Lesson Title: MeSearch project...On this Day in History

Standard: G8.4.1, G8.4.6, G8.5.8, G8.6.4

Grade Level: 6-8

Lesson Materials: note-taking template, Internet access, Google Slides (or other presentation tool)

Lesson Duration: 3 class periods (1 to gather information, 1 to create presentation, 1 to view/evaluate presentations)

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<thead>
<tr>
<th>Dimension</th>
<th>Description</th>
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<tr>
<td>Learning Goals</td>
<td>Students will use a variety of credible online sources to gather information about three events which occurred on the day (not necessarily the year) they were born as well as finding a famous person who shares their birthday. Students will create a Google Slides presentation of their information, including a source citation slide.</td>
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| Criteria for Success | For the student: I can...  
1. Safely access appropriate websites (2 pre-selected; one student choice accessed via State Library database) to gather information.  
2. Take notes on information I find online.  
3. Summarize information using my own words to avoid plagiarism.  
4. Create an electronic presentation to share information.  
5. Cite the sources I use.  

For the teacher: What the teacher will look for as evidence of success:  
1. Completed notes template  
2. Information in summarized, personalized words (not plagiarized)  
3. Electronic presentation includes a separate slide for each event, a slide for the famous person, and a slide that cites sources. |
| Tasks and Activities that Elicit Evidence of Learning | 1. Accessing bookmarked websites  
2. Accessing information on the state library databases  
3. Summarizing & paraphrasing information  
4. Using technology to present information  
5. Giving credit to sources used |
| Questioning Strategies that Elicit Evidence of Learning including Key Misconceptions | Questioning Strategies:  
1. How do you know if a website is valid/credible?  
2. Why are the state databases a “good” data source?  
3. How can you avoid plagiarism?  
4. What tech tool techniques do you need to complete your presentation?  
Key Misconceptions:  
1. Just “googling” to find answers  
2. Failing to put ideas in their own words  
3. Focusing on the “bells & whistles” of the technology vs. making sure information is complete & correct first  
4. Lack of source citation |
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<tr>
<td>Extending Thinking During Discourse</td>
<td>Why are so many of the news events reported of a negative nature?</td>
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<td>Descriptive Feedback</td>
<td>Teacher will complete a rubric for each project, including a positive statement about the electronic presentation and a suggestion for improvement statement.</td>
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<td>Peer Feedback</td>
<td>n/a</td>
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<tr>
<td>Self-Assessment</td>
<td>Checklist of requirements for students to monitor progress including opportunity for students to evaluate the creativity of their electronic presentation.</td>
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<tr>
<td>Collaborative Culture of Learning</td>
<td>Students will have opportunities to view their peers’ presentations. During this viewing each student will choose an event/famous person of interest &amp; write it on a notecard with the corresponding date on the back. Possible timeline display with these cards.</td>
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<tr>
<td>Use of Evidence to Inform Instruction</td>
<td>Areas of possible review/re-teaching: summarizing, accessing databases, citing sources, specific tech tool techniques</td>
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Adapted by Jackie Lakin, KSDE from *Using the Formative Assessment Rubrics, Reflections and Observation Tools to Support Professional Reflection on Practice*
Lesson Plan submitted by: Julie Detter