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Digital Strategies And Tools To Increase Information Literacy In Ninth Grade Students

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DIGITAL STRATEGIES AND TOOLS TO INCREASE INFORMATION
LITERACY IN NINTH GRADE STUDENTS

By

Melissa Simmons

A capstone submitted in partial fulfillment of the
requirements for the degree of Master of Arts in Teaching.

Hamline University

St. Paul, Minnesota

August 2019

Capstone Project Facilitator(s): Vivian Johnson & Melissa Erickson
Context Expert: Patty Strandquist

Project Description

In today's society, the expectation that students know how to use information effectively and efficiently is becoming increasingly important as technology continues to play a bigger role in the world (Koltay, 2011). Despite this, it is also becoming clearer that while these digital skills are vital for students to learn, they are not being explicitly taught to students in high school. Often, it is the assumption of many teachers that because this generation has grown up with the Internet and advanced technology that they somehow know how to use and successfully interpret digital information and tools. (Šorgo, Bartol, Dolnicar, and Podgornik, 2017). Unfortunately, as soon as I stepped into my own classroom I realized that this is not the case. I quickly noticed that even high school students struggle to locate credible information on the Internet, and many even struggle with the simple task of highlighting digital text. These experiences have influenced the following project in order to answer the research question: *What digital strategies and tools does the research recommend be added to an existing argument unit to increase students' information literacy?*

This curriculum is intended to give high school students the opportunity to take the research they have conducted on an argumentative topic and create a multimodal presentation where they can practice learning and applying digital skills using technological applications and strategies. Although the primary purpose of the project is to increase students' use of digital skills, the project is also intended to increase student engagement and comfort level with digital tools.

This capstone project is made up of four weeks of curriculum within an argumentative research unit. This curriculum includes 20 complete lesson plans along with a guided calendar that includes links to all assignments, examples, and lessons. The curriculum is broken down into three phases. The first phase within this curriculum focuses on scaffolded mini lessons for

students to become familiar with a variety of digital tools followed by the second phase in which students focus on the creation of their actual multimedia presentations using the digital application of their choice from phase one. During the creation of their multimedia presentations in phase two, students also focus on creating their speech outlines from their research to guide presentations and practice introducing and explaining evidence. The third and final phase of this curriculum involves students presenting their multimedia presentations in front of an audience as well as a final reflection about argumentation and digital tools.

The design of these lesson plans are based off of the work of Wiggins and McTighe (2011) in their book *Understanding by Design Guide to Creating High-Quality Units*. The premise of this design, as the name “backward design” suggests, is to start the design of any unit or lesson with the end in mind. The benefit of this design is to give the unit a clearer focus and keeps the short-term and long-term goals in mind throughout the lesson planning process (Wiggins & McTighe, 2011). Understanding by Design (UbD) includes the following three stages—Stage 1: Identify Desired Results, Stage 2: Determine Acceptable Evidence, and Stage 3: Plan Learning Experiences and Instruction Accordingly (Wiggins & McTighe, 2011). In order to achieve the desired results, this unit creation began with the creation of the Final Speech Rubric followed by subsequent lessons that resemble the UbD framework.

My curriculum is intended for use within a high school English classroom, specifically a ninth grade English classroom, but can be utilized within other grade levels studying an argumentative unit. Ideally, this curriculum is intended for ninth grade because introducing students to the variety of digital tools and applications featured in this curriculum early in their high school careers will have the greatest benefit to students. However, the digital tools introduced and explained in the lesson plans can be added into any subject area in high school for students to practice these digital skills in multiple areas.

Ultimately, the goal of my project was to design a curriculum that would enhance student comfort and engagement with technology to begin increasing their information literacy. The following documents include a lesson overview that includes assessments and standards, the lesson plan calendar, 20 detailed lesson plans, as well as links to all of the supplemental handouts, examples, and Google Forms used within this unit.

Backwards Design Template for Increasing Multimedia Literacy Through Argumentation Curriculum

Adapted from Wiggins & McTighe 2011

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| <p>Title: Increasing Multimedia Literacy Through Argumentation</p> <p>Topic: Argument Research & Presentation</p> <p>Creator: Melissa Simmons</p> | <p>Subject/Course: English</p> <p>Grade: 9</p> <p>Time Frame: 4-5 Weeks</p> |
| Stage 1- Desired Results | |
| <p>Established Goals:</p> <p>9.9.2.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>9.9.4.4 While respecting intellectual property, present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task (e.g., persuasion, argumentation, debate).</p> <p>9.9.5.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</p> <p>9.9.6.6 Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate.</p> <p>9.9.8.8 As an individual or in collaboration, create a multimedia work, a remix of original work and the work of others, or a piece of digital communication for a specific purpose (e.g., to interpret or respond to a piece of literature, to represent thematic similarities between two literary works, to interact or collaborate globally, to critique a current event or social issue.)</p> <ol style="list-style-type: none"> a. Present, transform, or remix content in an ethical manner, demonstrating an understanding of copyright, attribution, citation, the principles of Fair Use, and of the different types of Creative Commons licenses. b. Publish the work and share with an audience. | |
| Understandings: Students will understand that... | Essential Questions: |
| <ul style="list-style-type: none"> ● Argumentation can be presented in many different forms other than writing. ● Technology can enhance the quality of an argument and add credibility and interest. ● Presentations are not just slides on a powerpoint. ● Building multimedia literacy is an important life skill in the 21st century. | <ul style="list-style-type: none"> ● How can I use technology to enhance an argument? ● What is argumentation and how does technology affect an argument? ● What digital tools exist to create a multimedia project and how do I use these tools? |

| Knowledge: Students will know... | Skills: Students will be able to... |
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| <ul style="list-style-type: none"> ● Four modes of digital presentation creation. ● The steps to integrate multimedia into an argumentative research project including: hyperlinks, images, video, text, music, etc. ● The process of citing written information and visuals to add credibility to their work. ● Skills to create and present digital presentations. | <ul style="list-style-type: none"> ● Create a multimedia work using multiple, digital applications. ● Adapt research to a digital platform to enhance the quality of argument. ● Reflect on skills and comfort level using technology throughout the presentation creation process. ● Integrate multimedia into an argumentative research project. |

Stage 2- Assessment Evidence

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| <p>Performance Tasks:</p> <ul style="list-style-type: none"> ● Summative Assessment: Completion of multimedia presentation and speech based on the Superlative Presentation Rubric | <p>Other Evidence:</p> <ul style="list-style-type: none"> ● Formative Assessments: <ul style="list-style-type: none"> ○ Pre-test and initial self-assessment to assess where students are starting from ○ Practice presentation formatives (Google Slides, Prezi, Glogster, & Canva) ● Self-Reflections/Check-Ins: <ul style="list-style-type: none"> ○ Along with the initial self-reflection, students will complete 3 more check-ins along with a final reflection at the end of the unit after delivering their speech/presentation. ● Exit Cards: <ul style="list-style-type: none"> ○ After certain lessons, it is important to receive feedback from students on their progress. This will be collected with exit cards. ● Speech Outline |
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Stage 3- Learning Plan

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| <p>Summary of Key Learning Events and Instruction:</p> <ul style="list-style-type: none"> ● Pre-Test/Self Reflections: <ul style="list-style-type: none"> ○ The purpose of the pre-test is to assess where students are at in the beginning of the unit before starting their projects. This will help instructors decide the level of practice that students will need such as scaling back for more practice or providing more challenges. ○ Students will also complete a self-reflection at the beginning not only for the teacher to see what areas students may need more help with as they begin the presentation creation practice, but also for students to realize that taking the time to reflect on what they do not know and what they do know is an important life skill in and outside of school. ● Practice Presentations (Formatives): <ul style="list-style-type: none"> ○ These practice presentations are perhaps one of the most important instructional points within the unit as successful practice will determine how students perform within their own multimedia presentations. Students will be assessed on the same rubric as the pre-test for each of these mini assignments as these are some of the most important elements (and basic |
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skills) students should be able to perform. For students who need an added challenge, the rubric can be modified.

- Check-Ins:
 - Check-ins will allow students to self-assess where they are at in the presentation creation project and include variations of the following questions: What has been going well? What have been your struggles? How have you overcome these challenges? Are you on track to finish at ___ day? If you are behind, what do you need to do to stay on track? What questions do you still have?
 - These self-assessments will help keep students on track to finish their presentations on time as well as help them consider the process of using multimedia and how to overcome the challenges that they encounter.
- Superlative Presentation & Speech Outline:
 - The completion of the Superlative Presentation and Speech will be the culmination of student work in this unit. Students will receive the final rubric at the beginning of the unit to ensure understanding of what is expected of them for this summative assignment. The speech outline will enable students to choose and focus their evidence into an organized format that will aid them in the creation of the presentation. Once students know the order and general information that they want included in their speeches, they will then be able to know what direction they will take with the creation of their multimedia presentations.

