



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

## Template with guiding questions

Teacher(s)

Name Cynthia Reneau

Position

Instructional Technology Coordinator

School/District

Darlington School

E-mail

[creneau@darlingtonschool.org](mailto:creneau@darlingtonschool.org)

Phone

404-791-2147

Grade Level(s)

7th

Content Area

History

Timeline

3 weeks

**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? )

Georgia Standards unit 5- The student will analyze the impact a historical figure had on the Civil War and Reconstruction on Georgia. They will be able to discuss the civil war and it's historical figures in detail. Students will gain knowledge on the importance of the civil war, the abolishment of slavery and historical figures that were involved. The English department is also looking at getting involved next year for the literature connection.

Content Standards

1. Creative and Innovation – Create a website about an historical figure 2. Communication and Collaboration – Peer edit with students about their project 3. Research and Information Fluency – Research and organize all information learned about the historical figure 4. Critical Thinking, Problem Solving and Decision Making,- They will think and organize what they learned, solve any technical issues they have with web 2.0 or their MacBook and Decide how their website will look. 5. Digital Citizenship – They will use good digital citizenship when designing their website. 6. Technology Operations and Concepts –

NETS\*S Standards: Continue to use their MacBook.

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

Georgia Standards Unit 5 the Civil War - Students will choose historical figure that was some how involved in key events that led to the civil war, impacted the civil war and/or involved in the reconstruction of Georgia after the war. They will build an informational website about this person and what influence they had on the Civil war in Georgia and/ore the reconstruction of Georgia. The students will use Weebly.com to build their site and 2 other web 2.0 tools to enhance their site.

**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?)

Essential Questions – What was this person’s involvement in the Civil War? What was their view on Slavery?

Students want to know – The importance of their historical figure and how he/she impacted their country as they know it today. Were they influential in the abolition of slavery? What can you teach others about your historical person?

Prior knowledge – Events leading up to Unit 6 of their Textbook – “Civil War and Reconstruction” The basic events of the civil war and slavery in the US.

**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?)

Students will produce a website consisting of 5 pages to illustrate their historical figure and the effect they had on the civil war and/or slavery. To generate new knowledge students will research in the library or on their MacBook about their historical figure. They will gain a good understanding of how this person impacted the world they live in today.

A rubric will be developed to assess their work and they will also present their website to the class for peer review. They will also write a short reflection on what they learned while researching.

Students will be required to use Weebly and Timetoast but will be allowed to choose from a list of additional web 2.0 tools to use. This will ensure students of all learning styles can learn and deliver a finished product.

**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?)

Students will use their school issued MacBook to create a website of a historical figure that was important during the civil war era. 5 handouts will be given to students via Google docs. 1. Project explanation handout. 2. Rubric 3. Resources 4. Copyright. 5. Peer evaluation (at the end of the project)

Technology will support students learning by allowing them to use their MacBook and web 2.0 tools to be creative and design a website to show the world what they know about a historical figure. **See attached handouts**

### **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 this lesson students will have extensive training on how to use their MacBook. They will have meetings with the librarian to ensure they have the research knowledge to give them the foundation needed to learn about their historical figure. There will be question and answer sessions prior to beginning this project to ensure they have the foundation to begin this project.

Students will have the need to learn some of the new web 2.0 tools that are going to be required in this project. Some may have difficulties using some of these different types of tools but training sessions will be provided to students to learn these tools.

**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?

Some rules about technology will be set forth prior to the project: 1. Laptop in listening position when teacher is talking. 2. Laptop is always used for educational purposes only. 3. Follow schools acceptable use policy at all times. 4. Stay on task and take short breaks if needed. 5. Always remember our online safety rules.

Students will work in the classroom or at home with their school issued MacBook Pro. Students are provided plenty of time to do this project in class if they do not have internet at home. They are all issued a MacBook pro so there is equitable access. A loaner computer is always provided if there are technical issues. Some of the technical issues that could arise is that some web 2.0 tools may not function properly. We will teach basic troubleshooting skills such as switching browsers (3 browsers are installed on every MacBook). Students may also forget to charge their MacBook, so we will have extra chargers to ensure there is no down time.

