Lesson Plan for Implementing NETS•S—Template I
(More Directed Learning Activities)

Template with guiding questions

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Grade Level(s)	3rd
Content Area	Social studies, Language Arts
Time line	Four lab visits across two weeks

Standards (What do you want students to know and be able to do? What knowledge, skills, and strategies do you expect students to gain? Are there connections to other curriculum areas and subject area benchmarks?)

Content Standards

SSH2: The student will discuss the lives of Americans who expanded people's rights and freedoms in a democracy. (a) Paul Revere, Fredrick Douglas, Susan B. Anthony, Mary McLeod Bethune, Franklin D. Roosevelt, Eleanor Roosevelt, Thurgood Marshall, Lyndon B. Johnson, and Cesar Chavez.

SS3G2: The student will describe the cultural and geographic systems associated with the historical figures in SS3H2a. (c) Describe how each of these historical figures adapted to and was influenced by his/her environment.

SS3CG2: The student will discuss how the different historical figures in SS3H2a display positive character traits of cooperation, diligence, courage, and leadership.

ELACC3RI3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

ELACC3W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (b) Develop the topic with facts, definitions, and details.

NETS*S Standards

Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: create original works as a means of personal or group expression.

Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Students: (a) interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. (d.) contribute to project teams to produce original works or solve problems.

Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. Students: locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. (NetTrekker, Creative Commons)

Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: select and use applications effectively and productively. (Audacity, Windows Photo Story, class wiki)

Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students: advocate and practice safe, legal, and responsible use of information and technology.

Overview (a short summary of the lesson or unit including assignment or expected or possible products)

Students will use NetTrekker to research their choice of several famous Americans. (Students will additionally research using books in class.) The teacher will provide a research guide to help students get started and will remind students of how to paraphrase instead of plagiarizing. Students will choose to create one of two projects with the gathered information. The first choice is an audio project including the informational report or interview, sound effects, and/or music. The second choice is a slideshow of student-created or (free use) gathered pictures. All projects will be posted on the class wiki.

Essential Questions (What essential question or learning are you addressing? What would students care or want to know about the topic? What are some questions to get students thinking about the topic or generate interest about the topic? What questions can you ask students to help them focus on important aspects of the topic? What background or prior knowledge will you expect students to bring to this topic and build on?)

Essential Questions:

Why is _____ a famous American?
What qualities did _____ possess that made him/her a hero of democracy?
What opportunities did _____ have because of where he/she lived?
How did the place where _____ lived effect the choices he/she could make?

Things students care or want to know about the topic and questions to generate interest:

Facts about the persons' life and accomplishments
- Birth and birthplace
- Occupation
- Family
- Obstacles to overcome
- How did this person help others

Questions to help focus students
Why is this person considered to be a famous American?
Where and when the person lived?
What physical and human environment influenced this person?
What character traits best describe this person? Why?

Background/Prior Knowledge: Prior to this lesson, students have learned a lot about character traits. This activity will help students practice identifying character traits for their famous Americans and find evidence while researching to support the character trait chosen. Students have also been introduced to the topic of democracy. This will allow students to build on the topic and gain a deeper understanding of democracy and the sacrifices many made so all people could have equal rights.

Assessment (What will students do or produce to illustrate their learning? What can students do to generate new knowledge? How will you assess how students are progressing (formative assessment)? How will you assess what they produce or do? How will you differentiate products?)

Students will demonstrate their learning of social studies essential questions by creating projects that inform an audience about famous Americans. Students will have choice on the object of their research and the finished product. Work on the research guide will serve as ongoing formative assessment. Students will be graded summatively on the final project using the provided rubrics.

Resources (How does technology support student learning? What digital tools, and resources—online student tools, research sites, student handouts, tools, tutorials, templates, assessment rubrics, etc—help elucidate or explain the content or allow students to interact with the content? What previous technology skills should students have to complete this project?)

Students should have general browsing skills in order to complete research. NetTrekker will be used by the students since all content is deemed age appropriate and educational. Students who have trouble reading any of the text online may use NetTrekker's read-aloud feature. This will be demonstrated to all students. A Creative Commons video and Photo Story handout will be shared with the multimedia project group following demonstrations. The teacher will demonstrate and provide handouts for Audacity and at least one free sound site with the audio project group. Teacher will demonstrate and assist small groups of students in posting to the class wiki. Student projects will be graded using the appropriate rubric.

