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

Summary Box

Lesson title: "Journey to the New World: Becoming a Colonist"
Prepared by: Megan Kole
Subject area: Social Studies
Technology used: http://www.kidrex.org and http://www.schoology.com
Length of lesson: 55 minutes
Suggested grade level: 5th

Lesson Objectives:
- IWBAT research my chosen colonist from my colony by using the search engine www.kidrex.com looking specifically for name, age, and reason for traveling to the New World by completing a "Fakebook" profile page.
- IWBAT create a Schoology page for my colonists under Ms. Kole's Social Studies group based on my "Fakebook" profile page.
- IWBAT answer the question "Why did I come to the New World?" on the Social Studies group page and respond to one other student from another colony.

Student NETS Standards Alignment:
- Student NETS 1b – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Student creates original works as a means of personal or group expression
- Student NETS 2b- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- Student NETS 3b- Students apply digital tools to gather, evaluate, and use information. Student will locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Materials:
- Laptops
- Headphones (if needed)
- List of colonists from each colony (names written on index cards to be given to students)
- Schoology username and password (Schoology is a website similar to Facebook for teachers and students to use)

- Fakebook profile page (Appendix A)

Lesson Procedure:
- Students will be introduced to Schoology during the previous days lesson. Teacher will (TW) introduce how to create a profile the day before as a model- this will save time for the next day and allow students more time to create their own profiles. This will also be a great introduction/model so it is not all "new" to the students during the time of the lesson.

Before
- Teacher Will discuss the purpose of today's lesson-
  - In order to show understanding of who their assigned colonist is, students will be taking information they've gathered from the internet and learned about their colonist to create a Schoology page for their colonist
  - Students will (SW) think about their colonist after gathering their information asking themselves, what would my colonist Schoology/ Facebook page look like and what content should be included and why
  - These profiles will allow us to discuss as a class as the colonist that we are as we go through the process of creating a new settlement.
- TW review how yesterday we determined which colony (Jamestown or Plymouth) that we would like to be a part of, based on the information given about each colony and that King James still rules over the Jamestown colonist- ask Plymouth students to raise hands, then repeat with Jamestown.
- TW demonstrate how to locate information about King James (TW be King/Queen James throughout the unit).
  - TW first go to http://www.kidrex.org to search for information about King James, and then complete the Fakebook profile page for the King.
    - The Fakebook profile page is being used as a graphic organizer to organize information found while researching the internet
    - TW model how to complete the Fakebook page (graphic organizer) by using multiple sources to gather the information
      - TW model how to correctly cite the websites for the information found
  - While teacher is modeling, SW be taking notes on how to locate information about their colonist by listing the steps on how to do so
- TW go to Schoology and create a profile page for King James (Appendix B)
  - TW model how to create a Schoology page
    - Click 'Sign Up'
    - Create a username and password
      - TW model that user name must be their colonist with their real name in parentheses

- o Ex: King (Ms.) James (Kole)
    - • SW write how to login on the back of their Fakebook page
        - ▪ Once logged in, TW model how to become a part of our Social Studies course by clicking courses at the top of the page and join, then typing in the access code written on the board
            - • SW continue writing the steps on the back of their Fakebook page
        - ▪ TW model how to post to the discussion by clicking on the discussion on the Social Studies course page and clicking on the Discussion Board post titled "You Are on Your Way!"
            - • SW continue writing the steps on the back of their Fakebook page
- • TW ask for students questions and then as a class will write the steps of their task for the day on the dry erase board

During
- • Students will be given their colonist name (pre-determined by teacher based on the colonies chosen)
- • SW go to http://www.kidrex.org and search for information about their colonist
    - o Full name, age (when made it to New World), colony lived at, any interests or special abilities, and why this colonist made it to the New World.
    - o Use Fakebook page graphic organizer (Appendix A) to take notes about the colonist while searching
        - ▪ TW make sure students are writing down where they are finding their information on the back of the Fakebook page
- • After all information is found, students will go to http://www.schoology.com
    - o Once at this website, SW will create an account as the colonist using Ms. Kole's access code (written on dry erase board)
    - o Students will then edit their profile, completing all the necessary information, using what they have written down on the Fakebook page graphic organizer.

