

NTEQ LESSON PLAN

LESSON TITLE: IMAGES OF GREATNESS RESEARCH AND OUTLINE

SUBJECT AREA(S): SOCIAL SCIENCE AND LANGUAGE ARTS **GRADE LEVEL:** FOURTH GRADE

LESSON SUMMARY

Briefly describe the purpose of the lesson and the student activities.

This activity allows the students to use the computer as a learning tool. The students are able to gather information from the internet so they can create an outline to be used later to write a biography. It generates an appreciation in the students by having them learn about important individuals in American history. This activity allows the students to learn about various famous Americans and understand the hard work and sacrifices they endured in order to achieve their success. They are able to explore American history through these student-centered activities.

LEARNING OBJECTIVES

By the end of this lesson, the students will:

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| <ul style="list-style-type: none">• Students will be able to use the computer as a tool. |
| <ul style="list-style-type: none">• Students will be able to gather and distinguish pertinent information from the internet to create an outline. |
| <ul style="list-style-type: none">• Students will become aware of characteristics of individuals who have made contributions to the lives of others. |

STANDARDS

National:

- Students practice responsible use of technology systems, information, and software.
- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use technology to locate, evaluate, and collect information from a variety of sources.

Local:

- 16.D.2c(US) – Describe the influence of key individuals and groups in the historical eras of the United States.
- 16.A.1b – Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources).
- 5.A.2a – Formulate questions and construct a basic research plan.
- 5.A.2b – Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web-sites, CD/ROMs).
- 3.B.2a – Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).

MATERIALS

- Think Sheet
- Computer Internet
- Fact Cards
- Printer
- Book on Important American
- Bookmarked sites
- Pencil
- Paper

COMPUTER FUNCTIONS AND DATA MANIPULATION

<i>Computer Function</i>	<i>Computer Application</i>	<i>Data Manipulation</i>
▪ Internet searches	▪ Bookmarked files	▪ Navigating Web-sites

PRESET INTERNET SITES:

- <http://www.biography.com>
- <http://www.infoplease.com/people>
- <http://who2.com>
- <http://www.google.com>
- <http://www.Yahoo.com>

Organization Strategies

After you have completed your biography book and internet research use these questions to help you organize the information for your outline.

1. What are the most important facts about the individual's life as a child, and adult?
2. Think about the person's accomplishments. (What have they done that should make them feel proud?)
3. Knowing the person's accomplishments, what do you feel is their greatest contribution to our society? How have they changed history? What would life be like if they had not existed?

SPECIFY PROBLEM

Over the next few weeks, we are going to investigate the lives of the Famous Americans that we have chosen to study. What kind of information about your character would you want to share with others?

RESULTS PRESENTATION

- Results of our investigations will be written up in outline form to be used later to write a research paper.
- Outlines will reflect pertinent information on the individual and their contribution(s) to society.

COMPUTER ACTIVITIES

Activities

Activities Before Using Computer

1. Students must select a biography book on an important American.
2. Students will discuss ideas of what would be important information to include in their research results and what would be non-essential information.
3. Students will receive and be instructed on how to use their fact cards.
4. Students will review how to use the internet and be shown the bookmarked sites and search engines they can use to start their search.
5. Students will be instructed on the information they need to record from the internet sites they use so they may create a bibliography in a later lesson.

Activities While Using Computer

1. Students will work at the computer individually.
2. There will be a rotating schedule allowing each student to have 50 minutes of time to use the computer to do research.
3. Students will use bookmarked sites and search engines to find information on their individual.
4. Students will choose what information to use and record the information on their fact cards.
5. Students will record needed information from their internet searches to be used later to create a bibliography.

Activities After Using Computer

Students will sort through their fact cards, select those cards that have information they want to use, and create an outline from that information.

Supporting Activities

Proofread, revise and edit outlines with peers.

Rotation Schedule:

Students will each be assigned one day during the three weeks of research for their computer usage. There will be 1 student assigned to each of two classroom computers per day. Students will be allowed 50 minutes during the reading/social studies time to do their research. They are encouraged to find information from at least 3 internet sources. Those students who are not scheduled for the computer will read their biography book or do research in class encyclopedias or other sources. Students may also sign up to do extra research during silent reading times or on their computer center days.

Assessment

Students will be assessed by means of:

- An outline

A rubric/grade sheet will be used to determine if all content standards of the outline were met.



Images of Greatness Outline

Name: _____

Teacher: Mrs. Komnick

Date : _____

Title of Work: _____

	Criteria				Points
	1	2	3	4	
American's Name	Not Present	First Name Only or name is illegible.	Last name only.	First and last name are present.	_____
Childhood Facts	Insufficient information, most facts are untrue or irrelevant.	Minimal information given, some facts are untrue or irrelevant.	Sufficient number of facts, all facts are true and pertinent.	Outstanding job! Provided important facts and interesting information.	_____
Adult Life	Insufficient information, most facts are untrue or irrelevant.	Minimal information given, some facts are untrue or irrelevant.	Sufficient number of facts, all facts are true and pertinent.	Outstanding job! Provided important facts and interesting information.	_____
Important Accomplishments	Insufficient information, most facts are untrue or irrelevant.	Minimal information given, some facts are untrue or irrelevant.	Sufficient number of facts, all facts are true and pertinent.	Outstanding job! Provided important facts and interesting information.	_____
Format	Did not follow guidelines for outline. Sloppy or illegible.	Majority of outline is set up incorrectly.	Majority of outline is set up correctly.	Outstanding! The entire outline is set up correctly and is done neatly.	_____
				Total---->	_____

Teacher Comments:

Think Sheet For Images of Greatness Outline

While collecting information for your fact cards, look for information on the following:

Childhood:

Nickname
Date of birth
Schooling
Family information
Where he/she lived
Important events in their childhood
Childhood jobs

Adult Life:

Marriage and children
College education
Jobs
Places he/she lived
Important events in his/her life
When he/she died or are they still alive

Important Accomplishments:

Important jobs
What he/she did that is important – something that few other people
have done
Awards or recognitions
Why is their accomplishment important
Who's lives did your person affect