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| NECC_NETS_small | | **Lesson Plan for Implementing NETS•S—Template I *(More Directed Learning Activities)*** |
| ***Template with guiding questions*** | | |
| Teacher(s) Name | Eamonn Kelly | |
| Position | Teacher | |
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| Grade Level(s) | 9 | |
| Content Area | World History | |
| Time line | April 21-25 | |

**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 | 12.) Explain causes and consequences of World War I, including imperialism, militarism, nationalism, and the alliance system.  •  Describing the rise of Communism in Russia during World War I  Examples: return of Vladimir Lenin, rise of the Bolsheviks  •  Describing military technology used during World War I  •  Identifying problems created by the Treaty of Versailles of 1919  Examples: Germany's reparations and war guilt, international controversy over the League of Nations  •  Identifying alliances during World War I and boundary changes after World War I |
| NETS\*S Standards: | 2-a,b,c,d; 3-a,d |

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

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| *Students will be creating a Glogster presentation on the “Causes and Effects of WWI.” We just finished WWI and have been assessed on it, so now we will create a presentation using this web 2.0 tool to continue to assess their knowledge in another way. Students will be asked to register, use my teacher code, and then begin creating a glog that will be presented to the class. After the presentations students will be asked to complete a survey created using Google Docs. Their responses will be useful for future uses of this project.* |

**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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| *Essential question: Describe the causes and impact of World War I on the World.* |

**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 produce their very own Glogster to illustrate what they have learned about WWI. The summative assessment will be the final presentation to the class. The Formative assessment will be bench mark goals that I will set for students to have completed at the end of each class period.* |

**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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| *Students will be using laptops during class time only. We do not have the ability to check them out. Our online tools will be Glogster.com, and several websites set aside for the use of pictures and media. Students will only be able to use these websites unless they bring one to me that is worthy of use. Student’s technology skills should consist of word processing and presentation creation. All of our 9th graders are in computer technology and some already have a registered account for Glogster (from a previous class).Students will also have to complete a short survey using Google Docs about the project. During the acclimation phase students will be viewing and using screencast that I have created for tutorial. Students will also be accessing by classroom blog for the tutorials I have created as well as the electronic version of the rubric.* |

**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 learning would have already taken place on the causes and effects of WWI. Students would simply be expressing themselves through photos and certain media using this tool. I will be preparing students during one full class period, using my tutorial as well as walking them through the steps to using the site to its fullest. Students will also be creating a trial run glog that will not be graded.* |

**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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| The first day will be a screencast of how to register, as well as showing a giving examples of previous Glogs that are on the site. A tutorial will also be given on how to add media to glogster as well as its ins and outs. Students will work individually during class time only, ensuring equal access to technology for all students. We will be using our halls computer cart which holds 30 laptops (we will have to borrow 2 extra from the library). With our infrastructure at the school, I am prepared to allow extra time and days to complete the project. Our internet is not that great, so when 30 plus laptops connect it’s difficult to get it all done in the time allotted. I will also allow students to use their own devices (phones and tablets) that do not have to connect to school WIFI. With multiple ways to access Glogster each student will have enough time and resources to complete the project. |

**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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| *During this project I will serve two different roles. The first which will be during our first two days of acclimation and tutorials. Here I will be the facilitator, showing students the proper steps and allowing them to work their way towards student lead by the end of the project. During the presentation the student will take on the role of teacher where it is a student-centered classroom. Students will be taking knowledge from previous discussions and applying it towards this project. Students will be analyzing the causes and effects of WWI through this presentation.* |

**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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| *I have to differentiate this project two ways. I have one student who is not able to use the internet because of previous problems with social media. This student will have to create a separate presentation the old fashioned way with poster board and printed photos (that I will help her print so she doesn’t get in any more trouble). This student will be afforded the same amount of time during class time that all students will have. The second way to differentiate is for my special education students. I will have a separate rubric for these students that consist of only pictures whereas my other students will have not only photos but video and text added to their glogs. The separate presentation will be more of a collage.* |

**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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| *Students will be asked to present their Glogs to the class for their final points. They will also take a survey about their experience with Glogster as well as what I can do better on it. Students for the most part found this project fun, and wanted to do it again. I felt that the lesson was effective, because it brought a different aspect of assessment to the content we have been learning. What worked was the students’ ability to pick something up quick and then take it and run. I think they enjoyed the ability of using you tube through the website as well, youtube is usually blocked but using it through Glogster is somewhat of a back door. What went wrong was mostly infrastructure things, something that I could not avoid. The WIFI with 30 plus students was slow as well as our laptops needing a flashplayer update. Other than that not much went wrong. I did have one student who was not allowed to use the internet or social media because of previous trouble, so I made an abbreviated plan for her to make an old fashioned poster board. I think that I would make this a group project in the future, groups of 2 and this should alleviate some of the WIF problems. The only problem I have with that is the chance of one person doing all the work. Plus it might take away from some of the uniqueness of the Glogs*. |

**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 would advise that other teacher’s alott extra days to trouble shoot any problems that may arise with technology. Murphy’s law will be in effect at all times. I do think teachers should add their own aspects to it, build upon the lesson and make it your own.* |