Google Tour Lesson Plan

Introduction

Thanks to technology, exploring the world has never been easier. Whether you are looking for a creative way to get your students excited for your upcoming travel program or just want to help your students learn about the world from their home or classroom, look no further! This lesson is designed to generate student-led investigation, research, and planning. Google Tour Builder allows students to create virtual annotated itineraries that can be used to explore a wide variety of topics. Best of all, once introduced, this lesson can be applied across all disciplines and content areas.

Activity Applicable to

Social Studies, Language Arts, English, Science, Geography, Math, Art, Music, Foreign Language, all other content areas

Objectives

Students will understand that learning about other cultures and places through travel and original investigation can lead to deeper connections and insights.

Students will know that

- Travel broadens our perspectives and understanding of world and local events.
- In today's globalized world, virtual connections across geography and culture can also be meaningful and informative.
- Individuals experience place and time in different ways depending on context.

Students will be able to

- Explore topics that interest them in various geographic and cultural contexts.
- Explore topics that they want to investigate further on their travel program.
- Add a more meaningful geographical context to their travels.
- Contextualize their own place in the world.

Prior Knowledge

Students have done some preliminary research or have some prior interests related to the destination(s) they will be visiting – either in-person or virtually. They may have some initial perceptions of the destination or none at all!

Representative Standards

The following standards alignment is intended to demonstrate the universal applicability of this lesson and long-term skills, knowledge and understanding that students gain as a result.

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Educational Travel | Study Abroad | Language Immersion | Service-Learning | Career Exploration | Performing Arts | Sports

College Board Standards for College Success:

Writing:
- W1.1 Student analyzes components of purpose, goals, audience, and genre.
- W2.2 Student generates, selects, connects, and organizes information and ideas.
- W3.1 Student generates text to develop points within the preliminary organizational structure.
- W3.2 Student makes stylistic choices with language to achieve intended effects.
- W4.1 Student evaluates drafted text for development, organization, and focus.
- W5.2 Student employs proofreading strategies and consults resources to correct errors in spelling, capitalization, and punctuation.
- W5.4 Student prepares text for presentation/publication.

Speaking:
- S1.1 Student understands the transactional nature of the communication process.
- S3.1 Student analyzes purpose, audience, and context when planning a presentation or performance.
- S3.2 Student gathers and organizes content to achieve purposes for a presentation or performance.
- S3.3 Student rehearses and revises.
- S3.4 Student presents, monitors audience engagement, and adapts delivery.

Media Literacy:
- M1.1 Student understands the nature of media communication.
- M2.1 Student understands, interprets, analyzes, and evaluates media communication.
- M3.1 Student analyzes purpose, audience, and media channel when planning for a media communication.
- M3.2 Student develops and produces and informational or creative media communication.

Common Core College and Career Readiness Standards:

Reading:
- CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Writing:
- CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-LITERACY.CCRA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-LITERACY.CCRA.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.CCRA.W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- CCSS.ELA-LITERACY.CCRA.W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Language:
- CCSS.ELA-LITERACY.CCRA.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.CCRA.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NOTE: Other standards may apply in your state or district.

Materials

Travel program itinerary (if applicable)
WorldStrides Discovery Journal (if applicable)
Google account – one single account for classroom/group; individual student accounts optional
http://accounts.google.com/
Google Earth – download for desktop or access web and mobile versions here
https://www.google.com/earth/versions/
Google Tour Builder – free to use; log in with existing Google account
https://tourbuilder.withgoogle.com

Lesson Instructions

This lesson has been divided into five parts:

1. **Investigate** your travel program itinerary or a destination of your choice and pick out sites and elements that may provide opportunities for investigation and research.
2. **Reflect** on what you hope to learn on your travel program or what most interests and excites you about this destination.
3. **Choose** your guiding questions and themes.
4. **Write** your analysis on the topics and themes that you have chosen to investigate and why they are important to you.
5. **Build** your annotated virtual itinerary using Google Tour Builder.

