

The New Land: Web Site Development

Grade: Third

An integrated lesson plan covering two to three sessions of approximately 30 minutes each.

Lesson-Planning Approach

Some learners perceive their “world” as a whole, where all things are interconnected and dependent upon each other. These “integrated” students face major challenges in coping with our dominant educational, social, and economic systems, which tend to present information in a linear fashion without the necessity of integration into meaningful context. Integrated students are at-risk of failing as they attempt to grasp information in ways that do not match their experience. Among large populations of at-risk students are many from Native American and similar cultures who do not regard their world as a sum of parts but as a blend of all that they experience.

This lesson plan does include some traditional, linear approaches to delivering information (checklists, rules, analysis, problem solving and organization). In addition to the traditional, linear delivery of information, this lesson plan also includes some of the following strategies, designed to appeal to at-risk students as they learn academic/life skills:

- ❖ Integration of technology
- ❖ Story telling/anecdotal information
- ❖ Non-competitive group and team work
- ❖ Performance-based assessment and rubrics
- ❖ Visual presentations and practice through technology and other means
- ❖ Project-based assignments that integrate family and community
- ❖ Activities appealing to multiple intelligences (Gardner)

Lesson Overview

This lesson is designed to teach students to recognize four basic parts of any web site and then use this information to design one of their own. The areas students will learn about are the written word (text), graphics, background and page set-up. They will learn the appropriate vocabulary to identify these parts. They will be exposed to several examples from actual web sites that have been pre-selected and saved onto favorites. They will work in whole group and cooperative groups to accomplish these objectives.

Lesson Objectives

Project Objectives: When students complete this session, they will be able to...

- ❖ Identify and name parts of a web page
- ❖ Design a web page
- ❖ Recognize how to find the topic and main idea of a web page is

Integration of Other Functional/Academic Skills: (Critical thinking is required throughout the lesson.) Students will be able to...

Reading: preview the script given to each group, determine the main points and meaning then apply this knowledge to the web page design

Writing: organize the text onto the web site

Listening: follow verbal instructions from teacher

Technology: apply basic web page design knowledge to group project

State/National Standards (Complete as Appropriate)

Colorado Model Content Standards for Language Arts

Standard 1: Students will read and write for a variety of purposes and audiences.

Standard 4: Students apply thinking skills to their reading, writing, speaking, listening and viewing.

Standard 5: Students read to locate, select and make use of relevant information from a variety of media, reference and technological sources.

Websites

Suggested:

<http://members.aol.com/calebj/mayflower.html>
<http://teacher.scholastic.com/thanksgiving/mayflower/>
<http://www.herrs.com/>
<http://windowsmedia.com/radiotuner/default.asp>

Pre-requisites

Basic knowledge of pilgrim life in the new world.

Required Materials

- ❖ White construction paper for each student
- ❖ Colored pencils or crayons for every student
- ❖ Scissors and glue for every student
- ❖ Teacher generated topics with script

Handouts

- ❖ Job sheet describing the four jobs; one per student three to four people per group
- ❖ Topics with script
- ❖ Grading rubric

Required Equipment/Technology

- ❖ One computer with Internet access
- ❖ Several pre-selected web sites

THE LESSON

Preparation

Activity	Instructor Notes
Discuss topic of web sites	Explain what a web site is and tell about one that you have visited before. Ask what different sites the students have been to.
Introduce and name parts of web pages	Be sure to have a good variety of pages to demonstrate the four parts. Have these pre-selected and saved on 'favorites' in order for them to learn what the written word (text), graphics, background and page set-up looks like and is.

Presentation

Choose groups students will be in	Ideally 4 per group
Pass out handout 1. Students 'tune in' to their job.	Allow students to choose their own jobs within each group when possible.
Demonstrate how to create a simple web page with the four parts.	Students gather around computer *Refer to technology checklist

Performance and Practice

Instructions for students	Teacher notes
Working in groups, students will duplicate a web site on paper using skills from the web site tour.	Have a selection of topics with a small amount of script for student groups to choose from. Groups will use one of these web site topics to design a web site.
Students need to know and complete their own jobs giving assistance only when asked.	Encourage students to focus on what they are responsible for.

Part II

Activity	Instructor Notes
Review assignment from last time.	Show examples of each piece of the project. Talk about who would do each piece and what job the page set-up person has.

