Re-purposing Technology Lesson Plan Template
TE 831: Teaching School Subject Matter with Technology

Summary Box

Lesson title: Crusades Google Earth Project

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Subject area: World History

Technology integrated: Google Earth, Kight Site, Glogster, Edmodo, PowerPoint, & YouTube

Length of lesson: One day of instruction – one week to complete the assignment.

Suggested grade level: 9th Grade

Lesson Abstract: Students will be studying the Crusades and examining the various religious, political, and cultural perspectives of this major historical event. After instructor lead PowerPoints covering the topic, the students will showcase their understanding of the topic by creating a Google Lit Trip. I am integrating this use of Google Earth technology in conjunction with history to provide the students a unique and engaging lesson. The access to digital geography tools like Google Earth also help students build their geographical knowledge and help them begin to look at the Global perspectives in the past.

Lesson Objectives: What should the students be able to do in this lesson? List your objectives as bullet point statements. Between two and four objectives should suffice.
- Students will be able to blend historical content knowledge and technology into a digital product.
- Students will examine historical perspectives dealing with religious, political, and cultural knowledge of Arabic and European history in the 11th century
- Students will learn mapping skills and chronological skills involving events of the Crusades.
- Students will learn and practice presentation skills such a posture, eye-contact, academic language, and tone of voice.

⚔ Students will continue using internet academic based programs such Edmodo, Gloster, and YouTube to assist with digital assignments.

Student NETS Standards Alignment:

- Student NETS 1a – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students apply existing knowledge to generate new ideas, products, and processes.
- Student NETS 1b – create original works as a means of personal or group expression.
- Student NETS 2b - communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- Student NETS 2c - develop cultural understanding and global awareness by engaging with learners of other cultures
- Student NETS 2d - contribute to project teams to produce original works or solve problems
- Student NETS 5b - exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- Student NETS 6d - transfer current knowledge to learning of new technologies.

Materials: Please list the materials needed for this lesson. Include hyperlinks to all the Internet sites you cite and book citations (APA style) if you reference any textbooks.

Edmodo   www.Edmodo.com
Glogster   http://blaina.glogster.com/google-earth-crusades/
Google Earth earth.google.com
KnightSite   www.KnightSite.org
YouTube   http://www.youtube.com/watch?v=wzZD4jHSlAw
                              http://www.youtube.com/watch?v=ayQ0CcVwibc

Detailed Lesson Procedure:
Task #1 –Front loading (start of lesson)
⚔ Students will download the PowerPoint notes from Edmodo entitled: "The Crusades ppt" Students will be responsible for actively listening to the mini lesson.
⚔ After the mini is complete the students will down load the rich text format titled "Crusades Google Earth Project" or visit http://blaina.glogster.com/google-earth-crusades/ . The project requirement are listed below:

Explaining project to students (rtf Crusades Google Earth Project or Glogster)

* You need to place seven 'thumbtacks' or 'place-markers' on locations that are associated with the Crusades. You will want to use the notes and/or your own research findings to support your thumbtacks placement.

• Please include a brief three to five sentence description about the location and its relation to the Crusades. It would also be wise to include a date for the reference.

• The dates should be placed in chronological order so that your project has a starting location and ending location.

• If you borrow the work of others, you will need to cite the source – I recommend using KnightCite.org. As always, plagiarism results in a zero and/or possible Saturday school.

• The students will be required to give a breif presentation of their work to the class at the completion of the project. A rubric has been attached in a rich text format entitled "Speech Rubric" on Edmodo.

End of Lesson

* The rubric speech will be explained during the last fifteen minutes of class.

* Questions from the students regarding questions about any aspect of the project will be addressed. The teacher will ask follow up question regarding critical aspects of the project.

* All students wishing to print a hard copy of the assignment may do so at the last five minutes of class.

Appendix(ces)

Crusdes Google Earth Project (rich text format)
Crusades PowerPoint (PPT file)
Speech Rubric (rich text format)

Reflection Paper

What technology did you choose for this lesson and why did you choose it?

