

Making Digital Walking Tours

Digital walking tours provide students with an opportunity to use their voice to convey a sense of place using a different medium. This curriculum module takes students through the process of developing ideas and presenting a sense of place using images and a map. Included are unit-level goals and skills to be learned, lesson plans, and accompanying online and written resources.

Students begin by learning about maps and the idea of “place.” By exploring Google Maps as a tool and its various modes they learn about how maps, especially digital ones, can be used in multiple ways to convey different information. After looking through other map-based digital projects online and learning about how maps can be used as a tool to provide a sense of place, students create a map of their home, however they may choose to define that.

After learning to see more in maps, students begin learning about how images can similarly convey information. Students investigate photo essays, then create stories from sets of images. Despite seeing the same photos and using the same images to make stories, students see how images are interpreted differently and can tell many stories.

After learning basic photography skills, student groups decide on a story to tell about somewhere near them. Regardless of location, there is history and a story to tell a wider audience. Planning their locations and photos to take on their walking tours puts students in the position of providing an online audience the ability to see and feel what it’s like to be in that place. Then, students collect photos from the locations and establish the story they will tell with their photos.

Finally, students use tutorials and experiment with photo editing software and Google MyMaps to make a digital walking tour. The structure of these lessons include skill building in autonomy and collaboration. With a common goal in mind, students practice self-direction to complete their tasks and function independently to produce a coherent, well-designed, and informative digital walking tour.

This module provides students an opportunity to practice Common Core Standards skills in interpreting diverse media and developing an artifact of their own. Students also practice planning and writing for the film, and practice International Society for Technology in Education practices including making positive, socially responsible contributions for their community.

Digital Walking Tours

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Curriculum Goals

Broad Unit Goals

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> How can a "Digital Walking Tour" be used to share history and culture in a meaningful way? What is important enough in my hometown to include in a walking tour? What does an external audience think of my city? How can I better inform that? 	<ul style="list-style-type: none"> Digital walking tours can show history and culture from a more personal standpoint. Maps can be useful when conveying historical and cultural information. Understanding audience is a key component of developing a meaningful artifact.

Key Knowledge and Skills to be Gained

Students will know...	Students will be able to...
<ul style="list-style-type: none"> Key Terms: walking tour, audience, photography terms The value of digital walking tours. Basic digital mapping skills. 	<ul style="list-style-type: none"> Identify a relevant audience for a product. Navigate map software effectively. Select relevant and interesting destinations. Order destinations in a meaningful way, and convey that information using included shapes.

Standards Addressed

International Society for Technology in Education Standards for Educators

- 3a - Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.
- 5a - Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

International Society for Technology in Education for Students

- 1b - Students build networks and customize their learning environments in ways that support the learning process.
- 4a - Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- 4b - Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- 6b - Students create original works or responsibly repurpose or remix digital resources into new creations.
- 6c - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

Common Core English-Language Arts

- CCSS.ELA-LITERACY.SL.8.2 - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- CCSS.ELA-LITERACY.W.8.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Evidence of Learning

Performance Tasks

- Student Image Stories – Student groups use identical sets of images to create different stories, told through the images. This is both an assessment of students' understanding of how the interpretation and ordering of images is important and a preassessment of how prepared they are to create a story through images in their digital walking tour.
- Photo Collection and Editing – Students learn basic photography and video editing skills, then put them to the test.
- Digital Walking Tours – Using Google MyMaps and collected photos, students create a walking tour that conveys a sense of place using images linked to locations on a map.