After
- • As a reflection, students will go to the Social Studies page on Ms. Kole's Schoology page. On the page there is a discussion post:
    - o Congratulations! You have made the long journey to the New World! Why did you decide to travel to the New World? What do you look forward to most about this journey?
- • SW respond to the post- by the next day, students should reply to at least two other students (one from the same colony, one from the other colony)

- Since the Schoology pages are only to be used as the colonist, as a final reflection SW write a response to the following prompt in their Social Studies journals
  - How did you go about choosing which information to include on your colonist's page? What do you think was the most important information to include on your page and why?
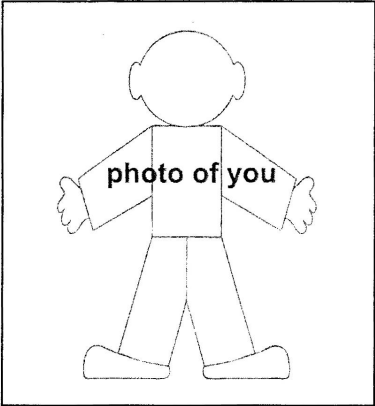
Additional Resources:
- Schoology access code
- http://www.kidrex.org
- http://www.schoology.com
- http://www.teacherspayteachers.com(Fakebook page)
- Fakebook Page King James Model (Appendix A)
- King James Schoology Page (Appendix B)
- Student Sample of Schoology Page (Appendix B)
- Discussion Post Page (Appendix C)

Appendix A
FakeBook Graphic Organizer

facebook

name King James I of England

what's on your mind? New land, my new book idea

Info

About Me

Basic Info

Birthday: June 19, 1566
Current City: London, England
Parents: Henry Stuart, Queen Mary
Siblings: ———
Favourite Quotes: "Were I not a king, I would be a university man."
Interesting Fact: I wrote the King James Bible

write something about yourself

James I of England
James VI of Scotland

Wall

Write something... **Share**

Likes and Interests

Activities: Writing books
Interests: Witchcraft, reading
Job: King
Other: Hero - George Buchanan

Dreams

Goals for this journey: I hope to find new land and goods that are not available in England I hope to share religion with the indigenous people

©2012 Sandra McCulloch

Appendix B
Examples of Schoolgy Pages

Figure 1. Ms. Kole's King James Schoology Page

Figure 2. Student Sample (John Smith Schoology Page)

Appendix C
Schoology Discussion Post Page

Social Studies: Kole 208 ▸ Discussions

You Are On Your Way!

Due: Wednesday, November 6, 2013 at 6:59 am

Congratulations!

You have made the long journey to the New World! Why did you decide to travel to the New World? What do you look forward to most about this journey?

Created by Megan Kole on Tue Nov 5, 2013 at 7:36 pm

Filter by user ▾

King (Ms.) James (Kole)
I did not travel to the New World, I decided to send my minions to explore for me. I hope that they find lots of new things to share with me and other English men. I look forward to all of the new and exciting information that I will learn from my Jamestown settlers and even though the Plymouth settlers do not want anything to do with me I still wish them well. When honestly I really hope that they realize leaving me was the biggest mistake they have ever made.

King James

Reply · Like 😊 3 · Delete · Tue Nov 5, 2013 at 5:54 pm

John (jordan) Laydon(montano)
I signed up to travel on king James orders and went to find him new land so he could rule more land and find new spices and treasure even though I cant wonder on my own its still nice to get away from England and my favorite part is the new view

Reply · Like 😊 2 · Tue Nov 5, 2013 at 6:27 pm

Reflection

The technology that I chose to use for this lesson was a website called [Schoology](#). I discovered Schoology soon after I found out that my class was going to have the opportunity to become a 1:1 laptop class for the remainder of the quarter. While discussing new ideas with a member of the technology department she mentioned Schoology. This is a website that the school district is using with all of it's 1:1 teachers as a means for students and teachers to communicate through digital media. Schoology is a social media site that is set up very similar to Facebook. Teacher's can create a page with courses and groups. The students are given an access code and are able to join the teacher's page, courses and groups. Once connected to all the pages, assignments can be posted, grades can be seen and discussions can be held. At this particular time of the year, I am teaching a Social Studies Unit about the colonization of the present day United States. After signing up for the site, I realized that I can use the website as a tool for students to communicate to one another as a colonist from that time period.

