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| NECC_NETS_small | | **Lesson Plan for Implementing NETS•S—Sheri Bashlor *(More Directed Learning Activities)*** |
| ***Template with guiding questions*** | | |
| Teacher(s) Name | Sheri Bashlor | |
| Position | Gifted Teacher | |
| School/District | Midway Elementary School/Pierce County | |
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| Phone | 912-294-4683 | |
| Grade Level(s) | 4th and 5th Grades | |
| Content Area | Gifted and Talented Education | |
| Time line | March 1st through April 14th - Students are in the gifted resource setting one day each week. | |

**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.

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| Content Standards | See below - SS1H1, SS1H2, SS2H1, SS3H2, SS4H2, SS5H1, SS5H3, SS5H4, SS5H5, SS5H6, SS5H7, SS5H8, ELAGSE4W7, ELAGSE5W7, Pierce County Gifted Standards: 1 (Creativity), 2 (Critical Thinking), 3 (Research), 4 (Communication), 5 (Self-Awareness) |
| NETS\*S Standards: | See details below: 1A, 1B, 2A, 2B, 3A, 3B, 3C, 4A, 4B, 5A, 5B, 5C, 5D, 6A, 6B, 6C, and 6D |

**Content Standards:**

**SS1H1** The student will read about and describe the life of historical figures in American history.

1. Identify the contributions made by these figures: Benjamin Franklin (inventor/author/ statesman),Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Harriet Tubman (Underground Railroad), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science).
2. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation).

**SS2H1** The student will read about and describe the lives of historical figures in Georgia history.

1. Identify the contributions made by these historic figures: James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia); Sequoyah (development of a Cherokee alphabet); Jackie Robinson (sports); Martin Luther King, Jr. (civil rights); Jimmy Carter (leadership and human rights).
2. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation, rights, and freedoms).

**SS2H2** The student will describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.

1. Describe the regions in Georgia where the Creeks and Cherokees lived and how the people used their local resources.
2. Compare and contrast the Georgia Creek and Cherokee cultures of the past to Georgians today.

**SS3H2** The student will discuss the lives of Americans who expanded people’s rights and freedoms in a democracy.

1. 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).
2. Explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them.

**SS4H2** The student will describe European exploration in North America.

1. Describe the reasons for, obstacles to, and accomplishments of the Spanish, French, and English explorations of John Cabot, Vasco Núñez de Balboa, Juan Ponce de León, Christopher Columbus, Henry Hudson, and Jacques Cartier.
2. Describe examples of cooperation and conflict between Europeans and Native Americans.

**SS5H1** The student will explain the causes, major events, and consequences of the Civil War.

1. Identify Uncle Tom’s Cabin and John Brown’s raid on Harper’s Ferry, and explain how each of these events was related to the Civil War.
2. Discuss how the issues of states’ rights and slavery increased tensions between the North and South.
3. Identify major battles and campaigns: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, and Appomattox Court House.
4. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, and Thomas “Stonewall” Jackson.
5. Describe the effects of war on the North and South.

**SS5H3** The student will describe how life changed in America at the turn of the century.

1. Describe the role of the cattle trails in the late 19th century; include the Black Cowboys of Texas, the Great Western Cattle Trail, and the Chisholm Trail.
2. Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity).
3. Explain how William McKinley and Theodore Roosevelt expanded America’s role in the world; include the Spanish-American War and the building of the Panama Canal.
4. Describe the reasons people emigrated to the United States, from where they emigrated, and where they settled.
5. Describe the impact of westward expansion on Native Americans; include the Battle of the Little Bighorn and the relocation of Native Americans to reservations.

**SS5H4** The student will describe U.S. involvement in World War I and post-World War I America.

1. Explain how German attacks on U.S. shipping during the war in Europe (1914- 1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919.
2. Describe the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and the airplane (Charles Lindbergh).

**SS5H5** The student will explain how the Great Depression and New Deal affected the lives of millions of Americans.

1. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens.
2. Analyze the main features of the New Deal; include the significance of the Civilian Conservation Corps, the Works Progress Administration, and the Tennessee Valley Authority.
3. Discuss important cultural elements of the 1930s; include Duke Ellington, Margaret Mitchell, and Jesse Owens.