Lesson Plans Calendar

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| <p>WEEK 1</p> <p>WEEKLY FOCUS:</p> <p>Practice Using Applications</p> | <p>Monday <u>Day 1</u></p> <p>Day's Focus: -<u>Pretest</u> -<u>Pretest Self Reflection</u> -Introduce <u>Speech Assignment</u></p> | <p>Tuesday <u>Day 2</u></p> <p>Day's Focus: -Google Slides Tutorial & Practice -<u>Example</u> <u>DUE: Google Slide Formative</u></p> | <p>Wednesday <u>Day 3</u></p> <p>Day's Focus: -Prezi Slides Tutorial & Practice -Example <u>DUE: Prezi Formative</u></p> | <p>Thursday <u>Day 4</u></p> <p>Day's Focus: -Glogster Tutorial & Practice -Example <u>DUE: Glogster Formative</u></p> | <p>Friday <u>Day 5</u></p> <p>Day's Focus: -Canva Tutorial & Practice -Example <u>DUE: Canva Formative</u></p> |
| <p>WEEK 2</p> <p>WEEKLY FOCUS:</p> <p>Adapt Research to Presentation / Speech Outline</p> | <p>Monday <u>Day 6</u></p> <p>Day's Focus: -Analyze & Evaluate Evidence</p> | <p>Tuesday <u>Day 7</u></p> <p>Day's Focus: -<u>Speech Outline</u> -<u>EXAMPLE</u> -<u>Choose Multimedia & Topic</u></p> | <p>Wednesday <u>Day 8</u></p> <p>Day's Focus: -Integrating Quotes Activity -Outline Workshop</p> | <p>Thursday <u>Day 9</u></p> <p>Day's Focus: -Outline Workshop <u>DUE: Check-In #1</u></p> | <p>Friday <u>Day 10</u></p> <p>Day's Focus: -Outline Workshop -Counterclaim</p> |
| <p>WEEK 3</p> <p>WEEKLY FOCUS:</p> <p>Using Presentation Tools / Constructing Multimedia</p> | <p>Monday <u>Day 11</u></p> <p>Day's Focus: -Constructing Multimedia Presentation -Search for Image/ Multimedia</p> | <p>Tuesday <u>Day 12</u></p> <p>Day's Focus: -Constructing Multimedia Presentation -Search for Image/ Multimedia</p> | <p>Wednesday <u>Day 13</u></p> <p>Day's Focus: -Constructing Multimedia Presentation <u>DUE: Check-In #2</u></p> | <p>Thursday <u>Day 14</u></p> <p>Day's Focus: -Constructing Multimedia Presentation -References Page (<u>Example</u>)</p> | <p>Friday <u>Day 15</u></p> <p>Day's Focus: -Constructing Multimedia Presentation <u>DUE: Check-In #3</u></p> |
| <p>WEEK 4</p> <p>WEEKLY FOCUS:</p> <p>Presentations / Final Reflection</p> | <p>Monday <u>Day 16</u></p> <p>Day's Focus: -<u>Speech Signup</u> -Finalize & Rehearse Presentations</p> | <p>Tuesday <u>Day 17</u></p> <p>Day's Focus: -Finalize Multimedia Presentations -Rehearse & Link Presentations</p> | <p>Wednesday <u>Day 18</u></p> <p>Day's Focus: -Presentations <u>DUE: Presentation</u></p> | <p>Thursday <u>Day 19</u></p> <p>Day's Focus: -Presentations <u>DUE: Presentation</u></p> | <p>Friday <u>Day 20</u></p> <p>Day's Focus: -Presentations <u>DUE: Post Presentation Self Reflection</u></p> |

Lesson Plans

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| Day: | 1 | Time: | 67 minutes |
| Guiding Question(s): | What is argumentation and how does technology affect an argument? | Learning Targets: | <p>Students will be able to complete a pre-test using Google Slides.</p> <p>Students will be able to reflect on skills and comfort level using technology after taking a pre-test.</p> |
| Materials: | <ul style="list-style-type: none"> -Journals -Pens/Pencil -Projector -Desktop Computer/Laptop -Student Chromebooks -Pre-Test -Pre-Test Self-Reflection Google Form -Superlative Speech Assignment -Notecards | | |
| Time: | Opener Activity: | | |
| 5 minutes | <p>Journal:</p> <ol style="list-style-type: none"> 1. Display the following journal question on the board: <i>What do you believe an argument is? How are arguments practiced in school?</i> (Questions adapted from Howell, 2018). 2. Direct students to take out their journals and quietly reflect on these questions in writing. | | |
| 10 minutes | <p>Discussion:</p> <ol style="list-style-type: none"> 3. Once students have completed their journal entries, instruct students to share their answers with a partner or small group. 4. After 2-3 minutes, stop students and pose the questions to the class to engage students in a whole-class discussion on the topics. <ol style="list-style-type: none"> a. The purpose of this discussion is to begin changing students' perceptions of arguments as only written and spoken modes of communication, and begin opening their minds to the possibility that arguments can be posed in multimedia as well. | | |
| Time: | Lesson Sequence: | | |
| 30 minutes | <p>Pre-Test:</p> <ol style="list-style-type: none"> 5. Explain to students that this unit will implement different digital tools to increase their ability to navigate different modes of technology. Students will begin this journey by participating in a digital pre-test using Google Slides. 6. Open the pre-test and project for students to see a visual representation of directions and explain them to students. | | |

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| Day: | 2 | Time: | 67 minutes |
| Guiding Question(s): | What digital tools exist to create a multimedia project and how do I use these tools? | Learning Targets: | Students will be able to create a multimedia work using multiple, digital applications. |
| Materials: | -Projector -Desktop Computer/Laptop -Student Chromebooks -Google Slides -Google Classroom OR other Classroom web service -Assignment of Blank Google Slide on Google Classroom -Blank Google Slide Example -Copies of Google Slides Tutorial PDF (City of Burlington Public Schools, 2014) - Superlative Presentation Google Slides Example | | |
| Time: | Opener Activity: | | |
| 3 minutes | Google Classroom: <ol style="list-style-type: none"> 1. Display directions on the board for students to get a Chromebook and sign in to Google Classroom when they come into the classroom. | | |
| Time: | Lesson Sequence: | | |
| 5 minutes | Google Slides Overview: <ol style="list-style-type: none"> 2. Instruct students to put their Chromebook screens $\frac{3}{4}$ of the way close and give full attention to the projector. 3. Open Superlative Presentation Google Slides Example to show students a preview of the type of presentation they can create with the Google Slides application. 4. Highlight important features by giving a brief overview of the following: inserting/resizing/formatting images and videos, inserting/formatting/changing text (Citations & Evidence), creating hyperlinks, creating new slides, picking themes and changing background, including transitions. | | |
| 40 minutes | Google Slides Practice: <ol style="list-style-type: none"> 5. Hand out copies of the Google Slides Tutorial PDF for students to reference as they begin working with the application. <ol style="list-style-type: none"> a. Note: It would be useful to also have an electronic copy available for students to view on Google Classroom. 6. Instructor opens up a Blank Google Slides Template while students open their own copy of the Google Slides template created for them in Google Classroom. 7. Teacher models first step for creating presentation by selecting a theme or changing the background, or both. <ol style="list-style-type: none"> a. Slide < Change Theme <ol style="list-style-type: none"> i. Select from a variety of themes. b. Slide < Change Background <ol style="list-style-type: none"> i. Select from colors or create custom color. | | |

8. Students complete this step after watching it modeled.
 - a. This gives students the opportunity to practice as well as time for the teacher to help students who may be struggling with a step.
9. Teacher models next step: Adding Slides and Changing Layouts.
 - a. Slide < New Slide
 - b. Slide < Apply Layout
 - i. Choose from a variety of slide layouts.
10. Students complete this step after watching it modeled.
 - a. This gives students the opportunity to practice as well as time for the teacher to help students who may be struggling with a step.
11. Teacher models next step: Inserting and Formatting Images.
 - a. Search an Image on Google Images
 - i. Options include: save image to the computer, save image to Drive, or copy the image.
 - ii. Searching images can also be done without searching in Google Images
 1. Insert < Image < Search the web
 2. Search in the window that pops up on the right side.
 3. Select the image and choose "Insert" at the bottom.
 - b. Insert images in the following ways:
 - i. Insert < Image < Google Drive
 - ii. Insert < Image < Upload from computer
 - iii. Right Click on slide and Paste in image if copied
 - c. Format/Resize/Crop Image:
 - i. To Resize:
 1. Select the image and drag the corners to desired size.
 2. Note: Emphasize that images should be resized using the middle corners so as not to warp or distort the image.
 - ii. Crop the Image:
 1. Option 1: Select the image, go to Format < Image < Crop image. Drag the lines until desired image is selected and hit enter.
 2. Option 2: Double click on the image until black lines appear. Drag the lines until desired image is selected and hit enter.
12. Students complete this step after watching it modeled.
 - a. This gives students the opportunity to practice as well as time for the teacher to help students who may be struggling with a step.
13. This sequence of teacher models/students do will be repeated for the following presentation actions:
 - a. Insert and Format Videos:
 - i. Insert Video:
 1. Locate a video on YouTube and copy the URL or save to Google Drive
 2. Insert < Video < By URL/Google Drive
 - a. Copy in link or select video in Google Drive

