
Integrating Technology and Literacy For a Social Studies Classroom

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Word Sort

Rational

There are two types of word sorts; **closed** and **open**. In closed word sorts, the teacher defines the process for categorizing the words. This requires students to engage in critical thinking as they examine sight vocabulary, corresponding concepts, or word structure. In open word sorts, the students determine how to categorize the words thereby becoming involved in an active manipulation of words. Word sorts engage students in analyzing words by sorting them into categories determined by the teacher or the student. This activity focuses children's attention on what they already know about words and encourages them to focus specifically on the similarities and/or differences of selected words. It provides children with multiple exposures to selected words and requires them to think about the words from a particular perspective. This multifaceted approach to word study helps students develop an analytical and in-depth knowledge of words, which is especially beneficial for struggling readers.

The following description and theory behind word sorts is taken from Content Area Reading, 3rd Edition, Vacca & Vacca, Harper Collins, 1989 (305-306):

"...there are two types of word sorts-the 'open' sort and the 'closed' sort. Both are easily adapted to any content area. In the **closed sort**, students known in advance of sorting what the main categories, for example, the criterion that the words in a group must share is stated. The closed sort reinforced and extends the ability to classify words and fosters convergent and deductive thinking.

OPEN SORTS, on the other hand, prompt divergent and inductive reasoning. No category or criterion for grouping is known in advance of sorting. Students must search for meaning and discover relationships among technical terms without the benefit of any structure. You must be able to justify the reason or reasons for each arrangement.

Implementation

(Johns & Berglund, 1998)

1. Select 15-20 words that are important to the understanding of the lesson. At this time, the teacher should determine if it will be an open or closed sort.
2. Copy words onto index cards or print them on slips of paper. Provide enough words for each group of students. (An alternative could be to place them on the overhead/whiteboard).

3. Pass out words to groups, depending on their prior knowledge the teacher should decide how much support to provide.
 4. Give students about 10 minutes to work on the sort. Then allow students to move around the class to look at others sorts.
 5. Finally have the students reflect on their sort and define the meaning of the various categories or words.
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Understand	Detect	Sound waves	Receptors
Absolute Threshold	Interpret	Comprehend	Process
Receive	Difference Threshold	Sensory Cortex	Transduction
Pain	Depth	Top-Down	Organization

Brain	Spinal Cord	Glands	Muscles
Autonomic	Somatic	Sympathetic	Parasympathetic
Breathing	Heartbeat	Skeletal	Voluntary Actions
Sensory neurons	Motor Neurons	Nerves	Inner Neurons

Give One, Get One

Rational

This activity is a brainstorming session that allows students to tap into their prior knowledge regarding a subject area. The following description and theory behind Give One, Get One, is taken from Reading for Understanding, Schoenbach, Greenleaf, Cziko, and Hurwitz, 1999 (102-103):

“This collaborative activity served two purposes: it raised students’ awareness about the relevant content knowledge they already had and it increased that knowledge. The process generated a web of interconnected ideas, knowledge, and experience to help students consider what they would subsequently learn from a text.”

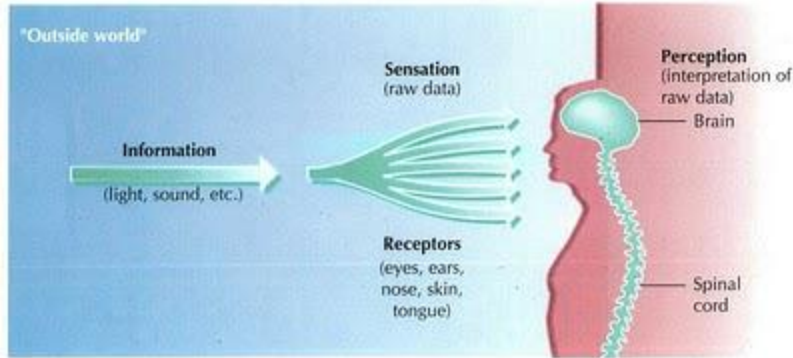
Implementation

1. Have the students fold a piece of paper lengthwise to form two columns and write “Give One” at the top of the left-hand column and “Get One” at the top of the right-hand column.
2. Have the students brainstorm a list of all the things that they already know about the topic they will be studying, in the left column.
3. After the students have their list made allow the students to exchange their list with other students in the class. Students should write new information in the right column.
4. Once everyone has given and gotten information, have the whole class discuss the information students have listed.

Modification

Instead of having this activity a pre-reading strategy, one could choose to have this as a post-reading activity. While students are reading the text, looking at a chart or watching a film they need to write down a set number of different facts/interesting facts in the left column. Then once they complete the reading or viewing, have the student exchange key points.

	Give One	Get One



Task- Students will be required to work with a group and present a topic related to Sensation. The following are requirements for the project.

A. Project Topics

Sight- Students need to cover content on pages:

Hearing- Students need to cover content on pages:

Smell and Taste- Students need to cover content on pages:

Touch- Students need to cover content on pages:

ESP- Students need to cover content on pages:

B. Students need to cover ***ALL*** vocabulary for that section, with a handout.

C. Students need to review and explain the following objectives:

Objectives:

- 1. Describe sensory processes (e.g., hearing, vision, touch, taste, smell, vestibular, kinesthesia, pain), including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.**
- 2. Explain common sensory disorders (e.g., visual and hearing impairments).**

D. Students need to create a visual for this section (PowerPoint, video clip, etc.). Video clip should be no longer than 5 minutes.

E. Students need to present the content using a demo. A demo can include an activity with the sense, a word sort, experiment, a gallery walk, etc.

F. Students need to include a lesson plan- ***attached***

G. Students need to organize all their materials on a Google Site.

H. Students should explain one research study or current finding related to the topic.

I. Student should complete the check list to get started!

Group Checklist

1. Step One: Read the section of the text and for homework brainstorm different ways to answer the two questions.

2. Step Two: Divide up the assignment-Each person should be responsible for an area of the project
 - A. Lesson Plan/Google Site: Think about overall how you want to design the presentation. This person is responsible for making a list of the order of topics. They are also responsible for making sure the GOOGLE site is complete and the group has all needed materials. **This should be one person. You are essentially the LEADER**
 - B. Vocabulary and handout: Think about how you will present the vocabulary, complete section on the Google Site, and create a handout. Do you want to play a game, use quizlet, etc? ***This may be more than one person.***
 - C. Demo: Think about what activity you can do with this content. Do you want the class to experience blindness, watch an experiment, etc.? Make sure you ***describe*** the demo on the Google Site. ***This may be more than one person.***
 - D. Lecture Overall Content with Visuals: Think about how you want to present the overall goals. Will you use a PowerPoint, slide rocket, video? This person should be answering the two objectives and completing a section on Google Site. ***This may be more than one person.***
 - E. Current Event: This person should briefly discuss a current story related to the topic. Student should engage their classmates in a discussion about the event.
 - F. Assessment: This person is going to organize a final assessment piece, whether they are using a Google form, survey monkey, etc. **This should be one person.**

3. Write down who is responsible for what and everyone's email.

Name:
Lesson Plan

Topic:

For example: Vision

Daily Goal:

What do you want the students to understand before leaving the class? Be specific.

For example: Students will understand the three different parenting styles; Authoritarian, Authoritative, and Permissive. Students will be able to look at various cases and scenarios and decide which style the various styles of the parents.

Materials Needed:

What will you need in order to teach this lesson?

For example: WORKSHEET for vocabulary, Video on YouTube- downloaded, PowerPoint in Ms. Gavin's Shared Folder, assessment handout,

Procedure (with time):

<u>Time Allotted</u>	<u>Steps of the lesson</u>

Assessment:

Group needs to include a worksheet for vocabulary and an assessment piece for their project. Students can create a Google form, practice test questions, worksheet, etc.

Reflection about the lesson and what the student learned:

Each student needs to write a short reflection on the project. It should be at least 5 sentences long on what they learned from this project. This could be about what the student learned in terms of content or about what the student learned in general about presenting the material.

Rubric

<u>Requirement</u>	<u>Below Average</u> 3/4 points	<u>Average</u> 5/6 point	<u>Excellent</u> 7/8 points
Vocabulary & Handout	<ul style="list-style-type: none"> -Missing a majority of the key terms - Handout is missing or has minimal content -Presentation included a brief description of the terms, little creativity -The GOOGLE SITE Lacked the information 	<ul style="list-style-type: none"> - Handout is missing numerous key terms - Handout is hastily done, shows little effort and has numerous mistakes -Presentation was average -Information is included on the GOOGLE SITE 	<ul style="list-style-type: none"> - Handout includes the majority or all of the key terms - Handout shows great effort and contains few mistakes -Presentation was done in a professional and creative manner, many students seemed very engaged! -Information is included on the GOOGLE SITE
Lesson Plan & Objectives	<ul style="list-style-type: none"> - Objectives have not been covered in the lesson - Lesson plan is ten minutes or more short of the time period allotted - The lesson is unorganized and shows little effort in its design - The group is very unorganized - A lesson plan is not included online 	<ul style="list-style-type: none"> - At least one objective has been covered - Lesson plan is 5 minutes or less short of the time period allotted - The lesson demonstrates a competent understanding of the subject material -The group members are a bit unorganized and unsure of the flow - A lesson plan is included online but incomplete 	<ul style="list-style-type: none"> - Both objectives have been thoroughly covered in the lesson - Lesson fills most of the time - The lesson demonstrates a thorough understanding of the subject material - The lesson is organized and creative -A lesson is included on GOOGLE SITES
Lecture Presentation	<ul style="list-style-type: none"> - The presentation includes few visuals or is missing completely - Audience has difficulty following presentation because student jumps around. - There was no video clip or the clip was more than 8 minutes in duration; or a visual was not included -Presentation Tool was not unloaded on the GOOGLE SITE -Presenter was not professional, lacked confidence and knowledge 	<ul style="list-style-type: none"> - The presentation includes numerous visuals and graphics - Student presents information in logical sequence which audience can follow. - Video clip was either inappropriate in length or content for the subject -Presentation Tool was included on the Google site -Presenter lacked confidence 	<ul style="list-style-type: none"> - The presentation is thorough and well-constructed with visuals and graphics - Student presents information in logical, interesting sequence which audience can follow. -Video clip was appropriate in length and content -Presentation Tool was included on the Google site -Presenter was confident and knowledgeable
Demo	<ul style="list-style-type: none"> - Demo/ Activity is missing - Demo/ Activity is 	<ul style="list-style-type: none"> - Demo/ Activity is appropriate for the subject 	<ul style="list-style-type: none"> - Demo/ Activity is appropriate and

	<p>inappropriate for the subject or doesn't apply to the subject</p> <ul style="list-style-type: none"> -Demo is not described online 	<p>matter but is too brief or lacks application to the subject matter</p> <ul style="list-style-type: none"> -Student does not seem confident in the demo, student cannot explain the demo or the purpose -Demo is not explained on the Google site 	<p>accurately describes the subject matter</p> <ul style="list-style-type: none"> -Demo/ Activity is an appropriate length for the lesson -Student is able to DESCRIBE the demo -Demo is explained on the GOOGLE site
Current Event	<ul style="list-style-type: none"> -Student just copied and pasted the link -Student does not seem confident in the event -A summary is not explained or included on the Google site -Little planning was done to present this event 	<ul style="list-style-type: none"> -Student just explains the event to the class -Class is not engaged or has very little interest in the event -Current event is not taken from a valid source -Current event does not connect with topic 	<ul style="list-style-type: none"> -Class is engaged in the topic of the current event -A summary is included on the Google Site of the current event -The event matches the topic and comes from a valid source -Student is confident explaining the topic
Assessment	<ul style="list-style-type: none"> -Very little work was done to design the assessment -Assessment does not match the overall goals -Student is unsure of the answers to the questions -Questions are poorly written 	<ul style="list-style-type: none"> - Questions are hard to understand -Many students are unable to answer questions -The assessment does not ask questions that match the presentation 	<ul style="list-style-type: none"> -Questions match the goals of the assignment -Student is confident with the questions -Student included questions that covers majority of the topics -Students are able to successfully answer the questions

Name: _____

Research in Psychology: Developing a Survey

Step One: Develop several questions with your partner surrounding the idea of technology. When you develop the question have your questions checked in with the teacher.

Step Two: Create a form with your questions for the class. The directions for the form are listed below.

Step Three: Place your link on the site to allow others to participate on your form.

Step Four: Once students in the class have taken your form you can analyze the data.

Step Five: Click on Summary of Responses to Look at Data

Step Six: Write a short reflection on your data, included your data.

