



# 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)

7th

Content Area

Social Studies

Time line

15 25 minute class sessions

**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? )

SS7H2The student will analyze continuity and change in Southwest Asia (Middle East)

c. Describe how land and religion are reasons for continuing conflicts in the Middle East.

Content Standards

d.Explain U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq

NETS\*S

Standards:

1b, 2a,b,d. 3b,c,d. ,4b, 5a,b,c,d., 6a,b,d.

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

Students will be studying various topics of conflict and crisis in Southwest Asia (Middle East). These issues will include Arab Spring, Crisis in Syria, Persian Gulf War, and the wars in Iraq and Afghanistan. Students will be assigned a topic and will research and create a Wiki spaces page on the topic which should include a timeline and image slideshow.

**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?)

There will various essential questions depending on the topic the student will be creating a Wiki.  
Why is conflict likely when two or more religious factions occupy the same region? (H2b,c,d; G8d)  
How does the presence or absence of oil influence political and economic decisions for a country? (H2c,d)  
Why does the United States maintain a strong presence in the Middle East? (H2d)

**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?)

Student will take a pre-test on the various topics prior to the beginning of the unit. As the students are working on their individual project, I will create a formative assessment either through discussion or written to gauge their understanding of their individual topic. A rubric will be created to guide the students in their creation of the Wiki. This rubric will be used to assess the student's final product. The class will review each other Wikis in order to enhance their learning of the material. The class will then be given a post test to validate their learning. Students will be able to select additional Web 2.0 tools as part of their project. The ability of the students to select the other tools to use allows the students to gear the project to their learning styles and personal preferences. The students will peer review two other Wikis as part of the assessment and new content knowledge.

**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?)

I have provided to the students many resources for them to you. For their research the students may only use the school's media center resource site with approved material. Additional I created handouts, rubrics and checklist for student use during their project creation. Since this was a class project in creating a Wiki space, I created the holding space for the class page and then created a page for each of the sub groups. In doing this, only the students who were responsible for editing and creating certain topic pages were able to do so. The students had previously were contributors to a class Wiki study hall page, so they had prior knowledge how Wiki work. In allowing students to pick what other web tools they wanted to use, many students choose tools they had used in the past. Technology supports students learning through further research into a certain topic through the use of videos, news article, podcast and documents.

### **Instructional Plan**

**Preparation** (What student needs, interests, and prior learning provide a foundation for this lesson? How can you find out

At the beginning of the school year, I have my students complete a multiple intelligences assessment. This allows me to put my students in groupings by these intelligences for various assignments. Understanding my students learning styles I am able to gear work towards this. Also allowing my students to select additional tools they would like to use in this assignment helps builds their interest and needs in completing the assignment. Since this assignment is an extension of the content the class is studying prior knowledge is built in. As far as technology tools, this lesson in built upon a base tool we have used prior and then is advanced by the tools the students select.

**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 work in pairs to complete their Wikis within my classroom. Each student will have access to an iPad to use individually. This will allow both members of the group to work on the project at the same time. The students will work in my classroom during instruction time. Students do have access to their Wikis outside of classroom time, if they would like to work on them. If a student does not have access to internet or computer at home, they can set a time before and after school and at lunch to use school computers. If students have issues creating the Wikis using the iPads in class, I do have 5 desktop computers and 3 netbooks also available for students to use.

**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?

The students will use creating a Wiki spaces as a way to communicate and collaborate with each other and others through various means. The students will be working collaboratively as a class to create a Wiki as a whole, but in greater detail each student will work with a partner or individually the create their sub page on their topic. The students will review each other's pages and contribute with questions. The Wiki space will become a public site for anyone to browse on the internet. If students review additional feedback or questions they will be able to respond to them. This authentic piece of the project allows a more meaningful connection to their work, knowing the space has a greater audience. My role in this activity is a guide. The student will be self directed in gaining knowledge and creating their space. Building in the use of their multiple intelligences allows the students to further guide their work. The students are the teachers and collaborators in learning environment. They can delve as deep in a topic and resources as they would like. The Wiki could be very high level or the students can contribute as much as they would like to add. As part of the building of the site, the students have to answer the question, "How does the event affect society today and most especially the United States and global relations?" The students will have to take the knowledge gained, analysis and evaluate the material to answer question and at the same time create a meaningful web 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?)

This assignment is actual an extension/enrichment activity outside of my regular class. The assignment was created for the enrichment period we have built into our school day. The student will be allowed to work alone or in pairs and will be given a choice of events to create a Wiki spaces. This group of students is my advanced class and the assignment is geared to their level. If one of my other classes who are ESOL and On-Level/Team Taught the detail of the site would not be as deep and with as many components as this class. The students are given a choice in which other web 2.0 tools they wanted to include in their design.

**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?)

I believe the students found the activity engaging due to learning new applications. The students also learn about events which were an extension to our curriculum but play an important role in today's current events. Working collaboratively with a partner was meaningful to the students and offered a lesson in team work and dividing tasks. The majority of the lesson went well however, I would make adjustments for numerous reasons. I created the lesson using Wiki spaces to try something different and for the students to learn a new tool. However since we were using iPads we learn Wiki spaces is not the easiest tool to use on these devices. The pages to do appear to look correctly using the iPads and certain functions could not be completed using the iPads, such as embedding items. We were able to overcome some of these issues by using the desktops and netbooks I have available. The Wiki spaces sites are also not cosmetically appealing as other Web 2.0 tools.

**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?

In the future, I will look at numerous sites to try and complete the same task. Also if students are familiar with using a Web 2.0 tool I will probably give them the options of the tool in which to use. Even though part of the task for the students to learn a new tool, the greater point was learning content. In using a tool which they were not as familiar with and had issues on the iPad may not have been the best choice. I would in the future when having students learn a new tool; I will start with a smaller project and also review the tool to ensuring fit is a good fit before approving a student to use.