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| | <ul style="list-style-type: none"> ii. Format Video: <ul style="list-style-type: none"> 1. Select Video and go to “Format Options” o the Toolbar or right click and select “Format Options” 2. Select “Video Playback” and input the start and end times for the video to ensure that the video is no more than 30 seconds. b. Insert Shapes: <ul style="list-style-type: none"> i. Insert < Shape < Select Shape ii. Format: Drag the image to desired shape/size, and choose on the Toolbar colors for border, line size, and colors for object. c. Order Objects: <ul style="list-style-type: none"> i. Select object < Arrange < Order < Select to move forward or backward d. Insert and Format Text Boxes: <ul style="list-style-type: none"> i. Insert < Text Box < Write text ii. Format: Select text and use the Toolbar above to change the font, size, color, and style to desired outcome. e. Create a Hyperlink: <ul style="list-style-type: none"> i. Copy desired url from webpage. ii. Select/highlight the text that will be linked. iii. Right click on the text and select “Link” iv. Copy in url link. <ul style="list-style-type: none"> 1. The text will be blue and underlined once it is hyperlinked, but can be changed to reflect the desired color. f. Slide Transitions: <ul style="list-style-type: none"> i. Insert < Animation < Select on the image OR insert a slide transition by clicking on drop down “Slide: No Transition” and select from transitions. |
| Time: | Closer Activity: |
| 19 minutes | <p>Google Slides Formative:</p> <p>14. With the remaining time, instructor directs students to play around with Google Slides and create another slide or 2 and input the elements covered.</p> <ul style="list-style-type: none"> a. Students will not need to take any extra steps to save their work as it is in Google Classroom and will save automatically for the teacher to view. <p>15. Students will be assessed on including all of the required elements as well as added creativity and amount of information included that show proficiency. Grade on a 1-4 scale: 4- Sophisticated, 3- Skilled, 2- Satisfactory 1- Unsatisfactory.</p> |
| 1 minute | Put Away Chromebooks |

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| Day: | 3 | Time: | 67 minutes |
| Guiding Question(s): | What digital tools exist to create a multimedia project and how do I use these tools? | Learning Targets: | Students will be able to create a multimedia work using multiple, digital applications. |
| Materials: | <ul style="list-style-type: none"> -Projector -Desktop Computer/Laptop -Student Chromebooks -Prezi Account -Google Classroom OR other Classroom web service -Assignment of Prezi Instructions and Link on Google Classroom -Blank Prezi Example -Copies of Prezi Tutorial PDF (Bowling Green State University, n.d.) -Superlative Presentation Prezi Example | | |
| Time: | Opener Activity: | | |
| 5 minutes | <p>Google Classroom & Prezi Account Creation:</p> <ol style="list-style-type: none"> 1. Display directions on the board for students to get a Chromebook and sign in to Google Classroom when they come into the classroom. 2. In Google Classroom, students will locate and find a new assignment “Prezi Creation & Instructions” which will ask them to: <ol style="list-style-type: none"> a. Click on the prezilink.com link to create a free account. | | |
| Time: | Lesson Sequence: | | |
| 5 minutes | <p>Prezi Overview:</p> <ol style="list-style-type: none"> 3. Instruct students to put their Chromebook screens $\frac{3}{4}$ of the way close and give full attention to the projector. 4. Open Superlative Presentation Prezi Example to show students a preview of the type of presentation they can create with the Prezi application. 5. Highlight important features by giving a brief overview of the following: frames & topics, shape layout, inserting/resizing/formatting images and videos, inserting/formatting/changing text (Citations & Evidence), picking themes and changing background. | | |
| 40 minutes | <p>Prezi Practice:</p> <ol style="list-style-type: none"> 6. Hand out copies of the Prezi Tutorial PDF for students to reference as they begin working with the application. <ol style="list-style-type: none"> a. Note: It would be useful to also have an electronic copy available for students to view on Google Classroom. 7. Teacher models first step for creating presentation by selecting “Create from template” to select a theme and layout for the presentation. <ol style="list-style-type: none"> a. Create from template < Choose from a variety of templates < Choose this presentation < Title presentation < Select share with “Anyone on the web” (free feature) <ol style="list-style-type: none"> i. Note: Advise students that although may be able to change the | | |

background, they may not be able to change all of the elements, so choose a template that requires minimal changes.

8. Students complete this step after watching it modeled.
 - a. This gives students the opportunity to practice as well as time for the teacher to help students who may be struggling with a step.
9. Teacher models next step: Overview slide- changing background and colors.
 - a. Background
 - i. Style < Background < Choose ...
 1. Choose from a variety of backgrounds or upload your own image.
 - b. Shapes & Layout
 - i. Style < Shapes & Layout < Choose ...
 1. Choose from a variety of shapes to change the topic shape.
 - c. Colors
 - i. Style < Colors < Choose ...
 1. Choose from a variety of color palettes
 - a. Advanced color options only available for paid account.
10. Students complete this step to change Overview Slide after watching it modeled.
 - a. This gives students the opportunity to practice as well as time for the teacher to help students who may be struggling with a step.
11. Teacher then models navigation of topics and subtopics.
 - a. Select topic on screen < Select Zoom
 - b. Explain that presentation templates do not need to be followed exactly. Delete extra topics that go too in depth.
 - c. Right click and select "Delete" to get rid of unnecessary subtopics.
12. Students complete this step after watching it modeled.
 - a. This gives students the opportunity to practice as well as time for the teacher to help students who may be struggling with a step.
13. Teacher models next step: Inserting and Formatting Images.
 - a. Insert Image
 - i. Insert < Image < Select free images OR upload image
 1. Students will need to have image saved on their desktop to upload their own image.
 - b. Format Image
 - i. Drag and drop to move image.
 - ii. Select the corners to resize image.
 - iii. Right click to:
 1. Add "Animation" to the image.
 2. Reorder object (Send to back or Bring to front)
14. Students complete this step after watching it modeled.
 - a. This gives students the opportunity to practice as well as time for the teacher to help students who may be struggling with a step.
15. This sequence of teacher models/students do will be repeated for the following

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| 14 minutes | <p>presentation actions:</p> <ul style="list-style-type: none"> a. Insert and Format Videos: <ul style="list-style-type: none"> i. Insert < Video Icon < Paste in link < Upload <ul style="list-style-type: none"> 1. Note: similar to images, the video must be saved onto the computer to upload. 2. Drawback to video on Prezi- the time cannot be formatting as it can in Google Slides. b. Insert Shapes: <ul style="list-style-type: none"> i. Insert < Shapes Icon <ul style="list-style-type: none"> 1. Select from a variety of shapes that are automatically in your color palette or use the menu bar to change the color, border thickness and color. c. Insert and Format Text Boxes: <ul style="list-style-type: none"> i. Insert < Text Icon (T) <ul style="list-style-type: none"> 1. Click on the box to edit and add text. 2. Use the Toolbar above to select the color, change the font, and size of the text. 3. Move the text box by selecting it and dragging it to the desired location. <p>Prezi Formative:</p> <p>16. With the remaining time, instructor directs students to play around with Prezi and create another subtopic or 2 and input the elements covered.</p> |
| Time: | Closer Activity: |
| 2 minutes | <p>Link Prezi Formative:</p> <p>17. Before students leave, direct them to select “Share” from the Prezi Toolbar and select “View Link”</p> <ul style="list-style-type: none"> a. Share < View Link < Create name < Create link < Copy b. Navigate back to Google Classroom Prezi Assignment. Instruct students to paste in their link in their assignment where it can be viewed. <p>18. Students will be assessed on including all of the required elements as well as added creativity and amount of information included that show proficiency. Grade on a 1-4 scale: 4- Sophisticated, 3- Skilled, 2- Satisfactory 1- Unsatisfactory.</p> |
| 1 minute | Put Away Chromebooks |

