

Guided Inquiry Lesson

Lesson Title: Humans of Eureka

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Curriculum/Subject: Social Studies/Technology Focus: Students will focus on local people, over or around 60 years of age. This unit will be taught primarily by the LMS in Library class but CT will assist with work time and help on the assignment. Also heavy involvement from TLC (Technology Learning Coordinator).

Grade Level: 8th grade

Duration: 5 weeks, three days a week for 45 minute instruction block, work time and help given by CT.

Lesson Materials/Resources: Our school is a Gear Up school, so each student has a Chrome book and each Chrome book has Windows Movie Maker on it. Students have used it in the past but we need help with that. They will also need access to regular and online encyclopedias, and era newspapers, local and national.

Lesson Overview: Students will interview a person 60 or older and find an interesting time in their lives to present about. This lesson was created to generate interest in another generation, to promote good questioning skills and to follow through with a project from beginning to end.

For the lesson the students must answer the who, what, why, when, where and how of an individual. They must research a time period in the life of that person and create a presentation to share. Students subject to be interviewed will be approved by LMS and subject will be given a permission slip to interview and use information. (Release?)

Essential Questions: Students will be given a list of possible questions, but encouraged to create their own in brainstorming sessions. There will be “skinny questions” but a majority of the questions they generate need to be fat questions. After the starter questions of who, what, when, where, why and how, they will choose some questions from a list the class will generate together, such as “where were you when Pearl Harbor was bombed, how did you hear and what was that like? Where were you when the terrorists attacked the twin towers in NY? How did that change your life? Students will generate the questions, with guidance from LMS. They will be placed into a shared Google doc so all students can access them with their Chrome books. Questions will be written and submitted to LMS for approval prior to the interview. LMS will guide student to use essential questions and guide them to an effective area of the subject’s life for the focal point of the interview.

Goals: The expected outcomes of this assignment are that the students will be able to create a presentation using Windows Movie Maker to share at the 8th grade family night at school. Students will create this presentation by first choosing their subject, taping interview(s) with their subject on their Chrome Books, deciding one era or one time of that subject’s life to focus on, research world, national and local headlines of that time and

create presentation on the Chrome book that will be shown in the auditorium on Family night.

Objectives: Students will be able to choose a subject, create questions for an interview, tape an interview with that person, narrow focus to one time period or aspect of that persons life, research world, national and local headlines of that time, and create Movie Maker Presentation (with headings, music and citations) on that person to share on the large screen in the auditorium on Eighth Grade Family Night. Presentation will be at least 5 minutes long but under ten minutes.

Content Standards: (All standards are taken off of OPI website for MT standards)

MONTANA STANDARDS FOR SOCIAL STUDIES

(<http://opi.mt.gov/PDF/Standards/ContStds-SocSt.pdf>)

Content Standard 1—Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

Content Standard 3—Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).

Content Standard 4—Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

Content Standard 5—Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.

Content Standard 6—Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

Technology Content Standard 1

1.1 use multiple approaches to explore alternative solutions

1.2 collect relevant data and information on a subject from a variety of digital resources

1.3 analyze and ethically use data and information from digital resources

1.4 compare accuracy, diversity, relevance and point of view, including Montana American Indians, of digital information

1.5 share data and information ethically and appropriately cite sources

Technology Content Standard 2

2.1 select and use online collaboration and communication tools

2.2 use digital collaboration and communication tools in a safe, legal, and responsible manner

2.3 communicate the results of research and learning with others using digital tools

Technology Content Standard 3

3.1 apply a variety of digital tools for personal and group expression

3.5 use digital tools and skills to construct new personal understandings

Technology Content Standard 4

4.1 apply and refine the skills needed to use communication, information and processing technologies

Information Literacy/Library Media Content Standard 1

- 1.1 analyze the parts of the problem to be solved
- 1.2 identify information resources needed
- 1.3 evaluate and select appropriate resources

Information Literacy/Library Media Content Standard 2

- 2.1 Locate multiple resources using search tools
- 2.2 evaluate resources
- 2.3 Locate information within multiple resources
- 2.4 Extract information from multiple resources needed to solve the problem
- 2.5 organize and manage information to solve the problem
- 2.6 create a product that presents findings

Information Literacy/Library Media Content Standard 3

- 3.1 assess the quality and effectiveness of the product
- 3.2 evaluate how the process met the need for information

