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| NECC_NETS_small | | **Lesson Plan for Implementing NETS•S—Template I *(More Directed Learning Activities)*** |
| Grade Level(s) | 11th Grade US History | |
| Content Area | US History | |
| Time line | 18 days | |

**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? )

GA Performance Standards:

**SSUSH5** The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.

**SSUSH6** The student will analyze the nature of territorial and population growth, and its impact in the early decades of the new nation**.**

**SSUHS7**: Students will explain the process of economic growth, its regional and national impact in the first half of the 19th century and the different responses to it

**SSUHS8:** The Student will explain the relationship between growing north-south divisions and westward expansion

**SSUSH9** The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.

ISTE Student Standards

Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions

Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

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

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| This lesson is basically the unit plans for the Birth of a Nation unit in US History. This event covers the post-American Revolution period through the Civil War. It's more of a unit than a lesson plan because the massive amount of content in this course makes the teacher create time through the way they schedule the unit. While there are some other days (like the unit test day), the unit has three basic types of days. The first is the background knowledge day (basically content delivery), and students have the choice of participating in a direct instruction lecture of using flipped versions of the lessons. If they use the flipped version, they work on assignments in that class. There is a furthering knowledge day (extension of knowledge) where students watch YouTube videos and evaluate them as sources, and there is also a project workday where students work on differentiated workflows. As far as assignments go every student has to participate in video evaluations, discussion questions, and lesson quizzes, and then they use their differentiated workflows to determine whether they pick from a parody category, writing category, social media category, or video category which have several different choices of assignments. |

**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?)

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| How did the Articles of Confederation effect the founding of the Constitution?  How did the Constitution affect the future of the Us Government?  How did the Bill of Rights come to be?  What role did the first government’s of the US play on the future of the US?  How did the US expand?  What role does the US play in the Western Hemisphere?  How did the War of 1812 effect the future of the US?  How did industry affect the US in the early 1800’s?  What reform movements changed the culture of the US in the early 1800s?  How did Andrew Jackson change American thought?  What role did the Mexican War and expansion play in the abolitionist movement?  What is abolition?  What are the causes and effects of the Civil War?  How did the Civil War change America? |

**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?)

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| All Students Will Show Learning Through   * Bell Ringer / Exit Ticket each day on a Google Form that ask an open ended question from the unit such as, “How did Texas become independent from Mexico” * Open ended discussion question based on unit topics posted to Edmodo * OPVL (Origin, Purpose, Value, and Limitation) sheets evaluating YouTube videos as sources * Quizzes based on the different direct instruction topics and found on Edmodo * The Birth of a Nation Unit Test   Students will build new knowledge through their creation assignment that is assigned through differentiated workflows on the class website. Students are assigned a category and can pick from the category.  Categories include  Parody: Act out historical figures and film, Character posters, Fake an interview with a historical figure, radio broadcast  Writing: DBQ  Social Media: Tweet as a figure, live tweet event, conversation tweets, fake Facebook profile, live blog  News Broadcast: Produce a segment for a full on news broadcast |

**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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| Technology Supports Student learning by allowing students to create, view content, make choices, and connect to the real world   * Students use the class website lockhartushistory.com as a base to find all of their class needs and know what assignments to complete * Students use Touchcast videos as an alternative way to receive content allowing for choice between direct instruction and flipped * Students use Youtube to extend their content knowledge and learn the skill off evaluating sources * Students use Edmodo to participate in online discussions and to complete quizzes on each flipped lesson * Students us Google Forms to complete Bell Ringers and Exit Tickets for each day * Students use video tools on Class Macs and Ipads to complete video assignments when choosing options that require video * Students use Twitter, Fakebook, and Blogs to create accounts for historical figures. * Students use a website maker like Weebly or Wix to create a unit site for student assignments that allows for connection to the real world |

**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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| It’s fair to assume that students need a refresher at least in all things US History. You also have a whole unit prior to this one that has a simplifies structure for students so they understand what is going on in the class, and it also allows the teacher to gain an understanding of student strengths and weaknesses. This is what allows the teacher to put the student on their differentiated workflow.  Students also can formulate a classroom structure that works for their needs and interest. They have choice on how they receive content, and they can make choices on which of the larger creation type projects they do |

**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?

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| Students sit in groups, which they choose, but can be changed. As students progress through the unit, they really adjust their classroom experience based on their needs. If they need direct instruction, they may want to move to the front groups. If they want to work with a partner on some of the differentiated assignments that require it, they can move to that area. While the teacher aligns work for each day, students also have flexibility to adjust that alignment to fit their needs such as if they get behind on assignments they can use the direct instruction time to catch up.  The teacher manages this by being mobile in the classroom. Being able to move next to students as they work eliminates most behavior issues. The teacher also uses Class Dojo as a way to keep track of behavior issues for parents and as a point of discussion with students  Accessibility is addressed through the schools Mac and Ipad resources on most days. If they are unavailable the teacher can element some of the options and just do a full on direct instruction day, have student work on assignments that are analog, or do the best we can with a BYOD format. All other internet issues are worked through as they come up. Work at home is usually just finishing in class work so the teacher will also make time with technology available for students who don’t have |

**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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| Through out the lesson students will be collaborating, analyzing, creating, and using higher order thinking skills in order to learn US History. Students will get to these types of outcomes through the everyday activities of the unit and choices that they make. The students take a more active role in their learning, while the teacher becomes more of a facilitator. Technology is used to allow students to create, collaborate, and make choices in their learning. It is also used as avenue for students to control their learning and access their needs. This allows more time for creation and collaboration.  Specific Examples   * Students evaluate YouTube Videos as historical sources by completing an OPVL for every video they use to extend their knowledge * Students collaborate on online discussions using Edmodo * Students use creativity in their differentiated assignments centering around the parody, Writing, social media, and news broadcast categories * Students have the option to collaborate on differentiated activities that warrant that collaboration * Students collaborate on an end of unit site to publish their unit work to the real world * Student editors peer review differentiated products in order to improve on the final product |

**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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| Classes are grouped into 4 separate blocks based on level. Each level has differentiated workflows for the unit. You can find an example [here](http://www.lockhartushistory.com/birth-of-a-nation1.html). Asking students to choose assignments in different categories based on the difficulty and depth that those categories require differentiates the levels. If you look at the link, when students encounter a number in their workflow it tells them to go down to the bottom webmix and pick one assignment from the corresponding category. |

**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 get a Google Form survey at the end of the unit on unit test day to reflect on all of the questions listed above. This form will be analyzed an adjustments will be made base don this 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?

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| This lesson and format is something that I spent several years developing. It was developed with the idea that everything we do within our History classroom fits into a historical newsroom concept. The newsroom concept meant our days are aligned with a newsroom concept (background info, furthering knowledge, story workdays) and each of the categories also had student editors who peer reviewed their assignments. This concept was the result of several years of tinkering with student creative assignments, flipped classroom, and concepts and structures to tie it all together. I think for me the biggest change would be finding more time for student editors to do the work they need to accomplish and time to get the unit website published and up. I also would need to find some way to use the website in a way that really connects with the real world. I think I would also caution any teacher that tries to implement this. They would need to start small with their students (this is actually the 2nd unit, the first scales this format back a bunch), and they would need to give up a whole lot of control. It also takes good classroom management and movement as students are all working on different things.  Really, a blended format like this takes a teacher really finding the structures that work for them. I think other teachers could take some of the lessons and structures I have put in place, but I think they would need to adapt them to fit both their content and their style. |