Instructional Plan
Preparation (What student needs, interests, and prior learning provide a foundation for this lesson? How can you find out if students have this foundation? What difficulties might students have?)

Students' prior learning from this and previous grades on information writing make an important foundation for this project. They have also been studying about democracy and personal sacrifices. Students' computer use during rotation time and in the classroom should help make them comfortable with the digital nature of the project. After a brief overview of the famous American choices, students seem genuinely interested in researching the person they chose. They are also motivated to work on digital projects in groups. Some students will have difficulty paraphrasing instead of copying information. We have discussed this whole-class but will need to follow up with certain students individually. Other students can paraphrase, but have trouble determining the most important information. These students may use a teacher-created graphic organizer with leading questions.

Management Describe the classroom management strategies will you use to manage your students and the use of digital tools and resources. How and where will your students work? (small groups, whole group, individuals, classroom, lab, etc.) What strategies will you use to achieve equitable access to the Internet while completing this lesson? Describe what technical issues might arise during the Internet lesson and explain how you will resolve or troubleshoot them?

The students will complete a majority of the project work in the computer lab. The lab will likely be divided in half with one side of the room working on the audio project and one side working on the video project once research is complete. Two teachers will be available during work time to demonstrate tools and assist students. Students who advance faster than the rest of the group may use printed instructions to move on to the next step. The projects will be completed solely at school so that we can guarantee equitable access. One technical issue with the research part is spelling. If the students misspell the names, no results appear. We also found that changing the way you input the name in Flickr (Mary Mcleod Bethune Vs. Mary McLeod Bethune) makes a different in results.

Instructional Strategies and Learning Activities – Describe the research-based instructional strategies you will use with this lesson. How will your learning environment support these activities? What is your role? What are the students' roles in the lesson? How can you ensure higher order thinking at the analysis, evaluation, or creativity levels of Bloom's Taxonomy? How can the technology support your teaching? What authentic, relevant, and

meaningful learning activities and tasks will your students complete? How will they build knowledge and skills? How will students use digital tools and resources to communicate and collaborate with each other and others? How will you facilitate the collaboration?

Many researched-based instructional strategies will be used with this lesson.

- Vocabulary instruction - students were taught relevant vocabulary prior to beginning the lesson and was reviewed throughout the activity (ex. Human and physical environment, democracy, character traits, and obstacle).
- Summarizing and note-taking - this skill has been taught through reading fiction and non-fiction text. The teacher has modeled how to summarize and take note, students have practiced, and for this activity they will use these skills to summarize different resources and take notes while collecting information on their famous American.
- Reinforcing effort and giving praise - Teachers will give the students verbal praise and encouragement.
- Use of graphic organizer to organize information - Students will use a generic graphic organizer to collect information on their famous American. This will help the students to focus on the key elements or topics they need to look for while conducting their research.
- Cooperative learning - students will work in groups of 2 or 3. Students will be grouped using the results from an interest inventory and their strengths.
- Setting objectives and providing feedback - The teacher will present essential questions and related standards to students at the beginning of the lesson and refer to them on a daily basis. The graphic organizers and rubrics will be developed based on the standards. The teacher will provide students with feedback throughout the lesson and while working on the project to help guide the students in the right direction. Feedback will be given using the rubric when the projects are submitted.

The learning environment will support these activities by allowing the students ample time to work cooperatively and research their famous American. The teacher's role is to be a facilitator. The teacher will move from group to group monitoring their progress while providing on-going feedback. The teacher will also assist when students have a question or need assistance. The students will be self-learners and team members. The students will conduct research on their own and work with their team members to decide what information is most important and should be included in their project.

To ensure higher order thinking skills, the research and project will require the students to decompose material so that it can be examined and understood (Analysis). Students will use the information gathered to create an authentic project using either Audacity or Photo Story to present this information (Synthesis). For Audacity projects, students will pretend to conduct interviews of the famous Americans. One student will be a reporter conducting the interview and the other student will pretend to be the famous Americans. Throughout this process, students will participate in small group discussions, evaluate their project to see if it meets the required standards, and present their final product to the class.