Final Project Rubrics Digital Walking Tours

Score	Image capture and editing	Metadata	Organization and Presentation	Google MyMaps
2	<input type="checkbox"/> _Walking tour has 7-8 images incorporated <input type="checkbox"/> _Images have been properly edited for size and filetype	<input type="checkbox"/> _Metadata including descriptions and titles for all photos is added properly	<input type="checkbox"/> _All images are appropriate for the tour <input type="checkbox"/> _Images follow a clear order to convey a sense of place	<input type="checkbox"/> _All images are connected by an object or feature <input type="checkbox"/> _Several layers, backgrounds, or other objects are used to enhance the tour
1	<input type="checkbox"/> _Walking tour has 5-6 images incorporated <input type="checkbox"/> _Not all images have had editing for size and filetype	<input type="checkbox"/> _ Metadata including descriptions and titles for most photos is added properly	<input type="checkbox"/> _Most images are appropriate for the tour <input type="checkbox"/> _Images follow a somewhat clear order to convey a sense of place	<input type="checkbox"/> _Most images are connected by an object or feature <input type="checkbox"/> _A layer, background, or other object is used to enhance the tour
0	<input type="checkbox"/> _Walking tour has less than 5 images incorporated <input type="checkbox"/> _Images have had no editing for size and filetype	<input type="checkbox"/> _ Metadata including descriptions and titles for few or no photos is added properly	<input type="checkbox"/> _Images are inappropriate for the tour <input type="checkbox"/> _Images don't follow a clear order to convey a sense of place	<input type="checkbox"/> _Few or no images are connected by an object or feature <input type="checkbox"/> _No layers, backgrounds, or other objects are used to enhance the tour

Curriculum Overview and Pacing Guide

Day	Curriculum Section	Objectives/Assessments
1	Introduction to Google Maps	<ul style="list-style-type: none"> List uses of Google Maps. Compare and contrast uses of Map View and Street View in Google Maps.
		<ul style="list-style-type: none"> Student responses.
2	Evaluating Specialized Maps	<ul style="list-style-type: none"> Evaluate map-based digital projects. Explain appropriate criteria for evaluating map-based digital projects.
		<ul style="list-style-type: none"> Website assessment sheet
3	Create Maps of Their Home	<ul style="list-style-type: none"> Identify key features of maps. Create a map of their home.
		<ul style="list-style-type: none"> Student "home" maps
4	Photo Essays	<ul style="list-style-type: none"> Read images for narrative content. Summarize a narrative from images in a photo essay.
		<ul style="list-style-type: none"> Review questions
5-6	Telling Stories with Images	<ul style="list-style-type: none"> Order images to create a narrative. Present a story told with images.
		<ul style="list-style-type: none"> Image story posters
7	Practicing Photography	<ul style="list-style-type: none"> Take quality photos. Evaluate photos based on specific criteria.
		<ul style="list-style-type: none"> Student photos.
8	Researching Locations for Digital Walking Tours	<ul style="list-style-type: none"> Plan a story to tell with images about a place.
		<ul style="list-style-type: none"> Digital walking tours

9	Taking Photos	<ul style="list-style-type: none"> • Determine necessary photos to tell a story about a place. • Take high quality photos.
		<ul style="list-style-type: none"> • Digital walking tours
10	Image Selection and Editing	<ul style="list-style-type: none"> • Select appropriate images to tell a story about a place. • Edit images to prepare them for use in a digital walking tour.
		<ul style="list-style-type: none"> • Digital walking tours
11-13	Making a Digital Walking Tour	<ul style="list-style-type: none"> • Use Google MyMaps software to import images and customize with objects and styles. • Tell a story about a place using images. • Add appropriate metadata to images. • Create a digital walking tour.
		<ul style="list-style-type: none"> • Digital Walking Tour



Introduction to Google Maps

Recommended Time: 50 Minutes

OVERVIEW

Students learn about the variety of information found in Google Maps, and the purposes associated with the information provided. Of note is the different information conveyed in Map View and Street View, and how they may be used.

Objectives: Students will be able to...	Opportunities for Assessment
List uses of Google Maps.	Student responses.
Compare and contrast uses of Map View and Street View in Google Maps.	Student responses.

STANDARDS ADDRESSED

- ISTE.4b - Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

PROCEDURE

<p>Opening</p> <ol style="list-style-type: none"> 1. Individually, or in pairs, have students use computers to go to Google Maps. <ol style="list-style-type: none"> a. Write down features and how they would be used by the user. b. Share as a class.
<p>Activity Body</p> <ol style="list-style-type: none"> 1. Discussion – Pull up a Google Map of your city with a broad perspective. Guiding questions: <ol style="list-style-type: none"> a. How does the topography of [your city], the natural and artificial features of the area, shape the place itself? Guide students with examples like its proximity to other cities, its location in the country, and the impact of bodies of water, using the Google Map as a reference. 2. How might the topography of [your city] caused the founding of the city? Why might the city have been set up here? 3. Discussion - Switch to Google Street View, and pull up points that students had on their maps. <ol style="list-style-type: none"> a. How does the Google Street View compare to the students' experience of place? b. What does Google successfully capture about individual points of interest in the city; what does it miss? c. What can't be communicated through Google Maps? d. How might you use Map View and Street View differently?
<p>Closing</p> <ol style="list-style-type: none"> 4. Individually, or in pairs, have students answer the question "What information can you communicate with Google Maps?"



