

Learning Activity Level 5

Activity 9A

Fourth grade learners can be better supported by the teacher obtaining more knowledge of what students need to interviewing students to gain insight into what they like about getting on the Internet, what they like to use and what they hope to see in relation to learning. The teacher can make sure that instruction of curriculum utilizes real life experiences and that the projects developed are easy for fourth grade students to understand and that the instructions are explicit. Graphics are plentiful on the web site, but rollover images could be more pronounced.

Students already have a strong knowledge base of how to navigate through the web site, and links are set up to help students move from another page to another. Students can also move back to the main page, so students express that the website is easy to navigate.

Possible improvements are that, after completing a learning activity, the students will email the teacher concerning a summary of what they found. Introductory questions could be placed at the beginning of each activity and after the product is completed, students can answer questions online.

Goals/Objectives and Performance Criteria on Projects/Activities

1. Goal/Objective: Understanding what is important to know about the American Revolution.

Performance Criteria: To find out what students know about the American Revolution, students will complete a questionnaire to survey their previous knowledge and what they want to know about the war.

2. Goal/Objective: Learning how to use Inspiration

Performance Criteria: After learning how to use Inspiration, students will develop a web map or graph on the important events they need to know concerning the American Revolution.

3 and 4. Goal/Objective: Learning how to maneuver through the web site and Internet.

Performance Criteria: After learning how to maneuver through the class web site and the Internet, as well as completing a web search, students will create their own web searches and a research paper with three citations on the information they found on the Net on a chosen research topic on the American Revolution.

5 and 6. Goal/Objective: Learning how to use Microsoft Power Point, learning how to put graphics on a presentation and creating a Power Point presentation.

Performance Criteria: After learning about important events of the Revolution and obtaining skills of how to use Power Point, students will create Power Point Presentations that reveal what they have learned about the American Revolution.

7 and 8. Goal/Objective: Learning how to debate.

Performance Criteria: After becoming familiar with the American Revolution, students will hold a debate on their opinions of events during the American Revolution. One example on a debate would be whether the Boston Tea Party would be considered treason now in the United States. The debate can be videotaped for viewing.

9 and 10. Goal/Objective: Developing plays and learning how to use a video camera. If there is time, students will also develop radio plays on the material they learned.

11. Goal/Objective: Creating tests and demonstrating knowledge of events and important people of the American

Performance Criteria: Using what they have learned about the American Revolution, students can get into small groups and create their own mini-tests on what they know about the war. Students will distribute their tests to other groups to take. Those who make a 100 on the test win a prize.

My Instructional Plan: The American Revolution

Using cooperative learning groups, the teacher will divide the class into 7 groups of 4 (28 students in the classroom now). Two knowledgeable students will be paired with one average and one lower—achieving student if necessary. Each group will name their group and help the teacher to choose a Team Coordinator,

Recorder of Notes, Archivist maintaining a folder with sources used, and the Power Point Expert.

Estimated time to complete this curriculum: 2-3 weeks with several visits to the Computer Lab and time outside the classroom for research.

List of Materials and Equipment:

Computer Lab with at least four 486+ powered IBM-compatible computers accessed to the Internet, Microsoft Power Point and printer access.

Teaching guide: Table of Contents

Student instructions: Project Page

Rubrics for Power Point Presentation: Project Page

Rubrics for Group Presentations: Project Page

Table of Contents and Page 1: Example of Power Point presentations

Copies of American Revolution Project Page/Letter

Copies of the Rubrics for Power Point Presentations

Students will be assigned one major battle in the American Revolution and will be required to create a Power Point presentation on the information they find.

Taking several visits to the Computer Lab in the school, as well as researching the Internet for information on their assigned battles, students will meet three times to gather information. The Recorder of Notes will take notes on what steps are taken by each person in the group to make the power point presentation. The Archivist will gather the information each member has obtained and coordinate each event of the battle in a sequential order. The Power Point Expert, guided by the entire group, will create the Power Point presentation in sections but will have each member in the group find legal graphics and/or draw pictures to scan and add to the Power Point presentation. Culmination of the Instructional Plan: Students will create questions based on the prior knowledge of the students in the class before their presentation and give a quick quiz on what they presented to the class after the presentation. In this way, students will use scaffolding to obtain knowledge of how to use the Internet, create a product based on what they have learned and culminate their project through the use of a quick quiz.