

Creating a community walking tour (8th Grade)

Curriculum Guide and Tools

Community Walking Tours (8th Grade)

This lesson plan was developed to give students a better understanding of their community and local history. It also allows for students to use their research skills and creativity to present this information. The lesson begins with a field trip to the local museum, historical society, the History Center of Lake Forest-Lake Bluff, or a virtual field trip through the online portal (<https://lflb.passitdown.com/stories>). Students will learn about the main themes that make the community: Getting Here, Newcomers, Making it Home, Changing the World, Nature by Design, and Cooler by the Lake. They will also be divided into groups and will be asked to come up with other themes that they think make up a community. They will also expand on the significance of their community's local history.

Once back in the classroom, students will engage in a classroom discussion about what makes a good historical walking tour. To demonstrate understanding of themes of community, they will work in small groups of three to four students to create their own community walking tours, focusing on a theme of their own creation or one of the themes presented at the History Center of Lake Forest- Lake Bluff. They will come up with an objective for the tour that details what they would like tour participants to learn. The tour will consist of five to eight stops and will be a half mile or less long. Each stop should include pictures, interesting facts, and a connection to the core narrative of the tour. Students should assign each group member at least 1 stop to present so that work is distributed evenly.

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Materials Needed:

Teacher:	Student:
Walking tour rubric	Pen/pencil and graphing paper
	Computer with internet access
	Camera (optional)

Summary:

Students will create a walking tour of their community, define separate points through a connected narrative of their choosing, and evaluate specific geographic within the community (either built or natural environment). They will research how/why that location matters and direct others through that narrative story. They will create a map that provides location and direction for people to follow their tour. They will do this assignment as a group and can present their final project as the tour guides.

Standards:

D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.

D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.

D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

D2.Geo.7.6-8. Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.

Learning Objective:

Students will be able to create a walking tour for their community. They will be able to design a map and measure distance, construct a narrative for disparate geographic points, and give written directions for others to follow.

Instructional Procedures:

Teacher	Students	Time
Guide students through the on-site or virtual exhibit at the History Center of Lake Forest and Lake Bluff, focusing on the main themes that make up the community: Getting Here, Newcomers, Making it Home, Changing the World, Nature by Design, and Cooler by the Lake	Walking through the exhibit and asking questions.	30 minutes
Divide students up into 3-4 student teams and ask them to discuss other possible themes relating to their community.	Discussing with their groups.	15 minutes
Have students share the ideas they came up with, expanding on what that theme means to the community.	Sharing their ideas with the rest of the class.	10 minutes
Back in the classroom, engage in a class discussion about what makes up a good historical walking tour and what keeps it interesting for people with different levels of knowledge about the community. Discuss how tours are designed with learning objectives where visitors learn 1-3 things that help them understand and enjoy or appreciate a place.	Engaging in class discussion.	20 minutes
Tell students that they will be creating a walking tour of the community, focusing on one of the themes presented or one they come up with. They will work in groups to set the learning objective of the tour, create the tour and design the map. Recommend that each station (stop on the tour) have at least one photograph, a core narrative for each stop as well. Recommend a word limit of 100 words for each individual; five stops as a minimum and eight as a cap. You want these to be highly visual (think Fodor's guide) and less chronological. Also, give guidance on full distance the tour should cover (1/2 mile or less) Assign a due date for students.	Listening and asking questions.	10 minutes
Allow students the rest of the time to work. Instruct students that they will turn in the theme and rationale for their walking tour by the end of class as an exit slip.	Working in groups and filling out exit slips.	20 minutes

Assessment(s): Walking Tour - Students will work in groups of 3-4 to create a walking tour of a section of their town. They will organize their tour around a central theme. The walking tour must include:

- **Written work:** A brief description of each stop on the tour with at least one photograph, a 100 word or less core narrative, a sidebar of information (bullet list/did you know fact/key statistics or dates) for the online version
 - An introduction and conclusion that tie the locations to the central theme and list one to three objectives for what visitors on the tour should learn.
 - A map with at five to eight stops marked on it (computer generated or marked on a printed map)
 - The map must include all the stops with a line showing the progression of the tour and not be farther than ½ mile from beginning to end

- **Presentation:** A scripted presentation of the tour and assignments of stops to each of the group members, so everyone presents.
 - Ability to answer simple student questions about the locations.

Adaptations or Accommodations needed:

Learners	Adaptations/Accommodations
Highly Proficient	Maps includes more than 5 stops. Their project can also include more than 3 descriptions
ELL	Provide any necessary vocabulary in their native language. Allow students to create their tour in their native language.
Struggling Learners	Assist students with ideas for theme and historical figures they could include.

Resources:

<https://flb.passitdown.com/stories>