I selected Google Earth as the main technology for the project; however, the main purpose of the lesson is to create a Lit Trip student based assignment. I selected this because I believe that students can get a better understanding of how the Crusades were one of the first global

conflicts encompassing Europe and the Middle East. I wanted to link the assignment to Edmodo to reinforce an student use. I created a Glogster to help students have an alternate way of looking at the assignments requirements.

How did you use the three TPACK knowledge areas in creating and forming your lesson?

     Blending TPACK was an important part of this lessons design. The first focus of this lesson revolved around content acquisition. The mini lesson on the Crusades is the students first introduction to the topic. Aside from my instruction, the PowerPoint contain multiple visuals, concise words, and has a self–assessment quiz built in to check for students acquisition of knowledge.

     My pedagogical approach to the lesson revolved around the diverse needs of student learners. It is well known the students do not all work at the same speed due to a variety of influences (learning disabled, ELL, poor reading skills, etc) so I wanted to give the student a fair amount of time to work on the project and a week should suffice. Since every student has a netbook and internet access in school, time will be allotted over the course of the week to work on the project.

     Another area of pedagogy I wanted to focus on was diversity of explanation. When I begin to explain the project, I want to make sure that a student has access to the requirements, rubrics, and help in a variety of ways. They can access the retirements through the Glogster or through the rich text file. It should be noted that the Glogster has a YouTube video link explaining how to create a Lit Trip step by step. The rubrics for the project and presentation are available via download from Edmodo. The students may also print a hard copy in the case they do not have internet access to Edmodo.

     The last fifteen minutes of instructional time is dedicated to a instructor lead question and answer. The first part consists of students asking follow up or clarifying questions. In the second part of the question and answer, I will ask the students basic questions from the project to make sure that they have understood critical parts of the project such as 'length of time', 'where to find rubrics', and 'what to do if you do not have internet access at home.

     Technology will be used as a tool to show higher order thinking skills and to aid the students as they progress though the project. Since the project requires students to make connections and apply analytical skills about the topic, they are showing mastery of the content. Other technology tools are used to aid students as they progress through the project. Edmodo allows for communication between myself and the student. It is the access point for students to download rubrics, notes,

and project requirements. The Crusades Glogster has all of the requirements as well as a link to YouTube that explains how to create a Lit Trip in the event that my demonstration is not sufficient.

All three topic have to be blended for the project to be a success. The students will not be able to maximize technology if they do not understand the content. Likewise, the student may have a good understanding of the content but if they do not understand how to use the technology, the final product will not show student mastery. It is worth noting that the instructors pedagogical approach is the facilitator of both technology and content skills.

As you designed your lesson plan, what were the affordances of the technology related to education?

Some of the affordances of a project like this revolve around 21st century skills. Students will be using their creativity, critical thinking skills, and communication skills. They will be continuing their skills development of web 2.0 technology while working on fulfilling content standards in World History. In the end, they will learn life and career skills such managing deadlines, fulfilling requirements, and practice with presentation skills.

What were the constraints?

Some of the constraints of this project can revolve around the limitations of technology. If a student does not have internet access at home, they will have a significant shorter amount of time to work on the project, which could manifest in a lower grade. If I fail to address student needs (poor reading skills, ELL, dyslexia) the students might not understand how to use technology or how to use it to show content knowledge.

What other ways might this technology be re-purposed?

Google Lit Trips can be re-purposed by a variety of topics and contents. The Google Lit trips were started in the English Language Art to act as an aid to instruction. The Lit Trips have moved more and more into Social Studies to help instructors examine primary and secondary texts that involve various geographical locations. Some the most notable lesson I have seen involve Lit Trips based around The Odyssey by Homer or Night by Elie Wiesel. The Lit Trip can be adopted by and utilized by a variety of teachers cover an even greater amount of texts.

How did this lesson plan contribute to your understanding of the TPACK theory?

This lesson was an example of culminating all aspects of TPAK theory. The content, pedagogy, and technology have to be equally balanced for the project to work. The three areas work together to showcase student learning, creativity, content, and 21st century skills.