Investigate

If you are traveling, hand out itineraries to all students and look at the sites and activities you will be doing on your travel program. Use the Guiding Questions below to facilitate class discussion and generate excitement.

Guiding Questions
What sites and places on your itinerary stand out to you the most? Is there anything on your itinerary that you are surprised to see? What are you most excited to see? What memorials or museums are you most looking forward to?

For other uses, including virtual, there are a myriad of options! This lesson plan is open-ended and one of the objectives it to allow your students to investigate topics of their choosing.

If your students have a destination or geographic location in mind, they can start there and find relevant topics to investigate. Some ideas to facilitate this:
- Instruct students to read the news from local news sources in their chosen destination.
- Do some outside research on the destination to find unique topics.

If students do not already have a geographic location in mind, can start with what interests them. At this initial stage, topics of investigation don't have to be specific. They can be as broad as architecture, art, music, urban design, conservation, scientific discovery, etc.

Instruct students to refer to the Guiding Questions below to help develop their ideas.

Guiding Questions
What are you interested in or passionate about? What are some issues that interest or concern you?

Reflect
If you are traveling, students will need to reflect on what they hope to gain from their trip and any academic or personal interests they would like to investigate further. Allow your students to be creative and flexible! For this discussion, you may place students in small groups or facilitate a whole-class discussion.

Guiding Questions for Class Discussion
What research have you done to prepare for your travel program? What connections exist between classroom lessons and the resources available at the sites on the itinerary? What personal connections can you make to the sites you will visit? What do you hope to learn at each individual site? What motivated you to participate in this travel program in the first place?

Optional Extension
Create a scavenger hunt for students to complete on the travel program. Have students research the itinerary and select specific objects or locations at each site that their classmates can look out for and discover. These can include a specific artifact or painting at a museum, an architectural feature on a structure, a particular type of dress, food, or any other cultural custom unique to the destination(s) you will be traveling to.

For other uses, including virtual, students will need to reflect on what they hope to learn more about and investigate further. Allow your students to be creative and flexible! For this discussion, you may place students in small groups or facilitate a whole-class discussion.

Guiding Questions for Independent Reflection
What do you already know about your chosen topic and destination? What connections exist between classroom lessons and the resources available? What personal connections can you make to the destination? What do you hope to learn or demonstrate?

Choose
If you are traveling, students will select from their travel program itineraries which locations they want to include in their Google Tour. Remind students that they will be choosing individual

sites, not simply the cities they visited. Sites can include everything from the White House and the Smithsonian Air & Space Museum to a restaurant they will be having dinner at one evening.

Guiding Questions
In what ways does your program connect with what you are learning in the classroom? In what ways are museums and historic sites financially structured? What would a good experience at each site look like? Describe and explain.

Career Readiness
What professional opportunities exist in the sites on my itinerary? And what kind of education or qualifications can prepare a person for those positions?

For other uses, including virtual students will decide which locations they want to include in their Google Tour. Students can choose entire cities or regions to highlight – or, they can choose specific locations, like a building, museum, or geographic feature. Anything that exists on Google Earth can be included!

Write
In the Tour Builder website, students will be able to annotate the sites that they have chosen with short descriptions and reflections for each. At the end of this lesson plan, we have prepared a *Student Handout* worksheet with question prompts that will help students further develop their guiding questions and themes, consolidate what they hope to gain from their travel program or their independent research, and write their annotations.

We recommend that students write their reflections and notes in a Google Doc. From here, they can copy and paste their annotations into Google Tour Builder once they are ready for the next step. Using Google Docs will reduce issues with formatting.

Students may also include photos or videos to accompany their text. Inform students that the images should not be too large, as they will want to ensure there is enough room for the written reflection.

Guiding Questions
Is my writing concise while still being informative? What are the most important characteristics and/or facts about this site? How are my initial perceptions of this site and where do these impressions come from?

