

(in the title at the very top of this page, type in the Standard: followed by title of lesson)

**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)**

Dimension	Description
Learning Goals	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.
Criteria for Success  For the student:  For the teacher:	<p>I can...</p> <ol style="list-style-type: none"><li>1. Safely access appropriate websites (2 pre-selected; one student choice accessed via State Library database)to gather information.</li><li>2. Take notes on information I find online.</li><li>3. Summarize information using my own words to avoid plagiarism.</li><li>4. Create an electronic presentation to share information.</li><li>5. Cite the sources I use.</li></ol> <p>What the teacher will look for as evidence of success:</p> <ol style="list-style-type: none"><li>1. Completed notes template</li><li>2. Information in summarized, personalized words (not plagiarized)</li><li>3. Electronic presentation includes a separate slide for each event, a slide for the famous person, and a slide that cites sources.</li></ol>
Tasks and Activities that Elicit Evidence of Learning	<ol style="list-style-type: none"><li>1. Accessing bookmarked websites</li><li>2. Accessing information on the state library databases</li><li>3. Summarizing &amp; paraphrasing information</li><li>4. Using technology to present information</li><li>5. Giving credit to sources used</li></ol>

<p>Questioning Strategies that Elicit Evidence of Learning including Key Misconceptions</p>	<p>Questioning Strategies:</p> <ol style="list-style-type: none"> <li>1. How do you know if a website is valid/ credible?</li> <li>2. Why are the state databases a “good” data source?</li> <li>3. How can you avoid plagiarism?</li> <li>4. What tech tool techniques do you need to complete your presentation?</li> </ol> <p>Key Misconceptions:</p> <ol style="list-style-type: none"> <li>1. Just “googling” to find answers</li> <li>2. Failing to put ideas in their own words</li> <li>3. Focusing on the “bells &amp; whistles” of the technology vs. making sure information is complete &amp; correct first</li> <li>4. Lack of source citation</li> </ol>
<p>Extending Thinking During Discourse</p>	<p>Why are so many of the news events reported of a negative nature?</p>
<p>Descriptive Feedback</p>	<p>Teacher will complete a rubric for each project, including a positive statement about the electronic presentation and a suggestion for improvement statement.</p>
<p>Peer Feedback</p>	<p>n/a</p>
<p>Self-Assessment</p>	<p>Checklist of requirements for students to monitor progress including opportunity for students to evaluate the creativity of their electronic presentation.</p>
<p>Collaborative Culture of Learning</p>	<p>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.</p>
<p>Use of Evidence to Inform Instruction</p>	<p>Areas of possible review/re-teaching: summarizing, accessing databases, citing sources, specific tech tool techniques</p>

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*