

Note: You will need to sign up for the computer lab for this lesson.

TITLE OF THE LESSON

US History Unit 1 Lesson 42 –History Uploaded

How can historical study be effectively presented and uploaded for on-line audiences?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

National Council for the Social Studies: Curriculum Standards for the Social Studies

II. Time, Continuity, & Change

- d. systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- e. investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.

NETS for Students 1-6

MATERIALS

Uploading Websites -- Teacher Page

cardboard box (for transporting Prism Table Tents)

Dreamweaver (or your site's web publishing program)

Photoshop (or your site's image processing program)

Note: You may wish to have your site technology person present to help out with technology questions and issues that may arise during the period. You will also need to decide with him/her the most effective method and place to upload student web sites. Also, invitations were given to various school personnel inviting them to be outside evaluators of student projects. Be sure to verbally remind these individuals of the invitation for Lesson 44 viewing of the projects.

PRINTED MATERIALS

Breaking Fences Project Instructions—Student Page (available for reference or electronic access)

Breaking Fences Project Rubric—Student Pages (available for reference or electronic access)

LESSON OBJECTIVES

- To demonstrate critical processing and classification skills through the development of supporting links and pages for the Breaking Fences Project
 - To gain an understanding of historical interpretive confidence through writing text commentary in support of Prism Table Tent concepts and incorporating these interpretations into the Breaking Fences Project
 - To demonstrate interpretive skills through inclusion of the conceptions of “grey areas” and “black box of truth” into the Breaking Fences Project
 - To demonstrate mastery in historical interpretation of two selected project events through the creation of historical slivers focusing on the events
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

1. Greet and Instruct—As students enter the classroom welcome them and instruct them to gather all Breaking Fences Project materials they have so that the class can move into the computer lab.
 2. Garden Care—Instruct gardening pairs to check and water quads’ planted seeds.
 3. Collect and Return Updates—Instruct student to turn in the *Project Update 4* assigned as homework in the previous lesson. Return *Project Update 3* to students and instruct them to place it in their sketch books behind **Our National Pride Sketch Page**.
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ACTIVITIES – INDIVIDUAL AND GROUP



LEARNING ACTIVITY #1—BREAKING FENCES WORK

TIME FRAME—45 MINUTES

Multiple Intelligence (MI)—Spatial, Intrapersonal

1. Outline Workload—Students are already aware that they are going to the computer lab for their final in-class work day for their Dreamweaver Breaking Fences Project. Before leaving for the lab, review the different project tasks students should be working on:
 - Students' project index page should be completed and ready to upload.
 - Students should finish assembling web-friendly sections of their 2 historical analyses to feature as the historical research foundation for their project.
 - All additional pages featuring on Prism Table Tents should be finished and ready to upload. Students should finish incorporating or identifying grey areas and the black box of truth into their project.
 - Images and backgrounds should be incorporated into the project pages. Students should be creating images with an appropriate graphics program, or locating appropriate images from research materials (books, articles, or Internet sources). Remind students that they *must* credit the image source just as they credit text sources and/or ask permission if they are linking to someone's web site or using materials from someone's site..
 - Students should have a finished Bill of Rights page, with appropriate correlations shown between applicable rights and various struggles contained within their project events.
2. Pack Materials—Select a quad to collect all Prism Table Tents and Springboard 41 posters (grey areas and black box of truth), pack them into a cardboard box, and carry the box to the computer lab. Once in the lab, the quad should take out the tents and posters, distributing them around the lab so that students can easily consult the resources as needed. This quad will also be responsible for repacking the resources and carrying them back to the room at the end of the class period.
3. Lab Work—Remind students of the appropriate behaviors they should exhibit when in the computer lab. Instruct the class to walk to the lab, bringing any research materials they may need for their unit projects. Allow students 25 minutes to wrap up the construction of their Breaking Fences Project. As students work, circulate through the room offering assistance as needed.
4. Save -- Remind students to save frequently, as you cannot be responsible for any lost or deleted work because they forgot to save. You may want to have posted how you have decided to save work so that you don't have to repeat yourself during the period.
5. Uploading Sites – When 20 minutes are remaining of the class period, instruct students to review and prepare their projects for web upload. If your students have not had prior training in uploading sites, you may use the teacher page **Uploading Websites** to teach them how to upload. Prior to class, you will need to get together with your site technology person to decide the easiest, most effective way to upload sites (to your school server or to a free web hosting site). If students are struggling to finish final project work and upload, you may wish to offer open lab time after school or at lunch.
6. Check Navigation Tools and Images – Have students check all links to make sure they are functioning properly and all images to make sure that they are not broken, but load correctly.
7. Clean Up –Instruct students to clean up workstations, shut down the computer lab resources according to your technology department's guidelines, and push in their chairs.
8. Extra Time -- If you are feeling generous, you may wish to offer to open the computer lab after school or at lunch time for students who still need to finish up their projects.
9. Assign Update—Instruct students to write an update summary of all the project work they completed in today's class period as homework. The update should be entitled *Project Update 4*, and should be ready to turn in at the beginning of the next class period.

