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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 | Tabitha Edmondson-Goodman | |
| Position | Gifted Teacher | |
| School/District | A L Burruss Elem/ Marietta City Schools | |
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| Phone | 770-429-3144 ext. 221 or 678-575-0195 | |
| Grade Level(s) | Second Grade | |
| Content Area | Interdisciplinary Unit- Social Studies | |
| Time line | Six to seven weeks | |

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| Content Standards | **Students will be able to :**  -use technology and Web 2.0 tools to develop and utilize advanced research skills.  -analyze the impact their historical figures had on their state.  -gain knowledge about their chosen state including resources, geographical landmarks, state statistics, state histories, and historical figures.  -discuss how their state began and their current state statistics.  -reflect on their knowledge gained and compare/contrast it with their classmates chosen state. |
| NETS\*S Standards: | 1a, 1b, 2b, 3b, 3c, 3d, 4b, 4c, 5a, 6a, 6b, 6c,and 6d  **Creativity and Innovation-** Students will create a state tour about their assigned state. **Communication and Collaboration-** Students will communicate their learning through a variety of Web 2.0 tools. **Research and Information Fluency-** Students will research, analyze, and organize information from a variety of resources. **Critical Thinking, Problem-Solving, and Decision-Making-** Students will think and organize their information to create a tour that will represent their learning. **Digital Citizenship-** As students are designing their tour they will use their knowledge of copyright to credit other authors. Also, they will take risks and explore their creativity with these new Web 2.0 tools. **Technology Operations and Concepts-** After the completion of this unit, students will take their current knowledge and transfer it to new technology. |

**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.

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

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| Pack your bags, gas up your cars, and get those atlas’ handy!  We’re off on a Tour of America!  On our journey, students will be exposed to all of the 50 states, but they will choose one state to really delve into.  Students will research their state’s history, famous individuals, physical features, resources, products, tourist attractions, and other vital information.  In this unit, your child will be refining their research skills, learning to read for information, and work on becoming more proficient in communication. Many of these strategies will improve their reading and comprehension skills and build life-long connections.  To document our journey each student will create a tour using Google Tour Builder.  While using Google Tour Builder we will embed videos, pictures, and other historical facts to showcase our states.  Each week, as students are researching their chosen state, they will add written facts, pictures, videos, etc. to their tour.  This is going to be an exciting unit.  I am looking forward to learning more about our great 50 states. |

**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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| What important events helped shape our state’s history?  How do the ideas and/or beliefs of a famous person affect a state’s history?  What information have you learned from your famous person?  What type of landforms and landmarks does your state have?  What products, animals, resources thrive in your state?  What information can you learn from your state’s statistics?  Why should tourists decide to visit your state?  What have you learned about your state?  What skills have you obtained while learning about the 50 states? |

**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 research a famous historical figure born in their state. Students are encouraged to find out about the person’s main contributions to their state and the nation, his or her personal characteristics, and other interesting facts. With this new knowledge students will create a [Blabberize](http://blabberize.com/) video using this historical figures face. The student will redeliver information about the historical figure in the first person point of view. With this task they will gain a better understanding of how this individual impacted their state.  Students will research how their state began and they will identify at least 10 significant events in their states history. They will document this information using [Timetoast](http://www.timetoast.com/).  **Culminating Project:** Students will produce a state tour using [Google Tour Builder](https://tourbuilder.withgoogle.com/). Each week, as they are researching their chosen state, they will add written facts, pictures, videos, etc. to showcase their tour. Each tour must include the following items: Capital, two famous individuals from your state, embed two videos, three to five tourists attractions, two facts about your state’s history, one to two additional facts about your state  (Examples: state, flower, plant, animal, song, seal), one to two resources (Examples: crops, minerals, fruit, cattle), two to three geographic locations (Lakes, rivers, mountains, etc.)  *Please see the attached rubric at the end of this document.* |

