



Salisbury Walking Tour

Unit/Lesson Plan Title: Salisbury Walking Tour

Subject: Social Studies

Grade Level: 3

Length of Unit/Lesson: 2 weeks

Unit/Lesson Summary: After a field trip to Salisbury to learn about the people and places in our community, students will return to school where they will web information collected about each place and write a short paragraph. In addition, they will use their own digital photographs and webs to create a Keynote presentation about their visit. They will also evaluate their work.

Key Vocabulary:

Technology: multimedia

Essential Question(s):

How can I use multimedia to present information about communities?

**NCSCOS Essential Standards/ESOL objectives Addressed in Unit/
Lesson:**

Social Studies

- 1.01 Identify and demonstrate characteristics of responsible citizenship and explain how citizen participation can impact changes within a community.
- 1.02 Recognize diverse local, state, and national leaders, past and present, who demonstrate responsible citizenship.
- 1.03 Identify and explain the importance of civic responsibility, including but not limited to, obeying laws and voting.
- 1.04 Explain the need for leaders in communities and describe their roles and responsibilities.
- 1.05 Suggest responsible courses of action in given situations and assess the consequences of irresponsible behavior.

Technology

- 2.01 Select and use appropriate features and functions of hardware and software for class assignments.
- 2.09 Identify, discuss, and use multimedia tools (e.g., capture, create, edit, publish).

English Language Arts

- 4.03 Share written and oral products in a variety of ways (e.g., author's chair, book making, publications, discussions, presentations).
- 4.04 Use planning strategies (with assistance) to generate topics and to organize ideas (e.g., drawing, mapping, discussing, listing).
- 4.05 Identify (with assistance) the purpose, the audience, and the appropriate form for the oral or written task.
- 4.10 Explore technology as a tool to create a written product.
- 5.01 Use correct capitalization
- 5.07 Edit (with assistance) to use conventions of written language and format.

Materials/ Resources:

Digital Cameras (enough for each group of 2-3 students)
Keynote software
iPhoto
Sticky Notes

Pencils

Construction Paper to create large graphic organizer (1 piece for each student) OR index cards enough for each child to have 3-5 each

Procedure:

1. Students will take a field trip to Salisbury and complete a walking tour to the following places: Salisbury mural, Rowan County Courthouse, Rowan Public Library, Old English Cemetery, Henderson Law Office, City Hall, and Rowan Museum.
2. After a lesson on how to use the digital camera and digital camera etiquette, students will take pictures using the digital cameras on their trip.
3. Upon returning from their trip, students will visit the computer lab where they will download their own pictures into iPhoto. They will create a Salisbury Walking Tour album.
4. In the classroom, students will web information learned about each place they visited. Then choose 3 and a favorite to write complete sentences about each.
5. Students will then bring their webbed ideas to the computer lab where they will create a 5 slide Keynote presentation about their trip.
6. Students will evaluate their slide shows, using sticky notes and the Walking Gallery technique to leave positive comments about each others slideshows.
7. Students will print a copy of their Keynote presentations to display.

Unit/Lesson Accommodations for Differentiated Instruction

Enrichment: Students can include more than 5 slides with information about their trip. They can also provide additional details about each place visited.

Remediation: Pair struggling students with those who are excelling at making their presentation to re-teach key skills.

ESOL: Pair ESOL students with other students to complete a slideshow together.

Cross Curricular Extension Ideas:

Art: students discuss murals; techniques artists use such as perspective

students do rubbings of words on headstones at cemetery

Math: students use birth and death dates from cemetery headstones to calculate the age at time of death

PE: students use pedometers to track how far they walk on their tour

Writing: students create epitaphs for famous people

Reading: read books about taking a tour/walk, visiting a museum, courthouse, etc.

Assessments: Evaluation of Slideshow

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