Once I had my idea of how to use Schoology and make it relevant to the colonial period, SCOT, TIK, TPACK, and SAMR all came into play while designed my lesson. SCOT states that the purpose of technology comes from people and the way they use the technology. After being given access to this awesome social media site/technology for students and teachers, I molded this website to better fit the needs of my students. I believe this technology afforded a different purpose for my students and I to use, as well as provided a more meaningful purpose by connecting lessons that we are learning in class. The TIK theory also directly relates to my lesson plan as it allows for the lesson to directly work with the 1:1 framework in mind. In order to achieve success, I had to take my knowledge of content, technology, teaching, my students (abilities), standards and curriculum, educational contexts (relevancy) and educational ends (digital citizenship) into mind. All of these factors came together when I asked myself, "What do I want my students to walk away with after this lesson?" I created this lesson precisely with my students learning needs in mind and this is what I believe the TIK theory demonstrates.

TPACK also came into play when I was creating my lesson. The first thing I did was think about the content that I wanted my students to learn. I wanted them to learn about the colonists, attempt to understand what it would be like as colonist to leave your homeland to go to a New World and their reasons for leaving. I then had to consider my philosophy of teaching. I believe that learning should be meaningful and purposeful for students. I also believe that students should know the reason of what they are learning and how it is relevant to their everyday lives and future. I also believe that learning should be fun and grab my students' interest and attention. Schoology would allow my students to have fun and create pages for these colonists. This would require my students to put themselves in the colonist mind and think like a colonist would think. Lastly, I had to explore and learn how to use a new technology. I had to take my prior knowledge on how to create other social media sites and apply it to Schoology. Additionally, I had to consider how to locate information and consider that my students may not have a deep understanding about where and how to locate quality information. This led me to discover [KidRex](), a search engine for students, created by students, that refines student searches and does not display any inappropriate information.

SAMR was present during the implementation of my lesson in that my lesson augmented the way a technology was used. Although my lesson did not transform the way technology is used, it did allow my students to take an assignment that would normally be done on paper and create it in a digital format. It also afforded for enhancement in my students learning by enabling my students to actually think as a colonist and use the technology to not just create a profile page, but discuss as one as well.

My lesson could not have gone any better. My students were so excited to be using laptops in the classroom; especially since the laptops they were given are directly checked out to them and have their names printed on them. My learners were so excited to be looking up information about their colonist and could not wait to share their information with their neighbors. For the entirety of the lesson, not one student wandered off task. All I could hear was meaningful discussions about the colonists, Jamestown and Plymouth and students actually

assisting their classmates. It was such an overwhelming feeling to observe all of my students learning and all of my students being on task for the first time ever. The lesson was implemented right before recess and when recess time grew nearer more than half of my students asked if they could stay in at recess and continue working on their profiles. It was a very rewarding feeling that just reintegrated the importance of technology in education to me. The main constraint was that some of the students had difficulty locating information about their colonists. There is not a lot of published information about certain colonists and I had to give some students a back- up colonist to research. Other than that, this was one of the best lessons I have ever taught. Students left the classroom discussing who they were and what they did and how they could not wait to look up more information at home. Time was also a constraint as many of my students got so excited about their research that very few were actually able to complete their profiles. In order to accommodate this issue, I will have to continue the lesson in the next week and allot more time for my students to complete their profiles.

Schoology is a technology that can be integrated into all subject areas and all grade levels. Students of all ages can utilize this website for many different functions. Some of these functions include discussions, creating pages, completing assignments, taking assessments and developing photo albums. Since this website is designed for teachers and students to communicate and learn in a safe environment, this educational based social media has endless possibilities. I already plan on using this website to integrate all of my subject areas while we have access to 1:1 laptops for the remainder of the quarter.

Overall, this lesson has made me become a better teacher. I had to really think outside of my normal teaching zone and create a lesson for my classroom full of digital natives that I have not attempted before. I have never been in a class where I had access to 1:1 technology; so creating this lesson was a new and exciting process. I was nervous and a little hesitant to implement the lesson, not knowing how my students would react and afraid that I would spend a majority of the lesson managing behavior. I discovered that I should give my students more credit and trust them more; especially with technology. Even though many

of my students do not have access to technology at home, they all managed to explore and figure out how to use this new technology. After this lesson, I do not want to ever go back to a classroom were technology is not readily available to my students. The access to technology allowed me to create a lesson that was fun, engaging and meaningful for students. This lesson has opened my mind to a new way of teaching and I cannot wait to discover new ways to re-purpose more of my lessons.