

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 Lincoln Landing, where students will learn about Abraham Lincoln, the I&M Canal and Lockport. However, the focus will largely be about the impact the canal and Lincoln Landing itself had on the community. Students should examine the various medallions throughout the park, as they describe different aspects of business and community in Lockport that were impacted by the canal. Students should leave Lincoln Landing understanding what the canal was, as well as its significance for Lockport, Chicago and the state of Illinois.

Once back in the classroom, students will be able to expand on the significance of their community's local history. They will work in small groups to create their own community walking tours, focusing on a theme of their own creation, or one that is presented at Lincoln Landing. They must create a map, as well as brief narratives describing the features/figures discussed on their tour. They can choose to present their projects however they would like, including poster, powerpoint, video, etc., but all components of the assignment must be included. This lesson gives students a deeper understanding of the significance of their own community, as well as the various lenses that we can examine local history.

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Materials Needed:

Teacher:	Student:
Walking tour rubric	Pen/pencil
	Computer

Summary:

Students will create a walking tour of their community, focusing on the themes presented at Lincoln Landing. They will create a map and write a narrative of the community. They will do this assignment as a group and can present their final project in any way they would like.

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, construct a narrative for the community, and link sites together.

Instructional Procedures:

Teacher	Students	Time
Guide students through Lincoln Landing, focusing on the main themes that make up the community.	Walking through the park and asking questions.	30 minutes
Divide students up into 3-4 students, 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, remind students of themes they came up with at Lincoln Landing. Then, engage in a class discussion about what makes up a good historical walking tour.	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 at Lincoln Landing or one they came up with. They will work in groups to create the tour and the map. 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
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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:

- A map with at least six stops marked on it (computer generated or marked on a printed map)
- A brief description of each stop
- At least 3 brief descriptions of historical figures that are tied to stops
- An introduction and conclusion that tie the locations to the central theme.

Adaptations or Accommodations needed:

Learners	Adaptations/Accommodations
Highly Proficient	Maps can include more than 6 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:

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