Build
Once students have finished collecting their observations, reflections, responses to the guiding questions, and visual additions, they are ready to build! For detailed, step-by-step instructions on how to build a Google Tour using Google Tour Builder, see the attached document titled *Google Tour Builder Instructions*.

Recommended Summative Assessment

Does the student's Tour presentation provide a clear representation of an opinion and answer to the guiding question?

Presentation Format Ideas:

- Set up laptop stations to simulate a gallery walk. Have students circulate around the gallery in small groups.
- Feature student-made tours on your classroom website or blog.
- Students select two or more of their classmates' Google Tours and complete a comparative table that will serve as their primary resource for a paper on how perspective and context shape the way we see the world around us.
- Students can turn their tour into a narrated presentation using simple screen-capture tools, like Screencast-O-Matic (https://screencast-o-matic.com/). This program is free, easy to use, and can convert into video files for easy uploading and sharing.
- Incorporate Google Tours into a post-trip assembly or community event! Have students create an accompanying program that provides context for their work. **For other tech options, see the *Technology Options* section.**
- Similarly, incorporate presentations into a back-to-school night, parent/teacher conferences, or a book fair.
- Add some spice to lunch time. Have students display their Google Tours on a large projector set up in the cafeteria during lunch for their classmates to see.
- If projects are from an international trip, encourage your upper-level foreign language students to complete their Google Tours in the destination country's language.

Rubric

In evaluating your students' work, use a rubric that includes the elements of the aligned standards. Rubrics are most effective when they are given out alongside the assignment directions. Additionally, the rubric can be uses for peer review.

	Expected High Quality	Acceptable Evidence of Learning	Evidence of Learning Will Benefit from Revision	Evidence of Learning is Absent
Work shows clearly defined response to guiding question – Introduction. ___/10	Response to guiding question thoughtfully presented and organized logically. Up to 10.	Response to guiding question presented. Work would benefit from moderate additional attention to organization. Up to 8.	Response to guiding question is vague. Work will benefit from significant re-organization. Up to 6.	Response to guiding question not presented. Work does not show evidence of intentional organization. Up to 3.
All required tour elements are included. ___/15	8-10 sites are included that directly respond and relate to guiding question. Up to 15.		Fewer than 8 sites present or items would benefit from additional clarity in their relation to the guiding question. Up to 8.	Sites are not included or do not have an evident relationship with guiding question. Up to 4.
All required annotation elements are included. ___/15	Annotations for all sites are organized, thorough and provide additional information critical to reader understanding. Up to 15.	Annotations for most sites are organized and provide additional information that adds to reader understanding. Up to 12.	Annotations for sites would benefit from development in order to ensure reader understanding. Up to 8.	Annotations are not included or do not enable reader understanding. Up to 4.
Sites and annotations support initial statement and response to guiding question. ___/20	Sites and annotation present a unified response to guiding question and meaningful reflection. Up to 20.	Sites and annotations largely connect to guiding question and add meaning. Up to 16.	Some sites and annotations would benefit from additional development of their relationship to the guiding question. Up to 12.	Sites and annotations do not have a substantive relationship with guiding question. Up to 5.
Analysis reflects upon student's use of photographs and annotations in response to guiding question. ___/20	Analysis clearly connects the experience at sites and annotations as a tool to present a purposeful response to a specific message. Up to 20.	Analysis connects the choice of most sites and annotations to present a response to a specific message. Up to 16.	Analysis connects some sites and annotations to respond to a message. Work would benefit from additional detail. Up to 12.	Analysis is missing, insufficient, or suggests a need for further thought and development. Up to 5.
Reflection depicts students' experiences using sites and annotations as a narrative tool. ___/20	Reflection has been robustly developed and is supported by substantive evidence. Up to 20.	Reflection has been developed and is supported by evidence. Up to 16.	Reflection has been loosely developed and is vaguely supported by evidence. Up to 12.	Reflection suggests a need for further thought and development. Up to 5.

