

## [A New Kind of Journey](#)

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Grade 9 Humanities - Hero's Journey and World History

Greece Unit

Quick Look:

Students are transforming a traditional poster into a dynamic, interactive expression of information. They can collaboratively access different technologies or apps to express their information and connections. The students will be using Thinglink and Google Slides.

Scenario:

Traditionally, students have drawn a map of the Mediterranean Sea and its surrounding land to map the course of Odysseus's journey and also plotted physical features and significant historical locations of ancient Greece.

Using Thinglink, students work in groups to create a multimedia interactive visual that can make more connections. When visiting one of the stops on Odysseus's journey, a pop up box will come up. There will be at least 5 small Google slide presentations that will come up over the different spots. Here students can make connections between elements of the story and the history of that location, monster, or some other literary element of that particular part of the journey. They will also need to make the historical connection to today in that presentation. They will need to connect out to another website for further information for at least 5 of the stops. They will also need to make a video, talking about the literary elements of that incident for at least 3 spots. Using screencastify, students could also narrate their work if they do not wish to present live.

This is pushing the connections between the literature and history further. Previously, it was a very superficial connection that was already made for the students when we assigned these things be put together on one map.

ISTE Standards:

3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

6a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

7c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

H&SS9-12:13

Analyzing the contributions of various cultural groups to the world, both past and present, including immigrants and native peoples; hypothesizing about the impact of the globalization of culture.

H&SS9-12:7

Developing and giving oral, written, or visual presentations for various audiences.

Soliciting and responding to feedback.

The overarching goal is to help “model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments” to build demonstration of knowledge and understanding.

Students will make stronger connections between the history and literature that they work with. They will also have more ownership over their work and control over what they choose to focus on. They can do more than they would with a poster. There are more elements that all students to demonstrate more critical thinking than could have been done on one poster.

Sample [Thinglink](#)