



VIRTUAL TOURISM: **ONLINE TOUR OF THE JEFFERSON MEMORIAL**

*3 SOCIAL STUDIES CLASSROOM LESSON
PLANS BASED ON THE NEW BLOOM'S TAXONOMY AND
SOCIAL STUDIES INSTRUCTION WITH CRITICAL THINKING
SKILLS TO DO WITH YOUR STUDENTS*



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General Information

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FOREWORD

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

Nicolette Miller is a retired high school French teacher who taught French for 36 years. She received a B.A. in French and a B.S. in Education from Miami University. She went on to study French and English literature and has an M.A. in French from Kent State University. At present, she is an Academic Travel Advisor for ACIS, mentoring and advising teachers who are traveling with students.

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INTRODUCTION TO SOCIAL STUDIES INSTRUCTION AND THE NEW BLOOM'S TAXONOMY

The following virtual tourism lesson plans are for the study of Thomas Jefferson and the Jefferson Memorial and they are planned for learning and thinking at 3 different levels of Bloom's Taxonomy.

They are designed for teachers to use to best serve the needs of differentiated learners for different classes that are tracked or for differentiating within a classroom with assignments appropriate to the various students' abilities.

THE NEW BLOOM'S TAXONOMY FOR SOCIAL STUDIES:

CRITICAL THINKING SKILLS

1 Knowledge Identification and recall of information	define fill in the blank list identify	label locate match memorize	name recall spell	state tell underline
	Who _____? What _____? Where _____? When _____?		How _____? Describe _____? What is _____?	
2 Comprehension Organization and selection of facts and ideas	convert describe explain	interpret paraphrase put in order	restate retell in your own words rewrite	summarize trace 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 compute conclude construct	demonstrate determine draw find out	give an example illustrate make operate	show solve state a rule or principle 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 categorize classify compare	contrast debate deduct determine the factors	diagram differentiate dissect distinguish	examine infer specify
	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 _____?	
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THE JEFFERSON MEMORIAL

Taking an online virtual tour of the Jefferson Memorial provides a lesson in United States 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 Revolutionary War and Thomas Jefferson's life)

1. Students may work individually or in groups using the following website to take a virtual tour of The Jefferson Memorial on their computers:

<http://www.youvisit.com/tour/washingtondcnationalmall>

Students are given comprehension questions to answer, based on their virtual tour of The Jefferson Memorial. Students should click on the Jefferson Memorial on the map then virtually tour the monument using the 3 panoramic photos.

2. Then assign for students to read about Thomas Jefferson's life on the following website to be read for interpretive reading and for cultural connection :

<https://www.biography.com/people/thomas-jefferson-9353715>

The comprehension questions and answers are provided on the next page.

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

4. The following day, as a follow-up to what the students have learned about Thomas Jefferson and our early U.S. government, play for them the song "The Election of 1800" from the Broadway musical Hamilton and discuss the lyrics and the impact of this event on our government. Students will enjoy this amazing rendition portraying U. S. history.



COMPREHENSION QUESTIONS (KNOWLEDGE) FOR VIRTUAL TOUR OF THE LINCOLN MEMORIAL

1. Thomas Jefferson was the _____ (#) of the United States.
2. Thomas Jefferson was the author of what famous United States document?
3. Before becoming president, what professions did Jefferson practice?
4. The Declaration of Independence opens with a preamble stating our unalienable rights. What are those unalienable rights?
5. What political position did Jefferson hold in Virginia?
6. What was the name of Jefferson's home?
7. Although Jefferson wrote about our unalienable rights, what irony do you find in his beliefs? Did he change those views?
8. After the death of his wife, what other political offices did Jefferson hold?
9. Jefferson and _____ were George Washington's most trusted advisors.
10. The Federalists, led by Hamilton, advocated for a strong national government, broad interpretation of the constitution and neutrality in European affairs. Jefferson's group opposed these views. What was his group called and what did they believe?
11. In what year was Jefferson elected President of the United States and how was this a landmark event in world history?
12. What was Jefferson's most important achievement as President and in what year? How did this conflict with his Republican values?
13. What university did Jefferson help organize?

