

# Virtual Field trip to Easter Island

Type your name here



Hi there my fabulous student,

Today is a very exciting day! We will be exploring a field trip but we won't even have to take a bus to get there! Today we will explore using our devices and a little imagination to learn many new things.

As we work through the pages be sure to take notes, ask questions, and pretend you are really there to get the full experience. Pay close attention to details and look try to learn as much as you can in this new location.

Are you ready? Let's go explore on this virtual field trip!



Best Wishes,

Your Teacher



# Journey to Easter Island

From your device with internet access scan the QR code or type in the website to go to our location. Then explore the different areas using the 360 tool and complete the questions and activities. Explore, ask questions, and learn a lot of new things on today's adventure.



<https://www.pbs.org/wgbh/nova/easter/>



Click on Explore The Island to start the journey.

# Overview of trip



Location of today's trip:

Type here

Questions you have (write down questions as you explore):

Type here

Date and Time of the fieldtrip:

Type here

Interesting facts you learned today:

Type here

Reference: (Virtual field trip website):

Type here





## Guiding Questions

Where did Hotu Matua and his family first arrive to on Easter Island?

Type here

What might you see if you visited Orongo?

Type here

Where on Easter Island do people currently live? How many people live here?

Type here

If you wanted to experience what feels like a tropical paradise which part of the island would you go to and why?

Type here

What was the damage to Easter Island after the Chilean Earthquake of 1960 and where on the island did the most damage occur?

Type here

# Guiding Questions

Where might there be influence of Inca culture on the island? What clues show this?

Type here



How might people have moved Paro?

Type here

What did the statues at Ahu Akivi overlook?

Type here

What volcanoes can be found on the island?

Type here

What could have caused Moai production to start and stop?

Type here



# Scientific Journal Entry

Instructions: Write how you think the Moai statues were moved and include evidence from the remains and land that you saw on today's field trip to support your answer. Use more pages if needed.



Sketch of evidence:

Photo Caption:

Type here

Type here

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# Self Assessment

## Grading Rubric

10 Points	15 Points	20 Points	Total Points
Work is not very neat and not edited.	Work could be neater or is missing a few edits.	Work is neatly done and well edited to grade level ability.	Type here
Work is missing or less than half completed.	Work is nearly complete but missing some portions.	Work is complete with full length and requirement for each task.	Type here
Work shows minimal effort.	Work shows some effort.	Work shows lots of time and effort spent.	Type here
Work has concepts below grade level.	Work shows some grade level concepts.	Work shows grade level concepts used, and evidence of deeper thinking.	Type here
Work is poor quality and below grade level.	Work is completed but is slightly below grade level or lacks neatness or creativity.	Work is high quality for grade level and shows effort, neatness, and creativity.	Type here

Total Points:            / 100



# Self Assessment Reflection

The work I did is worth Type here points  
because: Type here

One thing I did very well on this  
assignment is: Type here

One thing I could have done better on  
this assignment is: Type here

My overall grade should be Type here  
because:

Student Score Total Points: Type here/100

# Teacher Grading Rubric

10 Points	15 Points	20 Points	Total Points
Work is not very neat and not edited.	Work could be neater or is missing a few edits.	Work is neatly done and well edited to grade level ability.	Type here
Work is missing or less than half completed.	Work is nearly complete but missing some portions.	Work is complete with full length and requirement for each task.	Type here
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Total Points: \_\_\_\_\_ / 100



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