**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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| **Online student tools:** Blabberize, Timetoast, Google Tour Builder  **Research sites:**  **Historical Timelines:** <http://www.infoplease.com/states.html> <http://mrnussbaum.com/united-states/fifty_states/>  **Historical Personalities Parade:** <http://www.50states.com/bio/> <http://www.biography.com/>  **State-ly Glyphs:** <http://www.census.gov/population/censusdata/urpop0090.txt> <http://www.enchantedlearning.com/usa/states/> <http://www.infoplease.com/states.html> <http://www.50states.com/> **State Maps:** <http://www.enchantedlearning.com/usa/states/>  **Assessment Rubric:**  Please see the attached rubric at the end of this document.  During this unit, technology will support our students’ learning through research, communication, and giving them the opportunity to be creative and design a state tour to showcase their knowledge. |

**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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| Before beginning the unit, please sign up for [Mystery Skype](https://education.microsoft.com/skypeintheclassroom).  Mystery Skype is an interactive learning game where two classes use Skype and a series of questions to guess each other’s locations.  It may take some time for another class to sign up, but this activity can be done anytime during the time frame.  Next, sign-up for a time to visit the library.  During this time students can begin exploring the fifty states and deciding which state that they would like to research.  Students will turn in their top three state choices before beginning their tasks.  For setup, you will need to have access to several laptops, tablets, or desktops.  Before beginning make sure that each device is connected successfully to the internet.  When students arrive into class they will see a table with a variety of Georgia memorabilia.  For example, peaches, cotton, Vidalia onions, pictures of Georgia attractions and famous Georgians.  Students should start to inquire how all of these objects belong together.  After you have hooked the students you will give the students a pretest on the fifty states.  During the pretest the students will see if they can name all fifty states.  Then students will watch the video on [The Scrambled States of America](https://www.youtube.com/watch?v=5dIpOJ1aBZ8) by Laurie Keller.  Students may have some difficulties using some of the different types of technology tools, but guidance 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 **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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| Due to the structure of our gifted resource day, students will have ample enough time to complete their tasks in class. Any uncompleted assignments can be completed at home or completed the following week. Students will work individually on this unit planner due to students each being assigned a different state. There will be tasks that will require them to work in cooperative groups and share information. They will have access to the classroom laptop cart and printer to help them complete their assignments. Our school has installed a wireless internet throughout the building, but if the internet goes out or if a Web 2.0 tool is not working properly, then we will use other resources to complete our tasks. Many of these resources can be found in the media center for example, atlas’, encyclopedias, non-fiction books, and a gazetteer. Please check the media center availability in case your class needs this resource. While students are working I will be floating from student to student to check on their progress, answer any questions, and offer guidance. |

**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 unit, students will become researchers, designers, and creators. As students learn about their state they will also practice skills in communication, arts, math, social studies, research, and technology. These activities are designed to help students explore their creativity and expand their inquiry skills. For their culminating projects students will create a state tour using Google Tour Builder. This unit will exhibit all six areas of Blooms Taxonomy, knowledge, comprehension, application, analysis, synthesis, and evaluation. Also, this unit will be taught through a constructivist manner. Constructivism sparks our student’s natural desire to want to know about the world around them and why things are the way they are. When our students are naturally curious they become more engaged with their learning, especially if they are learning about ideas or projects that are important to them.  The content and learning goals are standards based and are coordinated with our gifted standards. The learning tasks are authentic and encourage our students to be as creative as possible. Students will initially build on their knowledge of their state by watching a video on the fifty states of America. Next, students will collaboratively create a class state quilt. Then move into understanding their state’s history, and how historical personalities have shaped their state’s identity, to identifying resources, landmarks, and state statistics. During this unit, I will take on more of a facilitator role while my students will become the experts. The technology tools will effectively support this unit of study by providing our students with a way to collaborate together, produce, and share with our audiences. |

