project have meaning to the learner?

Google Maps is connected to the students personal life experiences, as most have access to gps or smartphone apps.

They are planning out a walk- a 21st century technological skill that can be used on their future vacations, field trips, or school endeavours.

Citations

Sousa, D. A. (2006). *How the brain learns*. Thousand Oaks, Calif: Corwin Press.

"Instructional Design Models." *Instructional Design Central*,
www.instructionaldesigncentral.com/instructionaldesignmodels.