**SS5H6** The student will explain the reasons for America’s involvement in World War II.

1. Describe Germany’s aggression in Europe and Japan’s aggression in Asia.
2. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust.
3. Discuss President Truman’s decision to drop the atomic bombs on Hiroshima and Nagasaki.
4. Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler.
5. Describe the effects of rationing and the changing role of women and African-Americans; include “Rosie the Riveter” and the Tuskegee Airmen.
6. Explain the U.S. role in the formation of the United Nations.

**SS5H7** The student will discuss the origins and consequences of the Cold War.

1. Explain the origin and meaning of the term “Iron Curtain.”
2. Explain how the United States sought to stop the spread of communism through the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization.
3. Identify Joseph McCarthy and Nikita Khrushchev.

**SS5H8** The student will describe the importance of key people, events, and developments between 1950-1975.

1. Discuss the importance of the Cuban Missile Crisis and the Vietnam War.
2. Explain the key events and people of the Civil Rights movement; include Brown v. Board of Education (1954), the Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Rosa Parks, and Martin Luther King, Jr.
3. Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr.
4. Discuss the significance of the technologies of television and space exploration.

**ELAGSE4W7:** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**ELAGSE5W7:** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**Gifted Standard 1**: Gifted students will develop and practice creative thinking and creative problem-solving skills with a variety of complex topics within the area of study.

**Gifted Standard 2**: Gifted students will develop and practice critical thinking and logical problem-solving skills in the pertinent academic area.

**Gifted Standard 3**: Gifted students will develop advanced research skills and methods. Curriculum for gifted students for allow for the in-depth learning of self-selected topics within the area of study.

**Gifted Standard 4**: Gifted students will develop advanced communication skills. Curriculum for gifted students should encourage the use of new techniques, materials, and formats in the development of products that will be shared with real audiences.

**Gifted Standard 5**: Gifted students will develop an understanding of self and how their unique characteristics may influence interactions with others.

**Technology Standards:**

**1. Creativity and innovation (technology used: multimedia presentation choices, Edublog, and Voice Thread)**

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

1. Apply existing knowledge to generate new ideas, products, or processes
2. Create original works as a means of personal or group expression

**2. Communication and collaboration (technology used: multimedia presentation choices, Edublog, and Voice Thread)**

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.

1. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
2. Communicate information and ideas effectively to multiple audiences using a variety of media and formats

**3. Research and information fluency (technology used: Storify)**

Students apply digital tools to gather, evaluate, and use information.

* 1. Plan strategies to guide inquiry
  2. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  3. Evaluate and select information sources and digital tools based on the appropriateness to special tasks

**4. Critical thinking, problem solving, and decision making (technology used: Storify, multimedia presentation choices)**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

1. Identify authentic problems and significant questions for investigation
2. Plan and manage activities to develop a solution or complete a project

**5. Digital citizenship (Students should display through all technologies used in lesson.)**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

1. Advocate and practice safe, legal, and responsible use of information and technology
2. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
3. Demonstrate personal responsibility for lifelong learning
4. Exhibit leadership for digital citizenship

**6. Technology operations and concepts (Technology used: Storify, Edublog, Voice Thread, and choice of multimedia presentation used)**

Students demonstrate a sound understandingof technology concepts, systems, and operations.

1. Understand and use technology systems
2. Select and use applications effectively and productively
3. Troubleshoot systems and applications
4. Transfer current knowledge to learning of new technologies

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

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| Each year my gifted students participate in our school’s annual wax museum. For this project, students choose an historical character (or recent character who has made history), write a speech in first person, dress up as the character, and act in a live performance depicting the character and tell about his or her life; in addition, we have a virtual wax museum including both augmented reality and green-screen technology. For this particular lesson, students will extend their knowledge of their characters, advance their research skills, and develop a presentation to show others about what they have learned. Students will also learn how to use new tools in technology. Students will document their learning through a student blog as well as create a multimedia presentation that includes a link to the blog, a link to a podcast series, information they found about the character, a link to a Storify page, and any other documentation used during the research project.  Note: Prior to choosing a character, students are given a list of historical characters who are in the standards. Students do not have to particularly choose a character from the standards; other characters can be approved based on their interests. I give students this option because our gifted standard thoroughly describes an environment that encourages student choice for research development. |

