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**Technology Integrated Lesson Plan:**

**WebQuest – Life as a Civil War Soldier**

**8th Grade American History**

**Grade Level: 8 – Content Area/Topic: History (American Civil War) – Length of Time: 1 Week**

**Phase 1: Assess Technological Pedagogical Content Knowledge**

The social studies classroom really lends itself well to be paired with various forms of technology. Everyday use of classroom technology is possible because the scope of content is so broad.

This lesson is designed around two major elements: an interactive WebQuest and a “historic-fiction” writing assignment. At this point, the students have some familiarity with the American Civil War. They should know the basic reasons behind the war, some of the key aspects and events of the war, and the overall outcome of the war. What they do not possess is knowledge of the people whose lives were so greatly affected by the Civil War.

In order to best deliver this lesson to students, the TPACK Model must first be examined. Technologically, I possess the knowledge and skills necessary to author an interactive WebQuest for student use. There are a number of methods by which I could accomplish this task, but I will be designing the finished product by utilizing the features within Microsoft PowerPoint. When dealing in the area of content knowledge, I have a fairly extensive background of the American Civil War. I have taken a few undergraduate classes dealing with the time period, I have researched the topic a lot on my own time, and I have personally been to Civil War museums and battlefields in the past. I have enough information myself to provide as a basis for the WebQuest, and will easily be able to locate valuable resources around the internet to share with the students throughout the lesson. Pedagogically, this lesson falls directly into my own personal philosophy of education and follows an instructional method that is very familiar to me. I believe that students are able to connect more to content when they explore and discover new things on their own. WebQuests do a fantastic job at promoting this type of learning in the classroom. In assessment, this lesson would fall directly in the center of the TPACK Model. With each of the three areas of the TPACK framework being covered, this lesson will be able to provide students with a gateway to a deep and meaningful understanding of the content being presented.

**Phase 2: Determine Relative Advantage**

The internet holds many great educational resources that teachers and students can utilize. However, sending students into cyberspace unguided can produce negative results. Designing a WebQuest can help overcome this undesirable outcome by compiling and streamlining selective content for students to see and explore. Using a WebQuest as a guide, students are able to access digital content that is predetermined by the instructor.

**Phase 3: Decide On Objectives and Assessments**

This lesson has both objectives and assessment based on two sets of criteria: one set being the historical content and the other being PSSA Writing Test-prep.

**Objectives:**

Following each class period spent exploring the resources found within the WebQuest, the class will be able to share at least five new facts/concepts/ideas they learned about a Civil War soldier’s life.

The students will be able to create “historic-fiction” that includes a total of at least ten pieces of factual information found through exploration of the WebQuest.

Following the PSSA writing rubric, the students will be able to write three narrative letters that achieve a score of 13 out of 20 or better.

**Assessment:**

Formative Assessment

Upon the conclusion of each class period designated for the students to work within the WebQuest, the class will offer at least five new pieces of information that they learned about soldiers during the Civil War. The student responses will be written down by the instructor to ensure that no items are repeated throughout the course of the lesson.

Summative Assessment

Formal summative assessment for the completion of this unit comes in the form of the “historic-fiction” writing assignment. After the students have explored the all of the resources presented in the WebQuest, they will apply their new knowledge and understanding of the content to their narrative letters from the perspective of a Civil War soldier. This assignment will be assessed through the application of a grading rubric to the students’ work.

**Standards:**

PDE – History

**8.1.8.B –** Compare and contrast a historical event, using multiple points of view from primary and secondary sources.

**8.3.8.A –** Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

PDE – Writing

**1.4.8.B –** Write multi-paragraph informational pieces (e.g. letters, descriptions, reports, instructions, essays, articles, interviews)

**1.5.8.A –** Write with a clear focus, identifying topic, task, and audience and establishing a single point of view.

ISTE – NETS

**2.a. –** design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

**Phase 4: Design Integration Strategies**

This lesson will integrate technology in a rapid manner, with students working directly with the designed WebQuest on day one of this multi-day lesson.

On day one, students will be presented with the WebQuest. They will be shown the basic navigation functions of the instructional tool, and then they will be set free to work through the assignment at their own pace.

The students will continue to work through the WebQuest on their own throughout the week. Every day before class ends, a quick class discussion/questioning will take place in the final five minutes of class to act as formative assessment. The instructor will ask students at random to share new discoveries that result from exploration of the WebQuest. The class should be able to come up with at least five new items each day.

Toward the end of day three, the students will be ready to begin the writing assignment. The students who are far enough along to begin drafting their “historic-fiction” letters may begin doing so either by hand or by using word processing software. The students should still utilize the digital resources found within the WebQuest as they write.

By the end of the fifth day, the students should have had plenty of time to gather enough information to produce satisfactory writing. The writing assignments may be collected at the end of class on day five or at the beginning of class the following day.

**Phase 5: Prepare the Instructional Environment**

For this lesson to be successful, acquisition of a classroom laptop cart plays a key role. Reserving them in advance is very important. In addition to the laptops, the WebQuest document should be placed on the school’s network, in a location easily accessible by all students. A quick test should be conducted prior to the delivery of the lesson to ensure proper functionality. Also, to demonstrate navigation through the WebQuest, use of a projector and screen/smart board is necessary. These should be set up and tested prior to the start of the lesson.

**Phase 6: Evaluate and Revise**

Upon the conclusion of the lesson, here are a few questions to be addressed in a self-evaluative manner. The responses to these questions will help lead to revision of the lesson if necessary.

* Was the design of the lesson fitting for the content?
* Did the lesson align with the standards?
* Were all of the objectives met?
* Did the students produce appropriate products that fit within the criteria of the grading rubric?
* Did the technology function the way it was supposed to?
* Could this lesson have been as effective without the use of technology?