ANSWERS TO COMPREHENSION QUESTIONS

1. third
2. the Declaration of Independence
3. lawyer and statesman
4. Life, Liberty and the Pursuit of Happiness
5. governor
6. Monticello
7. believed in slavery and the supremacy of whites
8. minister to France and Secretary of State
9. Alexander Hamilton
10. the Republicans, led by Jefferson, promoted the supremacy of state governments, a strict constructionist interpretation of the constitution and support for the French revolution
11. The election of Thomas Jefferson in 1800 was a landmark in world history : the first peacetime transfer of power from one party to another in a modern republic.
12. Jefferson's most significant accomplishment as president was the Louisiana Purchase. In 1803, he acquired land stretching from the Mississippi River to the Rocky Mountains. Notably, both the Louisiana Purchase and the undeclared war against the Barbary pirates conflicted with Jefferson's much-avowed Republican values. Both actions represented unprecedented expansions of national government power, and neither was explicitly sanctioned by the Constitution.
13. the University of Virginia



LESSON 2: APPLICATION

(pre-set skills to teach: : a list of vocabulary and dates pertaining to the Revolutionary War and Thomas Jefferson's life)

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2. Then assign for students to read about Thomas Jefferson's life on the following website to be read for interpretive reading and for cultural connection :

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When students are finished, there should be a discussion about what they have learned about Thomas Jefferson.

3. As homework for that evening, assign for the students to read about Thomas Jefferson and Alexander Hamilton on the following website to be read for interpretive reading and for cultural connection and comparison :

<http://teachinghistory.org/history-content/ask-a-historian/24094>

4. The next day, divide the students into groups of 3 or 4. Give them the period to write a 1-2 page comparison and contrast paper of how Thomas Jefferson and Alexander Hamilton differed in their views on the government. 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.

5.The following day, as a follow-up to what the students have learned about Thomas Jefferson and our early U.S. government, play for them the song " The Election of 1800" from the Broadway musical Hamilton and discuss the lyrics and the impact of this event on our government. Students will enjoy this amazing rendition portraying U. S. history.

LESSON 3: EVALUATION

(pre-set skills to teach: a list of vocabulary and dates pertaining dates pertaining to the Civil War and Abraham Lincoln's life)

1. Students may work individually or in groups using the following website to take a virtual tour of The Jefferson Memorial on their computers:

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When students are finished, there should be a discussion about what they have learned about Thomas Jefferson.

3. Divide students into 2 groups. Have them prepare a debate between the Republicans and the Federalists, arguing and supporting their view on the government. An alternative assignment for students who love music and poetry could be for a student or group of students to write and perform an original rap song or poem from the viewpoint of Alexander Hamilton or Thomas Jefferson. These assignments will be for a presentational speaking and/or a presentational writing grade.

4. The following day, as a follow-up to what the students have learned about Thomas Jefferson and our early U.S. government, play for them the song " The Election of 1800" from the Broadway musical Hamilton and discuss the lyrics and the impact of this event on our government. Students will enjoy this amazing rendition portraying U. S. history.

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. Familiarity with and knowledge about places that students will visit increases interest and gives them vested ownership in what they are about to see. 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!



