

Virtual United States Landmark Tours
(two 45 minute periods)

Lesson Plan Summary: Learners will create a virtual tour of an important landmark, national park, memorial, and/or monument of the United States.

Grade Level	Second Grade
Context	Very diverse set of learners. 1/5 of the class is ELL students. 1/2 of the students go to remedial reading. 1/5 of the students are gifted students. Several students receive special education services. All students are technologically “advanced” and have learned about coding and Scratch throughout the year. All students also have their own iPad.
Standards	2.1.f - Describe the importance of the Pledge of Allegiance. <u>Recognize and explain the significance of National Symbols including landmarks, national parks, and important memorials.</u>
Why this lesson	Previously in the classroom students would research each place on their own, we would talk about each place, and then take a quiz on it later. No 21st century learning whatsoever, therefore it needs a revamp.
Learning Goals	Students will be able to recognize each of the important United States Landmarks. Students will be able to state the significance of each of these United States Landmarks. Students will be creating a virtual tour to communicate facts and significance of their specific landmark.
Pedagogy	Modeling how research is conducted. Modeling teamwork Creating an Anchor Chart with students on Group Expectations Small groups (2-3 in a group) Whole group instruction - mini lessons
Technology	Students will have a choice in presenting their virtual tour. Technology options include but are not limited to: Scratch, Clips, iMovie, ToonTastic.
Assessment	Rubric for Virtual Tour Creation
Resources/ Materials	Slides Sample Virtual Tour Website Research Page

Unit Information: This lesson is in the middle of a unit. Prior to this unit, students will be learning about symbols and symbolism. After this lesson, students will share their virtual tour with their class. During these tours, students will be filling out a simple worksheet to ensure listening about each landmark and their significance.

Open [these slides](#) for the whole lesson as a guide.

<p>Introduction 5 minutes</p>	<ul style="list-style-type: none"> ● <i>Have you ever been on a tour somewhere?</i> <ul style="list-style-type: none"> ○ Student Turn and Talk. Students share out. ● Show students a sample virtual tour. ● <i>Why do people go on tours?</i> <ul style="list-style-type: none"> ○ Student Turn and Talk. Students share out.
<p>Research 25-30 minutes</p>	<ul style="list-style-type: none"> ● <i>Do tour guides automatically know the information that they need to give a quality tour?</i> Call on Students ● <i>How do they get that information?</i> (Research) Student Turn and Talk. ● Have students brainstorm <i>Where can we go for Research</i> <ul style="list-style-type: none"> ○ Record students answers on the Slides ● Have students get into groups 2 or 3. ● Group Expectations <ul style="list-style-type: none"> ○ <i>What does it look like when we work in a group?</i> ○ Record student answers on the Slides ● In their groups, have students pick their top 3 landmarks they wish to research. ● Students will work in groups for their research. One piece of paper per group to invite collaboration/communication. Research Page ● Students can use Epic (on Student iPads), Kiddle, books, etc. ● Give students ~15 minutes to research as a group
<p>Break</p>	<p>This would be a good point to stop the lesson if need be, or continue to the next part.</p>
<p>Virtual Tour Making ~30-40 minutes</p>	<ul style="list-style-type: none"> ● After students are done with their research, bring them back together to discuss their project. ● <i>Now that you have done the Research and could be considered Tour Guides, what's next?</i> ● Go over the Rubric - linked on the slide ● Show students the Virtual Tour Choices. Choose one as a group (or incorporate multiple into one). ● Give students ~30-40 minutes to work. ● Walk around and check in with students as they are working on their projects.
<p>Conclusion 5 minutes</p>	<ul style="list-style-type: none"> ● <i>We made these tours, but who would see them?</i> ● We need an audience! ● Next lesson we will present our virtual tours to the rest of the class on the projector so they can learn about the research and information you found!