

# Constitution Day Lesson Plan

## using 21things4students resources

Contributed by Julie Mapstone

| <b>21t4s Lesson Plan Activity</b>  |  |
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| <p><b>Unit I teach:</b><br/> <i>Consider the units you teach and choose one that will include technology. Identify your content area in the description.</i></p>   | <p>Topic of the unit:Constitution Day</p> <p>Description:On September 17 Students celebrate constitution day. We will take a week to prepare, learn, and make a creative artifact for Constitution Day.</p>  |
| <p><b>Technology Skills:</b><br/>           List a few Technology skills you plan to integrate in the lesson</p> <ul style="list-style-type: none"> <li>- <a href="#">Technology Skills Checklist</a> (this is just a potential list and not an inclusive list)</li> </ul> | <p>Technology Skills I hope to address:<br/>           We will work together to focus on:<br/>           Multimedia skills</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students can integrate video into a presentation.</li> <li><input type="checkbox"/> Students can integrate audio into a presentation.</li> <li><input type="checkbox"/> Students can use online resources to work with others to create and share presentations.</li> <li><input type="checkbox"/> Students can embed and edit images within presentations or other digital documents.</li> </ul>   |
| <p><b>Identify the <a href="#">21 Things4students</a> Resources you plan to use in your lesson</b><br/> <i>You may find using the <a href="#">Awesome Index</a> will help you locate pertinent resources (provide hyperlinks to the pages).</i></p>                        | <p>Focus on mostly Creative Communications Thing 17, I think we will use Powtoons,<br/> <a href="https://search.mel.org/iii/encore/search/C__SConstitution%20day__Orightresult__U?lang=eng&amp;portalURL=http://mel.org">https://search.mel.org/iii/encore/search/C__SConstitution%20day__Orightresult__U?lang=eng&amp;portalURL=http://mel.org</a><br/>           This link goes specifically to Constitution Day, But we will work with students to explore topics of their choice on MELCAT related to the constitution, look at pbs learning media for more information<br/>           Use padlet to organize info as we find it</p> |
| <p><b>Overview</b><br/> <i>Summarize in a few sentences your lesson.</i></p>   | <p>Students will read and watch videos in relation to the constitution. We will use choice making and work together to make a fun video explaining some of what we learned, using padlet to organize our notes.</p>  |
| <p><b>Learning Objectives and competencies/standards:</b><br/> <i>Identify what you want students to know, understand, and be able to do (example) with [ <a href="#">MITECs</a> competency]</i></p>   | <p>Students will:<br/>           Understand historical information in relation to the Constitution<br/>           Will engage in multimedia skills:<br/>           Engage in integrating video into a presentation<br/>           Engage in integrating audio into a presentation<br/>           Engage in using online resources t work with others to create and share a presentation</p>  |

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|   | Engage in embedding and editing images within a presentation or other digital documents   |
| <p><b>Preparation and Resources:</b><br/> <i>List the materials and resources needed for the lesson.</i></p>  | <p>Will need symbol pictures and communication devices and screen readers to be involved in lessons<br/> <a href="https://docs.google.com/presentation/d/1rfpvIPXbuuCxhATTvq34JJvwlzKwX9Bzc2kPqcibYL8/edit?usp=sharing">https://docs.google.com/presentation/d/1rfpvIPXbuuCxhATTvq34JJvwlzKwX9Bzc2kPqcibYL8/edit?usp=sharing</a></p> <p>Here is the link to a copy of yes no and more and stop from student’s Lamp communication to make choices</p>  |
| <p><b>Steps for preparing to use the identified resources:</b> (checking that the links work on student computing devices, are headphones needed and available? Check if sites are blocked, cameras needed, etc.)</p> | <p>Making sure items work on smartboard or on my laptop if doing this remotely with the group</p> <p>I will go through all the steps and make one myself to get a better feel for how it will run and what choice pictures or what area of focus I will need with communication devices before going live with students</p>   |
| <p><b>Procedure:</b><br/> <i>Include specific steps, handouts, and materials you plan to use. Provide links to them.</i></p>  | <p>Start by letting students know, in a few days, we along with other schools in the U.S. will be celebrating constitution day. This year we will be making our own video after we look up info about the constitution.<br/> Intro reading: may summarize instead of reading word for word:<br/> <a href="https://www.loc.gov/law/help/commemorative-observations/constitution-day.php">https://www.loc.gov/law/help/commemorative-observations/constitution-day.php</a></p> <p>Explain to class as we explore a few sights for info they can use their devices to help choose what we watch and what we like<br/> I will capture your choices on Padlet.<br/> <a href="https://padlet.com/jmapwil96/ndhs3vjaaa6a">https://padlet.com/jmapwil96/ndhs3vjaaa6a</a></p> <p>Take some time on PBS<br/> <a href="https://dptv.pbslearningmedia.org/search/?q=what%20is%20constitution%20day&amp;page=1">https://dptv.pbslearningmedia.org/search/?q=what%20is%20constitution%20day&amp;page=1</a></p> <p>Smithsonian<br/> <a href="https://historyexplorer.si.edu/resource/preparing-oath-writing-constitution">https://historyexplorer.si.edu/resource/preparing-oath-writing-constitution</a></p> <p>History channel<br/> <a href="https://www.history.com/topics/united-states-constitution/constitution">https://www.history.com/topics/united-states-constitution/constitution</a></p> <p>—</p> |

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|  | <p>After putting choices on Padlet, Move on to powtoons, and use communication devices or my symbol pictures to choose how we want our video summary to look.</p> <p>When done, do a short assessment with PearDeck</p> <p><a href="https://app.peardeck.com/student/txgjvbbxi">https://app.peardeck.com/student/txgjvbbxi</a></p> |
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| <p><b>Plan for Assessment:</b><br/> <i>Ideas for assessing student work for this Quest. Link to a rubric you create for this Quest, a quiz, and/or a worksheet you create. See <a href="#">Rubric</a> by Liz Kolb to evaluate the effective use of technology to support the learning goals in your lesson plan.</i></p> | <p><b>Final product is complete and finished, put link in students eportfolios, complete peardeck assessment</b></p>   |
| <p><b>Instructional Strategies</b><br/> <i>Identify additional strategies you might use to teach this Quest</i><br/> <a href="#">Best Practices/Strategies and technology resources -</a><br/> Or <a href="#">Differentiation Strategies</a></p>   | <p><b>Allow wait time as needed, repeat materials, summarize, provide pictures to help with understanding, make sure students are ready/needs are met</b></p> <p><a href="https://www.online-stopwatch.com/countdown-clock/full-screen/">https://www.online-stopwatch.com/countdown-clock/full-screen/</a></p> <p><b>Use timer to set time exploring different articles/videos</b></p> |
| <p><b>Connections to my curriculum</b><br/> How will it enhance your lesson or content area learning?</p>  | <p><b>In the past we have just made a posterboard and watched some videos on Constitution Day. I hope this will help students feel more empowered and it will be more engaging for the group.</b></p>  |
| <p><b>Modification Ideas to the Quest(s) lesson</b><br/> Additional ideas, technology tools you might use, tutorials, videos, and websites</p>   | <p><b>Might utilize Boardmaker also for help with visuals, and add voice output to some of the pages created. If we end up learning remotely again, involving siblings was definitely helpful and fun for the entire group.</b></p>  |