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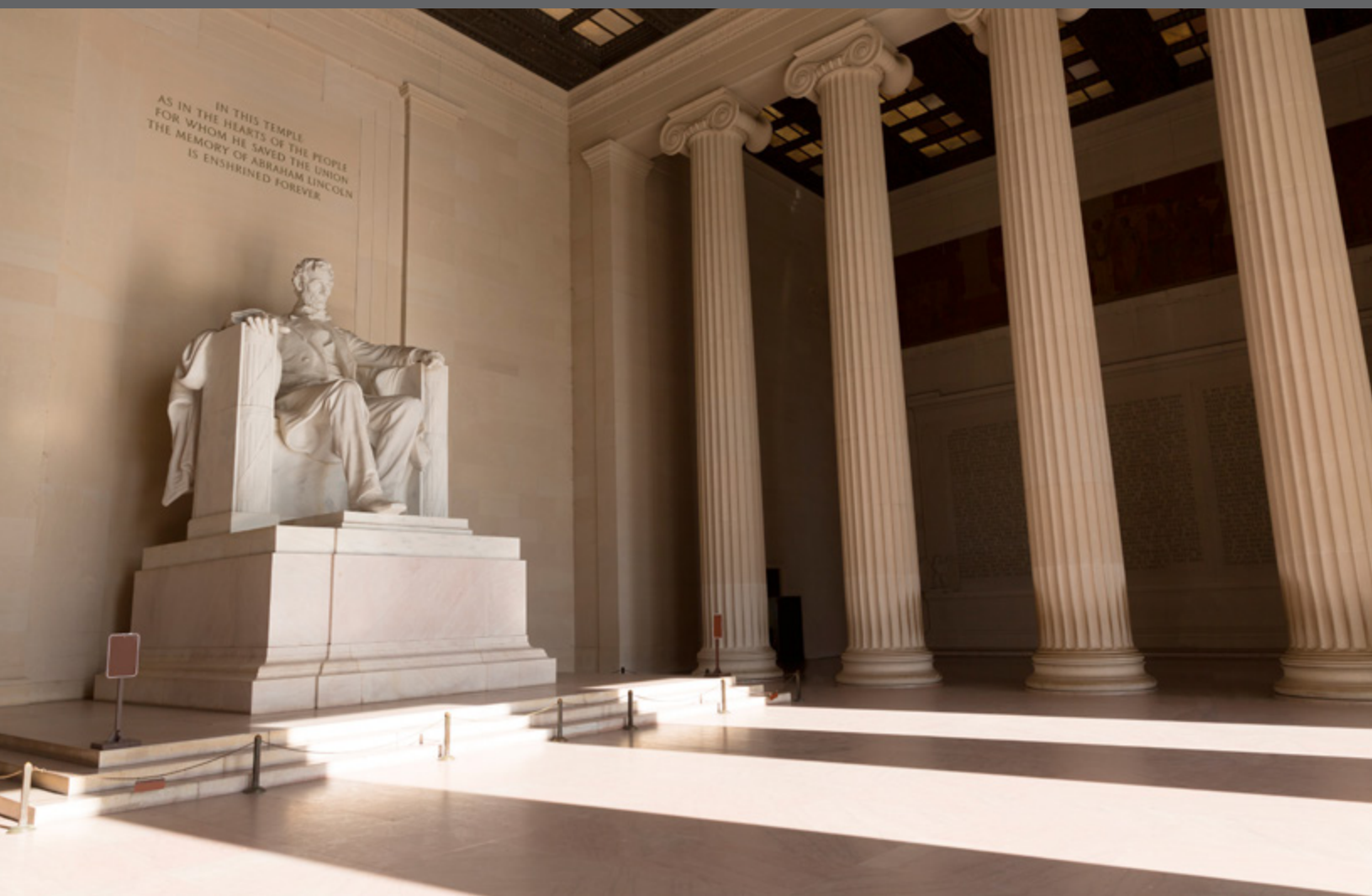


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LESSON 1: KNOWLEDGE

(pre-set skills to teach: a list of vocabulary and dates pertaining to the Civil War and Abraham Lincoln's life)

1. Students may work individually or in groups. Students are given comprehension questions to answer, based on their virtual tour of The Lincoln Memorial. They will then use the following website to take a virtual tour of The Lincoln Memorial on their computers:

<https://www.nps.gov/featurecontent/ncr/linc/interactive/deploy/index.htm#/panoramas>

Have the students virtually walk through the memorial (click on “Introduction” then “Memorial”). Click on each of the green dots to take the virtual tour through the memorial. They should then click on “About the Memorial” and read the information. Students should then click on “Reflections” and listen to the reflections of some of the National Park Service rangers at the Lincoln Memorial : Gilbert Lyons, Kawther Elmi and Robert Healy. They may listen to all the other reflections, but the comprehension questions will be based on these 3 recordings. A worksheet of comprehension questions is on the next page.