**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.

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| How do I conduct a research project and extend and refine my knowledge on a topic?  How can I communicate information I have learned through a multimedia presentation?  How can I utilize a blog and/or a series of podcasts to communicate information to others? |

**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.

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| Students will generate new knowledge about the content of the character they are researching as well as about Internet tools they use throughout the project. I will provide students with a description, checklist, and rubric for the overall project. Because the product is a culminating project, there will be a rubric to evaluate student understanding of the tools they are using in class to create the presentation. The projects are differentiated based on student interest of character and choice of multimedia presentation. |

**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?)

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| **Prior Knowledge**: Students have already been exposed to the different type of multimedia presentations from which they have a choice of using. They can, however, choose one that’s not on the list and learn how to create it as they progress throughout the project.  **Resources Needed**: project description, checklist, rubrics, tutorials, and computers (student ChromeBooks)  **Websites and Online Resources**: Storify, edublogs.com, Voice Thread, multimedia presentation choices (PowerPoint, Prezi, Emaze, PowToons, or individual tool choice)  **Students will be interacting with the content in order to present 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?)

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| Prior to learning, students need to have chosen their wax museum character. In addition, students need to have background knowledge on how to create a multimedia presentation. Since I have the same students each year, the students have this knowledge from previous years in GATE. They have all learned how to create a PowerPoint, PowToon, Prezi, and Emaze. I have encouraged my students to become independent learners; therefore, if students wish to use a different multimedia presentation tool for this project, I will allow them to. |

**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.

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| **Digital Citizenship**: All third, fourth, and fifth grade students have been trained in digital citizenship through the computer lab setting. I have posted general rules and reminders in my classroom for digital citizenship as well.  **Student Management**: Students will ultimately be working individually on this project; however, I will create a seating chart based on the type of presentation tool the students are using for peer support. For example, all of the students using PowToons will be sitting at a table or within close proximity. This will allow for students to ask their peers questions about the tool without disrupting the class by walking across the room. If there are any students who are using a tool others are not using, I will sit them within close proximity to me (although I will be traveling around the room for support, I may check on these students a little more often if they do not have peers using the same tool near them). All students will have their individual ChromeBooks to use during this project.  **Learning Management**: For me to clearly see the stage in which a child is in for the project, each student will have a small flip chart that will indicate what the child is working on. This chart will include the information on the checklist provided to the students for the project. Students will learn how to create blog posts and podcasts first, in order to begin their series of learning (through direct instruction in the whole group setting). They will learn how to create a Storify through direct instruction as well. Students can work at their own pace; therefore, some may learn how to create podcasts prior to others. Each flip chart will indicate where they are in their presentation and if they need help. For example, a green podcast sign means the student is working on their podcast and others needs to be quiet around them. The green color indicates they do not need help. If the sign is a red podcast sign, this will show me they do need help. I will also provide tutorials for students to watch as well.  **Troubleshooting**: A possible problem I see that could possibly come up is Internet connection, although this type of problem hasn’t occurred this school year yet. If that occurs, podcasts can still be recorded and we will work on that during that time (until the Internet begins working again). In addition, students need a quiet environment when recording podcasts. I will allow students to either record their podcasts in the conference room visible from my classroom or in the library. Students will need to keep the podcasts short and to the point during this time, so all students have the opportunity to create one. |