Differentiation Options

Ready for more of a challenge (accelerated/gifted)? Try one of these suggestions!
- If you could set your own itinerary, what would it look like? Challenge students to come up with their own, personalized itinerary. Conduct research to discover other museum exhibits, histories, and background information to add to what they already have planned on their tour. Who knows, you might need some backup plans!
- Foreign language students can write their reflections and annotations in their language of study.
- Working in pairs or small groups allows the combination of learning styles, strengths and weaknesses, and topics of interest. These pairs/groups can focus their tours on how their experiences may relate to other content areas. Bonus: Short presentations sharing these tours can be given in other classes! For example, students concentrating on art/architecture in their destination city can present to art classes.
- Take on the persona of a leader from the destination city. Create the tour based on how he or she would present this information to a visitor.
- Google Earth has a flight simulator – students can create tours with a bird's eye view of their destination!

Ready for a more accessible challenge (emerging/developing)? Try one of these suggestions!
- Grouping students will offer several opportunities for differentiation. Student groups can combine learning styles, strengths and weaknesses, and topics of interest.
- Students can focus on one location from their travel program to annotate. Using a shared account, the class can combine their efforts into one larger project.
- Incorporate graphic organizers at the Reflection section to help students narrow their focus and concentrate on the portions of the program that were especially meaningful.
- Visualize what students already know, want to know, and have learned during their pre-trip research by creating a KWL chart for selected sites on their itinerary.
- Adapt the reflection handout to include more guiding questions that will encourage students to think broadly about their experiences in an organized manner.

Technology Options

Students may use Google Docs or another word processor to write the rough draft of their itinerary and reflections. Alternatively, they could use a timeline app, such as Sutori (https://www.sutori.com/) or Tiki-Toki* (https://www.tiki-toki.com/). ***This is not the social media app Tik-Tok!**

Students can turn their tour into a narrated presentation using simple screen-capture tools, like Screencast-O-Matic (https://screencast-o-matic.com/). This program is free, easy to use, and can convert into video files for easy uploading and sharing.

Student Resources

Google Tour/Lit Trip Resources: http://www.googlelittrips.org/gltStore/gltStore.php
- Viewing Google Tours Using Google Earth for Web:
  http://www.googlelittrips.org/downloadResources/ViewingGoogleLitTripsUsingGoogleEarthWeb.pdf
- Viewing Google Tours Using Google Earth Pro:
  http://www.googlelittrips.org/downloadResources/ViewingGoogleLitTripsUsingGoogleEarthPro.pdf
- Finding Hard to Find Locations on Google Earth:
  http://www.googlelittrips.org/downloadResources/FindingHardtoFindLocations.pdf

Step-by-step guide and troubleshooting for Google Earth
- https://sites.google.com/a/asu.edu/educational-technology-tools/google-lit-trips

"19 Tips, Tricks, and Ideas for Using Google Earth and Google Maps"
- https://www.assortedstuff.com/stuff/19-tips-tricks-and-ideas-for-using-google-earth-and-google-maps/

"Google Earth: Power Tips and Tricks"
- https://www.pcworld.com/article/249634/google_earth_power_tips_and_tricks.html#slide15

Lesson Resources

Google Lit Trips
- http://www.googlelittrips.org

"Lit Trips on Chromebooks with the New Google Earth"
- http://www.controlaltachieve.com/2017/04/chromebook-lit-trips.html

Student Samples
- http://www.googlelittrips.org/downloadResources/StudentGeneratedLitTrips.pdf

"Students as Explorers: Using Google Earth With Literature"
- http://blogs.edweek.org/edweek/global_learning/2016/03/students_as_explorers_using_google_earth_with_literature.html?r=1503081054

WorldStrides:
- Contact the Curriculum and Academics Team at WorldStrides with questions:
  discovery@worldstrides.com
- Explore exciting travel opportunities with WorldStrides: worldstrides.com

- Check out our other educational resources for teachers and students: worldstrides.com/resource-library
- For additional information on professional development opportunities from WorldStrides: professionaldevelopment@worldstrides.com

Student Handout – For travel

Now that you have poured over your itinerary, discussed with your classmates which parts of your travel program you are most excited about, and gathered media (photographs, videos, links, etc.), it's time to start thinking about your final itinerary that you want to include in your Tour. This will also help you prepare the annotations that will guide your investigations on your travel program.

