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| Online Learning Experience (OLE) Planning Grid - ITEC 7481 | | | |
| **Standard: SS3H2** The student will discuss the lives of Americans who expanded people’s rights and freedoms in a democracy.  a.) **Paul Revere** (independence), Frederick Douglass (civil rights), Susan B. Anthony (women’s rights), Mary McLeod Bethune (education), Franklin D. Roosevelt (New Deal and World War II), Eleanor Roosevelt (United Nations and human rights), Thurgood Marshall (civil rights), Lyndon B. Johnson (Great Society and voting rights), and César Chávez (workers’ rights).  *\*For the purpose of this Online Learning Experience, Paul Revere will the historical figure of study\** | | | |
| **Student Objectives/Outcomes:** | **Bloom’s Level:** | **Activities:** | **Assessments:** |
| * The student will describe five events in the life of Paul Revere. * The student will gather information related to Paul Revere using a variety of online media resources. |  | * Students will explore the following websites to gather and record information about the life of Paul Revere: <http://www.socialstudiesforkids.com/wwww/us/paulreveredef.htm> , <http://www.kidsandhistory.net/paulvm/h2_hist.html> * Students will review School House Rock’s Paul Revere Song: <http://www.youtube.com/watch?v=Y6ikO6LMxF4> * Students will utilize TimeLiner to create a timeline of Paul Revere’s Life (including at least five events) | * TimeLiner Project will be assessed for understanding and inclusion of key information. Rubric will be utilized in the evaluation of this task. * Students will record information gathered from research using the following graphic organizer which can be assessed for comprehension of information: <http://www.sbac.edu/~media/Graphic%20organizers/biography_ideaorg.pdf> |
| * The student will explain three key events of Paul Revere’s Midnight Ride. * The student will describe two challenges or obstacles encountered by Paul Revere in his Midnight Ride. |  | * Students will explore the Interactive “Midnight Ride of Paul Revere” Map and Virtual Tour of Midnight Ride <http://www.paulreverehouse.org/ride/virtual.html> * Students may select any of the “rooms” at the Virtual Midnight Ride Museum to browse: <http://www.kidsandhistory.net/paulvm/foyer.html> * Students will watch Midnight Ride Video Clip <http://www.youtube.com/watch?v=xMcp-AAf54o&noredirect=1> * Students will review Liberty’s Kids Midnight Ride of Paul Revere: <http://www.youtube.com/watch?v=Na3pq9wqJlA> * Utilizing VoiceThread, Students will record a 2-4 minute description of Paul Revere’s Midnight Ride using the content gathered in the lesson(s). | * **Midnight Ride of Paul Revere Journal** **Entry** (Students will take the perspective of Paul Revere and write a journal entry reflecting on the Midnight Ride. Students will include events from and leading up to the infamous ride, obstacles encountered on the journey, and the emotions Paul Revere would have experienced on his mission. Students should submit their journal entries (in word processing document format) via e-mail to instructor. * *Midnight Ride of Paul Revere Quiz (Multiple Choice)* <http://www.funtrivia.com/playquiz/quiz2394421b6a378.html> (Students will take a screenshot of their quiz score and e-mail it to the instructor) * Assessment and feedback on 2 minute verbal summary through VoiceThread will be provided. |
| * The student will describe two ways in which Paul Revere helped expand the rights and freedoms of Americans. | Understanding | * Students will explore “My Hero” sample reports in which kids describe how Paul Revere served as an “American Hero” * <http://www.myhero.com/go/hero.asp?hero=Pau_Revere_EL_MORRO_LBUSD_06_ul> * <http://www.myhero.com/go/hero.asp?hero=pa_revere_EL_MORRO_LBUSD_06_ul> * Students will read text expert about how Paul Revere helped expand the rights and freedoms of Americans. * Students will explore the Paul Revere Synopsis and Analysis (in kid friendly terms) <http://freyelementary.typepad.com/mrs_arnold/2010/10/paul-revere-how-did-the-life-of-paul-revere-impact-us-history-.html> | * **Hero Project:** Students will complete the Hero project (using assigned template) to describe why Paul Revere is considered an American Hero. Students will be provided the template as well as the rubric to guide in the development of this assessment piece. |
| * The student will assemble information about Paul Revere’s life and use it to analyze the impact of his life on American History | Applying | * Paul Revere Reading Comprehension Task: <http://www.lessonsnips.com/docs/pdf/paulrevere.pdf> * Students will create a Paul Revere Facebook Page (Basic personal and background information in addition to higher order thinking elements. Other components include: Comment Wall for students to determine who might communicate with this figure and what they might say and a Facebook Friend List for students to determine who Paul Revere might add as a “friend.” Facebook Template | * Evaluation of Paul Revere Facebook page using related rubric. * (Optional Assessment- TBD if this will be utilized) Response to Paul Revere Reading Comprehension Task |