PREPARATION

Materials Used	Resources Used
<ul style="list-style-type: none">• Computers	<ul style="list-style-type: none">• Google Maps

Preparation Instructions

Review your city in Google Maps and take a moment to think about the topographical features of the city. What industries are nearby? Why was your city founded where it was?



Evaluating Specialized Maps

Recommended Time: 50 Minutes

OVERVIEW

To introduce the variety of what can be done with maps and what can be learned from them, students explore a variety of projects. Information of myriad types are conveyed and tell a story about each place depicted, as will their digital walking tours.

Objectives: Students will be able to...	Opportunities for Assessment
Evaluate map-based digital projects.	Website Assessment Sheet
Explain appropriate criteria for evaluating map-based digital projects.	Student Responses

STANDARDS ADDRESSED

- CCSS.ELA-LITERACY.SL.8.2 - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

PROCEDURE

<p>Opening</p> <ol style="list-style-type: none"> 1. Discussion – Project a map project like one of those in the Resources section: <ol style="list-style-type: none"> a. What does this map show? b. Who might want to look at this map? c. How is the purpose of this map different than Google Maps?
<p>Activity Body</p> <ol style="list-style-type: none"> 2. Discussion – Using the same map, discuss how you might assess a website using the following criteria: <ol style="list-style-type: none"> a. Purpose – Why was this map made? b. Usability – Is this map easy to use to access its information? c. Content – Is there enough information on the map? Is it good information? d. Presentation – Does the project seem professional? e. Design – How does the project look and function? 3. Individually, or in pairs, have students complete the Website Assessment Sheet for other projects from the Resources list.
<p>Closing</p> <ol style="list-style-type: none"> 4. Discussion – Share takeaways from assessing the projects.

PREPARATION

Materials Used	Resources Used
<ul style="list-style-type: none"> • Computers • Projector • Website Assessment Sheet 	<ul style="list-style-type: none"> • Civil War Washington: http://civilwardc.org • Fighters on the Farm Front: http://scarc.library.oregonstate.edu/omeka/exhibits/show/fighters • Pullman: a Company Town: http://publications.newberry.org/pullman/ • Beyond Steel: http://digital.lib.lehigh.edu/beyondsteel/ • Digital Harlem: http://acl.arts.usyd.edu.au/harlem/

Preparation Instructions

Briefly look over the projects to get an idea of what they are.



Website Assessment Sheet

Fill out this sheet as you look at each map-based online project.

<p><u>Site</u> - _</p> <ol style="list-style-type: none">1. Give a brief description of what the site looks like.2. What information does the site convey?3. Who might be interested in this website?4. Why is it important that a map was used to show this information?
<p><u>Site</u> - _</p> <ol style="list-style-type: none">1. Give a brief description of what the site looks like.2. What information does the site convey?3. Who might be interested in this website?4. Why is it important that a map was used to show this information?
<p><u>Site</u> - _</p> <ol style="list-style-type: none">1. Give a brief description of what the site looks like.2. What information does the site convey?3. Who might be interested in this website?4. Why is it important that a map was used to show this information?



Create Maps of Their Home

Recommended Time: 50 Minutes

OVERVIEW

To learn about maps and what they can convey, students create a map of their “home.” Students’ interpretation of the word “home” may be different, and maps may vary widely in scale. This idea helps lay the foundation for what can be learned about the mapmaker and the concept of “place” from what is and isn’t included in a map.

Objectives: Students will be able to...	Opportunities for Assessment
Identify key features of maps.	Student home maps
Create a map of their home.	Student home maps

STANDARDS ADDRESSED

- CCSS.MATH.Modeling – Use and create models to convey information.