1. Think about your responses to the Guiding Questions and the sites you have chosen to include in your Google Tour. Is there a common thread or set of characteristics that tie many of your sites together? Was this intentional or coincidental? Why do you think this is so?

2. What are your prior expectations of the destination(s) you will be visiting? Why do you think you have these expectations?

3. In what ways does your program connect with what you are learning in the classroom?

4. As you review the sites you have chosen, what information is missing or unclear? Brainstorm possible questions that you would like to answer by the end of your travel program.

5. What kind of tone will your Google Tour have? Is your message serious and formal or fun and creative? Is there a guiding theme or question that connects your sites and how does each site contribute to the overall message?

6. Once you have come up with a guiding question or theme, selected your sites, and reflected on what you want to gain from your travel program, you are ready to write your annotations. Because the space allocated for annotations in the Google Tour interface is limited, each one should be no more than four to six sentences. For this reason, it is important that your annotations are as clear and concise as possible. You may use the *Tour Builder Google Docs text template* included in the lesson materials to write your annotations. Once finished, you will copy and paste the annotations directly into Google Tour Builder when you are ready to build.

Now that you have successfully built your Google Tour, it's important that you have a clear introduction, overall analysis and reflection, and a conclusion that will help you present a coherent message to your audience.

1. Introduction – What is your guiding question or theme? What were some academic or personal interests that you want to investigate on your travel program?

2. Analysis – What has your preliminary research revealed to you that you didn't know or understand before? What new information have you already learned about the sites on your travel program? What are you excited to learn more about while you are on your travel program?

3. Conclusion – What perceptions do you have about the destination(s) prior to travel? How do you think your perceptions of the destination(s) will change? How have your perspectives changed?

Now that you have chosen your topic of investigation, have some destinations in mind, and gathered media (photographs, videos, links, etc.), it's time to start thinking about your final itinerary that you want to include in your Tour. This will also help you prepare the annotations that will guide users along your itinerary.

1. Think about your responses to the Guiding Questions and the sites you have chosen to include in your Google Tour. Is there a common thread or set of characteristics that tie many of your sites together? Was this intentional or coincidental? Why do you think this is so?

2. What are your perceptions of your chosen destination(s)? Why do you think you have these perceptions?

3. In what ways does your topic of investigation and/or destination(s) connect with what you are learning in the classroom?

4. As you review the sites you have chosen, what information is missing or unclear? Brainstorm possible questions that you would like to answer by the end of your investigation.

5. What kind of tone will your Google Tour have? Is your message serious and formal or fun and creative? Is there a guiding theme or question that connects your sites and how does each site contribute to the overall message?

6. Once you have come up with a guiding question or theme, selected your sites, and reflected on what you want to gain from your investigation, you are ready to write your annotations. Because the space allocated for annotations in the Google Tour interface is limited, each one should be no more than four to six sentences. For this reason, it is important that your annotations are as clear and concise as possible. You may use the *Tour Builder Google Docs text template* included in the lesson materials to write your annotations. Once finished, you will copy and paste the annotations directly into Google Tour Builder when you are ready to build.

Now that you have successfully built your Google Tour, it's important that you have a clear introduction, overall analysis and reflection, and a conclusion that will help you present a coherent message to your audience.

1. Introduction – What is your guiding question or theme? What were some academic or personal interests that you want to investigate?

2. Analysis – What has your preliminary research revealed to you that you didn't know or understand before? What new information have you already learned about your destination(s)? What are you excited to learn more about or investigate further?

3. Conclusion – How have your perceptions on either the destination(s) or your chosen topic changed? What surprised you?