| | | | |
|-----------------------------|--|--------------------------|---|
| Day: | 4 | Time: | 67 minutes |
| Guiding Question(s): | What digital tools exist to create a multimedia project and how do I use these tools? | Learning Targets: | Students will be able to create a multimedia work using multiple, digital applications. |
| Materials: | -Projector -Desktop Computer/Laptop -Student Chromebooks -Glogster Account -Code for students to access Glogster -Blank Glogster Example - Glogster Tutorial Video (Morgan Jennings, 2018) - Superlative Presentation Glogster Example | | |
| Time: | Opener Activity: | | |
| 5 minutes | Glogster Registration: <ol style="list-style-type: none"> 1. Display directions on the board for students to get a Chromebook and sign in to Glogster.com along with the class code. 2. Students will register for a free Glogster account and use the specific class code to be added to the Glogster class platform. | | |
| Time: | Lesson Sequence: | | |
| 5 minutes | Glogster Overview: <ol style="list-style-type: none"> 3. Instruct students to put their Chromebook screens $\frac{3}{4}$ of the way close and give full attention to the projector. 4. Open Superlative Presentation Glogster Example to show students a preview of the type of presentation they can create with the Glogster application. 5. Highlight important features by giving a brief overview of the following: inserting/resizing/formatting images, videos and sound/music, inserting/formatting/changing text (Citations & Evidence), creating hyperlinks, creating new slides, picking themes and changing background. | | |
| 40 minutes | Glogster Practice: <ol style="list-style-type: none"> 6. Direct students to the link of the YouTube video that they can use if they get stuck or need a refresher on how to use Glogster. This will also be helpful for students who miss this lesson. 7. Teacher models first step for creating glog by selecting "Create new glog" to either select from a template or create a blank glog. 8. Teacher then models how to change the "Wall" which is the background of the glog. <ol style="list-style-type: none"> a. Select bricks icon < Choose My Images/Gallery/Solid Color <ol style="list-style-type: none"> i. Note: Format the fit of the background by selecting "Settings" and changing the preference. 9. Students complete this step after watching it modeled. | | |

- a. This gives students the opportunity to practice as well as time for the teacher to help students who may be struggling with a step.

10. Teacher models next step: Inserting and Formatting Images.

- a. Search an Image on Google Images and save to computer or copy the URL
- b. Insert images using the Image Icon:
 - i. Select image icon < Add image < Upload from computer
 - ii. Select image icon < Add image < Copy link
 - iii. Select image icon < Add image < Flickr (free database of images)
- c. Insert images using the Add Icon:
 - i. Select add icon < Web picker < Google Images
 - 1. Drag the image to the Glogster tab and place on wall.
- d. Format/Resize/Crop Image:
 - i. To Resize:
 - 1. Select the image and drag the corners to desired size.
 - 2. Note: Emphasize that images should be resized using the middle corners so as not to warp or distort the image.
 - ii. Crop the Image:
 - 1. On the small toolbar menu around the image select the crop image. Crop around the necessary parts of the images.
 - iii. Add Shadow and Style Elements
 - 1. Select the wand image (style) and select the desired changes.
 - 2. Click the plus sign (+) to add decorative elements and borders around the image.

11. Students complete this step after watching it modeled.

- a. This gives students the opportunity to practice as well as time for the teacher to help students who may be struggling with a step.

12. This sequence of teacher models/students do will be repeated for the following presentation actions:

- a. Insert and Format Videos:
 - i. Insert Video:
 - 1. Option 1:
 - a. Choose your video from YouTube first and copy the link url.
 - b. Select the video icon from the toolbar at the top.
 - c. Hover over the “add video” button and select insert link to paste in the link.
 - 2. Option 2:
 - a. Choose the video icon from the toolbar at the top.
 - b. Hover over the “add video” button and select upload video if video is saved on computer.
 - 3. Option 3:
 - a. Choose the video icon from the toolbar at the top.
 - b. Hover over the “add video” button and select the video icon again to search for videos to import.
 - ii. Format Video:
 - 1. Drawback to video on Glogster- the time cannot be formatting as it can in Google Slides.
- b. Insert Clipart:

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| | <ul style="list-style-type: none"> i. Select star image < Choose from a variety of subjects and clipart. c. Order Objects: <ul style="list-style-type: none"> i. Select the image < choose the up arrow or the down arrow to move objects to the front or to move objects behind other images. d. Insert and Format Text Boxes: <ul style="list-style-type: none"> i. Select text icon (T) < Choose heading or paragraph ii. Format: Select text and use the Toolbar above to change the font, size, color, and style to desired outcome. e. Create a Hyperlink: <ul style="list-style-type: none"> i. Copy desired url from webpage. ii. Select the image or the text box that needs to be hyperlinked iii. Select the “links icon” on the small toolbar. iv. Paste in url link and select “Done”. <ul style="list-style-type: none"> 1. The image or the text box will not have a little green bar in the middle that says “Link On.” |
| Time: | Closer Activity: |
| 19 minutes | <p>Glogster Formative:</p> <p>13. With the remaining time, instructor directs students to play around with Glogster and input the elements covered.</p> <ul style="list-style-type: none"> a. Students will not need to take any extra steps to save their work as they have an account that has been added to the class in Glogster that the teacher can access and will automatically save student work. <p>14. Students will be assessed on including all of the required elements as well as added creativity and amount of information included that show proficiency. Grade on a 1-4 scale: 4- Sophisticated, 3- Skilled, 2- Satisfactory 1- Unsatisfactory.</p> |
| 1 minute | Put Away Chromebooks |

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| Day: | 5 | Time: | 67 minutes |
| Guiding Question(s): | What digital tools exist to create a multimedia project and how do I use these tools? | Learning Targets: | Students will be able to create a multimedia work using multiple, digital applications. |
| Materials: | <ul style="list-style-type: none"> -Projector -Desktop Computer/Laptop -Student Chromebooks -Canva Account -Blank Canva Example -Canva Tutorial Videos (Canva, 2019) -Canva Tutorial Video (Teacher Tech, 2018) -Superlative Presentation Canva Example | | |
| Time: | Opener Activity: | | |
| 5 minutes | <p>Google Classroom & Canva Registration:</p> <ol style="list-style-type: none"> 1. Display directions on the board for students to get a Chromebook and sign in to Google Classroom when they come into the classroom. 2. In Google Classroom, students will locate and find a new assignment “Canva Creation & Instructions” which will ask them to: <ol style="list-style-type: none"> a. Click on the canva.com link to create a free account. b. Students will need to log in to their school email accounts to confirm their emails before moving forward. | | |
| Time: | Lesson Sequence: | | |
| 5 minutes | <p>Canva Overview:</p> <ol style="list-style-type: none"> 3. Instruct students to put their Chromebook screens $\frac{3}{4}$ of the way close and give full attention to the projector. 4. Open Superlative Presentation Canva Example to show students a preview of the type of presentation they can create with the Canva application. 5. Highlight important features by giving a brief overview of the following: inserting/resizing/formatting images, videos and sound/music, inserting/formatting/changing text (Citations & Evidence), creating hyperlinks, picking themes and changing background. | | |
| 40 minutes | <p>Canva Practice:</p> <ol style="list-style-type: none"> 6. Direct students to the link of the YouTube videos that they can use if they get stuck or need a refresher on how to use Canva. This will also be helpful for students who miss this lesson. <ol style="list-style-type: none"> a. These videos should be linked in the “Canva Creation & Instructions” Assignment in Google Classroom. 7. Teacher models first step for creating infographic by selecting “Create a design” to either select from a template or create a blank project. <ol style="list-style-type: none"> a. Give the presentation a title in the top menu bar. <ol style="list-style-type: none"> i. Note: There are several formats students can use in Canva including: | | |

Presentation, Infographic, Poster. The example used is an **infographic**, but students can use either of the 3 formats mentioned in the previous sentence.

