



Lesson Plan for Implementing NETS•S—Template I

(More Directed Learning Activities)

Template with guiding questions

Teacher(s)

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Position

Teacher

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Grade Level(s)

8th

Content Area

Social Studies

Time line

Five school days (75-minute class periods)

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?) Please put a summary of the standards you will be addressing rather than abbreviations and numbers that indicate which standards were addressed.

SS8H6 – The student will analyze the impact of the Civil War and Reconstruction on Georgia.

- b. State the importance of key events of the Civil War; include Antietam, the Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia's coast, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville.

Content Standards _____

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1. **Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (Prezi, Schoology, Google Forms).
 - a- Apply existing knowledge to generate new ideas
 - b- Create original works as a means of personal or group expression
 - c- Use models and simulations to explore complex systems and issues

 2. **Communication and Collaboration:** Students use digital media (Prezi) and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
 - a- Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments (Schoology, Google Forms) and media
 - d- contribute to project teams to produce original works or solve problems.

 3. **Research and Information Fluency:** Students apply digital tools gather, evaluate, and use information.
 - a- Plan strategies to guide inquiry
 - b- locate, organize, analyze, evaluate, synthesize, and ethically
 - c- Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
 - d- process data and report results

 4. **Critical Thinking, Problem Solving, and Decision Making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
 - b- plan and manage activities to develop a solution or complete a project
 - c- collect and analyze data to identify solutions and/or make informed decisions

 5. **Digital citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
 - a- advocate and practice safe, legal, and responsible use of information and technology
 - b- exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
 - d- exhibit leadership for digital citizenship

 6. **Technology Operations and Concepts:** Students demonstrate a sound understanding of technology concepts, systems, and operations.
 - a- Understand and use technology systems
 - b- Select and use applications effectively and productively
 - c- troubleshoot systems and applications (students created screencasts to help explain troubleshooting questions)
 - d- transfer knowledge to learning of new technologies

NETS*S Standards: _____

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

Students in 8th grade social studies will investigate and analyze events surrounding the Civil War. They will research historical events and battles using the Internet and eBooks from the library. Students will create a Prezi to publish their findings. Students will have a choice of working with a group of 2 (ability grouping) or alone for this project. They will decide which topic from the standard they would like to research. Students will be assessed by a rubric. The teacher will act as a facilitator, engaging students in discussions and will also act as a guide to help with technology troubleshooting. The students will publish their Prezi projects to the class Schoology page and will evaluate one other project presented by their peers. At the end of the project, students will post their final thoughts on a Google form.

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? Additionally, what questions can you ask students to help them focus on important aspects of the topic? (Guiding questions) What background or prior knowledge will you expect students to bring to this topic and build on?) Remember, essential questions are meant to guide the lesson by provoking inquiry. They should not be answered with a simple “yes” or “no” and should have many acceptable answers.

Essential Questions:

How did key battles and events influence the outcome of the Civil War?

Guiding Questions:

Why was Antietam such an important battle of the Civil War?

Why is the Battle of Gettysburg seen as a turning point of the Civil War?

What is the significance of Appomattox Court House?

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?) You must attach copies of your assessment and/or rubrics. Include these in your presentation as well.

Students will create a Prezi to demonstrate their knowledge of one of the battles of the Civil War. The Prezi will be assessed by the rubric. Students are required to post the final Prezi to the class Schoology page for other students to view. Students will generate new academic and technology knowledge through research and by collaborating with others. To help guide the students along the way, they were encouraged to use Schoology as a location to post questions and concerns. To ensure all students are successful in this project, students will need to have battle information approved by the teacher before starting on the Prezi. Within the time frame of the project, students will have check in points along the way to help guide their thinking and research. I will be able to differentiate student products and analysis by having small conferences along the way.

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?)

Technology supports student learning through establishing a student directed classroom environment. Students are in charge of their own learning. They can choose what topic (from the standard) they want to research as well as sites they wish to explore. By using technology in this project, students are encouraged to research independently as well as collaborate among peers. Students have access to a variety of tools and research sites when conducting their research. Technology helps to support diverse learners by allowing multiple options for delivering content. Within the project students will use multiple technological resources. Schoology will be used as a collaborative site where students can post/answer questions about content and/or troubleshooting issues that may arise. During the project students really benefited from using Schoology to communicate with their peers on issues with creating their Prezi. Once projects were finalized and published, students uploaded their Prezi to the project website for others to view and analyze. Students were encouraged to access YouTube to find video clips to include in their Prezi. YouTube also helped support students who were not as familiar with Prezi features as well as enhancing projects. Students used multiple websites and search engines for researching such as [Wikipedia](#), [The History Channel](#), and [Find the Data](#). Students were not limited to a list of website options. All information about the project was included on one website: <http://hydercivilwarbattleproject.weebly.com>. In order to successfully complete this project, students will use their prior knowledge of navigating the Internet. Some students will use their previous Prezi skills to create their presentations.

