

Understanding by Design Project

By: Jill Jezek

Content	Technology
Stage 1 – Desired Results	
<p>Standard(s): 2nd Grade Geography: The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world. Benchmark 2: Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character. Indicator 1: The student identifies physical and human changes that have taken place over time in the local region (e.g., physical: tornadoes, drought, Kansas as an inland sea; human: new shopping centers, highways, houses). Benchmark 4: Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. Indicator 1: The student identifies the past and present settlement or development patterns of his/her community or local area.</p>	<p>ISTE* Standard(s): <u>Students</u> 2. Communication and Collaboration Students: a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. b. communicate information and ideas effectively to multiple audiences using a variety of media and formats. <u>Teachers</u> 1. Facilitate and Inspire Student Learning and Creativity Teachers: b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.</p>
<p>Understanding(s): <i>Students will understand that...</i> 1. A community is always changing according to the current needs of its citizens.</p>	<p>Understanding(s): <i>Students will understand that...</i> 1. They must give credit to the sources they use in finding their information and pictures on the Internet.</p>

<p><i>Students will know...</i></p> <p>1. Why their family has settled in the community of Manhattan, KS.</p>	<p><i>Students will know...</i></p> <p>1. Basic computer skills, such as typing and searching the Internet for relevant pictures and information.</p>
<p><i>Students will be able to...</i></p> <p>1. Apply their knowledge of the past community of Manhattan to explain how the present community was formed.</p>	<p><i>Students will be able to...</i></p> <p>1. Create a glog using Glogster.</p>
<p>Essential Question(s):</p> <p>Why should a person live in Manhattan, KS?</p> <p>How has your community changed over the years and why?</p>	<p>Essential Question(s):</p> <p>What is a community?</p>

Stage 2 – Assessment Evidence

<p>Performance Task(s):</p> <p>Students will:</p> <p>1. Explain why their family lives in Manhattan, KS, and what brought them there (analysis).</p> <p>2. Compare/Contrast the past and present community of Manhattan, KS (analysis).</p> <p>3. Discuss whether or not the changes in the community are what is best for the community members (evaluation).</p>	<p>Performance Task(s):</p> <p>Students will:</p> <p>1. Design a glog that displays their knowledge of their past and present community as well as what the community has to offer its members (synthesis).</p> <p>2. Justify how an online community (like Glogster) is similar to the community they live in (evaluation)</p> <p>.</p>
<p>Other Evidence:</p> <p>Teacher observation, participation in group discussion</p>	<p>Other Evidence:</p> <p>Teacher observation, participation in group discussion</p>

Stage 3 – Learning Plan

<p>Learning Activities:</p> <p>1. Teacher asks students the essential questions and facilitates large group discussion by completing a KWL chart on what the students know about their present community (Logic, Auditory).</p> <p>2. Elderly local citizens visit classroom as guest speakers to discuss what it was like to live in Manhattan x number of years ago (Interpersonal, Auditory,</p>	<p>Learning Activities:</p> <p>1. Teacher introduces Glogster (http://www.glogster.com/), an online interactive poster that using text, music, animation, and video, and demonstrates how to create one.</p> <p>2. Teacher facilitates class discussion on the publicity of the Glogster community and ethical conduct (how to cite sources and reacting appropriately to online</p>
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<p>Visual).</p> <p>3. Students will interview a parent or guardian to find out why their family moved to Manhattan (Interpersonal).</p> <p>4. Students will examine the official Manhattan website (http://www.ci.manhattan.ks.us/) and Wikipedia (http://en.wikipedia.org/wiki/Manhattan, Kansas) to learn more about what the city current offers (Logical, Visual).</p> <p>5. Teacher and students will read books about ideal characteristics of community members: honesty, responsibility, loyalty, cooperation, respect, and the class will discuss whether all members have this characteristics all the time. Why or why not? (Intra/Interpersonal, Visual, Auditory)</p>	<p>material).</p> <p>3. Students create a glog with a partner that displays past and present knowledge of their community, Manhattan, KS. This glog may include video, music, pictures, and text (Visual, Kinesthetic, Musical, Logic).</p>
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Glogster Project Rubric

Teacher: Ms. Jezek

Student: _____

CATEGORY	4-Great	3-Good	2-Fair	1-Needs Improvement
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentaiion content.
Sources	Source information collected for all graphics, facts and quotes. All documented in desired format.	Source information collected for all graphics, facts and quotes. Most documented in desired format.	Source information collected for graphics, facts and quotes, but not documented in desired format.	Very little or no source information was collected.
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Teamwork	Partners worked fairly and respectfully with each other. No problems reported.	A slight problem working with their partner, mostly disagreements.	2 or more issues reported. Partners did not work cooperatively with each other.	Partners will disruptive, unfair, or disrespectful. Many problems reported and cooperation was not evident.

