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VIRTUAL TOURISM:

ONLINE TOUR OF THE NORMANDY D-DAY BEACHES

6 SOCIAL STUDIES CLASSROOM LESSON PLANS TO DO WITH YOUR STUDENTS BASED ON *THE NEW BLOOM'S TAXONOMY FOR SOCIAL STUDIES INSTRUCTION*

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General Information
For group leaders or schools:
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VIRTUAL TOURISM IN THE SOCIAL STUDIES CLASSROOM

This guide is for Social Studies teachers who wish to make their instruction and history lessons come alive through virtual tourism in the social studies classroom. These lesson plans could be used in preparation for future travel with students or in lieu of travel for those students or teachers who are unable to do so. Elementary, middle school and high school classrooms could all use these lesson plans in various degrees of complexity.

ABOUT THE AUTHOR

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INTRODUCTION TO
NEW BLOOM'S TAXONOMY FOR SOCIAL STUDIES

The following virtual tourism lesson plans for the study of the D-day Beaches in Normandy, France and they are planned for learning and thinking at all 6 levels of Bloom's Taxonomy.

THE NEW BLOOM'S TAXONOMY FOR SOCIAL STUDIES:

CRITICAL THINKING SKILLS

1 — Knowledge
Identification and recall of information

define	label	name	state
fill in the blank	locate	recall	tell
list	match	spell	underline
identify	memorize		

Who _____?
What _____?
Where _____?
When _____?

How _____?
Describe _____.
What is _____?

2 — Comprehension
Organization and selection of facts and ideas

convert	interpret	restate	summarize
describe	paraphrase	retell in your own words	trace
explain	put in order	rewrite	translate

Re-tell _____ in your own words.
What is the main idea of _____?

What differences exist between _____?
Can you write a brief outline?

3 — Application
Use of facts, rules, and principles

apply	demonstrate	give an example	show
compute	determine	illustrate	solve
conclude	draw	make	state a rule or principle
construct	find out	operate	use

How is _____ an example of _____?
How is _____ related to _____?
Why is _____ significant?

Do you know of another instance where _____?
Could this have happened in _____?

4 — Analysis
Separating a whole into component parts

analyze	contrast	diagram	examine
categorize	debate	differentiate	inter
classify	deduct	dissect	specify
compare	determine the factors	distinguish	

What are the parts or features of _____?
Classify _____ according to _____.
Outline/diagram/web/map _____.

How does _____ compare/contrast with _____?
What evidence can you present for _____?

5 — Synthesis
Combining ideas to form a new whole

change	find an unusual way	predict	revise
combine	formulate	pretend	suggest
compose	generate	produce	suppose
construct	invent	rearrange	visualize
create	originate	reconstruct	write
design	plan	reorganize	

What would you predict/infer from _____?
What ideas can you add to _____?
How would you create/design a new _____?

What solutions would you suggest for _____?
What might happen if you combined _____ with _____?

6 — Evaluation
Developing opinions, judgements, or decisions

appraise	decide	judge	rate
choose	defend	justify	select
compare	evaluate	prioritize	support
conclude	give your opinion	rank	value

Do you agree that _____? Explain.
What do you think about _____?
What is most important?

Prioritize _____ according to _____?
How would you decide about _____?
What criteria would you use to assess _____?

NORMANDY D-DAY BEACHES

Taking an on-line virtual tour of the Normandy D-Day Beaches provides a lesson in United States as well as European History, engaging the students and submerging them in the history.

LESSON 1: KNOWLEDGE

(pre-set skills to teach: a list of vocabulary and dates pertaining to the Normandy invasion during World War II)

1. Students may work individually or in groups. Students are given comprehension questions to answer, based on their virtual tour of the Normandy D-day beaches. They will then use the following website to take a virtual tour of the Normandy beaches on their computers: *http://en.normandie-tourisme.fr/articles/the-d-day-landing-beaches-338-2.html*

    They will then answer the questions, using interpretive reading.

    The teacher may wish for this to be a guided tour for the students to do together at their computers in a language or computer lab or allow the students to explore on their own. This may be an in-class or out of class assignment.

2. When students are finished, the answers should be discussed in class. This should lead to a discussion about what they have learned about the Normandy Invasion.

3. As homework for that evening, assign for the articles on the Normandy D-Day beaches on the following website to be read for interpretive reading and for cultural connection, assigning a sheet of short answer questions regarding the articles: *http://www.history.com/news/landing-at-normandy-the-5-beaches-of-d-day*

4. Discuss and go over the answers to the questions the next day, checking the students' interpretive reading skills

LESSON 2: COMPREHENSION

(pre-set skills to teach: a list of vocabulary and dates pertaining to the Normandy invasion during World War II)

1. Divide students into pairs in a computer lab, with each pair having a computer. Students are to take a virtual tour of the D-Day beaches using the following website: *http://en.normandie-tourisme.fr/articles/the-d-day-landing-beaches-338-2.html*

2. After having taken the virtual tour, the students are to describe 3 different beaches in Normandy and the battles that took place there and summarize the strategy being used. For each beach, they should write a 3-10 sentence paragraph, depending on their ability level.