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 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 Abraham Lincoln.

3. As homework for that evening, assign for the articles on Abraham Lincoln 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/topics/us-presidents/abraham-lincoln>

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

COMPREHENSION QUESTIONS (KNOWLEDGE) FOR VIRTUAL TOUR OF THE LINCOLN MEMORIAL

1. What does the statue of Abraham Lincoln depict?
2. In the visitor's Center, there are excerpts from the Emancipation Proclamation. Explain this document.
3. What monument can be seen from the Lincoln Memorial at the other side of the Tidal Basin?
4. What is written above Lincoln's statue and to what does it refer?
5. What founding principle of our nation did Abraham Lincoln preserve ?
6. Why did citizens of the United States feel unified as never before at the dedication of the Lincoln Memorial in 1922?
7. What did this ceremony overlook?
8. Who gave the monument a new voice with the speech he delivered here in 1963?
9. What is Mr. Lyons' special connection to the Lincoln Memorial?
10. Why does Kawher Elmi have a special reverence for Mr. Lincoln?
11. Of what symbols of unity does Robert Healy speak ?

ANSWERS TO COMPREHENSION QUESTIONS

1. a contemplative Lincoln in the middle of the Civil War, wrestling with how to hold the Union together.
2. Lincoln's declaration to abolish slavery
3. Washington Monument
4. "In this temple as in the hearts of the people for whom he saved the Union, the memory of Abraham Lincoln is enshrined forever." / the Civil War
5. that all people are created equal
6. had just fought together in WWI
7. that segregation still existed and equality still did not exist for all people
8. Martin Luther King
9. that President Lincoln freed the slaves and gave dignity to African Americans
10. She is an East African immigrant who grew up with gender inequality, fear, and with a civil war with no civil rights. She feels honored to be an American citizen.
11. the frieze at the top of the monument contains intertwining Northern laurel and long leaf pine / Lincoln portrayed as a common man yet a statesman/ Lincoln's virtues in the murals (law vs. truth) / Immortality of the Gettysburg Address



LESSON 2: APPLICATION

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http://www.nobelprize.org/nobel_prizes/peace/laureates/1964/king-bio.html

4. The next day, divide the students into groups of 3 or 4. Give them the period to write a 1-2 page comparison and contrast paper of how Abraham Lincoln and Martin Luther King helped to uphold the principle of our nation that “all people are created equal”. 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 3: EVALUATION

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3. Prepare a 1-2 minute speech, pretending that you are a National Park Service ranger and guide at the Lincoln Memorial speaking to a group of students. What would you want them to know about the memorial? What history would you want to tell them? What facts about Lincoln do you think are most important? How did Lincoln's life and what he accomplished affect their lives today? What do you want the students to think about? This will be for a presentational speaking and a presentational writing grade.

CONCLUSION

Tourism, whether live or virtual, is a great way to motivate learning and the acquisition of knowledge and understanding of history. Familiarity with and knowledge about places that students will visit increases interest and gives them vested ownership in what they are about to see. 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!



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THE CAPITOL BUILDING

Taking an on-line virtual tour of the U.S. Capitol Building provides a lesson in United States History, engaging the students and submerging them in the history.



LESSON 1: KNOWLEDGE

(pre-set skills to teach: basic knowledge about the 3 branches of our government)

1. Students may work individually or in groups using the following website to take a virtual tour of The U.S. Capitol Building on their computers:

<http://www.virtually-anywhere.com/portfolio/uscapitol/>

Students should click on each of the 360 degree scenes of the Capitol, reading the information provided for each area. They should make sure to click on the red “i” s and red dots for further tour information.

Students are given comprehension questions to answer, based on their virtual tour of The Capitol Building. The comprehension questions and answers are provided on the next page.