8. Teacher then models how to select a design template, zoom, and change the background of the infographic.
 - a. Zoom:
 - i. Students will have to change the view to view the infographic closer by selecting the percentage on the bottom right of the screen and selecting 100%.
 - b. Background Color:
 - i. Select background < Choose from default colors or select the plus sign (+) to create a custom color.
 - c. Background Image:
 - i. Select the striped square on the side menu bar (Backgrounds)
 - ii. Choose from a variety of free backgrounds.
9. Students complete this step after watching it modeled.
 - a. This gives students the opportunity to practice as well as time for the teacher to help students who may be struggling with a step.
10. Teacher models next step: Inserting and Formatting Images.
 - a. Search an Image on Google Images and save to computer or copy the URL
 - b. Insert images using the Upload Icon:
 - i. Select upload icon < Upload an image < Choose from computer
 - c. Insert images using the Image Icon:
 - i. Select image icon < Select the image you want and it will insert immediately into the project.
 - d. Format/Resize/Crop Image:
 - i. To Resize:
 1. Select the image and drag the corners to desired size.
 2. Note: Emphasize that images should be resized using the middle corners so as not to warp or distort the image.
 - ii. Crop the Image:
 1. Select the image and choose "Crop" on the menu that pops up.
 2. Crop the image as desired.
 3. Select the check mark when complete.
 - iii. Add Style Elements/Change Image Colors:
 1. Select the image and choose "Filter" on the menu that pops up.
 - a. Choose from a variety of photo filters.
 2. Select the image and choose "Adjust" on the menu that pops up.
 - a. Choose to adjust brightness, color, contrast, etc.
11. Students complete this step after watching it modeled.
 - a. This gives students the opportunity to practice as well as time for the teacher to help students who may be struggling with a step.
12. This sequence of teacher models/students do will be repeated for the following presentation actions:
 - a. Insert and Format Videos:

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| 14 minutes | <ul style="list-style-type: none"> i. Insert Video: <ul style="list-style-type: none"> 1. Select the three dots (...) on the side toolbar 2. Select the video link <ul style="list-style-type: none"> a. Option 1: Search for video using the search bar b. Option 2: Have the name of the video you have previously found and copy it in the search bar to find the video you are looking for. ii. Format Video: <ul style="list-style-type: none"> 1. Drawback to video on Canva- the time cannot be formatting as it can in Google Slides. b. Insert Clipart/Charts/Shapes: <ul style="list-style-type: none"> i. Select the shapes image on the side toolbar < Choose from a variety of clip art, charts, grids, etc. <ul style="list-style-type: none"> 1. Note: If choosing a chart, the chart can be edited to include numeral information. Follow the steps as prompted to complete the chart. c. Order Objects: <ul style="list-style-type: none"> i. Select the image < Choose "Position" on the top toolbar and select "To front" or "To back" to move the order of an image. d. Insert and Format Text Boxes: <ul style="list-style-type: none"> i. Select text icon (T) on the side toolbar < Choose heading, subheading or a little text ii. Format: Choose Styles already created for font OR select text and a new toolbar will pop up at the top to change the font, size, color, etc. e. Create a Hyperlink: <ul style="list-style-type: none"> i. Copy desired url from webpage. ii. Select/highlight the text that needs to be hyperlinked. iii. Choose the three dots (...) at the top toolbar and select the "link icon." iv. Paste in the copied URL and select "Apply." <p>Canva Formative:</p> <p>13. With the remaining time, instructor directs students to play around with Canva and input more of the elements covered.</p> |
| Time: | Closer Activity: |
| 2 minutes | <p>Link Canva Formative:</p> <p>14. Before students leave, direct them to select "Share" from the Cavan Toolbar and complete the following steps:</p> <ul style="list-style-type: none"> a. Share < Copy link b. Navigate back to Google Classroom Canva Assignment. Instruct students to paste in their link in their assignment where it can be viewed. <p>15. Students will be assessed on including all of the required elements as well as added creativity and amount of information included that show proficiency. Grade on a 1-4 scale: 4- Sophisticated, 3- Skilled, 2- Satisfactory 1- Unsatisfactory.</p> |
| 1 minute | Put Away Chromebooks |

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| Day: | 6 | Time: | 67 minutes |
| Guiding Question(s): | How do I choose the best evidence? How do I explain my evidence and put it in an outline? | Learning Targets: | Students will be able to choose their best evidence to support their argument. Students will be able to analyze evidence to thoroughly support their argument. |
| Materials: | -Projector -Desktop Computer/Laptop -Student Chromebooks -Student Research Guides (Google Classroom) -Research Guide Example | | |
| Time: | Opener Activity: | | |
| 5 minutes | Research Guides: <ol style="list-style-type: none"> 1. Display directions on the board when students walk in the room to get a Chromebook, sign on, and pull up their Research Guides from a previous week. <ol style="list-style-type: none"> a. Note: Previous to Week 1 in this unit, students will have conducted research using the first column of the Research Guide based on the TWO criteria they have already chosen. 2. Instruct students to put their Chromebook screens $\frac{3}{4}$ of the way close and give full attention to the projector. | | |
| Time: | Lesson Sequence: | | |
| 20 minutes | Model Evidence Analysis & Coding: <ol style="list-style-type: none"> 3. The teacher models how to analyze evidence, code research using the criteria chosen, and evaluate the evidence in order to pick the best evidence to support the argument. 4. Begin by using the Research Guide Example to walk students through the process of reading through the evidence in order to analyze the evidence using the questions in the guide: <ol style="list-style-type: none"> a. [Explain how this information is important or useful for your argument here. How do you plan on using this information in your research essay? What criteria is it useful for?] 5. Use the right side of the column to create an analysis response about the evidence. Teacher completes one as an example and then completes 2 together as a class. 6. After this analysis, pick 3 colors to code the Background Information, Criteria 1, and Criteria 2 and highlight the terms at the top of the organizer. 7. Read through evidence again, and based on the analysis and the connection that was made in the right column between the evidence and the argument, begin choosing the strongest evidence. 8. Highlight the evidence in the appropriate color. Complete together as a class. | | |

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| 40 minutes | <p>9. Ask students for clarifying questions before having students turn to their own research and completing the analysis and coding task.</p> <p>Evidence Analysis & Coding:</p> <p>10. Students will spend the remainder of the class period, working on their Research Guides to analyze the evidence they have collected and then code the strongest evidence using selected highlighted colors.</p> <p>11. During the time, the teacher will circulate around the room to be available for student questions and to monitor student progress through this assignment.</p> |
| Time: | Closer Activity: |
| 2 minutes | <p>Turn in Research Organizer:</p> <p>12. Students will need to turn in their Research Organizers on Google Classroom before the end of the class to receive feedback from the teacher to move forward in a solid direction with their research as students begin working on their presentation outlines and multimedia projects in the coming weeks of the unit.</p> <p style="padding-left: 40px;">a. If students do not finish their research, they will have time to continue working on this tomorrow before they begin adapting their research into the outline.</p> <p>Put Away Chromebooks</p> |

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| Day: | 7 | Time: | 67 minutes |
| Guiding Question(s): | How do I adapt my research to a presentation outline? | Learning Targets: | Students will be able to adapt research to an outline. Students will be able to choose their best evidence to support their argument. |
| Materials: | -Projector -Desktop Computer/Laptop -Student Chromebooks -Student Research Guides - Student Outlines - Blank (Google Classroom) - Outline Example - *Printed copies of empty Outline *Cut up strips of the right column of the example. *Put in envelopes for group work - Multimedia & Topic Selection Form | | |
| Time: | Opener Activity: | | |
| 7 minutes | Chromebooks: <ol style="list-style-type: none"> 1. Display directions on the board when students walk in the room to get a Chromebook, sign on and complete the Multimedia & Topic Selection Google Form. 2. When students are finished with the form, instruct students to put their Chromebook screens $\frac{3}{4}$ of the way close and give full attention to the projector. | | |
| Time: | Lesson Sequence: | | |
| 33 minutes | Outline Example Overview & Activity: <ol style="list-style-type: none"> 3. Begin by showing students an overview of the outline that students will use to take their research and input it into the outline. Talk in depth about each section of the outline. 4. Next, handout the printed copies of empty outline and envelopes with the cut up strips to each small group. 5. Instruct students to work with their groups for 5-10 minutes to try to put the outline in order using the blank outline. 6. Bring students back together as a whole class and take turns asking each group to share out parts of the outline and correct any mistakes. 7. During this discussion, explain important elements throughout the outline to ensure student understanding and ask for final clarifications. | | |
| 25 minutes | Outline Workshop: <ol style="list-style-type: none"> 8. Students will spend the remainder of the class period, beginning their Outlines. <ol style="list-style-type: none"> a. Note: If students were gone the day before, or did not finish analyzing and color coding their evidence, now is the time to complete this task and turn it in. | | |

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| | 9. During the workshop, the teacher will circulate around the room to be available for student questions and to monitor student progress through this assignment. |
| Time: | Closer Activity: |
| 2 minutes | Put Away Chromebooks |

