**Washington D.C. Historical Sites**

1. Google Earth KML
2. A) 8th Graders

B) Geography, History, and Government

C) 2 day lesson

1. **Goal:** Students will explore the tools of Google Earth to help them understand geography and history.

-**Objectives:**

 **A.** Students will be able to create a walking tour, using Google Earth, of 15-20 historical and government monuments/buildings in the Washington DC area.

 **B.** Students will list the historical sites on their walking tour and provide a brief summary on each of them (i.e. function, historical significance, etc.)

**-Materials Needed:** Laptop, Google Earth, Microsoft PowerPoint, websites containing information about government buildings and monuments, and Google Images

**-Anticipatory Set or Inquiry Question:** Students will begin to learn about the Nation’s capital. They will also be given information on Google Earth and how it works. Students will be asked, if you had two days to explore Washington D.C., what place would you visit, and why? What makes these places historical/ significant to government?

**-Instructional Sequence**

 **-Day 1**: Each student will work individually on this project. First, they must brainstorm a list of places they would like to visit in Washington D.C. After the brainstorming students will begin researching the places they want to visit. A paragraph description of each place should be able to justify the building/ monument’s significance. Students will then use Google Earth to find each building or monument.

 **-Day 2**: Students will continue researching their historical places or finding the locations of them if they haven’t completed those tasks. Once they are finished with that, they must use the path feature on Google Earth to create a walking path from place to place. The paths must show an efficient route, and must go by each monument or building. Once students have completed that, they will submit their PowerPoints of the descriptions of each place as well as the walking path. Note: the PowerPoint slides should be in an order that follows the path.

**-National Geography Standards**: Standard One: How to use maps and other geographical representations, geospatial technologies, and spatial thinking to understand and communicate information. Standard Six: How Culture and experience influence people’s perceptions of places and regions.

**-Formative Evaluation:** Students will be asked questions after day one about what places they found and why they are historical or significant to government.

**-Assessment**: Students will be assessed on their PowerPoint descriptions of the historical and government buildings as well as the path they created. The path must be an efficient route.