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 are able to build upon prior historical knowledge to create their Prezi. Students were given a brief lesson on each history standard before starting this project. Students had a basic idea about what historical event they wanted to research. Since students got to pick which topic they wanted to study, this project started out meaningful. Each student will need to use his or her prior computer knowledge to navigate the Internet as well as creating the Prezi. Students who are struggling with the creation of the Prezi will be paired up with a student mentor so the lack of technology knowledge does not hinder the final product.

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 **trouble-shoot** them? Please note: Trouble-shooting should occur prior to implementing the lesson as well as throughout the process. Be sure to indicate how you prepared for problems and work through the issues that occurred as you implemented and even after the lesson was completed.

Students got to pick if they wanted to work in pairs or alone. All students were conducting their research in the classroom on their own computers. Once students had completed their research they were told to create a set of notes for their Prezi. I had to review the notes to make sure students were on the right track before they started to create the Prezi. Students were given an overview of what needed to be completed each day so if a student was absent he or she knew what to continue to work on. Every student has the same amount of access to the Internet since each student has their own computer issued to them at school.

The biggest issue we encountered was with Weebly. Comments were not being posted – an error message popped up each time the students would try to submit a blog comment. I had to contact Weebly in order to resolve the issue, but it took two days to receive a response and they never really addressed the issue. By that time, I needed a plan B. My backup plan was to have students post their Prezi links to a discussion board on Schoology.

There was some trouble shooting issues that occurred during the project. The first issue that arose was trying to figure out how to upload YouTube videos into Prezi. It was an easy process but some students did not have the link to post videos highlighted in their Prezi account. Saving their presentation and then going back to the slide in which they wanted to post the video proved to be the fix to this issue. The wireless Internet here at the school was prohibiting students from finishing their work during one of the days of the project. I had a back-up assignment for students to work on until the Internet issues were fixed and students were able to continue working.

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?

Since students will be working at their own pace, objectives and agendas will be posted on the board as well as individual copies for students to keep. Students will use Schoology to post questions about Prezi for their peers to answer. Students will take upon the teacher, producer, and explorer roles in the classroom by collaborating and learning from each other. Students are expected to analyze the historical event and properly portray the event through their Prezi. Students will be creative in how they choose to explain the historical event through technology. The teacher will take upon the roles of co-learner and guide throughout this project. Teachers will help ask guiding questions for students who become frustrated with the content and researching portions of this project, but will also be learning new features from student discoveries about Prezi. Students are responsible for creating a Prezi that illustrates an important battle of the Civil War. Students will engage in higher order thinking while conducting and exploring research and communicating with others. Students will also be evaluating other's presentations at the end of this project through the class Schoology page.

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?)

Students who decided to work in partners will be grouped by ability and Lexile (reading ability). There are differentiated accommodations throughout the project such as extended time and personal/class agendas to help keep students on track. Content will be differentiated through materials that contain various reading levels (difficulty) and materials are presented in multiple ways such as visually and auditory. The process of this project will accommodate various learning styles and abilities through tiered activities. The personal agendas will help students scaffold the project details. The process is also differentiated by interest since students/groups get to decide on which part of the standard they would like to explore. Allowing students to pick their own topic will provide individual opportunities for enrichment. Assistive technologies for the students are not needed as a resource for this project at this time.

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?)

Once the students completed their Prezis, they were asked to complete a peer review of one other Prezi. They posted their reviews on the class Schoology page so all students could have access to the presentations and peer reviews. Students used the peer reviews to help reflect on their own work before recording their reflection. The class viewed the Prezis and then posted their final thoughts on a Google form.

One thing that did not go as planned was students posting to the blog. I created a thread and had students reply to it with a link to their Prezi. For whatever reason, some students had difficulty with this task. It did not help that Weebly had an issue with their blog and I had to contact them to resolve the issue. In the end, I had to switch to using a discussion post on Schoology instead of using the blog on Weebly.

After completing this project, I am blown away at the quality of work students produced. Students were engaged and were eager to see others' finished presentations. This lesson was effective because the students took control of their own learning and continued to self-manage their time throughout the project. Students were engaged while creating their Prezis. The best part of the project came about through student leaders. Students who were familiar with Prezi collaborated with other students who needed help. They were all working together and made sure everyone was comfortable with the technology.

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? Please provide a quality reflection on your experience with this lesson and its implementation.

One piece of advice for if a student is absent: make sure they know they are expected to make up the work on their own time. Giving the students the schedule/plan on the first day helped students plan out the process. Next time I would also open this up to other formats besides Prezi. For this first year of the project I decided to have them just focus on one way to present the information. I think next year I will allow students to create an iMovie trailer for their battle of choice. I am looking forward to doing this project again next year.