Total: _____/16

Comments:

UbD Template Rationale

I choose to focus on the historical aspect of my lesson. Through this lesson, I will provide opportunities for students to learn about the past and present community they live in. They will also be exposed to a new type of community: an online community through the use of Glogster.com. Students will make the connections of what a community is and can be. It does not necessarily mean the place you physically live. A community is any group living or working in the same area or having interests, work, etc. in common. Students will develop ideas on how and why a community changes. Is it the people? Is it the government? Is it because of nature? They will also begin to experience interacting in an online community. Students will share their glogs on www.glogster.com and allow other users to view and comment on them.

This UbD lesson plan is supported by the situated learning theory. Principles of the theory are that: 1. knowledge needs to be presented in an authentic context and, 2. learning requires social interaction and collaboration (Lave, 1990). By having guest speakers discuss life years ago in their community, students will receive an authentic learning experience instead of just reading about it in a book. Students will also be exploring websites to research the opportunities and resources their community currently provides. They must work with a partner to design a glog that displays their knowledge and understanding of a community. Students will also interview their family to discover why they live in Manhattan, KS. Lave (1990) states, "Social interaction is a critical component of situated learning -- learners become involved in a "community of practice" which embodies certain beliefs and behaviors to be acquired." This lesson is focused on working together to

understand why change has occurred as well as what makes a community.

Grabe (2007) explains how the Internet is “a prime example of a technology that can help establish or provide access to a culture of practice” (p. 60). It also offers a vast amount of primary sources for students to learn from. I want students to find pictures of the community of Manhattan, residents, landforms, buildings, ect., and compare them to what they see in Manhattan today. They can easily do this with a simple Google Image search. Together, students can analyze why the community does look the same as it did fifty years ago and even predict what it may look like fifty years from now. The possibilities are endless with the help of the Internet. The Internet is not just a network of facts to be understood, it also it a social community that is rapidly spreading around the world. A 2004 survey and report from the Pew Internet & American Life Project find that 44% of U.S. Internet users have contributed material to the online commons (Lenhart, 2004). And that was seven years ago! I imagine that number is rapidly rising as social networking sites, wikisites, and blogs are becoming more accessible to the average online user. By providing students the opportunity to share their glog online, they are contributed to the World Wide Web and experience that sense of community.

Finally, in regards to Bloom’s Taxonomy, Dale’s Cone of Experience, and Multiple Intelligences, this lesson provides several different levels of learning opportunities. Students will be explaining why their family lives in Manhattan, KS, and what brought them there, which relates to Bloom’s **analysis**. They will be comparing and contrasting the past and present community of Manhattan, KS (also **analysis**) as well as discussing whether or not the changes in the community are what is best for the community members (**evaluation**). With the use of technology, students will design a glog that displays their

knowledge of their past and present community as well as what the community has to offer its members (**synthesis**) and then justify how an online community (like Glogster) is similar to the community they live in (**evaluation**). Higher-level thinking is evident throughout this lesson because students are constantly asked why? Or how? They will develop a deeper understanding of their community.

Multiple intelligences are incorporated as well in this design: **interpersonal** intelligence (working with a partner, understanding the guest speaker's experiences in the past community, discussing why or why not community members display ideal characteristics, and interviewing), **visual** (finding pictures from the past community to compare with the current view, reading, and writing about the Manhattan community, constructing and designing a Glogster), **auditory** (listening to guest speaker and family member, as well as class discussions, viewing videos depicting life in a community), **musical** (finding and incorporating music into the glog), **kinesthetic** (typing on a keyboard, maneuvering a mouse), and **logical** (reasoning why the community has changed, how the community we live in is similar to the online community).

Last, but not least, students will be participating in the **demonstration** level of Dale's Cone of Experience. The glog students create will exhibit the knowledge and understanding they have constructed through the interview, research, and guest speaker about the past and present the Manhattan community as well as what makes a community. Students will share these demonstrations with one another, as well as the Glogster online community. Through the use of all the above-mentioned tools and ideas, I believe this UbD lesson plan will create a relevant and meaningful learning experience for students.

References

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