10. Review Progress—After updates have been written, ask students to share their perceptions of the Breaking Fences Project. Ask any of the following questions: *How has your project work refined your view of historical study? How proficient do you feel in demonstrating historical skills (such as Compelling Elements, Insights, Interpretations)? What do you now understand about being an American?*

HOMEWORK

- 1) Finish *Project Update 5* and be prepared to turn it in at the beginning of the next class period..
- 2) Your Breaking Fences Project should be ready for presentation, peer review, and outside evaluation in the next 2 class periods.

GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Sketchbook:		Formal Portfolio:
Project Update 5 Project Update 4 Project Update 3 Our National Pride Sketch Page (#29) Project Update 2 Project Update 1 Springboard 37 The Map Sketch Page (#28) Under the Magnifier Sketch Page (#27) Unit Project Supernova Diagrams Unit Project Fence Assemblies (if printed) Unit Project Picket Outlines (if printed) Springboard 31 Checkin' the Fenceline Sketch Page (#26) Imprint Argument 2 (handwritten) Sensory Cinders Sketch Page (#25) Supernova Diagram: Imprint 2 Frozen Insights Sketch Page (#24) Butter Insights Sketch Page (#23) Wisdom's Growth Sketch Page (#22) Curiosity Imprint Essay (draft 1) Sketchbook Reflection 2 Curiosity Pedestals Sketch Page (#21) Bridges of Curiosity Sketch Page (#20) Acceptance Imprint Essay (draft 1) Becoming an American Sketch Page (#19) Hope Imprint Essay (draft 1) Measuring Accomplishments Sketch Page (#18) Springboard 21 Ravine of Despair Sketch Page (#17) Imprint Argument 1 (handwritten)	Springboard 18 Supernova Diagram: Imprint 1 Supernova Wish Sketch Page (#16) Springboard 16 Belief Imprint Essay (draft 1) Hero's Quest Sketch Page (#15) Sides of the Fence Sketch Page (#14) Springboard 13 The Firelines Sketch Page (#13) <u>Collision Grounds</u> Odyssey Reflection Tic Tack Sketch Page (#12) Sketchbook Reflection 1 Preamble Sketch Page (#11) Vendor Decision Sketch Page (#10) Grindstone Sketch Page (#9) Workin' Sketch Page (#8) <u>Eyes of the Designer</u> Odyssey Reflection Dreams Sketch Page (#7) Historian Rail Trail 1 Skeleton Key Imprint Essay (draft 1) Skelton Key Sketch Page (#6) Byte 1 Driving License Tragedy Imprint Essay (draft 1) Haunted House Sketch Page (#5) Elements Continuum Sketch Page (#4) <u>Emotions Abound</u> Odyssey Reflection Expressions Honeycomb Sketch Page (#3) Garden Plot Sketch Page (#2) Sketchbook Rules Sketch Page (#1) Springboard 1	Historical Analysis B Historical Analysis A Imprint Argument 2 Imprint Argument 1