

An aerial photograph of a residential neighborhood, likely in a suburban or rural area. The image shows a dense pattern of houses and streets, with several large, irregular green spaces or parks interspersed throughout. The roads are winding and curvy, suggesting a planned or semi-planned community. The overall color palette is dominated by greens and browns, with some grey and white from the buildings and roads.

6th - 8th GRADE  
WRITING LESSON  
*UNESCO WORLD  
HERITAGE SITES*  
50 MINUTES

Google

# UNESCO WORLD HERITAGE SITES

## WRITING WITH GOOGLE EARTH

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### GOOGLE EARTH USAGE OVERVIEW:

Teachers will take their class on a tour of 30 historic landmarks using the Voyager Story, [UNESCO World Heritage Sites](#). Students will experience the site from different perspectives using [Street View](#).

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### LESSON SUMMARY:

- Using the Voyager Story, [UNESCO World Heritage Sites](#), students will **tour** 30 historic landmarks from around the world.
  - Students will work collaboratively to generate **detailed sensory descriptions** gathered from exploring one site using [Street View](#).
  - Students will independently respond to the narrative writing prompt: Write a narrative story that takes place in the UNESCO World Heritage Site of your choosing. Incorporate plot elements, facts and details from your research, and detailed sensory descriptions into your story.
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### LEARNING OBJECTIVES:

- Students will **work collaboratively to generate** detailed sensory descriptions of an UNESCO World Heritage Site.
  - Students will **write a narrative** story that takes place at an UNESCO World Heritage Site, including all 5 plot elements and detailed sensory descriptions.
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# SUGGESTED STANDARDS

## GRADES 6th - 8th

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6th GRADE:

[CCSS.ELA-LITERACY.W.6.3](#)- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

[CCSS.ELA-LITERACY.RI.6.1](#)- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-LITERACY.RI.6.7](#)- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

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7th GRADE:

[CCSS.ELA-LITERACY.W.7.3](#)- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

[CCSS.ELA-LITERACY.W.7.8](#)- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

[CCSS.ELA-LITERACY.RI.7.1](#)- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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8th GRADE:

[CCSS.ELA-LITERACY.RI.8.1](#)- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-LITERACY.W.8.3](#)- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

[CCSS.ELA-LITERACY.W.8.8](#)- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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# UNESCO WORLD HERITAGE SITES

## WRITING WITH GOOGLE EARTH

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LESSON OUTLINE WITH  
ESTIMATED TIME ALLOTMENT:

Introduce- 1 minute  
Explore- 10 minutes  
Engage- 15 minutes  
Extend- 25 minutes

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MATERIALS NEEDED:

- Access to the Voyager Story, [UNESCO World Heritage Sites](#).
  - Student access to [Google Search/Street View](#).
  - Student copies of the Sensory Description Template and Narrative Writing Graphic Organizer OR teachers can share documents with students using [Google Classroom](#).
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VOCABULARY:

UNESCO World Heritage Site (noun) ([reference here](#))

1. a World Heritage Site is a landmark or area which is selected by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) as having cultural, historical, scientific, or other form of significance, and is legally protected by international treaties.

United Nations (noun) ([reference here](#))

1. the United Nations is an international organization formed in 1945 to increase political and economic cooperation among its member countries.
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# LESSON PLAN

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## INTRODUCE (1 minute)

Today we are going on a world tour of 30 UNESCO World Heritage Sites! An UNESCO World Heritage Site is a landmark or area which has been identified as having cultural, historical, scientific, or other significance and is protected by the United Nations.