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| Day: | 8 | Time: | 67 minutes |
| Guiding Question(s): | <p>Why is it important to introduce and explain evidence and how do I write these sentences?</p> <p>How do I adapt my research to a presentation outline?</p> | Learning Targets: | <p>Students will be able to identify the components of a “quote sandwich.”</p> <p>Students will be able to write an introduction and supporting sentence around a quote.</p> <p>Students will be able to adapt research to an outline.</p> |
| Materials: | <ul style="list-style-type: none"> -Journals -Pen/Pencil -Projector -Desktop Computer/Laptop -Student Chromebooks -Clip from Colbert Report -Student Outlines - Blank (Google Classroom) | | |
| Time: | Opener Activity: | | |
| 5 minutes | <p>Journal: (Adapted from Jeanne Wolz, 2017)</p> <ol style="list-style-type: none"> 1. Direct students to take out their journals when they come into the classroom. 2. Display on the board the question: During the video, take notes on how Steven Colbert does the following: 1) leads into a quote, 2) how much of the quote he uses, and 3) how he continues after the quote. 3. Show the video from 1:50 to 2:27. Consider playing it 2-3 times for students to hear each element. 4. After the final show of the clip, ask students to take a moment and finalize their notes on what they noticed about Colbert’s use of quotes. | | |
| 5 minutes | <p>Discussion:</p> <ol style="list-style-type: none"> 5. Direct students to share their findings in their small groups before coming together as a whole group to discuss the journal questions. | | |
| Time: | Lesson Sequence: | | |
| 15 minutes | <p>Integrating Quotes Video Activity: (Adapted from Jeanne Wolz, 2017)</p> <ol style="list-style-type: none"> 6. Lecture & Introduce “Quote Sandwich” Visual: <ol style="list-style-type: none"> a. When to quote b. Common errors in quoting c. “Quote Sandwich” <ol style="list-style-type: none"> i. Lead in Sentence(s) <ol style="list-style-type: none"> 1. Provides context 2. Signal quote is coming ii. Quote: <ol style="list-style-type: none"> 1. Focused | | |

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| | <ul style="list-style-type: none"> 2. Directly relevant to point iii. In-Text Citation: <ul style="list-style-type: none"> 1. After the quote 2. (Author’s last name, year) iv. Analysis/Explanation: <ul style="list-style-type: none"> 1. Makes connection to quote significance FOR reader 2. Moves reader from quote to your own point <p>7. Ask students to look for the “parts of the sandwich” before showing the second excerpt from Colbert video from 2:27–4:00. Then after the video, have students talk about what parts were “part of the sandwich” in small groups.</p> <p>8. Give examples of good introduction and explanation sentences and then create examples together with class as a model.</p> <ul style="list-style-type: none"> a. Explain why these sentences are absolutely necessary for a good speech with sufficient evidence and analysis. b. These examples can come from the Speech Outline Example or other sources such as articles, newspapers, etc. |
| 20 minutes | <p>Integrating Quotes Writing Activity: (Adapted from Jeanne Wolz, 2017)</p> <p>9. Direct students to pick a quote of evidence that they have identified from their research.</p> <p>10. Students write this piece of evidence on a lined sheet of paper from their journals.</p> <p>11. Each student writes an introduction and explanation sentence for their quote using the “quote sandwich” idea and examples covered previously in the lesson.</p> <p>12. During this time, the teacher walks around the classroom to answer questions and give suggestions on how students can push their writing even further.</p> <p>13. Students share their sentences in their small groups with the expectation that all students share in the group, and one student shares their “sentence sandwich” to the whole class.</p> |
| 20 minutes | <p>Outline Workshop:</p> <p>14. With the remainder of the class time, students will continue to work on their Outlines that were introduced from the previous day.</p> <p>15. The teacher will circulate around the room during work time to answer questions and monitor student progress.</p> |
| Time: | Closer Activity: |
| 1 minute | <p>Exit Card:</p> <p>16. Before students leave the class, collect the quote activity papers as a formative as students continue the work on the speech outlines.</p> |
| 1 minute | Put Away Chromebooks |

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| Day: | 9 | Time: | 67 minutes |
| Guiding Question(s): | How do I adapt my research to a presentation outline? | Learning Targets: | Students will be able to adapt research to an outline. Students will be able to self assess their progress on a large project. |
| Materials: | -Projector -Desktop Computer/Laptop -Student Chromebooks -Student Research Guides - Student Outlines - Blank (Google Classroom) - Check-In #1 Google Form | | |
| Time: | Opener Activity: | | |
| 2 minutes | Chromebooks: <ol style="list-style-type: none"> 1. Display directions on the board when students walk in the room to get a Chromebook, sign on, and continue working on their outlines. | | |
| Time: | Lesson Sequence: | | |
| 55 minutes | Outline Workshop: <ol style="list-style-type: none"> 2. Students will spend the entirety of the class time working on their outlines and completing their first Check-In at the end of the period. 3. The teacher will circulate around the room during work time to answer questions and monitor student progress. | | |
| Time: | Closer Activity: | | |
| 9 minutes | Check-In #1: <ol style="list-style-type: none"> 4. Stop students with 10 minutes left in the class to remind them to complete the Google Form before the end of the period to assess where they are at in the outlining process. 5. Display directions on the board to complete the Check-In #1 Google Form. <ol style="list-style-type: none"> a. Questions: <ol style="list-style-type: none"> i. How far are you on your outline? ii. What do you need to complete tonight & this weekend to stay on track for on-time completion of the outline by the due date? Be specific with task. iii. What is one question, concern, or comment you have about the outline so far? | | |
| 1 minute | Put Away Chromebooks | | |

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| Day: | 10 | Time: | 67 minutes |
| Guiding Question(s): | How do I adapt my research to a presentation outline? | Learning Targets: | Students will be able to adapt research to an outline. |
| Materials: | -Journals -Pen/Pencil -Projector -Desktop Computer/Laptop -Student Chromebooks -Student Research Guides - Student Outlines - Blank (Google Classroom) - Outline Example | | |
| Time: | Opener Activity: | | |
| 5 minutes | Journal: <ol style="list-style-type: none"> 1. Display the following journal question on the board: <i>What is a counter argument? Why is it important to include in an argument?</i> 2. Direct students to take out their journals and quietly reflect on these questions in writing. | | |
| 10 minutes | Discussion: <ol style="list-style-type: none"> 3. Once students have completed their journal entries, instruct students to share their answers with a partner or small group. 4. After 2-3 minutes, stop students and pose the questions to the class to engage students in a whole-class discussion on the topics. <ol style="list-style-type: none"> a. Include another question to the whole class during this discussion: <i>What is important to consider when choosing a topic for a counter argument?</i> b. The purpose of this discussion is to introduce the topic of counter argument before students begin locating information for their counter arguments, and for students to choose an appropriate counter argument that will strengthen their arguments. 5. Students should keep their journals open for another brainstorm after the teacher-led example next. | | |
| Time: | Lesson Sequence: | | |
| 20 minutes | Counter Argument Example & Discussion: <ol style="list-style-type: none"> 6. Using the same Outline Example from Lesson 7, explain the process for the counter argument and what information should be included. Make it a point to explain that being respectful in a counter argument gives your argument more credibility. 7. After this example, have students turn to a blank page in their journals and brainstorm possible counter argument topics that would be appropriate for their specific topic. 8. After 2-3 minutes, have students turn to a partner and share their topics and possible counter argument topics. Students should explain their thinking behind their choices and receive feedback from their partner on which counter argument topic they liked | | |

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| 30 minutes | <p>the best and explain why.</p> <p>Final Class Outline Workshop:</p> <p>9. Students will spend the entirety of the class time working on and completing their outlines.</p> <p>10. The teacher will circulate around the room during work time to answer questions and monitor student progress.</p> |
| Time: | Closer Activity: |
| 2 minutes | <p>Turn in Outline:</p> <p>11. Students will need to turn in their outlines on Google Classroom before the end of the class to receive feedback from the teacher to move forward in a solid direction from their outlines to their multimedia projects next week.</p> <p style="padding-left: 40px;">a. If students do not finish their outline, they will need to complete this as homework over the weekend by Monday.</p> <p>Put Away Chromebooks</p> |

