



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

## Template with guiding questions

Teacher(s)

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Position

Teacher

School/District

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Grade Level(s)

Third Grade

Content Area

Social Studies

Time line

2 Days (30-45 minutes each day)

**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

SS3H2, SS3GC2

NETS\*S Standards:

1 (Creativity and Innovation), 6 (Technology Operations and Concepts)

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

This learning task will be conducted at the end of a one week study of a specific historical figure (as named in the standard.) Prior to lesson, students will have been introduced to the historical figure (their beliefs, challenges faced, successes, etc.) through a series of interactive learning experiences. For this lesson, students will be creating a ToonDoo™ comic strip related to the historical figure of their choice. The ToonDoo™ comic strips will show at least three scenes from the historical figure's life and should reflect their fight to expand the rights and freedoms of Americans. After creating the digital comic strip, students will import the image to VoiceThread. In VoiceThread, students will narrate their comic strip (and annotate using VoiceThread tools if desired.) Then, students will upload their projects to the class blog's "Digital Museum." Once all students have uploaded a project, they will review the projects of others, providing commentary and feedback to their peers.

**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?)

EQ: How did (insert name of historical figure) expand the rights and freedoms of Americans?

Guiding Questions: What were the key events in this person's life that motivated them to fight for the rights of others? What actions did this figure take to expand the rights and freedoms of Americans? What challenges did this person have to overcome to help others?

Background Knowledge: To complete this task and to maximize the effectiveness of this learning experience, students need to have a strong understanding of the historical figure's life and their fight for rights and freedoms of Americans. Because students do have a choice of historical figures, they will need to select one that they understand and can explain. Again, this will be a project done at the end of a Social Studies unit, so the background knowledge will be developed and built upon during the lessons leading up to this learning experience.

**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?)

Because this is a performance task, it is a great way to evaluate student learning. While students are working on project, a student checklist to monitor and assess progress will be used. Teacher will provide targeted and necessary feedback to students based upon this checklist (not just evaluating completion of task, but quality as well). For differentiating the product, several modifications can/will be made. To increase the rigor of this task, several students will be asked to include a geographic element in their ToonDoo™ comic strip, demonstrating geographic understanding of the historical figure's life. Several students will be asked to include additional events, expanding their ToonDoo™ project (from three events to five). If necessary, the product can be also differentiated by reducing the number of required events from three to two. The final product, a historical figures ToonDoo™ comic strip with accompanying VoiceThread narration will be assessed using a standards-based rubric to assess learning and performance. (See rubric attached at end of document.)

**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?)

- Prior technology skills necessary for performance task: Ability to access and utilize an internet browser; basic keyboarding skills; experience using mouse; prior use of ToonDoo™ (preferred); prior use of VoiceThread (preferred). (This task does build upon prior learning experiences with technology, so ideally, this project will be completed with a student group that has high(er) comfort level with technology.
- Hardware Needed: Computers with internet access (desktop or laptops), headphones with microphones, Interactive White Board with LCD Projector (for modeling of task).
- Digital Tools and Resources: [www.toondoo.com](http://www.toondoo.com), [www.voicethread.com](http://www.voicethread.com), [www.weebly.com](http://www.weebly.com),
- Other Resources: Student Handouts (assignment expectations, task checklist, student learning/performance rubric)
- Possible Technical Issues: As with any technology-based learning experiences, there are potential technical issues associated with this project. Prior to beginning this learning experience, teachers should login to ToonDoo to ensure that students will have access to the resources. Additionally, teachers should set up the class VoiceThread account prior to beginning this learning experience. Further technology issues can be addressed as needed.

### 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?)

- Prior to beginning this project, students will be given a written assessment of content learning and understanding (as required by the balanced assessment plan at Hollydale). This will be used to determine student understanding and readiness to begin project.
- Because this activity is a culminating performance task, students need a strong understanding of the Social Studies content that has been introduced in the prior week(s). As previously stated, this will be done after numerous focused learning experiences on the specific content. Students will need a deep understanding of the historical figure, the obstacles and challenges they faced, and the character traits possessed by the historical figure. All of this information will be synthesized in the project as the student creates a comic strip that demonstrates how the historical figure expanded the rights and freedoms of Americans. If students lack this background knowledge, it will be challenging to complete this performance task.
- Prior to students beginning project, teacher will review assignment expectations and requirements. Teacher will also provide template handout (if desired) and rubric for evaluation of performance task. If necessary, teacher can model creation of a sample ToonDoo™ comic strip and related VoiceThread.

**Management** (How and where will your students work? Classroom, lab, groups, etc?)

Depending upon the logistical situation at the time this project is conducted, this learning experience will either be conducted in the classroom using the student laptops or in the computer lab. With either situation, each student will have access to a computer for this task. During this task, students will work independently, but may collaborate and discuss aspects as desired. The high expectations for behavior and learning will continue to be in place as students complete this assignment.

\*Several students may be working with a partner (ESOL and IEL students) for this assignment.