**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?

Instructional Strategies - 1. Begin project with a short overview. 2. Categorize the project in weeks and sections to give organization for the project to seem easy and flow. 3. Ask students questions about what they can learn about their historical figure. Learning environment – Classroom with smartboard and projector will allow the teacher to project ideas and a finished example to view. Teacher's Role – technical support and learner. Teacher will allow the students to show their ideas and instruct the teacher on what they learned. Student's Role – The student's role in this project is to be the teacher. They will teach everyone what they have learned about their historical figure. Analysis - Students will research their historical figure, create a timeline of their events. They will analyze the data they learned about the figure and organize them by using a mind-mapping tool. Evaluation – They will evaluate all the data they learned about their historical figure and decide what's best to teach others about their figure. They will compare different ideas about the figure and post the best information. Creativity – They will design the website by using their own creativity by choosing colors, designs and fonts. They will comprise all the data they found on the historical figure and create a website dedicated to teaching the world about the figure. Technology will support teaching and learning by giving the students the tool they need to research their historical figure, organize what they learned and create a presentation of a website for others to see. Tasks – Research historical figure, Organize the information learned, create a presentation by using several web 2.0 tools to complete the task. Students are put in a real-world situation as a teacher. They must learn all the information about their historical figure then teach everyone what they learned. Students will build knowledge and skills about their MacBook, real-world skills, and the civil war by researching, creating and collaborating with other students. Collaborate – Students will use Google docs, email and peer editing to collaborate on this project. They will also submit a peer evaluation form for each student in their group. Facilitate collaboration – the Google doc will also be shared with the teacher for monitoring the collaboration between students.

**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?)

Allowing the students to pick genders of their historical figure will accommodate different learning styles. This will help with engagement and provide a great interest in the historical figure. Providing clear and concise instructions and a weekly calendar will provide structure and a good foundation for different learning styles. Students will be able to use their own abilities to design and create at different levels. The web 2.0 tool weebly allows students at a very low technology level to use different templates and students of advanced technology can start from scratch and show off their higher technology skills. Those with lower skills will have very polished website because the templates allow easy drag and drop web building. Students will be instructed to each design a website and work independently. They will also be allowed to critique and help each other with design work. Allowing more tools to be used in the project will provide more enrichment. No assistive is needed for this class but the MacBook has universal access to provide for hearing, vision or reading skills assistance.

**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?)

The final 2 days of the project students presented their website and did their peer reviews. Students were required to give a 2-3 minute talk and presentation to their class reflecting on the website/project. To answer the questions I took notes on the implementation of the project over the past 3 weeks. Did students find the lesson meaningful and worth completing? Students were very engaged, especially since they were allowed to pick a gender of their historical figure. Just about every student picked his or her own gender. In what ways was this lesson effective? The lesson/project was effective in teaching the students the importance of historical figures impact on the civil war. It was effective in teaching students how they can use technology to design projects. This is an excellent skill that they will use in higher grades. What went well and why? Students did so well at researching and creating their websites. They enjoyed exploring different web 2.0 tools to incorporate in their website. What did not go well and why? Copyright and citations never go well. It was a struggle to get them to correctly cite their work. It was successful in the end but a struggle. How would you teach this lesson differently? I think I would add more civil war to this activity in the future. I think it would be beneficial to have them add several events to the website. Adding this piece would add 1 or 2 more weeks.

**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?

The students enjoyed this project. There was lots of excitement because the original project of writing a report on a historical figure, event or reconstruction after the war was always boring. The students always seemed excited about the project as well as the creativity piece of building the website. This project was very successful for me because I was able to help a teacher that otherwise would never use technology. I spent many hours coaching and encouraging this teacher before, during and praising the teacher after the project. The teacher received kudos from the administrators for finally hitting that technology ball out of the park!

