

**SUBJECT:** History with integrated Technology**TOPIC:** "Our Nation"**GRADE:** 3<sup>rd</sup>**HOW MUCH TIME DO YOU EXPECT THE LESSON TO TAKE?**

(1) 90 minute class session

**LEARNING GOAL(S):**

1. TSWBAT use the internet (Ben's Guide - <http://bensguide.gpo.gov/index.html>) to answer questions about our nation.
2. TSWBAT understand and apply historical research, events and facts pertaining to the United States using Ben's Guide website.
3. TSWBAT identify important elements, documents, symbols, artifacts and historical sites of the United States, particularly those of Pennsylvania.
4. TSWBAT understand the contributions of individuals to Pennsylvania and the United States, such as William Penn and Christopher Columbus.
5. TSWBAT identify the physical characteristics of the United States such as what oceans and countries border us.
6. TSWBAT identify and understand human characteristics of places such as population.
7. TSWBAT identify and apply factors that affect where people settle by writing about where they would want to live and why.
8. TSWBAT demonstrate after reading their understating of essential content in informational texts in the area of history by answering questions , comparing and contrasting two states, and finally applying the information to synthesize new information.
9. TSWBAT write an opinion about where they would want to live and support it with facts.

**IDENTIFY THE PA STANDARD(S) YOUR LESSON ADDRESSES:**

- 1.2.3.A. Read and understand essential content of informational texts and documents in all academic areas.
- 1.4.3.C. Write an opinion and support it with facts.
- 3.7.4.E. Identify basic computer communications systems.
- 7.2.3.A. Identify the physical characteristics of places and regions.
- 7.3.3.A. Identify the human characteristics of places and regions by their population characteristics.
- 7.3.3.C. Identify the human characteristics of places and regions by their settlement characteristics.
- 8.1.3.D. Understand historical research.
- 8.2.3.A. Understand the political and cultural contributions of individuals and groups to Pennsylvania history.
- 8.2.3.B. Identify and describe primary documents, material artifacts and historic sites important in Pennsylvania history.
- 8.3.3.B. Identify and describe primary documents, material artifacts and historic sites important in United States history.

**MATERIALS/RESOURCES/TOOLS:**

1. Computer Lab
2. SMART board to guide student navigation of Ben's Guide
3. "Our Nation" Worksheets
4. Students' pencil boxes (for colored pencils)

**GROUPING:**

- Whole group instruction will be used to introduce the lesson, explain the directions of the worksheet, and provide modeling of answering the questions if students are struggling
- Students will work independently to complete the "Our Nation" worksheet in the computer lab

**LESSON OPENING:****Introduction/Launch:**

1. Engage students by telling them today we get to do some fun research about our nation in the computer lab.
2. Ask students to lineup appropriately and bring their pencil boxes with them (colored pencils should already be in them).
3. Take students to the computer lab; they should be in a single file line and at a level 0.

**DURING THE LESSON:****Teaching/Learning & Monitoring:**

1. Once in the computer lab, show the students the Ben's Guide website on the SMART board.
2. Model how to navigate to the "Our Nation" section of the website. Circulate the lab to make sure students are following along and getting to the right website.
3. Pass out the worksheets.
4. Thoroughly go over the directions and each question. At the same time, on the SMART board, point out which navigation links they should focus on.
5. Instruct students to begin working on the worksheet.
6. Circulate the computer lab closely monitoring that students are using the correct web pages and are finding the answers to the questions.

7. Check on the students who might be struggling. Provide additional one-on-one support when needed.
8. If there are areas where many students seem to be struggling, model on the SMART board strategies to answer the question.
9. Make sure students are only coloring if they have finished the rest of the worksheet.
10. Notify students when there are five minutes remaining to complete the worksheets; circulate the lab to make sure the majority of the students are close to finishing.

## END OF THE LESSON:

### **Conclusion/Closure:**

1. Ask the students if anyone found a state that was either very similar or very different from Pennsylvania. (Question 4)
2. Ask students if anyone would like to share the information about the state they "discovered." (Questions 5,6 and 7)
3. Remind students to recheck their work; then collect the worksheets as they lineup.
4. Students will lineup appropriately (remind them to have their pencil box) and return to the classroom.

### **Assessment:**

1. After class, I will grade the students' completed worksheets to assess if the learning goals were met. The worksheet questions will require the students to use each of their six cognitive domains noted in Blooms Taxonomy.
  - a. The completion of the worksheet will assess their ability to use the internet and apply historical research.
  - b. The first two questions will require the students to use their knowledge and comprehension domains and assess their ability to:
    - identify the physical characterizes (borders) of the United States
    - understand the contributions of Christopher Columbus to the United States
  - c. The third question, will assess the students ability to identify important elements, documents, symbols, artifacts and historical sites of the Pennsylvania and then use application to think about changes or modifications they would make to a symbol or emblem.
  - d. The Venn Diagram will requires he students to use analysis and assess their ability to demonstrate their understanding of essential content on the website by comparing and contrasting aspects of two states such as location, population, symbols, and artifacts of the states.
  - e. The discovery of their own state questions will assess their ability to understand important elements of states and then synthesize by creating a name, flag and symbol for their state.
  - f. The final question will assess their ability to evaluate the information on the website by giving the reasons they would want to live in a particular state.