Technology will support my teaching by allowing students to research and present information on their famous American in an authentic and engaging way. Students will use Net Trekker to gather information and Flicker to find photographs on their chosen person. Audacity and Photo Story provide students with options on how to present the information they have found on their famous American. By using either of these programs, the students are able to create authentic projects to share information about their famous American. Both activities are engaging and serve as great motivation tools to get students to complete research and share the information they have learned. The completed projects will serve as great resources to teach others about the chosen famous Americans. The teacher will present all technology tools to the students and walk them through all tools and explaining how to use them. Examples of projects created using Audacity and Photo Story will be shared with the students so they can see finished products. The teacher will allow students time to practice using each tool while walking around monitoring and assisting students when needed.

Students will use Audacity or Photo Story to collaborate on digital projects. The Audacity group will write the script together, record, and edit the projects. The Photo Story group will collect pictures, storyboard the project, and add voice and music as needed. After demonstrating the projects, the teachers will facilitate by assisting students, prompting for more information, and troubleshooting any technical problems. Upon completion of all the projects, students will use technology to view the reports of other groups and comment on them. We will also share our wiki with parents and other third grade teachers.

Differentiation (How will you differentiate content and process to accommodate various learning styles and abilities? How will you help students learn independently and with others? How will you provide extensions and opportunities for enrichment? What assistive technologies will you need to provide?)

One content differentiation is the students' choice of person to research. We hope that this helps to motivate students. Two of the process accommodations are the choice to work in groups and the choice of product. Students completed a learning style survey before choosing projects to see which (audio or video) they might be better suited for. Students also shared their strengths and weaknesses as far as reading, writing, speaking, and using the computer. The teacher used this information to pair the students with partners that would complement each others' strengths. Students will be given the opportunity to work independently if they choose to do so. Before beginning group work, we will discuss how to work cooperatively with other students.

Extension and opportunities for enrichment will be offered for students who finish early. Students will be able to view different project posted on our Wiki and compare and contrast different famous Americans. As an extension activity, students can also create a Wordle using different words to describe their famous American.

One assistive technology component is the read-aloud feature in NetTrekker. Students can highlight the words on any page to have them read aloud. The students also had access during research time to videos from United Streaming with closed captioning options. Students who struggle with writing mechanics may use a county provided program called Co-Writer to help them formulate what they would like to say in their report. The program word predicts and assists with spelling and grammar.

Reflection (Will there be a closing event? Will students be asked to reflect upon their work? Will students be asked to provide feedback on the assignment itself? What will be your process for answering the following questions?

- Did students find the lesson meaningful and worth completing?
- In what ways was this lesson effective?
- What went well and why?
- What did not go well and why?
- How would you teach this lesson differently?

When all projects are complete, the students will be asked to self assess. They will be given the rubric to grade their own projects. This will serve as a tool to allow students to check and make sure they have included all required information. The closing event will be a time for students to explore each other's projects on the class wiki. We will encourage them to leave two stars and a wish in the feedback area on three peer projects. This will allow them an opportunity to view their classmates' work. When all projects are completed and uploaded, I will speak with each group and collect anecdotal notes on the following questions:

- What did you like least and best about this project? Why?
- Was this project meaningful or worth completing? Why or why not?
- How was this lesson effective in teaching you about _____? (their famous American)
- What could I do as a teacher to make this activity for my students?

The results from the conferences will help me make adjustments and decide the best way to teach this lesson again in the future.

Closure: Anything else you would like to reflect upon regarding lessons learned and/or your experience with implementing this lesson. What advice would you give others if they were to implement the lesson?

Watching my students complete these projects was amazing! They were so engaged and motivated to conduct research and write. They worked really well with their partners and were very proud of their final products. We have shared them with many outsiders and they are all impressed with my students' hard work and final product. I'm very proud of my students and the projects they completed.

Advice: Try it!!! When looking over the lesson it may look like a lot of work and hassle, but it's really worth it. The students enjoyed completed their projects and learned a lot in the process. The projects also serve as great resources for students to learn about other famous American included in the social studies standards.