   This activity will involve the use of interpretive reading and presentational writing. The paragraphs may be collected for a presentational writing grade or may then be presented to the class, with the students pretending to be tour guides of the Normandy beaches. This will further demonstrate their presentational speaking skills, using their history knowledge.

LESSON 3: APPLICATION

(pre-set skills to teach: a list of vocabulary and dates pertaining to the Normandy invasion during World War II)

1. At a computer students will use the following website to take a virtual tour of the Normandy beaches during a class period: *http://en.normandie-tourisme.fr/articles/the-d-day-landing-beaches-338-2.html*

2. Assign for students that evening to read the about the Normandy invasion at the following website for homework: *http://www.history.com/news/landing-at-normandy-the-5-beaches-of-d-day*

3. The next day, divide the students into groups of 3 or 4. Give them the period to write an excerpt from an American soldier's diary recounting his part in the Normandy invasion. The length can be determined by the ability level of the students. The students will be demonstrating their interpretive reading and presentational writing. These may be presented to the class for a presentational speaking grade and/or collected for a presentational writing grade.

LESSON 4: ANALYSIS

(pre-set skills to teach: a list of vocabulary and dates pertaining to the Normandy invasion during World War II)

1. Assign students to computers in a computer or language lab. Students may work individually or in groups. They will then use the following website to take a virtual tour of the Normandy beaches on their computers: *http://en.normandie-tourisme.fr/articles/the-d-day-landing-beaches-338-2.html*

2. Next, assign for the students to read the following website about the Normandy invasion. This will be read for interpretive reading and for cultural connection: *http://en.normandie-tourisme.fr/articles/the-d-day-landing-beaches-338-2.html*

3. The next day, using their notes from their reading, the students, working in pairs, are assigned to create a VENN diagram to compare and contrast the Normandy invasion at two of the beaches, analyzing the differences in the invasions on the various beaches. They will be using their interpretive reading and presentational writing skills. This is good pre-writing for the free-response questions on the AP European History and AP US History tests.

LESSON 5: SYNTHESIS

(pre-set skills to teach: a list of vocabulary and dates pertaining to the Normandy invasion during World War II) Recommended format would be that required by the College Board for the AP United States or European History tests. This is excellent AP and Pre-AP preparation)

1. Assign students to computers in a computer or language lab. Students may work individually or in groups. They will then use the following website to take a virtual tour of the Normandy beaches on their computers:
   http://en.normandie-tourisme.fr/articles/the-d-day-landing-beaches-338-2.html

2. Next, assign for the students to read the following websites about the Normandy Invasion and the strategy involved. These will be read for interpretive reading and for cultural connection.
   http://en.normandie-tourisme.fr/articles/the-d-day-landing-beaches-338-2.html
   http://www.strategybydesign.org/d-day-strategy-and-the-normandy-invasion

3. The next day, using their notes from their reading, the students, working in pairs, are assigned to write a comparison contrast paper of 5 paragraphs in length, comparing and contrasting the Normandy invasion on the various beaches. This may be done individually or in pairs. This is excellent practice for the free-response writing portions of the AP US and European tests.

LESSON 6: EVALUATION

(pre-set skills to teach: a list of vocabulary and dates pertaining to the Normandy invasion during World War II)

1. Assign students to computers in a computer or language lab. Students may work individually or in groups. They will then use the following website to take a virtual tour of the Normandy beaches on their computers:
   http://en.normandie-tourisme.fr/articles/the-d-day-landing-beaches-338-2.html

2. Next, assign for the students to read the following websites about the Normandy invasion. These will be read for interpretive reading and for cultural connection.
   http://en.normandie-tourisme.fr/articles/the-d-day-landing-beaches-338-2.html

3. Based on the above readings and documents, students should write a paper defending or critiquing the Normandy Invasion as best practice strategy used to end World War II. This is to be written as a document based question, practicing for either the US History or the European History Advanced Placement tests.

CONCLUSION

Tourism, whether live or virtual, is a great way to motivate learning and the acquisition of knowledge and understanding of history. Culture is absorbed as the students are engrossed in exploring a new world where they have never been. Using any level of thinking in Bloom's Taxonomy and meeting the standards can be easily integrated in live or virtual tourism. Be creative and have fun with it and your students will, too!

EXPERIENCE *THE WORLD* BEYOND THE CLASSROOM!

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