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## EXPLORE (10 minutes)

1. Select 10-30 examples of [UNESCO World Heritage Sites](#) from the Voyager Story, UNESCO World Heritage Sites.
  2. Instruct students to take note of 3-5 sites they are interested in learning more about.
  3. Introduce each site in the following ways:
    - a. Read the info card telling the name and location of the site.
    - b. Use [Street View](#), 2D and 3D imagery to explore perspectives in around the site.
    - c. Click the “globe” to show the location position on Earth.
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## ENGAGE (15 minutes)

1. Model writing sensory descriptions of the Pyramid of Khufu from two different perspectives using the completed Sensory Description Template (below).
  2. Place students in small groups or partners based on the UNESCO site they are most interested in learning about.
  3. Students “visit” the site of their choice using the Voyager Story, [UNESCO World Heritage Sites](#). Students explore the site from different perspectives using [Street View](#), 2D and 3D imagery.
  4. Students work collaboratively to generate detailed sensory descriptions for the site using the Sensory Description Template (below).
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## EXTEND (25 minutes)

1. Introduce the narrative writing prompt: Write a narrative story that takes place in the UNESCO World Heritage Site of your choosing. Be sure to include all 5 plot elements and detailed sensory descriptions of the site in your story.
  2. Students work independently to respond to the narrative writing prompt using the Sensory Description Template and Narrative Writing Graphic Organizer (below).
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# NARRATIVE WRITING RUBRIC

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## EXCEEDING:

- The narrative creatively addresses all aspects of the prompt.
  - Purposefully engages and orients the reader by setting out a problem, situation, and establishing one or multiple points of view.
  - Expertly introduces a narrator and/or characters.
  - Story follows a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another.
  - Uses a variety of narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters.
  - Use of precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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## MEETING:

- The narrative competently addresses all aspects of the prompt.
  - Engages and orients the reader by establishing a context and point of view. Introduces a narrator and/or characters.
  - Story follows a clear event sequence that unfolds logically and naturally using a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - Uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters.
  - Use of precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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## APPROACHING:

- The narrative creatively addresses all aspects of the prompt.
  - Purposefully engages and orients the reader by setting out a problem, situation, and establishing one or multiple points of view.
  - Expertly introduces a narrator and/or characters.
  - Story follows a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another.
  - Uses a variety of narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters.
  - Use of precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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## BEGINNING:

- The narrative partially addresses aspects of the prompt.
  - Might engage or orient the reader by establishing a context and point of view. Attempts to introduce a narrator and/or characters.
  - Story event sequence unfolds unnaturally and/or illogically with few to no transition words, phrases, and/or clauses to convey sequence or time shifts.
  - Uses few to no narrative techniques.
  - Does not use sensory language or descriptive details.
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# RESOURCES

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## ADDITIONAL RESOURCES:

- For more information on UNESCO World Heritage Sites, visit <https://en.unesco.org/>.
  - Check out this related Voyager Story, [Wonders of the Ancient and Modern World](#).
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## OPTIONS FOR DIFFERENTIATION:

- Assign a UNESCO site to each group.
  - Provide students with a conflict or theme for their story (for example, the main character gets lost in this location).
  - Provide students with Sensory Description Template (below).
  - Provide students with Narrative Writing Graphic Organizer (below).
  - Provide students with the option to write a poem, song, travel brochure, or journal entry about a UNESCO World Heritage Site.
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## CREDITS:

Written by Sarah Schwartz Johnson in collaboration with Jason Wallis and Kevin Graham.

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\*Note - this template is designed for teachers to modify for use with their grade level and standards.

## PYRAMID OF KHUFU - SENSORY DESCRIPTION TEMPLATE

	Perspective 1- Street View	Perspective 2- 2D
What does this place look like?	A towering pile of giant bricks.	A giant pencil point shooting out of the ground.
What sounds might you hear in this place?	People calling to their friends from the top to come on up!	Tourists gasping in awe.
What does this place smell like?	A petting zoo due to the camels.	Sunburnt dust.
How does this place feel?	Parched.	Like an oven.
What might you taste in this place?	Sips of water warmed by the hot sun.	Mouthfuls of sand.



## SENSORY DESCRIPTION TEMPLATE

	Perspective 1- Street View	Perspective 2- 2D
What does this place look like?		
What sounds might you hear in this place?		
What does this place smell like?		
How does this place feel?		
What might you taste in this place?		

# NARRATIVE WRITING GRAPHIC ORGANIZER

Characters (Who?)

Setting (Where?)

Introduction

Rising Action

Climax

Falling Action

Resolution

How can you use dialogue or character actions to communicate character thoughts and feelings?