



Writing About Immigration Journeys Using Google “My Maps”

A lesson plan designed by *Leticia Ingram*

In this lesson plan, students use descriptive words, phrases, transition words, dialogue, and images on Google Maps to enhance their English language skills and describe their journeys to the United States.

Directions:

PREPARATION

Before class 1, look at the November 14 post on [Ben's Tech Blog](#) to quickly learn how to use Google “My Maps.” See the examples in Leticia's project, too. You can also watch a [tutorial](#) to learn more.

CLASS 1

Step 1: Discuss students' knowledge of immigration and address important vocabulary (ex: immigration, leaving, moving, etc.).

Step 2: Using Ben's blog, show students examples of Leticia's students' maps [here](#) and [here](#).

Step 3: Using “My Maps,” have students identify their journey's origin and termination points, along with 3–5 cities or points of interest, they visited on their journeys. They can use the “Immigration Mapping Narrative: PLAN” worksheet to get their thoughts down on paper before adding them to Google “My Maps.”

Step 4: Have students plot their journey locations and describe each with words, phrases, and images. Encourage use of target vocabulary. Provide sentence frames, such as: “First, we went to _____. Next, we stopped at _____. Then, we visited _____.”

CLASS 2

Step 5: Have each student share their map with their classmates. Have students collaborate by adding a new layer with questions. Provide sentence frames, such as:

- When did you ____?
- How did you feel when ____?
- What happened in ____?
- Why did you ____?



Estimated
class periods

ABOUT THE TEACHER

Leticia Guzman Ingram is an English language development educator and a geography teacher at Basalt High School in Colorado. Ingram was named the 2016 Colorado Teacher of the Year. She has also worked with Teachers Across Borders, the NEA Foundation Global Fellowship, Spotify, and the U.S. Department of Education.

MATERIALS

- “Immigration Mapping Narrative: PLAN”
 - Blog post on Google “My Maps:”
<http://techintegrationrfsd.blogspot.com/2014/11/google-maps-more-than-finding-your-house.html>
 - Tutorial on Google “My Maps:”
<http://bit.ly/2pmjmnc>
- Sample Google Maps:
1. <http://bit.ly/2q6QehO>
 2. <http://bit.ly/2p4Ozee>
 3. <http://bit.ly/2ox84xr>

STANDARDS

Leticia believes this lesson plan could address the following national Common Core guideline:

COMMON CORE 6.W. 3:
Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.



Educational Tours

Directions:

OPTIONAL EXTENSIONS

Step 6: Students can record a presentation of their maps using a screen recorder such as Snagit. Or, they can use YouTube to record themselves reading what they wrote.

- a. Have students go to YouTube, then “upload,” then “record with webcam.” This will turn on their webcam and record their audio and video straight onto YouTube. Next, students can get the link and insert their video into their map after clicking on a photo icon. That will play the video right in the place marker description box when viewing the map.

TAKE IT A STEP FARTHER.

For your next Google “My Maps” project, why not have your students map their journey while on an EF Educational Tour? Learn more at eftours.com