3. Discuss and go over the answers to the questions, checking the students’ interpretive reading skills.



COMPREHENSION QUESTIONS (KNOWLEDGE) FOR VIRTUAL TOUR OF THE CAPITOL BUILDING

1. Why is the Rotunda an important space in the Capitol Building? For what is it used? What famous people do you see depicted there in paintings and statues?
2. Describe one of the paintings in the Rotunda.
3. Whose surrender ended the last major campaign of the Revolutionary War ?
4. What was the original purpose of Statuary Hall?
5. Is there a statue donated by your state to the National Statuary Hall? If so, who?
6. The Old Senate Chamber was also used by what judicial body?
7. Whose desk is at the front of the Old Senate State Chamber?
8. What great debates took place here?
9. What is in the center of the floor of the Capitol Crypt and what does it mark?
10. In what other area can one find statuary donated by the States?
11. What does the Bronze Door depict?
12. To where does the staircase lead from the Bronze Door?
13. Why was the Old Supreme Court Chamber significant?
14. The Majority Leader's office is in what room?
15. What monument is visible from the House Committee room?
16. What artist painted murals in the Senate Committee room and many of the other rooms?
17. Why is there a painting of the Marquis de Lafayette in the House Chamber?
18. How is the House Chamber different from that of the Senate?
19. What great marble temple is near the East Front of the Capitol?
20. Whose statue is on top of the dome of the U.S. Capitol?
21. The Capitol's West Front looks out onto _____.

ANSWERS TO COMPREHENSION QUESTIONS

1. principal circulation space in the Capitol, connecting the House and the Senate
2. answer will vary
3. Lord Cornwallis
4. meeting place of U.S. House of Representatives
5. answers will vary
6. The Supreme Court
7. the Vice President
8. the slavery issue, the Missouri compromise and the Hayne-Webster debates
9. a compass which is the exact center of Washington D.C.
10. Hall of Columns
11. the intellectual and physical progress of the country
12. the House Chamber
13. size and structure of its vaulted semicircular ceiling
14. Lyndon Baines Johnson room
15. the Washington Monument and the 4 seasons
16. Constantino Brumidi
17. for his contributions to the Revolutionary War
18. they have no assigned seats
19. the Supreme Court
20. Freedom
21. The National Mall

LESSON 2: APPLICATION

(pre-set skills to teach: basic knowledge about the 3 branches of our government)

1. Students may work individually or in groups using the following website to take a virtual tour of The U.S. Capitol Building on their computers:

<http://www.virtually-anywhere.com/portfolio/uscapitol/>

Students should click on each of the 360 degree scenes of the Capitol, reading the information provided for each area. They should make sure to click on the red “i” s and red dots for further tour information.

When students are finished, there should be a discussion about what they have learned about the Capitol Building

2. The next day, divide the students into groups of 3 or 4. Give them the period to write a 1-2 page paper about how the Capitol Building is a symbol of our country and government. They should use as examples various rooms, paintings or statues in the Capitol Building in order to help prove their thesis. 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 3: EVALUATION

(pre-set skills to teach: basic knowledge about the 3 branches of our government)

1. Students may work individually or in groups using the following website to take a virtual tour of The U.S. Capitol Building on their computers:

<http://www.virtually-anywhere.com/portfolio/uscapitol/>

Students should click on each of the 360 degree scenes of the Capitol, reading the information provided for each area. They should make sure to click on the red “i” s and red dots for further tour information.

When students are finished, there should be a discussion about what they have learned about the Capitol Building

3. Pretend that you are a U.S Capitol tour guide speaking to a group of students. Pick three rooms or areas of the Capitol that you will show them and talk about the part that they played in United States history. What would you want them to know about the room or area? Why is this room or area significant to U.S.history? What history would you want to tell them? What facts do you think are most important? What do you want the students to think about? Does the significance of this room or area relate to their lives today? The tour should be at least 2-3 minutes in length. This will be for a presentational speaking and a presentational writing grade.

4.The following day, as a follow-up to what the students have learned about Thomas Jefferson and our early U.S. government, play for them the song ” The Election of 1800” from the Broadway musical Hamilton and discuss the lyrics and the impact of this event on our government. Students will enjoy this amazing rendition portraying U. S. history.

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. Familiarity with and knowledge about places that students will visit increases interest and gives them vested ownership in what they are about to see. 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!



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