Title: Biltmore Virtual Field Trip

Content Area: Literature, Social Studies

NC SCOS Objective(s):

5.G.1 Understand how human activity has and continues to shape the United States.

5.C.1 Understand how increased diversity resulted from migration, settlement patterns and economic development in the United States.
   5.C.1.3 Explain how the movement of goods, ideas and various cultural groups influenced the development of regions in the United States

Rationale/Relationship to the Text:

This virtual field trip explores the area surrounding the Biltmore house and includes several possible settings mentioned in the novel. The settings were chosen based on the most likely location in the novel (for example, “The Rambles” that Serafina mentions could be a portion of the walkway within the Walled Garden). Students will explore the various locations interactively to learn about the setting of the novel.

Instructions/Procedures:

The teacher should print the attached bubble map for the students to fill out while going through the virtual field trip. The students can add drawings and write anything they’d like, but each location should have its own bubble on the bubble map. The student can provide 2-3 facts about the Biltmore House and at least 1 fact about the other locations. This will be used as a jumping off point for the students to choose their favorite location to create their product.

Option A: Whole Group

The teacher can lead a discussion about the various settings with the help of the virtual field trip. The teacher can call on students to read the paragraphs or watch the videos as a class. Students can discuss these questions whole group or with partners.

- Discussion questions:
  - Which places do you think are most important in the story? Why?
  - What was your favorite location? Why?
  - How does understanding the setting of the novel in detail help you understand events in the novel? Give specific examples.
  - If you lived in the Biltmore house, which place would you want to explore most? Why?

Option B: Small Group

- Assign students into several groups, so that each group has one laptop, chromebook, or
iPad.

- Assign students jobs for the activity. These are possible jobs for the groups, but feel free to add more:
  - Author - writes about the setting, gathers information to be used in the final product
  - Navigator - leads the group through the VFT; utilizes the technology to show everyone the map
  - Illustrator - draws pictures that can be used in the final product
  - Summarizer - summarizes parts of the novel that may be relevant to the particular setting the students are viewing
  - Connector - makes connections: text-to-text, text-to-self, text-to-world
- Students are allowed 45-60 minutes to explore the resources on the map. This time can be broken into several segments up to the teacher’s discretion. All students must complete a bubble map while going through the virtual field trip.

Option C: Individual

Students can spend a specified amount of time viewing the virtual field trip. It may take up to an hour for a student to effectively go through all of the settings. This time can be broken up into several days if necessary. While going through the field trip, the students should add their locations and facts to the bubble map.

Final product:

Students can create a final product demonstrating what they learned in their virtual field trip experience. They will choose one location from the bubble map that is their favorite. The final product can be a brochure, news article, presentation, or anything you choose. Decide how much information needs to be represented in the final product. Ideally, each group member would contribute something to the final product. The amount of time spent is also up to the teacher’s discretion.

https://tourbuilder.withgoogle.com/builder#play/ahJzfmd3ZWlttdG91cmJ1aWxkZXJyEQsSBFRvdXlYgIDA36jNgQkM

Materials:

- Some form of technology with Internet access
- Paper
- Craft materials
- Bubble map

References: