|  |  |  |
| --- | --- | --- |
|  | | **Lesson Plan for Implementing NETS•S** |
| Teacher(s) Name | Kathleen Landolt | |
| Position | Teacher | |
| School/District | Adairsville High School/Bartow County Schools | |
| E-mail | klaurend@students.kennesaw.edu | |
| Phone | 770-314-5035 | |
| Grade Level(s) | 9-12 | |
| Content Area | Drama | |
| Time line | 1 week (for technology portion of the unit) | |

**Standards** (What do you want students to know and be able to do? What knowledge, skills, and strategies do you expect students to gain? Are there connections to other curriculum areas and subject area benchmarks? ) Please put a summary of the standards you will be addressing rather than abbreviations and numbers that indicate which standards were addressed.

|  |  |
| --- | --- |
| Content Standards | Through this unit students will gain an understanding of the theatrical genre of musical plays. They will be able to identify distinguishing characteristics of various types of musicals and be introduced to many ground-breaking shows within this genre. Through their study of these musicals students will also gain knowledge of professional careers within musical theater and study the lives of various creators and performers important to the history of the genre. Students will also be expected to critically listen to and watch performances in order to find a quality example to share with their classmates. |
| NETS\*S Standards: | Through the technology portion of this unit students will work collaboratively to create and publish a class wiki on Broadway musicals using Wikispaces and contribute to a class timeline using Timetoast. Students will work in pairs to locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of student-chosen online sources and YouTube. Students will plan and manage their time to complete the project within the allotted time, maintaining a positive attitude toward using technology that supports collaboration, learning, and productivity. |

**Overview** (a short summary of the lesson or unit including assignment or expected or possible products)

|  |
| --- |
| During this portion of our unit on musical plays students will create a class wiki about Broadway musicals using Wikispaces. The students will work in pairs to locate, organize, evaluate, and synthesize information about a specific musical. They will then create a wiki site about their musical including a YouTube video of a live performance of a musical number from the show. Each pair will also add the opening date of their musical to the class timeline on Timetoast, which will be embedded on the class wiki. (After this lesson students will present their information and wiki to the class. Students will then be able to post comments about the presentations and wikis on each other’s sites.) |

**Essential Questions** (What **essential question** or learning are you addressing? What would students care or want to know about the topic? What are some questions to get students thinking about the topic or generate interest about the topic? Additionally, what questions can you ask students to help them focus on important aspects of the topic? (Guiding questions) What background or prior knowledge will you expect students to bring to this topic and build on?) Remember, essential questions are meant to guide the lesson by provoking inquiry. They should not be answered with a simple “yes” or “no” and should have many acceptable answers.

|  |
| --- |
| What are some of the unique characteristics that distinguish musical plays from other types of theatrical productions? What are some of the most recognizable shows in the history of Broadway musicals and what makes them stand out? Who are some of the creators that put these shows together? Who are some of the performers that made them great? How do I use digital tools to share what I have learned with others?  Prior to this technology lesson students completed a lesson on the different types of musical plays (musical comedy, operetta, concept musical, etc.) and important terminology (composer, lyricist, choreographer, producer, etc.). They also were shown several examples of performance numbers from professional productions of Broadway shows via YouTube. Students are familiar with online research and with finding videos on YouTube. Wikispaces and Timetoast will be new tools for most. |

**Assessment** (What will students do or produce to illustrate their learning? What can students do to generate new knowledge? How will you assess how students are progressing (*formative assessment*)? How will you assess what they produce or do? How will you differentiate products?) You must attach copies of your assessment and/or rubrics. Include these in your presentation as well.

|  |
| --- |
| Students will produce a wiki page using Wikispaces about their specific musical to illustrate their learning. Their page must include everything listed on the assignment checklist (attached), including a YouTube video of a live performance from their show. The differentiation of products will be achieved through student choice of how to present their information within their page. (Further differentiation will be described under that heading.) The completed wiki pages will be assessed using a rubric (attached). Throughout the process I will be conducting formative assessments by observing the students as they work together in pairs, checking the progress of their wiki pages on a daily basis, and meeting with pairs to help them plan for completion. After completion, students will use their wiki pages to teach the class about their assigned musical. |

**Resources** (How does technology support student learning? What digital tools, and resources—online student tools, research sites, student handouts, tools, tutorials, templates, assessment rubrics, etc—help elucidate or explain the content or allow students to interact with the content? What previous technology skills should students have to complete this project?)

|  |
| --- |
| During this lesson students will use technology to complete research and to present the knowledge that they gained from that research. Students will have access to a checklist (attached), rubric (attached), and a sample wiki page created by the teacher to help explain the content and expectations of the project. In addition, they will use student-chosen research sites and online resources to find information. As part of the assignment, students will also use YouTube to locate a quality video performance from their specific show and will add information to a timeline on Timetoast.  In order to complete the assignment students will need a basic knowledge of online research. They will also need basic word-processing skills (cut and paste, inserting pictures, adding a link, etc.). New information introduced during the lesson will include editing and saving in Wikispaces and embedding YouTube videos into a Wikispaces page. Students will also be introduced to Timetoast, which will allow them to create a class timeline of all the shows being studied. |

**Instructional Plan**

**Preparation** (What student **needs, interests, and prior learning** provide a foundation for this lesson? How can you find out if students have this foundation? What difficulties might students have?)

|  |
| --- |
| As this is an elective class, students in this class already have an interest in drama and different types of plays. Prior to this technology lesson students completed a lesson on the different types of musical plays (musical comedy, operetta, concept musical, etc.) and important terminology (composer, lyricist, choreographer, producer, etc.). As several of them were not familiar with musicals and some of the specific terminology that comes with adding music to a play, students were shown several examples of performance numbers from professional productions of Broadway shows via YouTube to help clarify the expectation of what they should be searching for to complete the assignment. Some of the students may have difficulty evaluating whether the YouTube videos they find for their shows are from professional productions and/or a good representation of their show. Students have used internet research for other classes and should know the basics of finding information online. Some students may need assistance with specific search engines to use and how to narrow their search to find the information they need. |

**Management** Describe the classroom management strategies will you use to manage your students and the use of digital tools and resources. How and where will your students work? (Small groups, whole group, individuals, classroom, lab, etc.) What strategies will you use to achieve equitable access to the Internet while completing this lesson? Describe what technical issues might arise during the Internet lesson and explain how you will resolve or **trouble-shoot** them? Please note: Trouble-shooting should occur prior to implementing the lesson as well as throughout the process. Be sure to indicate how you prepared for problems and work through the issues that occurred as you implemented and even after the lesson was completed.

|  |
| --- |
| For this assignment students worked in pairs. Pairs were assigned based both on level of prior knowledge of musical theater (from a pre-assessment) and with consideration of which students had school-issued laptops. The students’ initial research was done in the classroom using these school-issued laptops and any other wi-fi connected devices students wanted to use. Any pair that did not have access to a laptop or other device was sent to the media center to do their research. After two days of initial research we moved to the computer lab, so that students could begin putting together their wiki sites. Students had the choice to complete the wiki page using their laptop or a school desktop.  While creating a sample wiki page prior to the lesson, I discovered that if I was not signed in to Wikispaces I could not upload pictures to the site. I could see and use the pictures that others had uploaded, but could not add one. One solution to this would be to have the students who did not have a Wikispaces account save the pictures they wanted to use to a folder on the network where I could then upload them or students could bring me their pictures on a jump drive for me to upload. I was able to find a way to embed pictures using code. This was easy if I was using a picture site like Flickr that had codes easily accessible, but difficult if my picture was on a regular web site. This solution would work for some of the students with more prior technology knowledge, but not for all.  Another issue that I had to plan for is that our school’s firewall cautions us against going to any Wikispaces page with a warning that proceeding to the site may be in violation of school board policy. Prior to beginning the project I emailed the person in charge of technology for the school district to let him know that my class would be creating a class web page on Wikispaces and that the students would not be visiting a site that is violation of board policy.  Internet connectivity via wi-fi is often an issue in the Fine Arts Center due to our distance from the main building. In most cases if we are having trouble with the “mobile” network that the laptops automatically connect to, we can switch over to the “guest” network and get better connectivity. A worst case scenario for this problem would have been to move to the media center or a classroom not currently in use in the main building. Thankfully, this was not necessary during this project.  One issue that I did not expect or plan for was that when we went to the computer lab and everyone was logged in to our wiki site at once some students had issues with the site freezing up. Thankfully, because Wikispaces lets you continue from a recovered draft this issue did not cause any major losses of student work. Limiting only one partner from each pair to be editing at a time resolved this issue. |

**Instructional Strategies and Learning Activities** – Describe the research-based instructional strategies you will use with this lesson. How will your learning environment support these activities? What is your role? What are the students' roles in the lesson? How can you ensure **higher order thinking at the analysis, evaluation, or creativity levels of Bloom’s Taxonomy**? How can the technology support your teaching? What authentic, relevant, and meaningful learning activities and tasks will your students complete? How will they build knowledge and skills? How will students use digital tools and resources to **communicate and collaborate** with each other and others? How will you facilitate the collaboration?

|  |
| --- |
| This lesson will be broken up into smaller steps to help students complete all of the necessary tasks over the course of the week. The lesson will begin with student research into their musical. Students will use their checklist throughout this step to be sure that they have gathered all of the necessary information. Throughout this step I will be guiding them toward resources where they can find the information and checking for understanding from students as they work. Once most of the groups have completed their initial research, I will introduce students to our class Wikispaces page and model how to edit and save information onto the page. Students will then organize their information and begin placing it on their show-specific wiki. Throughout this step I will monitor their progress and answer questions. When students are ready to add their videos, I will model how to find and copy the embed code from a YouTube video and how to use that code to embed the video in Wikispaces. I will then help individual groups with this step and continue to answer questions. Finally, I will model how to login to our Timetoast account and add a show to the class timeline. Once all of the dates have been added, I will embed the timeline on the class wiki. Students are welcome, but not required, to add a timeline of their own show to their page. I will help any students who want to do this embed the timeline on their page.  Throughout the lesson students will be using higher-order thinking skills as they work to create a page unique to their show. They will be reading, analyzing, and summarizing information along the way and organizing it in their own way on their wiki page. Students will also be watching and evaluating music videos to find one that is a good representation of a live performance of their show. They will need to be ready to justify their choice when they present their information and wiki page to the class.  Using technology for research is a skill that can be transferred to many situations in school and in the students’ lives outside of school. Technology will support my teaching by allowing students many online sources for their research. It will also be used to help the students present their research to the class. Sites such as YouTube make it possible for my students to view performances from shows they might otherwise never get to see. It also gives them the opportunity to compare videos of professional, amateur, and movie versions of the same show to better their understanding of the theater business.  This initial technology lesson allows for collaboration with a partner in creating a wiki page and with the class to create a timeline on Timetoast. Follow up lessons will include presenting the information found during this lesson to the class including the wiki page that was created here and students commenting on each other’s wiki pages through the discussion feature on Wikispaces. |

**Differentiation** (How will you differentiate **content and process** to accommodate various learning styles and abilities? How will you help students learn independently and with others? How will you provide extensions and opportunities for enrichment? What assistive technologies will you need to provide?)

|  |
| --- |
| Prior to assigning partners and shows for this assignment the students were given a pre-assessment of their current knowledge of musicals and musical theater terms. The information from this pre-assessment was used to help determine partners for this assignment. The students’ known comfort level with technology was also taken into account before assigning shows as some of the older shows will take more online research skills to be able to find all of the necessary information. Further differentiation can be shown through the final products created during this assignment due to student choice of how to present their information.  While this assignment was mostly done in pairs, many of the partners chose to split up the research in the beginning of the assignment to gather all of the information more quickly. The students then worked as a pair to decide how to present the information on their wiki page. After presentations of the information and wiki pages are complete, students will visit each other’s pages individually to leave feedback.  Students were allowed to go beyond the checklist for this assignment. As long as their wiki page contained at least what was asked for, they were allowed to personalize it and embellish it as much as they wished. Students are also allowed to use other tools and programs to present information to the class in addition to their wiki page.  In this class no assistive technologies were necessary, but in the drama section taught by another teacher we do have a student with a visual impairment. In order to make this lesson work for him, I would need to enlarge all of the handouts (checklist, rubric, etc.). I would also need to adjust the resolution on his computer screen to make things large enough for him to see. In assessing his wiki page, I would adjust the rubric to focus more on complete and correct content and less on the visual presentation of the information. |

**Reflection** (Will there be a closing event? Will students be asked to reflect upon their work? Will students be asked to provide feedback on the assignment itself? What will be *your process* for answering the following questions?

**•** Did students find the lesson meaningful and worth completing?

**•** In what ways was this lesson effective?

**•** What went well and why?

**•** What did not go well and why?

**•** How would you teach this lesson differently?)

|  |
| --- |
| After all of the presentations are complete students will have an opportunity to leave feedback for one another through the discussion feature on Wikispaces. The students will then complete an end-of-unit survey (attached). I would use the feedback given to me by the students to answer the questions above. |

**Closure:** Anything else you would like to reflect upon regarding lessons learned and/or your experience with implementing this lesson. What advice would you give others if they were to implement the lesson? Please provide a quality reflection on your experience with this lesson and its implementation.

|  |
| --- |
| As the performance standards for this class are, in fact, performance-based we do very little written work. I was a little hesitant to try a project like this when the students are so used to showing me what they have learned by acting it out. I was pleasantly surprised to see how willing they were to do this type of project. The freshmen were especially excited to have an excuse to use their laptops. They received these about half-way through the school year and only a few teachers are really using them yet.  Based on the wiki pages the students have created, I would say that the lesson was mostly successful. With the exception of a few small technical issues when we got to the computer lab the use of technology went smoothly. The students were able to find some great performances on YouTube to share with one another during their presentations. The students will be completing the follow-up comments early this week once the last few presentations have been given and will also complete the end-of-unit survey. This will give me feedback from the students about what went well and what needs to be improved.  The next time that I use this lesson I would make some changes. Firstly, I would find a way to have each student open a Wikispaces account. This time it was optional, but I it really would be easier for the students and for me if each student had a unique login. That way the students can use all of the features of Wikispaces (such as uploading files) and I can see who has logged in and what changes they have made to the page. Secondly, since I now know that having all of the students logged in and editing at once can cause issues with Wikispaces, I would limit the number of students ahead of time so that no student work gets lost. Finally, until all students have school-issued laptops I would sign out the computer lab for all of the days we are working on the project to ensure that all students have access not only to a computer, but to me to ask questions. When students were doing research on their own in the media center they missed helpful hints and other information that came up through questions being asked in the classroom. Having everyone together in the lab would help with this.  Overall this was a very good experience for me and for my students. The students learned a lot about musicals both through their own research and through the pages and presentations made by the other students. They also gained skills in internet research and using a wiki page. I learned a lot about working with students using technology and using to technology to aid in my teaching. I also learned more about using a wiki page including some of the more advanced options available and some alternate ways to go about getting information on the page. This lesson has inspired me to find ways to incorporate more technology into both this class and my chorus classes for next year. |