# Who's That Historical Figure?

---

**Civil War Historical Figure Project** - The historical figure that you drew from the hat was some how involved in key events that led to the civil war, impacted the civil war and/or involved in the reconstruction of Georgia after the war. It's your job to create a website to inform the world how they were involved and impacted society as you know it today.

## Calendar

### Week 1 –

1. **Research** - about your historical figure. Links will be provided in a handout and on your assignment page to do your research and become familiar with your person.
2. **Create a folder** - on your MacBook to save photos and websites for building your website.
3. **Create a Google document** - with all your references for citing your work later. Save everything!
4. **Create an account on Timetoast.com** – Create a timeline of your historical figure. You must have 20 events on your timeline.
5. **Web 2.0 Decision** – You will choose from a list of web 2.0 tools to use on your website. You must use 2 more and embed them in your website.
  - a. YouTube – (Video must be approved prior to embedding on site)
  - b. Wordle – (Take screen shot and use as picture on your site)
  - c. Blabberize – (Use a picture of your figure and pretend you are them)
  - d. Voki – (Build a character that would talk on your site)
6. **Create a Diagram of your website** - Use Google Drawing to create a mind map of your website. This will be very simple but complete.
7. **Sign up for Weebly Account** - Free account is on <http://education.weebly.com>

### Week 2 –

1. **Research** – Continue your research
2. **Website Building** – on Monday of week 2 your website address will be given to you. You will log on and begin to build your website. By this time you will have all your research done. You will not begin your building until your research is 100% complete. There will be instructional time on how to use weebly.
3. **Citation and Copyright Session** – The librarian Mrs. Overberg will come into the classroom during week 2 to show you how to cite on your resource page of your website.

### Week 3 –

1. **Finish Website** – Website should be finished by Wednesday of this week.
2. **Presentation** – Thursday and Friday you will present your website to the class.

## Website Requirements – Website must include 6 pages, 4 pictures and 1 web tool of your choice.

Pages required –

1. Home Page – Introduce your historical figure
2. Biography – 3 paragraph report on their life written by you.

3. Timeline (Embedded from timetoast.com)
4. Civil War – 2 paragraph report on their involvement in the civil war
5. Your Choice – You choose the name of a page. This can be anything about your figure.
6. References – You must site your research, pictures, videos, etc.

### **Presentation & Peer Evaluation**

1. 2-3 minute presentation about your website and historical figure.
2. You will be given 2 students in your class to evaluate their website. You will be given a handout for this evaluation. You may do this during the presentation.

## **Civil War Websites**

### **Civil War Biographies:**

<http://www.civilwarhome.com/biograph.htm>

American National Biography Online: <http://www.anb.org/articles/index.html>

American History Online: Facts on File: <http://www.fofweb.com/NuHistory/default.asp?ItemID=WE52>

### **Fifty-Fourth Massachusetts Infantry (Famous African American infantry):**

<http://www.us-civilwar.com/54th.htm>

<http://www.civilwarliterature.com/2Battles/TippooSaib/TheAttackOnFortWagner.htm>

### **American Civil War Home page:**

<http://sunsite.utk.edu/civil-war/>

### **Battle at Gettysburg:**

<http://www.civilwarhome.com/pickettscharge.htm>

<http://www.eyewitnesstohistory.com/gtburg.htm>

<http://www.gettysburgreenactment.com/battle.htm>

### **Emancipation Proclamation:**

<http://www.nps.gov/ncro/anti/emancipation.html>

### **Women in the Civil War:**

<http://userpages.aug.com/captbarb/femvets2.html>

<http://americancivilwar.com/women/>

### **Battle of Bull Run:**

<http://www.civilwarhome.com/1manassa.htm>

<http://library.thinkquest.org/3055/netscape/battles/bullrun.html>

<http://www.civilwar.org/battlefields/bullrun.html>

### **Civil War Flags:**

<http://www.usflag.org/confederate.stars.and.bars.html>

### **Civil War Soldier:**

<http://www.civilwarhome.com/confederatesoldierlife.htm>

<http://www.nps.gov/archive/gett/gettkidz/reb.htm>

[http://www.civilwarsoldier.com/cws\\_union\\_soldiers.htm](http://www.civilwarsoldier.com/cws_union_soldiers.htm)