### **Instruction and Activities**

- **Teacher's Role:** Initially, the teacher will introduce the project to students. Teacher will provide all the necessary directions, information, and handouts to students. Also, teacher will clearly establish expectations at start of project. If necessary, the teacher can model the processes and procedures (using ToonDoo™ or VoiceThread) for the whole group. (If student samples from previous uses are available, this would be a good time to share them.) Teacher will facilitate student discussions during the introduction to allow students to share and generate ideas. During the time in which students will actually be completing the project, the teacher will be available to assist as needed. This is a student driven task, which requires very little teacher intervention. Ideally, teacher(s) will be available to support students as they work, offer ongoing feedback, and address any potential concerns. The project itself is in the hands of the students.
- **Student Role:** This is a very student-centered learning experience. Students are expected to select the historical figure to use for the project. Students are expected to plan, design, and create their comic strip. Students are also expected to provide narration for their comic strip. While the teacher will be available for support and assistance as necessary, the students will be the decision makers and the producers.
- **Tasks for Students:** In this lesson, students will be creating a ToonDoo™ digital comic strip depicting the life of a historical figure and the way in which the historical figure expanded the rights and freedoms of Americans. This requires students to synthesize their learning and knowledge and represent it in a creative way. Then, students will narrate their digital comic strip using VoiceThread. This will allow students to provide verbal representation of their content as they summarize and provide audio for their comic strips. Finally, students will post their completed projects to a "Digital Museum," a showcase for student projects. Students will browse the work of their peers and provide meaningful commentary and feedback to others. This will allow students to gain more knowledge of the historical figures (learning from peers), and will promote metacognitive awareness and stimulate self-assessment.
- **Building of Knowledge and Skills:** This project requires students to demonstrate their learning in a creative way. Students must synthesize all of the information they have learned about a specific historical figure and condense it into one comic strip. This requires students to analyze the events and evaluate what information is most important. Students will ultimately begin evaluating the work of their peers as they offer commentary and feedback to others. This learning experience also allows students to expand their technology skills as they use digital tools to accomplish a task. It will increase their familiarity, comfort level, and skills with VoiceThread, ToonDoo™, and Weebly. This learning experience combines the building of content knowledge with the learning and development of technology skills.
- **Collaboration:** For this learning experience, students are expected to complete their own digital comic strip. However, during the planning and creation component of this project, students will be given the opportunity to communicate and collaborate. When the project is introduced, students will be given an opportunity to brainstorm and share ideas with a small group through discussion buddies. Furthermore, during the development of their projects, students will be encouraged to talk about their project decisions with other students. Once the projects are finished, students will be sharing their work with a larger audience by posting it in the "Digital Museum." This will allow students to not only collaborate and provide commentary to their peers, but to share their work and seek feedback from a much larger audience.

**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?)

- Because this lesson does utilize technology, it lends itself well to differentiation. The rigor of the task can be increased or decreased easily to meet the needs of all students. To increase the rigor, additional components can (and will) be added to student expectations. For example, some students will be asked to include a geographic component in their comic strip, demonstrating their understanding of the physical obstacles encountered by the historical figure. Some students might be asked to include additional scenes in their comic strip to expand the significant events. Differentiation could also occur by reducing the amount of events necessary for students to depict.
- For students with limited English proficiency (ESOL, ELL, IEL), students will be paired up with a native English speaking student to complete this project. This will not only support student learning of the content standards, but will facilitate English communication among the ESOL, IEL, and IEL students.
- Specific accommodations (extended time, repeated directions, student dictation) will also be done based on specific Individualized Education Plans.
- Assistive Technologies: Speak to Text Software (allows students to speak into a microphone, software converts it to text) for several students, Read Aloud Software (allows students to type text and software reads it aloud- Speech and Language Students)

**Closure and 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?)

Closure: The closing event of this learning experience will be the “Digital Museum.” In this component of the project, students will post their completed comic strip and VoiceThread to the specified section of the class Weebly page. Then, students will browse the projects of other students, offering commentary and feedback. This will allow students to reflect upon their own performance as well as to explore other projects.

Feedback: After completing this performance task, students will take a very short survey to provide feedback on their learning experience and the project in general. From there, the lesson will be appropriately modified to improve the quality for future participants.

## **Closure and Reflection**

Reflection: Due to the time constraints in the classroom, I conducted this lesson with a group of my students who stay in the After School Program. There were ten students involved in this learning experience and we worked on it after school for 3 days. To say that the students enjoyed it is an understatement. It was awesome to see such a high level of engagement, even after the school day had ended. I found that this project was much easier for students to complete than I had initially anticipated. I thought that students would need support as they created their comic strip and added the narration through VoiceThread. With a couple of exceptions, this went flawlessly and the students did it completely independently. Their technical skills were definitely more advanced than I had anticipated, and my support was not needed. It did take a little longer than I expected as the students added great detail to their comic strips. Each student spent a great amount of time ensuring that their comic strip represented their historical figure in great detail. Next time that I use this lesson, I definitely want it to involve all of my students. I also want to increase the number of events shown on the comic strip, so students can cover a larger time frame.

## Technology in Learning: Historical Figures Task

	1	2	3	Score
Accomplishes Assigned Tasks	Does not complete any part of learning tasks	Completes some of the learning tasks	Accomplishes all components of the learning tasks	
Mastery of Material	Products did not exhibit understanding of the material	Products exhibit some understanding of the material.	Products depict deep understanding of the material	
Higher Order Thinking	No evidence of higher order thinking (ToonDoo)	Some evidence of higher order thinking (ToonDoo)	Strong evidence of higher order thinking (ToonDoo)	
Overall Quality	Products demonstrate minimal quality and effort	Projects demonstrate moderate quality and effort	Products demonstrate exceptional quality and effort	