PROCEDURE

<p>Opening</p> <ol style="list-style-type: none"> 1. Discussion – View a map as a class, either projected or physical. Discuss map features: <ol style="list-style-type: none"> a. Title b. Symbols c. Legend d. Perspective e. Scale
<p>Activity Body</p> <ol style="list-style-type: none"> 2. Individually, students make maps of their home. <ol style="list-style-type: none"> a. Being vague about what should be included is key. Students may choose to create maps of their city, house, neighborhood, or only include specific places of interest. b. The more materials available with which to make their maps, the better. c. Maps need not be 2-dimensional. d. Encourage students to include features they saw on the map in the opening activity.
<p>Closing</p> <ol style="list-style-type: none"> 3. Share student maps. Example questions for students: <ol style="list-style-type: none"> a. What did you choose to include on the map? Why? b. How big of an area does your map cover? c. What can someone learn about you from this map?

PREPARATION

Materials Used	Resources Used
<ul style="list-style-type: none"> • Maps (can be local maps, printed maps on letter paper, can be those found in the back of a textbook) • Arts and Crafts materials for making home maps 	<ul style="list-style-type: none"> •

Preparation Instructions

Prepare materials for map construction. The more the better, and things like a spare cardboard box can greatly increase the creativity students demonstrate.



Photo Essays

Recommended Time: 50 Minutes

OVERVIEW

The phrase “a picture is worth a thousand words” is explored through various photo essays in this activity. Students grapple with the power of a single image, and how context can be extremely important. This activity provides the foundation for why a digital walking tour can be powerful with using photos to tell a story about a place.

Objectives: Students will be able to...	Opportunities for Assessment
Read images for narrative content.	Class discussion
Summarize a narrative from images in a photo essay.	Photo essay review answers

STANDARDS ADDRESSED

- CCSS.ELA-LITERACY.SL.8.2 - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

PROCEDURE

<p>Opening</p> <ol style="list-style-type: none"> 1. Discussion – Eckford and Bryan photo. <ol style="list-style-type: none"> a. Display the image for the class or pass out copies. Silently, have students look at the image for a minute, then try to doodle the image from memory on a sheet of blank paper. b. Have the students answer the following questions about the photo in a shared Google Doc: <ol style="list-style-type: none"> i. What is pictured? ii. What is in focus? iii. How is space used?
<p>Activity Body</p> <ol style="list-style-type: none"> 1. Copy all the student-generated descriptions from the Google Doc, paste them into http://www.tagxedo.com/app.html , and then project the resulting collaborative word cloud for the class to view. 2. Interpretation: Have students discuss the word cloud while periodically re-examining the photo. (What are the most important words? Which words do you have questions about? What messages are implicit and explicit? How do the group’s comments change how you see and interpret the photo? What do you understand now that you didn't before?) 3. Show the contemporary photo and ask “how does this image of the same people alter your reaction to the original photo?” 4. In pairs, have students view the other photo essays in the Resources section and answer the following questions: <ol style="list-style-type: none"> a. What is the story told by the photo essay? How do you know? b. What do each of the photos gain by being placed together in a sequence? c. How does the ordering of photos make a difference in how you read them?
<p>Closing</p> <ol style="list-style-type: none"> 5. Group review – What is a photo essay? What can they convey?

PREPARATION



Materials Used

- Shared Google Doc
- Computers
- Projector or printed photos

Resources Used

- Eckford and Bryan photo - http://media.cmgdigital.com/shared/lt/lt_cache/thumbnaill/960/img/photos/2014/01/14/32/1e/c2135ae31b2b43a793f0b32a36150873-c18be5e113894c34899dd4d36dae2050-0_1.jpg
- Contemporary photo - <http://www.ashford.zone/images/2007/09/Cuar06littlerock0709.jpg>
- Wordcloud - <http://www.tagxedo.com/app.html>
- Photo Essay Links:
 - Playgrounds around the world: <http://www.wired.com/2015/04/james-mollison-playground/>
 - California Drought: <http://www.nytimes.com/2015/04/05/us/california-drought-tests-history-of-endless-growth.html>
 - Puppies Learning to Swim: <http://www.fastcodesign.com/3036127/exposure/these-are-photos-of-puppies-learning-to-swim-that-is-all#4>
 - 1960s New York Subway Riders: <http://www.fastcodesign.com/3039717/danny-lyons-unseen-photos-of-nyc-subways-in-the-60s#4>
 - How People Eat: <http://www.fastcodesign.com/3032975/exposure/intimate-photos-of-how-people-eat-in-new-york-city#6>
 - Subterranean London: <http://www.fastcodesign.com/3036614/exposure/5-illegal-photos-of-londons-abandoned-underworld-captured-by-daring-place-hackers#3>
 - Brown Sisters, 40 pictures in 40 years http://www.nytimes.com/interactive/2014/10/03/magazine/01-brown-sisters-forty-years.html?_r=0

Preparation Instructions

Prepare a shared Google Doc to collect answers.