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| Day: | 11 | Time: | 67 minutes |
| Guiding Question(s): | How can I use technology to enhance an argument? How does technology affect an argument? | Learning Targets: | Students will be able to use technology to construct an argument. |
| Materials: | -Projector -Desktop Computer/Laptop -Student Chromebooks -Student Outlines -Images/Multimedia Assignment (Google Classroom) | | |
| Time: | Opener Activity: | | |
| 2 minutes | Chromebooks: <ol style="list-style-type: none"> 1. Display directions on the board when students walk in the room to get a Chromebook and sign on. | | |
| Time: | Lesson Sequence: | | |
| 7 minutes | Search for Image/Multimedia: <ol style="list-style-type: none"> 2. Instruct students to put their Chromebook screens $\frac{3}{4}$ of the way close and give full attention to the projector. 3. Explain to students that although it may seem simple and straightforward to find images and multimedia, it is important to keep track of where the multimedia is coming from in order to cite them. 4. Open the "Images/Multimedia Assignment" in Google Classroom. (This can also just be a blank assignment document for students to keep track of information). 5. Show students how to copy and paste their images or other multimedia in the document and then below write the author's name and year along with the URL. | | |
| 57 minutes | Constructing Multimedia Presentation Workshop: <ol style="list-style-type: none"> 6. Students will spend the rest of the time searching for their multimedia, keeping track of these sources, and if time, inputting what they have found in the application they have chosen to use for the project. 7. The teacher will circulate around the room during work time to answer questions and monitor student progress. | | |
| Time: | Closer Activity: | | |
| 1 minute | Put Away Chromebooks | | |

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| Day: | 12 | Time: | 67 minutes |
| Guiding Question(s): | How can I use technology to enhance an argument? How does technology affect an argument? | Learning Targets: | Students will be able to use technology to construct an argument. |
| Materials: | -Projector -Desktop Computer/Laptop -Student Chromebooks -Student Outlines -Images/Multimedia Assignment (Google Classroom) | | |
| Time: | Opener Activity: | | |
| 2 minutes | Chromebooks: <ol style="list-style-type: none"> 1. Display directions on the board when students walk in the room to get a Chromebook, sign on, and continue where they left off on their work the previous day. | | |
| Time: | Lesson Sequence: | | |
| 64 minutes | Constructing Multimedia Presentation Workshop: <ol style="list-style-type: none"> 2. Students will spend the majority of the time continuing to search for their multimedia, keeping track of these sources, and inputting what they have found in the application they have chosen to use for the project. 3. The teacher will circulate around the room during work time to answer questions and monitor student progress. | | |
| Time: | Closer Activity: | | |
| 1 minute | Put Away Chromebooks | | |

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| Day: | 13 | Time: | 67 minutes |
| Guiding Question(s): | How can I use technology to enhance an argument? How does technology affect an argument? | Learning Targets: | Students will be able to use technology to construct an argument. Students will be able to self assess their progress on a large project. |
| Materials: | -Projector -Desktop Computer/Laptop -Student Chromebooks -Student Outlines -Images/Multimedia Assignment (Google Classroom) - Check-In #2 Google Form | | |
| Time: | Opener Activity: | | |
| 2 minutes | Chromebooks: <ol style="list-style-type: none"> 1. Display directions on the board when students walk in the room to get a Chromebook, sign on, and continue where they left off on their work the previous day. | | |
| Time: | Lesson Sequence: | | |
| 54 minutes | Constructing Multimedia Presentation Workshop: <ol style="list-style-type: none"> 2. Students will spend the majority of the time continuing to work on their multimedia projects using the application they have chosen. 3. The teacher will circulate around the room during work time to answer questions and monitor student progress. | | |
| Time: | Closer Activity: | | |
| 10 minutes | Check-In #2: <ol style="list-style-type: none"> 4. Stop students with 10 minutes left in the class to remind them to complete the Google Form before the end of the period to assess where they are at in the multimedia creation process. 5. Display directions on the board to complete the Check-In #2 Google Form. <ol style="list-style-type: none"> a. Questions: <ol style="list-style-type: none"> i. Which is the farthest step you have completed? ii. What specific homework do you need to assign yourself to be through step 6 above by the end of the weekend? About how long do you think that will take you? WHEN will you complete that homework? Specify days, and approximate times of day. iii. How will you remember to do that work on those days? iv. What questions or struggles do you have at this point? | | |
| 1 minute | Put Chromebooks Away | | |

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| Day: | 14 | Time: | 67 minutes |
| Guiding Question(s): | How can I use technology to enhance an argument? How does technology affect an argument? | Learning Targets: | Students will be able to use technology to construct an argument. Students will be able to write their references page to establish credibility in their research. |
| Materials: | -Projector -Desktop Computer/Laptop -Student Chromebooks -Student Outlines -References Page Assignment (Google Classroom) -References Page (Example) - References Page Resource (Electronic Copy) -Half sheet of blank paper | | |
| Time: | Opener Activity: | | |
| 2 minutes | Chromebooks: <ol style="list-style-type: none"> 1. Display directions on the board when students walk in the room to get a Chromebook, and sign on. | | |
| Time: | Lesson Sequence: | | |
| 24 minutes | References Page Activity: <ol style="list-style-type: none"> 2. Instruct students to put their Chromebook screens $\frac{3}{4}$ of the way close and give full attention to the projector. 3. Explain the References Page Assignment by showing the Reference Page Example and walking through the components that students will need to include in their own references page. 4. Have students pull up the References Page Resource from Google Classroom and have them look it over while the teacher points out the important components. 5. Handout a blank half sheet of paper and display a list of an author, website, year, title, etc. for an article (information can be from the Research Guide Example) & the same information for an image on the projector and ask students to write the correct reference formatting for both on the piece of paper. 6. When students are done, have them share their references in small groups and make any corrections that they think need to be made in order to choose the references they think are correct for both references. 7. Have one student from each group come up one by one and either type up their references or write them on the white board to be compared to the class to identify which one is correct and to make it clear what the correct formatting is. <ol style="list-style-type: none"> a. *Note: Important to cover both articles and images for references since students will need to do both on their references page. | | |

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| 40 minutes | <p>8. Discuss any final questions for formatting and references before allowing students to continue their work on the multimedia project and references page.</p> <p>Constructing Multimedia Presentation Workshop/References Page:</p> <p>9. Students will spend the rest of the time continuing to work on their multimedia projects using the application they have chosen and beginning their references page.</p> <p>10. The teacher will circulate around the room during work time to answer questions and monitor student progress.</p> |
| Time: | Closer Activity: |
| 1 minute | Put Chromebooks Away |

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| Day: | 15 | Time: | 67 minutes |
| Guiding Question(s): | How can I use technology to enhance an argument? How does technology affect an argument? | Learning Targets: | Students will be able to use technology to construct an argument. Students will be able to self assess their progress on a large project. |
| Materials: | -Projector -Desktop Computer/Laptop -Student Chromebooks -Notecards Check-in #3 Google Form | | |
| Time: | Opener Activity: | | |
| 2 minutes | Chromebooks: <ol style="list-style-type: none"> 1. Display directions on the board when students walk in the room to get a Chromebook, sign on, and continue where they left off on their work the previous day. | | |
| Time: | Lesson Sequence: | | |
| 54 minutes | Constructing Multimedia Presentation Workshop: <ol style="list-style-type: none"> 2. The teacher should direct students to the notecards and remind students that they will have two options for their notes when presenting either 1) write out notecards OR 2) modify their outlines and use their phone to read their notes. 3. Students will spend the entire hour continuing to work on their multimedia projects using the application they have chosen and finishing their references page if they were not able to do so the previous day. 4. The teacher will circulate around the room during work time to answer questions and monitor student progress. <ol style="list-style-type: none"> a. If some students finish their presentations, instruct students to write their names on the board to show that they are ready to work with a partner to practice and edit their presentations with. | | |
| Time: | Closer Activity: | | |
| 10 minutes | Check-In #3: <ol style="list-style-type: none"> 5. Stop students with 10 minutes left in the class to remind them to complete the Google Form before the end of the period to assess where they are at in multimedia creation process. 6. Display directions on the board to complete the Check-In #3 Google Form. <ol style="list-style-type: none"> a. Questions: <ol style="list-style-type: none"> i. What is the farthest step you have completed? ii. What specific homework do you need to assign yourself over the weekend to be ready to present next week? iii. How will you remember to do that work on those days? iv. What can your teacher do to assist you so that you complete your project on time? | | |