<http://www.nps.gov/archive/gett/gettkidz/yank.htm>

# Copyright-Friendly Media Resources

*If you decide to use copyrighted material in your own projects and creations, you must receive permission from the owner of the content and/or follow Fair Use guidelines to a T.*

*There are many resources out there that provide users with copyright-free, royalty free, or Creative Commons content and media. You can feel good about using these resources to find information for school projects or for projects you create for other reasons. However, the creators of this copyright-friendly content can still place limitations on the way you use their content. **Look carefully** to see if there are any rules about sharing or changing the content that you use. And remember, **you must ALWAYS give credit for content that is not your own, even if it is not copyrighted.***

## **IMAGES:**

*(To find additional resources for royalty-free images, search for “royalty free images,” “royalty free pictures,” or “royalty free photos” in Google.)*

- Wikimedia Commons  
(<http://commons.wikimedia.org>)
  
- Creative Commons  
(<http://search.creativecommons.org/>)
  
- Image Quest image database  
*Scroll down to the “Images/Sounds/Videos” category in the list of databases.*  
(<http://www.darlingtonschool.org/academics/deptLinks.aspx?g=38>)
  
- Flickr Creative Commons  
(<http://www.flickr.com/creativecommons/>)
  
- Google Images  
*To use Google Images in your projects, **you must specify usage rights to avoid copyright violations:***
  1. Go to Google Advanced Image Search:  
[http://www.google.com/advanced\\_image\\_search](http://www.google.com/advanced_image_search)
  2. Type your search in the “Find images with...” section
  3. Ignore all the other advanced options (unless you care about those)
  4. Scroll down to the very last option, “usage rights.” Select “free to use or share.”



## **SOUNDS/MUSIC:**

(To find additional resources for royalty-free sound or music, search for “royalty free music,” “royalty free songs,” or “royalty free sound effects” in Google.)

- Wikimedia Commons  
(<http://commons.wikimedia.org>)
- Creative Commons  
(<http://search.creativecommons.org/>)
- Incompetech (royalty-free background music – great for iMovie projects!)  
(<http://www.incompetech.com/m/c/royalty-free>)
- The Free Sound Project (sound effects) (<http://www.freesound.org>)
- Free Play Music – (<http://www.freeplaymusic.com/>)
- Soundzabound – (<http://soundzabound.com/>)

**REMEMBER:** If you do decide to use a copyrighted song in your project, you must use no more than 30 seconds of the song.

## **VIDEO CLIPS:**

(To find additional resources for royalty-free sound or music, search for “royalty free music,” “royalty free songs,” or “royalty free sound effects” in Google.)

- Wikimedia Commons  
(<http://commons.wikimedia.org>)
- Creative Commons  
(<http://search.creativecommons.org/>)
- YouTube  
([http://www.youtube.com/t/creative\\_commons](http://www.youtube.com/t/creative_commons))

**YouTube is NOT an archive of non-copyrighted or royalty-free videos.** However, there are some videos on YouTube that have been labeled as Creative Commons, and it is possible to filter your search to get only those videos. Type “your topic,creative commons” (without the quotation marks.) Examples:

- baby squirrel,creativecommons
- funny,creativecommons
- football referee fights,creativecommons

*\*Note: make sure that there are no spaces on either side of the comma, and that “creativecommons” is written as one word.*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Peer Editing Checklist**

Student You Are Evaluating : \_\_\_\_\_

Evaluation:	Needs Work	Good	Out- Standing
Website holds the interest of the viewer			
Grammar and spelling are correct			
Writing section (Bio & Civil War) is clear and understandable.			
Writing was the correct length			
Correct amount of pages are included (Home, Bio, Civil War, Choice, Timeline, & References)			
Website looks good and loads correctly			
4 Pictures are included and are clear/the correct size.			
Timeline has 20 events			
1 extra web tool was used correctly			
The best parts of the website:			
Areas that need improvement			