Telling Stories with Images

Recommended Time: Two 50 Minute Sessions

OVERVIEW

In this activity, students explore how images can tell a story. Using identical images, groups create different stories, showing the importance of interpretation and ordering of images to create a unique narrative. They then compare and contrast their stories with the group.

Objectives: Students will be able to...	Opportunities for Assessment
Order images to create a narrative.	Image story posters
Present a story told with images.	Image story posters

STANDARDS ADDRESSED

- CCSS.ELA-LITERACY.SL.8.2 - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

PROCEDURE

<p>Opening</p> <p>1. In groups of three or four, give students 7-10 prepared images and have the group describe them to each other for 3-5 minutes.</p>
<p>Activity Body</p> <p>2. In groups, students create a story with images.</p> <p>a. After analyzing the pictures, students arrange the pictures in their group to tell a story using each image as part of the story.</p> <p>b. Students use a large piece of white paper, or poster paper, to write out the story and attach the pictures.</p>
<p>Closing</p> <p>3. Share image stories with the class.</p> <p>a. How are the stories different, despite having the same images?</p> <p>b. How does the ordering of the images matter?</p>

PREPARATION

Materials Used	Resources Used
<ul style="list-style-type: none"> • 7-10 printed photos for each group. The photos can be of anything really, but a variety is key. • Poster paper or whiteboard space. • Markers 	<ul style="list-style-type: none"> •

Preparation Instructions

Print copies of 7-10 images for each group. Each group should have the same images.



Practicing Photography

Recommended Time: 50 Minutes

OVERVIEW

This lesson serves as the practice for taking photos that will be usable in their walking tours. Students may be familiar with the technology and taking photos, but reviewing professional photography and the purpose for the photos separates what they may do personally and what they may do professionally.

Objectives: Students will be able to...	Opportunities for Assessment
Take quality photos based on provided criteria.	Student photos.
Evaluate photos based on specific criteria.	Student responses.

STANDARDS ADDRESSED

- ISTE.6b - Students create original works or responsibly repurpose or remix digital resources into new creations.

PROCEDURE

<p>Opening</p> <ol style="list-style-type: none"> 1. In groups, students choose roles for the following days of shooting. <ol style="list-style-type: none"> a. On camera personality: These students will conduct interviews, record any speaking parts, and prepare the script. b. Video crew: These students will plan shots and make any recordings.
<p>Activity Body</p> <ol style="list-style-type: none"> 2. Discussion – Basic Photography presentation covering: <ol style="list-style-type: none"> a. Focus b. Composition c. Lighting d. Balance e. Glare 3. In pairs, students practice taking pictures of: <ol style="list-style-type: none"> a. Still objects b. Candid pictures of people c. Posed images of people d. Photos of areas
<p>Closing</p> <ol style="list-style-type: none"> 4. Share student pictures and review for quality and suggestions, using the criteria from the PowerPoint presentation.

PREPARATION

Materials Used	Resources Used
<ul style="list-style-type: none"> • Cameras 	<ul style="list-style-type: none"> • Photography presentation



Researching Locations for Digital Walking Tours

Recommended Time: 50 Minute session

OVERVIEW

Students research locations in their area to prepare to make a walking tour. The message they're sending to the audience is of utmost importance, and students prepare to capture the images they'll need for their tours.

