ACTIVITY SHEET

TEAM MEMBER: Carter Elias

INTERDISCIPLINARY UNIT: Cultural Diversity

GRADE LEVEL: 7th

SUBJECT: Social Studies

NAME AND DESCRIPTION OF ACTIVITIES:

Virtual Safari

The students will be divided into 6 groups with 3-4 students in each group to do a virtual field trip on historical places of Hawaii and Japan related to WWII. The historical places include the following: USS Arizona Memorial, Battleship Missouri Memorial, Pacific Aviation Museum, The Atomic Dome in the Hiroshima Peace Park, Diorama of repatriates in Shinjuku Peace Memorial Prayer and Exhibit Hall, and Yushukan Atrium. Each group will visit their sites virtually to experience their important historical places and collect facts about it. The students will work as a group to obtain images and historical backgrounds of their historical places to share it with their classmates using PowerPoint Presentation. Each group will be responsible to take notes on each of the Presentations to share their thoughts on each of the historical places as a reflection activity after the Presentations.

**Technology Integration:**
The students will virtually visit their historical places on the Internet.

STUDENT LEARNING OUTCOMES (SLOs):

1. The students will be able to collect valuable data about their historical places in Hawaii and Japan related to WWII.
2. The students will be able to construct a PowerPoint presentation on their findings and showcase it to their classmates following a rubric.
3. The students will be able to share their thoughts of each of the historical places in the reflection activity.

COMMON CORE STANDARDS:

[CCSS.ELA-LITERACY.RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/)
Cite specific textual evidence to support analysis of primary and secondary sources.

[CCSS.ELA-LITERACY.RH.6-8.3](http://www.corestandards.org/ELA-Literacy/RH/6-8/3/)
Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

[CCSS.ELA-LITERACY.RH.6-8.4](http://www.corestandards.org/ELA-Literacy/RH/6-8/4/)
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

[CCSS.ELA-LITERACY.RH.6-8.7](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/)
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**Source:
http://www.corestandards.org/wp-content/uploads/Math\_Standards.pdf**

SUPPLEMENTARY READING MATERIALS AND INTERNET SOURCES TO EXTEND STUDENTS’ UNDERSTANDING OF THE CONTENT:

http://www.japanfocus.org/-Laura-Hein/2477
http://www.gohawaii.com/oahu/regions-neighborhoods/central-oahu/pearl-harbor

 RUBRIC TO EVALUATE THE LEARNING OUTCOMES:

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| VIRTUAL FIELD TRIP RUBRICGroup/Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score/Grade:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

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| CATEGORY  | 4  | 3  | 2  | 1  |
| Comprehension  | Student is able to accurately answer almost all questions posed by classmates about the topic.  | Student is able to accurately answer most questions posed by classmates about the topic.  | Student is able to accurately answer a few questions posed by classmates about the topic.  | Student is unable to accurately answer questions posed by classmates about the topic.  |
| Preparedness  | Student is completely prepared and has obviously rehearsed.  | Student seems pretty prepared but might have needed a couple more rehearsals.  | The student is somewhat prepared, but it is clear that rehearsal was lacking.  | Student does not seem at all prepared to present.  |
| Listens to Other Presentations  | Listens intently. Does not make distracting noises or movements.  | Listens intently but has one distracting noise or movement.  | Sometimes does not appear to be listening but is not distracting.  | Sometimes does not appear to be listening and has distracting noises or movements.  |
| Speaks Clearly  | Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.  | Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.  | Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.  | Often mumbles or cannot be understood OR mispronounces more than one word.  |
| Collaboration with Peers  | Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.  | Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group.  | Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.  | Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.  |
| Posture and Eye Contact  | Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.  | Stands up straight and establishes eye contact with everyone in the room during the presentation.  | Sometimes stands up straight and establishes eye contact.  | Slouches and/or does not look at people during the presentation.  |