**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?

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| **Instructional Strategies and Learning Activities:**  **Activating Strategy**: Activating prior knowledge and getting students excited about learning through an opening activity is a research-based strategy. The lesson will begin by reviewing the different multimedia presentations students have learned how to create in the past. I will review PowerPoint, Prezi, Emaze, and PowToons. I will explain the option to students about being able to choose a new presentation tool; however, this shouldn’t take up a lot of time. I will also introduce the essential questions to students.  **Teaching Strategy**: I will explain the entire lesson and project to the students by going over the description, rubric, and checklist. I will then introduce student blogs and review podcasts with the students. I will thoroughly go over and review these materials as well as show them the tutorials provided for their learning to take place. I will present small amounts of information at a time and allow students to practice and sign up for their accounts as we go along. I will model and ask questions as I am teaching the new material and reviewing knowledge they already know. I will observe for an informal assessment as well as ask questions throughout the lesson.  **Summarizing Strategy**: I will review the expectations of the students and what their timeline is to complete the project. As an informal assessment, I will look over student first blog posts and Voice Threads in order to check for understanding. I will provide feedback to the students with both positive information and something to grow on or which to improve.  **Roles**: My role as the gifted teacher is going to be to instruct, but mainly facilitate; I want to encourage my students to become independent and lifelong learners. My students will be learning, researching, creating, and assessing their learning. They may also have the role of teaching or facilitating through peer support as well as assessing their peers during the revising, editing, and presentation process steps.  **Bloom’s Taxonomy**: Higher-order thinking will be ensured through the activities in which the students are participating. They will be learning how to communicate through a blog and podcast series, how to research, and how to communicate to their knowledge to an audience through a presentation. Creativity will be evident through their actual presentation, where they will get to design what they want others to see as well as hear and watch.  **Technology**: Technology supports teaching in this series of lessons. When students learn the process of teaching others, there is clear (or unclear) understanding of the content in which the student is learning. Throughout this series of lessons, there are various technologies presented to the kids that will help them both learn and disseminate information. Students will learn information through searching for resources to use and posting them on a Storify. Students will disseminate the information they learn through a series of podcasts. The process for creating a presentation will be noted through student blogs. The overall understanding of the technology used as well as the content will be embedded within the multimedia presentation.  **Learning Experience**: Students will learn new tasks they can apply throughout their learning in all environments. Blogs, podcasts, and other tools used throughout the presentation doesn’t only show their knowledge in both content and technology, but it also makes them 21st-century learners. Their knowledge and skills are built by creating a series (both podcasts and blog). If the blog goes well, we will continue to use it in all of their learning; this will be a great digital tool to document their learning and growth. Because they are communicating and collaborating with their peers in groups based on the type of presentation tool they are using, their peers will automatically become a resource as well. Students will also collaborate and communicate through peer comments and suggestions throughout the entire project. I will facilitate collaboration through observation and feedback. |

**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?)

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| **Differentiation**: Content and process will be differentiated through student choice for both research topic (content) and presentation tool (process). Students are creating their projects independently; therefore, they are each learning about a different character from history (or a present person who has affected society in an impactful way). Students will learn with and from one another by being in groups based on their presentation tools. There will be others to ask when they get to a problem, and I will be continuously monitoring and facilitating as well.  **Extensions and Enrichment**: If students complete the entire product, they will then choose from a list provided for extensions and enrichment. The following will be student choices (but not limited): create a quiz about the historical character, create a poem about your character, create a song (and add music through Garage Band) about your character, create a video about your character, or create a piece of art that will help others learn about your character.  **Assistive Technologies**: There will be no assistive technologies needed at this time, other than a slant board for a student who is receiving occupational therapy for a broken bone. |

**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?

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| **Closing Event**: The closing event will be a day of presentations for the students. During this time, students will provide feedback for one other student as well as for their own work. Students will complete a Google Form for their self-assessment and a handwritten feedback form for their assigned peer (based on the presentation and information provided that day). The peer feedback forms will be copied and given to the students for reflection and to complete the learning process with constructive criticism and positive feedback. |

**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.

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| I truly liked this lesson and felt as though it was successful for the students; however, I do feel like there was a lot of multitasking throughout the project and some teachers do not teach that way. When someone would walk in my classroom, all of my students would be working on different activities. For me, this lesson worked. Because I have my gifted students one entire day a week, I was able to spend a day to teach, model, and explain thoroughly. This lesson would take several days if I only had them a short amount of time each day. Once students got started and knew what they were doing, they were able to work on their projects on their other GATE days without much help from me at all. |