

People Who Fight For Their Rights and 3rd Grade

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Lesson Plan Overview

Title	People Who Fight For Their Rights
Lesson Plan URL (when applicable)	
Grade and Subject(s)	3 rd Grade Social Studies
Lesson Plan Summary	<i>In groups students will research a specific person who helped gain rights for different people. They will display their information in a well crafted PowerPoint presentation. Students will share their presentation with the rest of the groups, and they will explain why their person's contributions were so important to the cause.</i>

Georgia Performance Standards

Georgia Performance Standards (GPS) and Elements

SS3H2 The student will discuss the lives of Americans who expanded people's rights and freedoms in a democracy.

a. Paul Revere (independence), Frederick Douglass (civil rights), Susan B. Anthony (women's rights), Mary McLeod Bethune (education), Franklin D. Roosevelt (New Deal and World War II), Eleanor Roosevelt (United Nations and human rights), Thurgood Marshall (civil rights), Lyndon B. Johnson (Great Society and voting rights), and César Chávez (workers' rights).

Learning Objectives

As a Group

- Students will use the internet and any other relevant resource to find out about their person
- Students will take their gathered information and create a well crafted PowerPoint Presentation

Individually

- Each student will write a half a page as to why they believe their person was important to their cause

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Assessment Instrument

CHECKLIST

- Have selected a person to do presentation on
- Decided who would be responsible for looking up what
- Have a Title Slide
 - Person's name
 - Each member of our group is listed
- Have a slide that includes:
 - Birthdate
 - Birthplace
 - Early Life Information
- Have a Slide that includes
 - Schooling information
 - Job Information
- Have a Slide(s) that includes
 - What right did they help create
 - Why was this right so important to your person
 - What was their role in getting the right
 - What were there challenges in their accomplishment
 - When did the right come into effect
- The Presentation is colorful
- All the words are easy to read
- There is a picture on each slide that is relevant to the slide's content
- Each group member has their role for the presentation to the class
- Each group member has completed their 1/2 page essay explaining why they feel the right their person helped create is so important

National Educational Technology Standards (for teachers & students)

National Educational Technology Standards for Teachers (NETS for Teachers)

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness.
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual

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understanding and thinking, planning, and creative processes.

- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

National Educational Technology Standards for Students (NETS for Students)

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- b. create original works as a means of personal or group expression.

Prerequisite Skills

- Students need to have a concept of how PowerPoint works before they begin this project
- Students need to know how to look up information on their topic
- Students need to know how effective group work is accomplished

Procedures

Hook/Anticipatory Set: Ask students what rights they have, and where they think they came from

1. *The teacher will explain the importance of people having rights*
2. *The teacher will go over the people that the students will do research on, and will briefly explain the right that they helped to establish*
3. *The students will be divided into groups*
4. *The teacher will go over the checklist with the students*
5. *The groups will assign roles among themselves*
6. *The students will be given time during the class period to do research (about a week)*
7. *The teacher will reserve the computer lab for 2 days to allow students to put their information into their PowerPoint Presentation*
8. *The teacher will go over the Checklist again to make sure the students understand what is expected in their PowerPoints*
9. *The teacher will show students how PowerPoint works*
10. *The students will put their PowerPoints together*

Closure: Explain to students why it was important to learn about these people, and why these people

Accommodation Options

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ELL / Special Needs Students	Group with a Highly-Capable student, but make sure that the capable student is letting the ELL/Special Needs Students to contribute to the project
Highly-Capable Students	Group with a ELL student or a Special Needs student, but make sure that the capable learner isn't doing it all.

Physical Contexts

Arrangement	Rationale
<input type="checkbox"/> One-computer classroom	
<input checked="" type="checkbox"/> Multiple computers	Each group needs a computer depending on how many groups you have depends on how many computers will be needed.
<input checked="" type="checkbox"/> Computer lab	If there are more groups than computers in the classroom, then a computer lab may need to be booked to fulfill the needs.
<input type="checkbox"/> Flotilla	
<input type="checkbox"/> Other	

Materials and Resources Required for Lesson

Technology – Hardware

<input checked="" type="checkbox"/> Computer(s)	<input type="checkbox"/> Television	<input type="checkbox"/> DVD Player
<input checked="" type="checkbox"/> Interactive Whiteboard (Smart, Promethean, etc.)	<input type="checkbox"/> VCR	<input checked="" type="checkbox"/> Projection System
<input type="checkbox"/> Printer	<input type="checkbox"/> Video Camera	<input type="checkbox"/> Camera
<input type="checkbox"/> Digital Camera	<input type="checkbox"/> Scanner	<input type="checkbox"/> Video Conferencing
<input type="checkbox"/> digital recorder	<input type="checkbox"/> Laserdisc	<input checked="" type="checkbox"/> Headphones/speakers
<input checked="" type="checkbox"/> Microphone Headset	<input checked="" type="checkbox"/> Microphone	<input checked="" type="checkbox"/> storage media (e.g., keydrives, CDs, DVDs, networked drives)
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other

Technology – Software

<input type="checkbox"/> GoogleDocs	<input type="checkbox"/> NVU	<input type="checkbox"/> TuxPaint
<input type="checkbox"/> Excel	<input type="checkbox"/> Internet Explorer	<input type="checkbox"/> Mozilla Firefox
<input checked="" type="checkbox"/> PowerPoint	<input type="checkbox"/> SchoolKiT	<input type="checkbox"/> Clicker 4
<input type="checkbox"/> Publisher	<input type="checkbox"/> Encarta	<input type="checkbox"/> Image Blender/Photo Editor
<input type="checkbox"/> Nettekker	<input type="checkbox"/> Audacity	<input type="checkbox"/> Garage Band
<input type="checkbox"/> Windows MovieMaker	<input type="checkbox"/> iMovie	<input type="checkbox"/> Image Blender/Photo Editor
<input type="checkbox"/> 2-way Video software (e.g., Skype)	<input type="checkbox"/> KidPix	<input type="checkbox"/> Inspiration

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<input type="checkbox"/> wiki software	<input type="checkbox"/> blog software	<input type="checkbox"/> Microsoft Word
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other
Websites		
Other		