**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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| Giving my students the opportunity to choose their state to research encourages a more authentic and eager participation from them. My students will appreciate being able to choose their state because it gives our unit meaning and a purpose. Each week they will be exposed to another aspect of the unit. Providing them with clear directions, expectations, and organization helps with classroom management and the variety of learning styles that are available in my class. Each weekly task gives students an opportunity to take their learning further. Students are able to use many of their gifted traits to make their tasks stand out from their classmates. Using the Google Tour Builder gives each of my students an opportunity to create a tour that accurately reflects their learning. Each tour will be different from each other mainly because each student will be researching different states in different regions. Assistive technology will be provided for Google Tour Builder and how to create individual accounts for Timetoast and Blabberize. |

**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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| At this time we are currently in the middle of our unit and we have had to stop due to Milestone testing. At the conclusion of our unit, each student will bring in a dish, fruit, or vegetable that represents their chosen state. Our parents are encouraged to come in and view our presentations and enjoy themselves. My students have really enjoyed this unit so far. I have taught this unit before, but by adding in the technology and giving them more autonomy has really made a difference. Each week, as the students are working, they are constantly sharing interesting facts that they have learned about their state. This turned out to be a great unit to learn about the fifty states of America and how to use technology to design our projects. The excitement and motivation is really catching. In fact, two of my normally unmotivated students are even getting excited about their states and their tours. Even though this unit is really shaping up well I am finding that we just don’t have enough time for everything. I think I will look at the lesson plan again and see if there are any tasks that could be deleted or modified. Also, I will add in a reflections component at the end, so my students can share with me what they enjoyed/disliked or what needs to be changed or added to our units. |

**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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| My students really enjoyed this interdisciplinary unit on the states. There is a lot of excitement amongst them to produce a tour that is both original and creative. Our class is now going to share our knowledge of Web 2.0 tools with the other section of second grade gifted students. I am hoping that this exchange will foster the growth of integration of technology into many of our pre-existing units. The advice I would give other teachers would be to explore all of the Web 2.0 tools before diving into this unit. Exploring the tools beforehand saves time and it helps tremendously with trouble-shooting. Also, you’re able to learn the ins and outs and you’re able to add your own creative twist to it. |

**Lesson Plan**

1. **A Quilting We Will Go!:**Follow the directions to create a quilt square about your state.  We will combine these squares to make a class quilt. In the center square draw the outline of your state and write the state’s name below it.  Place a star approximately where the capital of your state is located.  Write the name of the capital.  In the remaining four squares:
   1. Draw and color your state flag
   2. Draw, color, and label your state flower, tree, animal, song, seal or another symbol you find interesting.
   3. Be sure to lightly color the background of each square so that there is no white showing.  Use lots of color and take your time as these will be displayed in the hall!
2. **Stately Histories:**Students will research how their state began and they will identify at least 10 significant events in their states history. Students will create an account on [Timetoast](http://www.timetoast.com/). Using Timetoast create a timeline of your state’s history. Please remember you must add 10 significant events and images.
3. **Historical Personalities on Parade:** Each student will choose one person to research about from their state.  Students are encouraged to find out about the person’s main contributions to their state and the nation, his or her personal characteristics, and other interesting facts.  After taking notes, you will rewrite your information from the first person point of view.  Students will then create their famous historian talking using [Blabberize](http://blabberize.com/). Students will need to create a free Blabberize account using their school email address, login, and password.
4. **State-ly Glyphs:** The state-ly glyphs are a pictorial display of information that display statistics about your assigned state.  Each symbol in the picture represents information about the glyph subject. Please use the attached pages 119 and 117.  After you have created your glyph then you will study the other glyphs displayed in the classroom.  You will be comparing the other states to the state that you have chosen to research.
5. **State Maps:** Students will use online atlases to gather facts about the state’s physical features and natural landmarks.  Draw physical features on State Map posters and include a map key along with a list of products and minerals.
6. **State Poems:** Students will take all of the research that they have collected and use it to create their state poems.  Students will type up these poems and they will be displayed in the hallway.
7. **Cumulative Project- Google Tour Builder:** To document our journey each student will create a tour using Google Tour Builder.  While using [Google Tour Builder](https://tourbuilder.withgoogle.com/) we will embed videos, pictures, and other historical facts to showcase our states.