Step Two: To create a form

1. Sign into your Google account. First initial, Last initial, Id @ student.leyden212.org
2. Click on the top bar, titled drive.
3. Once you are in your drive page, click CREATE. A bar will fall down under it to create form.
4. Up at the top, there are three boxes: Allow users to edit responses, require Leyden High schools sign-in to view form, and automatically collect responses. **MAKE SURE ALL BOXES ARE NOT CHECKED!**

CREATING THE FORM

- A. Title your form: Insert the name of your survey with your last name.
Example: Internet Usage-Gavin
- B. Question Title- TYPE THIS QUESTION IN DIRECTLY-What is your gender?
Help Text- Leave Blank
Question Type- Multiple Choice, and then enter in the answer
Male
Female
- C. Add item to add another question to the form. Select Multiple Choice
- D. Question Title- TYPE THIS QUESTION IN DIRECTLY What year are you at Leyden?
Help Text- Leave Blank
Question Type- Multiple Choice, and then enter in the answer
Freshman
Sophomore
Junior
Senior
- E. Add item to add another question to the form. Select Multiple Choice

- F. Question Title- Add in your survey question.
 Help Text- Leave blank
 Question Type: Multiple choice, then enter in the answers (for example, yes, no, unsure)
 Repeat F for additional Questions
- G. Click Done
- H. At the bottom of the page it states view published form, click on the form to see a live form of your document. Once you are at the live form, copy the link to email to the teacher.

Step Three: Place on Google Site

1. Once you are done with your form, click onto the Google Site, Click on the link titled "SURVEYS."
2. Link your survey to the Site.

Step Four: Analyses Data

1. After you have received all your data back you need to analyze the responses and your survey.
2. Go back into your Google documents. Click on the survey your created.
3. You will receive a spreadsheet. Click on the form bar. Then select summary of responses to get a summary. Print this out to hand in with report.

Step Five: Looking at Charts

1. Analyze the various charts.

Step Six: Reflection

Your final piece of the project is a short report explaining what you found. You should have five paragraphs covering each of the following sections. You only need one report between the two of you. Your report should be typed. The report should also have your data summary included in your document.

1. First explain the pros and cons for using surveys in general in data collection.
2. Explain the questions on the survey itself. Do you believe the wording was written in a non-bias and critical manner? Explain how you could change the wording?
3. Explain the sample you received including:
 - A. Number of responses to survey
 - B. Number of Males/Females
 - C. Age
 - D. Analysis of the actual data found. Was this surprising?
 - E. Describe the Mean, median and Mode for various questions.
 - F. Explain if this was a representative sample of Leyden
 - G. Explain how you would collect the data in the future to get a representative sample.
4. If you were a teacher that just learned about the following data, explain three different ways this might influence their instruction in the future.
5. Reflection: In the beginning of this project we discussed how students should be learning through experimenting with technology, describe your experience with this technology.
 - Have you ever used Google documents? Google Forms?
 - Was the task easy or too hard? Explain.
 - How might you use this tool in the future? Career? College?

Classical Conditioning

Description: Your project must be a *visual* explanation of Classical Conditioning, using technology.

Requirements:

1. Storyline must be creative
2. Personal example of Classical Conditioning in your life.
3. Describe
 - A. Unconditioned Stimulus
 - B. Unconditioned Response
 - C. Conditioned Stimulus
 - D. Conditioned Response
4. Also describe how the terms extinction, generalization and discrimination connect to your story.

Rubric

1. Creativity- _____/10
 2. Example- _____/5
 3. Vocabulary:
 - Unconditioned Stimulus _____/5
 - Unconditioned Response _____/5
 - Conditioned Stimulus _____/5
 - Conditioned Response _____/5
 4. Vocabulary:
 - Extinction _____/2
 - Generalization _____/2
 - Discrimination _____/2
 5. On time _____/4
- TOTAL POINT _____/45

I AM Poem

Rational

I Am Poems provide students the opportunity to construct a poem using various topics in Psychology. It makes students apply what they know into a framework. I found it helpful to use this poem when teaching psychological perspectives, brain structures, sleep disorders and mental disorders.

Implementation

1. Select an area of content, where various topics can be described.
2. Provide students with a model prior to assigning the poem.
3. Give each student a topic to use when creating an I Am Poem.
4. Allow student to present the various Poems.

I Am Me

I am (two special characteristics)
I wonder (something someone might think about)
I hear (an imaginary sound they might hear)
I see (an imaginary sight they might see)
I want (an actual desire or goal)
I am (the first line of the poem restated)

I try (something you try to do)
I feel (a feeling about something imaginary)
I smell (an imaginary smell)
I worry (something that really bothers you)
I am (the first line of the poem repeated)

I understand (something you know is true)
I say (something you believe in)
I dream (something you actually dream about)
I try (something you really make an effort about)
I am (the first line of the poem repeated)