

2012

Virtual Vacation

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Virtual Vacation

Created by: Traci Lake

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Grade Level (Req.): 9-12	Content Area (Req.): World Geography	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • • • 		
Time Frame (Req.): 3-4 class periods	Goal (Req.): Students will understand the physical and human characteristics of place through the use of geographic tools and technologies.	
	Objective (Req.): Students will determine criteria used to choose travel locations and use reasoning to explain how their choices fit these criteria. Students will use Google Earth to determine a travel itinerary and route of transport, identifying important human and physical features. Student will use Google Earth technology to create a tour in which to map and measure their travel.	
Materials Needed (Req.): <ul style="list-style-type: none"> • Computer • Google Earth • Handouts • • • • 	New Vocabulary (Opt.): <ul style="list-style-type: none"> • • • • • 	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): If you could plan a trip to anywhere in the world, where would you go and why? How does technology today make it easier for travelers to plan their trips ahead of time?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. Hand out "Virtual Vacation" activity sheet to each student. Have students start planning their trip by completing the checklist on their activity sheet (question 1). They should choose locations based on the criteria they have selected. Then have students answer question 2, listing three possible locations that meet all of their criteria and explain their reasoning for each. 2. The teacher can pick a pre-determined location to use as an example to model how students will complete the task using Google Earth. "Fly to" that location using Google Earth. Show students features they could use on Google Earth under the "Layers" panel including travel & tourism, parks & recreation areas, transportation, roads, weather (including conditions and forecasts), borders & labels, and places. Also show students how to placemark locations, measure distances, and create a tour for later parts of the assignment. 3. Continuing with their activity sheet, students will need to choose a start and end point on their trip and include three stops on their journey and use Google Earth to placemark these locations, calculate travel distance from point to point, determine geographic features that they encounter as they travel and what modes of transportation will be used, all of which will be 		

<p>documented on their activity handout.</p> <p>4. Next students will determine provisions needed on their trip, including any details on currency exchange, type of clothing to wear, etc.</p> <p>5. Finally, students will create a tour of their trip in which they will use Google Earth to show the path of their trip. Students will use their completed travel log (activity handout) and tour to present their final product to the class.</p> <p>6.</p> <p>7.</p> <p>8.</p> <p>9.</p> <p>10.</p> <p>11.</p> <p>12.</p> <p>13.</p> <p>14.</p> <p>15.</p> <p>16.</p> <p>17.</p> <p>18.</p> <p>19.</p> <p>20.</p>	
<p>Formative Evaluation (Req.): Individual assessment of locations chosen by students based on criteria they first selected; this can be done as a simple spot check before students start working in the lab.</p>	<p>Assessment (Req.): Final product of their activity that includes a trip itinerary and route tour.</p>
<p>Iowa Core Curriculum Standards Used (Req.):</p> <ul style="list-style-type: none"> • 21st Century Skills Technology Literacy 1., grade 9-12: Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. • 21st Century Skills Technology Literacy 3., grade 9-12: Apply digital tools to gather, evaluate, and use information. • Geography 1., grade 9-12: Understand the use of geographic tools to locate and analyze information about people, places and environments. • Geography 7., grade 9-12: Understand how cultural factors influence the design of human communities. • • • • • • 	
<p>Common Core Curriculum Standards Used (Opt.):</p> <ul style="list-style-type: none"> • • • • • 	
<p>NGS Standards Used (Req.):</p> <ul style="list-style-type: none"> • Standard 1: How to use maps and other geographic representations, geospatial technologies, 	

and spatial thinking to understand and communicate information.

- Standard 4: The physical and human characteristics of places.
- Standard 6: How culture and experience influence people's perceptions of places and regions.
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Five Themes of Geography Used (Req.):

- Location
- Place
- Region
- Movement
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School District Standards and Benchmarks (Opt.):

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21st Century Universal Constructs (Opt.):

Other Disciplinary Standards (Opt.):

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Other Essential Information (Opt.):

Other Resources (Opt.):

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3. Complete the itinerary below for ONE of your locations listed in the previous question, including the starting point, at least three stops you could make on the way to your destination, and the distance (in miles) from each point to the next. List any physical features you will cross and identify the types of transportation you will use. Use Google Earth to placemark these locations, measure travel distances, and discover the physical geography of the location.

Start: _____

Distance from Start to Placemark 1: _____

Physical Features: _____

Transportation used: _____

Placemark 1: _____

Distance from Placemark 1 to Placemark 2: _____

Physical Features: _____

Transportation used: _____

Placemark 2: _____

Distance from Placemark 2 to Placemark 3: _____

Physical Features: _____

Transportation used: _____

Placemark 3: _____

Distance from Placemark 3 to End: _____

Physical Features: _____

Transportation used: _____

End: _____

4. Some provisions I will need on my trip include:

5. On a separate sheet of paper, write a travel log describing the journey you have planned. Use the following outline to help you. Along with the Google Earth tour you create of your trip, you will use this log to present your virtual vacation to the class.

- a. On my journey, the climate of each location included...
- b. On my journey, the geography was...
- c. Some interesting features and landmarks I saw were...
- d. My favorite part of the journey was...