

## A Student -Generated Google Lit Trip Idea

One easy integration strategy for the Lit Trip concept is to have students build a Lit Trip as part of the process of reading a work of literature. By organizing a process for collecting Lit Trip content throughout the reading, students will also be focusing on the kinds of details that make for rich classroom discussions along the way.

### The Lit Trip Content Collection Process

Divide the students into four groups identified as Group A, Group B, Group C, and Group D. Throughout the reading of the book each group will rotate through four content collection assignments.

A sample of a typical rotation of the four groups through the four collection assignments might look like this:

Chapters	Place Markers	Images	URLs	Discussion Starters
1-5	Group A	Group B	Group C	Group D
6-10	Group D	Group A	Group B	Group C
11-15	Group C	Group D	Group A	Group B
16-20	Group B	Group C	Group D	Group A

### The Assignments\*

*Place Markers:*

Students harvest any references to specific locations that are mentioned in the reading assignment. They should bring in enough information to be able to quickly place a Place Marker on the appropriate locations mentioned in the chapters.

*Images:*

Students will collect URLs for images that might enhance the comprehension of the setting, characters, plot, and/or themes or images that enhance comprehension of the historical, geographical, social, political, or other relevant subjects associated with the reading assignment. It is important to collect the URL for the website where the graphic is found. Students should seek graphics that are between 300 and 600 pixels wide.

*URLs:*

Students will locate appropriate website URLs where additional information can be found to enhance the understanding of any relevant elements of the story. These could include biographical information about "real" characters mentioned in the reading, historical background for events in the story, etc.

*Discussion Starters:*

Students will write "discussion starters" for the reading assignment. These might be questions, speculations, suggestions of connections to current real world parallels, etc.

Depending upon the age of the students, these might range from Discussion Starters that simply ask basic setting, character, and plot clarification questions to questions about thematic connections and higher-level literary analysis.

Students will store their collected information on the GLT Collection Form (sample available at [GoogleLitTrips.com](http://www.GoogleLitTrips.com) in the **Downloads > Lit Trip Tips > Integration Strategies** section).

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\* These assignments are just the beginning of the kinds of content information that students can be asked to collect. They might be asked to bring in vocabulary terms with explanations of how these terms are used in the context of the story. They might be asked to create cross-curricular connections. For example, students reading *The Grapes of Wrath* might include math problems relating to the economics of farm labor exploitation. Or, students might include quick geography connections while reading *By the Great Horn Spoon* by connecting the reading to information about navigation by the Southern Cross or information about latitudes and longitudes. An entire Lit Trip could be made where the pop-up windows are actually used to represent the "journaling/blogging" of the different characters appearing in the reading. The actual content possibilities are virtually endless.

TIP: This form is designed to be cut up so that ALL collected information can be sorted by reading assignment for redistribution by chapter of all four kinds of information to groups responsible for final polishing of the Lit Trip.

### **The Development Process**

As the class proceeds through the reading of the work, class discussions can be started by taking 5-10 minutes at the beginning of each class to place Place Markers on Google Earth and to connect each new location to previous locations with the Google Earth PATH tool. This can be done easily with a computer with a projection system.

Tip: The teacher might want to create a single folder in Google Earth within which all of the Place Markers can be kept before the first class discussion of collected information.

The teacher or student "driving" this part of the class can very quickly adjust the zoom, tilt, and take a snapshot of the "best" view of the location while the Place Markers are being located on the map. (See Lit Trip Tips step-guide "Capturing the Best Location View" available on the GoogleLitTrip.com site at

**Downloads > Lit Trip Tips**).

After locating Place Markers, the class discussion can be built from the images and URLs and Discussion Starters brought in by the students. Teachers will find an amazing level of buy-in when class discussions are built from ideas the students have brought to class themselves. A remarkable paradigm shift occurs when students believe that the class discussions are built upon their ideas rather than upon the more typical passive Q & A where the Q is always from the teacher and the A is always from the students.

This process can be repeated as the class works its way through the story.

Once the class has completed the entire Lit Trip, the teacher might decide to add a class period or two to final polishing making certain that the students have included the best possible content for each pop-up window, selected the best "view" for each location, and proofread all content.