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| 1 minute | v. Are there are final questions that you have? Put Chromebooks Away |
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| Day: | 16 | Time: | 67 minutes |
| Guiding Question(s): | How can I use technology to enhance an argument? How does technology affect an argument? | Learning Targets: | Students will be able to use technology to construct an argument. Students will be able to rehearse and edit a presentation project. |
| Materials: | -Projector -Desktop Computer/Laptop -Student Chromebooks -Cards with numbers 1-35 -Notecards -Presentation Sign-up & Links Sheet | | |
| Time: | Opener Activity: | | |
| 1 minute | Chromebooks: 1. Display directions on the board when students walk in the room to get a Chromebook, and a card from the front of the room. a. Note: If you do not want students switching card numbers, this can also be done after class has started by dismissing students by group to come get their cards. | | |
| 10 minutes | Presentation Signups: 2. Open up the Presentation Sign-up & Links Sheet for students to see on the board. 3. Call out student numbers starting at #1. When student number is called, students will choose what day they want to present and in what number order based on available spots. 4. The teacher will write in the student names as they are called and remind students to either write down the day and time they are presenting or take a picture of the final line-up on their phones to remember. | | |
| Time: | Lesson Sequence: | | |
| 55 minutes | Constructing Multimedia Presentation Workshop/Rehearse Presentations: 5. Explain to students that they will have this class and tomorrow's class to finalize their presentations and practice and edit with partners. Students will spend the rest of the class working on their projects, editing, and rehearsing. a. The teacher should direct students to the notecards and remind students that they will have two options for their notes when presenting either 1) write out notecards OR 2) modify their outlines and use their phone to read their notes. 6. During this time, it is vital for the teacher to check in with students and assess their progress and work with those that still may be behind according to the Check-In #3 form from the previous lesson. | | |
| Time: | Closer Activity: | | |
| 1 minute | Put Chromebooks Away | | |

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| Day: | 17 | Time: | 67 minutes |
| Guiding Question(s): | How can I use technology to enhance an argument? How does technology affect an argument? | Learning Targets: | Students will be able to use technology to construct an argument. Students will be able to rehearse and edit a presentation project. |
| Materials: | -Projector -Desktop Computer/Laptop -Student Chromebooks -Notecards -Presentation Sign-up & Links Sheet | | |
| Time: | Opener Activity: | | |
| 2 minutes | Chromebooks: <ol style="list-style-type: none"> 1. Display directions on the board when students walk in the room to get a Chromebook, sign on, and continue where they left off on their work the previous day. 2. If students were absent from the previous day, now is the time to have them sign up for any remaining dates, otherwise the teacher can just assign the date and relay the information to the student. | | |
| Time: | Lesson Sequence: | | |
| 60 minutes | Finalize Multimedia Presentations/Rehearse & Edit: <ol style="list-style-type: none"> 3. Students will spend the remainder of this final workshop finalizing their multimedia presentations through rehearsing with partners and making edits on their presentations and notes based on practice and partner feedback. 4. During this final workshop, the teacher will spend time encouraging students to rehearse, giving informal feedback based on what they are observing as students rehearse and being available for questions throughout the class period. | | |
| Time: | Closer Activity: | | |
| 4 minutes | Link Presentations: <ol style="list-style-type: none"> 5. Direct students to link their presentations to the Presentation Sign-up & Links Sheet and walk through how to hyperlink their presentations so that the teacher will have quick access to all presentations in one place. <ol style="list-style-type: none"> a. Note: The teacher will need to share the link of this document in Google Classroom or through email so students can edit and add hyperlinks. 6. Students will then link or possibly email their presentations to the teacher before putting their Chromebooks away for the day. | | |
| 1 minute | Put Chromebooks Away | | |

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| Day: | 18 | Time: | 67 minutes |
| Guiding Question(s): | <p>What is argumentation and how does technology affect an argument?</p> <p>How does technology affect an argument?</p> | Learning Targets: | <p>Students will be able to present an argument to an audience using technology.</p> <p>Students will be able to listen to and interpret an argument.</p> |
| Materials: | <p>-Projector -Desktop Computer/Laptop -Presentation Clicker -Pen/Pencil -Audience Tracking Sheet- Day 1 -Example Multimedia Presentation -Presentation Sign-up & Links Sheet -Presentation Clicker</p> | | |
| Time: | Opener Activity: | | |
| 7 minutes | <p>Directions & Audience Tracking Sheet - Day 2:</p> <ol style="list-style-type: none"> 1. Students will take the Audience Tracking Sheet - Day 1 Handout when they walk in the room and take out a pen or a pencil. <ol style="list-style-type: none"> a. Those students who are presenting this day should also be directed to take out their notecards/outline/etc. 2. Explain to students the purpose of the Audience Tracking Sheet during the three days of student presentations. This includes modeling an example using one of the practice multimedia presentations used during the first week of the unit, so students know what is expected of them during this time. | | |
| Time: | Lesson Sequence: | | |
| 57 minutes | <p>Presentations:</p> <ol style="list-style-type: none"> 3. Teacher should pull up the Presentation Sign-up & Links Sheet, select the first presentation, and hand the student a clicker or control of the desktop, whatever they will need to successfully present their argument. 4. During the presentations, students will complete the Audience Tracking Sheet of two arguments that they hear. All students (even those who present that day) will complete this task. | | |
| Time: | Closer Activity: | | |
| 3 minutes | <p>Audience Tracking Sheet- Day 1:</p> <ol style="list-style-type: none"> 5. Give students 1-2 minutes to finalize their responses on the Audience Tracking Sheet and have the completed sheets turned in before they leave class for the day. | | |

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| Day: | 19 | Time: | 67 minutes |
| Guiding Question(s): | <p>What is argumentation and how does technology affect an argument?</p> <p>How does technology affect an argument?</p> | Learning Targets: | <p>Students will be able to present an argument to an audience using technology.</p> <p>Students will be able to listen to and interpret an argument.</p> |
| Materials: | <p>-Projector -Desktop Computer/Laptop -Presentation Clicker -Pen/Pencil -Audience Tracking Sheet- Day 2 -Presentation Sign-up & Links Sheet -Presentation Clicker</p> | | |
| Time: | Opener Activity: | | |
| 4 minutes | <p>Directions Review & Audience Tracking Sheet- Day 2:</p> <ol style="list-style-type: none"> 1. Students will take the Audience Tracking Sheet - Day 2 Handout when they walk in the room and take out a pen or a pencil. <ol style="list-style-type: none"> a. Those students who are presenting this day should also be directed to take out their notecards/outline/etc. 2. Review the Audience Tracking Sheet for all students and for students who may have missed the previous day. | | |
| Time: | Lesson Sequence: | | |
| 60 minutes | <p>Presentations:</p> <ol style="list-style-type: none"> 3. Teacher should pull up the Presentation Sign-up & Links Sheet, select the first presentation, and hand the student a clicker or control of the desktop, whatever they will need to successfully present their argument. 4. During the presentations, students will complete the Audience Tracking Sheet of two arguments that they hear. All students (even those who present that day) will complete this task. | | |
| Time: | Closer Activity: | | |
| 3 minutes | <p>Audience Tracking Sheet- Day 2:</p> <ol style="list-style-type: none"> 5. Give students 1-2 minutes to finalize their responses on the Audience Tracking Sheet and have the completed sheets turned in before they leave class for the day. | | |

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| Day: | 20 | Time: | 67 minutes |
| Guiding Question(s): | <p>What is argumentation and how does technology affect an argument?</p> <p>How does technology affect an argument?</p> | Learning Targets: | <p>Students will be able to present an argument to an audience using technology.</p> <p>Students will be able to listen to and interpret an argument.</p> <p>Students will be able to reflect on skills and comfort level using technology after completing presentations.</p> |
| Materials: | <ul style="list-style-type: none"> -Projector -Desktop Computer/Laptop -Presentation Clicker -Pen/Pencil -Student Chromebooks -Audience Tracking Sheet- Day 3 -Post Presentation Self Reflection -Presentation Sign-up & Links Sheet -Presentation Clicker | | |
| Time: | Opener Activity: | | |
| 2 minutes | <p>Audience Tracking Sheet- Day 3:</p> <ol style="list-style-type: none"> 1. Students will take the Audience Tracking Sheet - Day 3 Handout when they walk in the room and take out a pen or a pencil. <ol style="list-style-type: none"> a. Those students who are presenting this day should also be directed to take out their notecards/outline/etc. | | |
| Time: | Lesson Sequence: | | |
| 45 minutes | <p>Presentations:</p> <ol style="list-style-type: none"> 2. Teacher should pull up the Presentation Sign-up & Links Sheet, select the first presentation, and hand the student a clicker or control of the desktop, whatever they will need to successfully present their argument. 3. During the presentations, students will complete the Audience Tracking Sheet of two arguments that they hear. All students (even those who present that day) will complete this task. <p>Audience Tracking Sheet - Day 3:</p> <ol style="list-style-type: none"> 4. Give students 1-2 minutes to finalize their responses on the Audience Tracking Sheet before turning in and grabbing their Chromebooks and signing on. | | |
| Time: | Closer Activity: | | |
| 19 minutes | <p>Post Presentation Self Reflection:</p> <ol style="list-style-type: none"> 5. Direct students to the Post Presentation Self-Reflection Google Form. Cover the questions they will be required to answer and ask for clarifying questions. | | |

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| 1 minute | <p>6. When all questions have been answered, students will complete the form as the teacher circulates around the room to keep students on task and be available for questions.</p> <p>Put Chromebooks Away</p> |
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