

**ED 101 Educational Technology Lab – Spring 13  
Boston University – School of Education**

LESSON PLAN
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<b>Requirement</b>	<i>Explantion/Example</i>	<i>Points</i>
<b>Grade(s) Content Area(s) Topic of Lesson</b>	<i>Second Grade Social Studies: History of Concord</i>	<i>1</i>
<b>Objective</b>	<i>When provided with a written list of historical sites (Walden Pond, the Orchard House, the Wayside Inn) and figures (Louisa May Alcott, Ralph Waldo Emerson, Nathaniel Hawthorne) that were significant in the history of Concord, Massachusetts, students will be able to write a sentence explaining the significance for 2/3 of the places and figures with accurate facts and spelling.</i>	<i>2</i>
<b>Technology standard</b>	<p><b>Standard 3. Demonstrate the ability to use technology for research, critical thinking, problem solving, decision-making, communication, collaboration, creativity, and innovation.</b></p> <p><b>Exploratory Skills and Expectations: Research (Gathering and Using Information)</b>  <i>K-2 3.2: Review teacher-selected Internet resources and explain why each resource is or is not useful.</i></p>	<i>1</i>
<b>Curriculum Framework</b>	<p><u>Example:</u></p> <ul style="list-style-type: none"> <li>➤ <b>Massachusetts History and Social Science Curriculum Framework</b></li> <li>➤ <b>E Pluribus Unum: From One, Many, Grade 2</b></li> <li>➤ <b>Concepts and Skills, Civics and Government</b></li> </ul> <p><i>Standard #7: Give examples of fictional characters or real people in the school or community who were good leaders and good citizens, and explain the qualities that made them admirable (e.g., honesty, dependability, modesty, trustworthiness, courage).</i></p>	<i>1</i>
<b>Materials, Resources, Technology, Personnel</b>	<i>Materials necessary for this lesson are as follows: Internet access, individual computers OR a smart board with an LCD projector, handouts for the individual activity, writing utensils, headphones (only if using the individual computers), and artifacts that pertain to the lesson (e.g., cookies made from a recipe made by Abby May Alcott, a children's version of Little Women by Louisa May Alcott, a picture of Concord and/or a historical figure).</i>	<i>1</i>
<b>Lesson Introduction  (5 minutes)</b>	<i>The artifact serves as an introduction for the students. Use questions to have the kids participate (e.g. What is this? Have you seen it before? Describe it?). If there is no object, general questions can be asked to engage the students in the lesson as well (e.g. What do you know about the Battle of</i>	<i>1</i>

	<i>Lexington and Concord? Has anybody visited a historical place in Concord?). A class discussion should arise, and the topic will be introduced. The feedback from the students can be important because the teacher will be able to observe how much they know, and, by the end of the less, they will be able to assess how much they learned, if at all.</i>	
<b>Guided Activity</b>  <b>(10 – 15 minutes)</b>	<i>The teacher should teach page by page by using the LCD projector and/or an interactive screen. The teacher can either summarize and have various students interact with the interactive contents of the pages, or the teacher can ask the students to read the page out loud, as well as interacting with the interactive components. For the technology standards, the teacher will use a LCD projector and board (does not have to be a smart board) and go to the external links (located on the References page) and pick different sites (e.g., Wikipedia, .org, .edu). The teacher should explain each website, why their domain is picked, how reliable they are, and conclude whether or not one would be able to use it as a research website.</i>	<i>1</i>
<b>Independent Student Activity</b>  <b>(10-15 minutes)</b>	<i>If there is access for individual computers, the student will be maneuvering around the website and learning on their own time as well as working on their handout. Although, before the students have their own computer, the teacher should inform them on how to get around the website (e.g., how to get to subpages, how to get to the quiz). Also, the teacher should tell students what kinds of content they will be held responsible to know (e.g., the county of Concord, a book that Louisa May Alcott wrote, why Thoreau was important) and mention that they must read every page.  The worksheet will contain general questions from the website, in which they are allowed to use the website to refer back to their questions. The question will contain a blank map of Massachusetts and the students are responsible for pinpointing the general area of Concord; the answer is correct as long as they are within a good half inch radius from the actual location. The handout will ask about each historical site, ask about demographics, and ask them to pick a historical figure (if they used the individual activity sheet, ask them to write about a new figure) and write what was fascinating about that historical figure. This handout can be given to work on, if there is time, at the end of the lesson, but it is a take home assignment in which they have two days to complete it; they may use the website.</i>	<i>2 ind. 1 tech. 1 web</i>
<b>Wrap-Up of Lesson (Closure)</b>  <b>(5 minutes)</b>	<i>At the end of the lesson, lead a discussion, and ask the kids what they learned about Concord, and/or what they found interesting about their experience. Ask questions about certain topics on the website. Make sure a majority of the class participates.</i>	<i>1</i>
<b>How will students be assessed to make sure they are able to perform the</b>	<i>The handout received in the independent student activity is the assessment.  <u>Objective:</u> Students will have the knowledge to identify the geographical location and demographics of Concord, Massachusetts; if given a map of Massachusetts, they should be able to pinpoint the general area of where the town lies. Students will also be exposed to historical sites and infamous figures from Concord, and should be able to recall why each historical site</i>	<i>1 assess  1 writing</i>

<b>objective?</b>	<p><i>is significant and be able to be knowledgeable on at least one notable figure.</i></p> <p><i><u>Assignment:</u> Take a note that the knowledge of the notable figure will be met by the activity hand out. If you chose not to use this handout, then there will be questions on the end of lesson handout that will suffice. This sheet will contain general questions from the website, in which they are allowed to use the website to refer back to their questions. The question will contain a blank map of Massachusetts and the students are responsible for pinpointing the general area of Concord; the answer is correct as long as they are within a good half inch radius from the actual location. The handout will ask about each historical site, ask about demographics, and ask them to pick a historical figure (if they used the individual activity sheet, ask them to write about a new figure) and write what was fascinating about that historical figure. This handout can be given to work on, if there is time, at the end of the lesson, but it is a take home assignment in which they have two days to complete it; they may use the website.</i></p>	
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