Objectives: Students will be able to...	Opportunities for Assessment
Plan a story to tell with images about a place.	Digital walking tours

STANDARDS ADDRESSED

- ISTE.3a - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- ISTE.6c - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- CCSS.ELA-LITERACY.WHST.8.8 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

PROCEDURE

<p>Opening</p> <ol style="list-style-type: none"> 1. Establish groups for the project. <ol style="list-style-type: none"> a. Group size should not exceed four. b. It may be useful to establish roles for each student in the group, such as: navigator, task master, recorder, organizer, etc.
<p>Activity Body</p> <ol style="list-style-type: none"> 2. In groups, students should brainstorm what they know about their city. <ol style="list-style-type: none"> a. History or historical places. b. Places they like to go. c. Famous places that may be interesting to a broader audience. 3. On computers, have students pull up a map of places you would be willing to take them to create walking tours. <ol style="list-style-type: none"> a. This could be limited to the property you're on, or broader to the rest of the area. b. Each student should come up with a story or two they might be able to tell in a walking tour on the map. c. Students may need to look at what those places are or to do additional research. 4. In their groups, have students share their ideas and come to a consensus on what story they want to tell in their digital walking tour. <ol style="list-style-type: none"> a. Who is the audience for this story? What would they be interested in? b. Additionally, students should begin to talk about what photos they think they might need to take to tell their story.
<p>Closing</p> <ol style="list-style-type: none"> 5. Groups should have their idea checked off with the teacher, and notes collected.



PREPARATION

Materials Used

- Computer or map of area for walking tours

Resources Used

- Google Maps

Preparation Instructions

Determine where your students walking tours can be. You will need to take them to those places to collect photos, so this is unique to your area and requires some logistic thinking.



Taking Photos

Recommended Time: Dependent on logistics

OVERVIEW

In this lesson, students begin by reviewing their plans for their walking tours and review what makes good photos. Then, students travel to their walking tour locations and capture the photos for the tours.

Objectives: Students will be able to...	Opportunities for Assessment
Determine necessary photos to tell a story about a place.	Digital walking tour
Take high quality photos.	Digital walking tour

STANDARDS ADDRESSED

- ISTE.6b - Students create original works or responsibly repurpose or remix digital resources into new creations.

PROCEDURE

<p>Opening</p> <ol style="list-style-type: none"> 1. Discussion – Before leaving to take pictures, explain that the goal of the outing is to create a walking tour with images that go beyond just a map of what buildings are on what street. Instead, students are setting out with the goal of finding images that communicate the personality, its sense of place, and what it is like to live there, or go to school there. Their images should provide greater context and content than Google’s Street View. Remind students of the discussions about place during previous days.
<p>Activity Body</p> <ol style="list-style-type: none"> 2. In groups, students take walking tour photos on location. <ol style="list-style-type: none"> a. Taking more photos is generally a good idea. b. Remind students that anything that gives them the “feeling of being in that place” is worth taking a picture of. c. Students should take turns taking photos to get multiple perspectives. d. Note the path that students take while taking photos, though the photos will almost certainly have geotags.
<p>Closing</p> <ol style="list-style-type: none"> 3. Collect ALL photos before students leave and store them in a central location or on a shared drive, organized by group.

PREPARATION

Materials Used	Resources Used
<ul style="list-style-type: none"> • Cameras • Shared drive or storage space. 	<ul style="list-style-type: none"> •

Preparation Instructions

Plan for taking students to locations for them to take the pictures for their digital walking tours. Prepare and charge cameras and whatever else you may need. Check the settings on whatever will be used to take pictures to make sure that the location is also stored on them. This will be tremendously helpful and will often be in the settings. This may not automatically be on in the settings for smartphones, but it is worth checking.



Image Selection and Editing

Recommended Time: Three 50 Minute sessions

OVERVIEW

Student groups plan their digital walking tours by discussing the message they want to send and selecting images that help meet that goal. After selecting images, students begin to edit the images to prepare them for their walking tours, including cropping, resizing, and making them web-ready.