**Internet Resources**

Here are some internet resources to help with your research:  
**A Quilting We Will Go:**  
<http://www.enchantedlearning.com/usa/states/>  
<http://www.50states.com/>  
[​](http://www.enchantedlearning.com/usa/states/)  
**Historical Timelines:**  
<http://www.infoplease.com/states.html>  
<http://mrnussbaum.com/united-states/fifty_states/>

Images- <https://pixabay.com/>  
  
**Historical Personalities Parade:**  
<http://www.50states.com/bio/>  
<http://www.biography.com/>  
**​  
State-ly Glyphs:**  
<http://www.census.gov/population/censusdata/urpop0090.txt>  
<http://www.enchantedlearning.com/usa/states/>  
<http://www.infoplease.com/states.html>  
<http://www.50states.com/>  
  
**State Maps:**<http://www.enchantedlearning.com/usa/states/> **Google Tour Builder:**  
​<https://tourbuilder.withgoogle.com/>  
  
**Games:**  
<http://www.sheppardsoftware.com/web_games.htm>   
[**http://www.lizardpoint.com/fun/geoquiz/usaquiz.html**](http://www.lizardpoint.com/fun/geoquiz/usaquiz.html)

**Google Tour Builder**



We’re off and running on our Tour of America! You have already selected your states and we are learning so much about them! To document our journey each student will create a tour using Google Tour Builder. While using Google Tour Builder we will embed videos, pictures, and other historical facts to showcase our states.

**Assignment:**

Each week, as you are researching your chosen state, you will add written facts, pictures, videos, etc. to your tour. Make sure your complete sentences make sense and they include punctuation marks and capital letters, where needed. Please refer to the grading rubric for the grading criteria. Be creative with your tour and happy travels!

**Your tour must include the following items:**

* Capital
* Two famous individuals from your state
* Embed two videos
* Three to Five tourists attractions
* Two facts about your state’s history
* One to two additional facts about your state
  + Examples: state, flower, plant, animal, song, seal
* One to two resources
  + Examples: crops, minerals, fruit, cattle
* Two to three geographic locations
  + Lakes, rivers, mountains, etc.

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| **Category** | **3** | **2** | **1** | **0** |
| **Visuals** | Used many visuals for each feature, which provided the readers to learn more information. | Used at least one visual on every feature and that visual made sense with the information being presented. | **Not applicable** | Did not use any visuals or the visuals did not make sense with the information being presented. |
| **Required Elements** | The tour includes all required elements as well as additional information. | All required elements are included in the Google Tour. | 1-3 of the required elements are missing from the Google Tour. | Several required elements were missing from the Google Tour. |
| **Content** | Information was correct, detailed and written in the students own words. Also, the student mixed in their opinion and ideas with facts about the feature. | Information was correct, detailed and written in the students own words. | The student attempted to provide written facts about the features, but they were missing supporting facts or unclear. | Information was inaccurate, not detailed, or was not written in the student’s own words. |
| **Internet Use** | Successfully uses suggested internet links to find information and navigates within these sites easily without assistance. | Usually able to use suggested internet links to find information and navigates within these sites easily without assistance. | Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance. | Needs assistance or supervision to use suggested internet links and/or to navigate within these sites. |
| **Grammar & Mechanics** | No grammatical, spelling or punctuation errors. | Almost no grammatical, spelling or punctuation errors. | A few grammatical, spelling, or punctuation errors. | Many grammatical, spelling, or punctuation errors were made. |
| **Presentation** | Well-rehearsed with smooth delivery that holds audience attention. | Rehearsed with fairly smooth delivery that holds audience attention most of the time. | Delivery not smooth, but able to maintain interest of the audience most of the time. | Delivery not smooth and audience attention often lost. |

**Comments:**

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