Information Literacy/Library Media Content Standard 4

- 4.1 legally obtain, store and disseminate text, data, images or sounds
- 4.2 appropriately credit ideas and works of others
- 4.3 participate and collaborate in intellectual and social networks following safe and accepted practices

Technology Used:

Chrome Books
World Book Encyclopedia, both print and digital
Windows Movie Maker program

Collaborations:

Primary LMS project. Work time and help will be given by CT and TLC (Technology Learning Coordinator). 8th grade team coordination,

Lead In: Prior to beginning of unit, students will discuss the project and see a completed presentation. They can then begin thinking of who they would be interested in interviewing. (After first year, student presentation will be used, first year LMS will make presentation on local WW2 veteran from VFW.)

Process Model and Step by step activities: Big 6 Process Model* (<http://big6.com/>)

Task Definition:

Prior to start of unit, students will be shown completed presentation and asked to think about who they would like to interview and present on. (Starter)

Day 1 Brainstorm in group of possible interview subjects. Make list of 5 possible subjects in and around community or within their family that they would be able to interview. They will discuss with their parents the feasibility of their choices and narrow it down to one person.

They must then talk to that person and ask them if they would be willing to be a subject in the presentation and schedule an interview date and time with in the schedule. Interviews will either be recorded on Chrome books or will be done online, through email or Google doc. Assessment 1 will be on list of interview subjects.

Day 2 Interview subjects are now chosen and must be approved by LMS. Alternates will be made available. Students will be broken into smaller groups to brainstorm interview questions. By the end of this lesson they will have a huge list of questions that they will put into a shared Google doc. LMS will narrow focus of questions and make sure they have both essential and fact based questions to ask. Interviews will be scheduled by next lesson. Assessment 2 will be on interview questions.

Day 3 Students will make their final list of questions for their initial interview and have it approved by LMS. Interviews will be conducted in the next week. LMS, TLC and CT will review interviews for content and help students focus on one era to present on. Follow up interviews will be scheduled. Assessment 3 will be on interview.

Information Seeking Strategies:

Day 4-5-6 Students will review their interviews and choose a focus for their presentation. Students will use their Chrome Books to research the time period they are focusing on and find local, national and world events happening at that time. They will research and choose events that are relevant and will assimilate into their final presentation.

Location and Access:

Students will have their Chrome Books, can work from school or home. They will put their work into Google docs which will be shared with LMS, TLC and CT. Each team member will monitor students work in progress and add questions and comments as needed. Team members will meet weekly to discuss progress of project. All Chrome Books have encyclopedias and Windows Movie Maker installed.

Use of information:

Days 7-8-9 Once the research portion is complete, students will begin writing their storyline for their presentation. They will put the story line into a Google doc to be checked for progress and assessed as the presentation develops. During this time, students will help LMS create a grading rubric, based on what they think they should be doing. This will be approved by the 8th grade team and posted in a Google doc. Progress on the storyline will be checked weekly by team....LMS, TLC and CT. Any follow up interviews will be conducted in this week. Assessment 3 will be on storyline.

Synthesis
Day 10-11-12

Students will begin creating their Movie Maker Presentation. Team Teachers will monitor for citations, flow and progress. Photographs, headlines, music will all be gathered and students will input data to Movie Maker program. (Work Time)

Day 13 Students will show presentations to team teachers, then to other student groups for critique. Assessment 4 will be on rough presentation.

Evaluation:

Day 14 Students will practice and have rehearsal for presentations

Day 15 At the eighth grade family night, students will show their presentations in the auditorium on the big screen. Final Assessment will be the presentation.

Lesson Closure:

Students will be asked to reflect on their process and journey to the final product. They will be given a self assessment form (to be created by Team) and asked, based on the student designed rubric, what they feel their grade should be. (Reflection)

Lesson Evaluation: During Week three the students will generate a rubric, guided by the Teaching Team. Students will be evaluated four times throughout the process, with their final grade and most emphasis on the final presentation.

Other curricular areas:

Social studies, technology, family outreach and Library media.

Adaptive Learning:

Adaptations: Any student unable to choose a subject or find a subject will be given a subject that is preapproved and very accessible. Students with learning disabilities will be offered extra help and tie with the teaching team.

Extensions: Students will be given the option to make a second presentation on multiple eras in the chosen subjects lifetime and to present at the awards assembly at the end of the year.

Works cited:

<http://opi.mt.gov/PDF/Standards/>
<http://big6.com/>