Objectives: Students will be able to...	Opportunities for Assessment
Select appropriate images to tell a story about a place.	Digital Walking Tour
Edit images to prepare them for use in a digital walking tour.	Digital Walking Tour

STANDARDS ADDRESSED

- ISTE.4a - Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- ISTE.4b - Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- ISTE.6b - Students create original works or responsibly repurpose or remix digital resources into new creations.
- ISTE.6c - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- CCSS.ELA-LITERACY.SL.8.2 - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

PROCEDURE

<p>Opening</p> <ol style="list-style-type: none"> 1. Group review of the plan for the story they want to tell in their walking tour. <ol style="list-style-type: none"> a. What message do we want to get across? b. Who do we want to be the audience for this tour? c. What do we want people to see and learn about the area?
<p>Activity Body</p> <ol style="list-style-type: none"> 2. Discussion – What images should we choose to use? <ol style="list-style-type: none"> a. No people in the pictures (no selfies) b. Pictures from across the street or from a distance are better c. Clear photos d. Follow the goal of the walking tour 3. In groups, students select the photos that they would like to use for their walking tour. 8-20 photos are appropriate, depending on student age and group size. <ol style="list-style-type: none"> a. Photos should be accessible to entire group. b. Photos should be renamed using a standard protocol, such as “groupname_##_original.jpg” or something similar that is unique and identifiable. 4. Students follow the Image-editing Tutorial to prepare photos for use in the digital walking tour. Students will learn how to: <ol style="list-style-type: none"> a. Archive2



- b. Crop
- c. Resize
- d. Make web ready

Closing

- 5. Save images and double check with teacher to make sure that nothing has gone wrong with saving.

PREPARATION

Materials Used <ul style="list-style-type: none">• Computers	Resources Used <ul style="list-style-type: none">• Image-editing tutorial• Photo editing software (GIMP)
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Preparation Instructions

GIMP is a free and relatively easy to use photo editing software. Download and install it for students, or some similar software. Prepare a space for students to save their work, such as in a Google Drive folder.



Creating a Digital Walking Tour

Recommended Time: Three 50 Minute sessions

OVERVIEW

The remainder of the program can last almost any amount of time, but at least 3 sessions is best. Students follow a Google MyMaps tutorial and work on their digital walking tours as groups, parallel from other groups. This system of having them meet and end with their groups each day is most time-efficient, and helps students maintain a sense of ownership. It also provides instructors with an opportunity to check in with groups daily and to monitor their progress efficiently.

Objectives: Students will be able to...	Opportunities for Assessment
Use Google MyMaps software to import images and customize with objects and styles.	Digital Walking Tour
Tell a story about a place using images.	Digital Walking Tour
Add appropriate metadata to images.	Digital Walking Tour
Create a digital walking tour.	Digital Walking Tour

STANDARDS ADDRESSED

- ISTE.1b - Students build networks and customize their learning environments in ways that support the learning process.
- ISTE.4a - Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- ISTE.4b - Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- ISTE.6b - Students create original works or responsibly repurpose or remix digital resources into new creations.
- ISTE.6c - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- CCSS.ELA-LITERACY.SL.8.2 - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

PROCEDURE

<p>Opening</p> <ol style="list-style-type: none"> 1. Discussion – Introduction to Google MyMaps <ol style="list-style-type: none"> a. Quickly lead students through the Google MyMaps tutorial in the Resources section, highlighting a few key points and establishing your project requirements: <ol style="list-style-type: none"> i. How many pictures do they need at a minimum? ii. Students will need to connect the points added using lines or polygons. iii. Students will need to order points to create a “tour” of the area. iv. What writing requirements will you have for students? What information do they need to include.
<p>Activity Body</p> <ol style="list-style-type: none"> 2. In groups, students create their digital walking tours, referencing the Google MyMaps tutorial. <ol style="list-style-type: none"> a. Set a starting point.



- b. Import photos.
 - c. Add metadata to photos including names and descriptions for them.
 - d. Add style and objects to enhance the tour.
 - e. Groups overachieving can add multiple layers.
 - f. Customize the tour to make it their own.
 - g. Use presentation questions in next step to help guide student work.
3. Present digital walking tours when students are done.
- a. What story are you telling?
 - b. Who is your audience?
 - c. What will people know about this area after they go on this walking tour?

Closing

4. Each day, assist with saving and check student progress.

PREPARATION

Materials Used <ul style="list-style-type: none">• Computers• Edited images	Resources Used <ul style="list-style-type: none">• Google MyMaps Tutorial - https://www.google.com/earth/outreach/learn/visualize-your-data-on-a-custom-map-using-google-my-maps/
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Preparation Instructions

It may be helpful to set up shared MyMaps for groups in advance, as well as helping to organize their images with them. Presenting to someone outside of the class (parents, other teachers or adults, guests from the community) adds to student self-efficacy and provides motivation for the project.