Re-group and review work that is already completed.	Before students re-group, remind them to refer to their job handout and grading rubric. Encourage them to discuss the project before they continue.
Each student will create their own piece of the web page by writing or drawing their piece and cutting it out.	Observe and assist while students work in group

Lesson Assessment Strategy (Formative – As the lesson progresses)

Preparation, Presentation and Overall Implementation (Instructor)

1. Are the instructions and expectation for the class clear from the beginning?
2. Am I spending sufficient time on modeling the skills I want students to acquire?
3. Is there enough variety in the lesson to appeal to most learning preferences?
4. How many learning intelligences am I addressing?
5. Are students “connecting” to lesson objectives? How?
6. How is this lesson “integrated?”

Performance and Practice (Student)

1. Do all students have the skills to follow instructions? If not, what measures am I taking to address the challenge?
2. Are all students participating in the activities either by active observation or by voicing their thoughts?
3. Am I identifying the strengths of each student and pairing/grouping people accordingly? What results am I getting?
4. How are students performing? Are all of them able meeting 80% of the lesson objectives? If not, what am I doing to help them achieve more?

Technology

1. Is the technology working?
2. How are students reacting to the technology and what so I need to remember when I teach this lesson again?
3. Too many pictures in a publication can be too many. If students write more than one article allow only one graphic per student

Job Sheet Handout 1

1. Page set-up – Your job is to sketch the web page the way you imagine it to look like when it is done. You don't use a lot of detail. Draw your idea quickly on a piece of paper then share your plan with the rest of the group. When you are done the graphics and text writer can begin.
2. Text writer (written word) – Your job is to choose the color, size and style of writing you will be using. You must work with the page set-up person to decide the color. When you are done you will cut out your text and give it to the Page set-up person.
3. Graphics – Your job is to draw pictures to enhance the web page. Your pictures should be colored and relate to the topic. You will work with the page set up person to decide how big or how many pictures to draw. When you are done you will cut out your pictures and give them to the Page set-up person. You will also pick the topic.
4. Background – Your job is to design and create an overall background color or design by coloring and/or drawing on your paper. The text and graphics will be arranged and then glued onto your background by the page set-up person.

Page set-up

- ❖ You need to think about the size and color of the text. Is the topic connected to the script or is it separate?
- ❖ You imagine where you would see graphics and how you would see the text on the page. You guide the graphics designer. Determine the size of the each picture. When they are drawn you place it on the background paper.
- ❖ All of the pieces will be arranged by the page set-up person who will work closely with the other members of the group. Page set-up is done last and glued on to the background page.
- ❖ **DON'T GLUE ANYTHING DOWN UNTIL YOU ARE SURE YOUR DESIGN IS FINISHED.**

Topics w/ Script Handout 2

The First Winter

When the Pilgrims got to America they had a lot of hard work ahead of them to get ready for the winter. They had no houses and were running out of food.

First they need to find a place to live. They also need a source of water. Until they found a good place to build houses they lived on the cold, wet ship. Many of the Pilgrims got sick and by the end of the winter half of them had died.

Springtime

By the spring of 1621 the Pilgrims had built a few houses and a meeting place. In March of that year the Pilgrims met a Native American for the first time named Samoset. He knew how to speak English from some fishermen who had been in America earlier. Samoset and his friend Squanto introduced the Pilgrims to the leader of their tribe, the Wampanoag.

Squanto

The Pilgrims and the Wampanoag Indians signed a treaty or an agreement to help protect each other. Squanto lived with the Pilgrims at Plymouth to help. He taught them how to plant corn, fish and hunt. He also taught them about wild plants that were good to eat. Because of Squanto's help the Pilgrims survived.

The Harvest Feast

In the fall of 1621, the Pilgrims had a good harvest. The Pilgrims invited the Wampanoags for a great feast. They thanked God for the food and friends. For three days they ate played games and danced. There were 52 Pilgrims and 90 Wampanoags. Four Pilgrim women and a few girls cooked the food. They most likely ate bread, cooked carrots turnips, onions and beets. They probably also served fish, geese ducks and wild turkeys. The Wampanoags brought five deer for the feast.

Continued Topics w/ Script Handout 2

Pilgrims Clothing

The women and girls wore three layers of petticoats, an apron, a hat and a cloth bag on a string (called a pocket). Their skirts and aprons were long and reached to the floor. Boys wore breeches (pants like knockers) and a doublet (a vest), which were laced together at the waist and a hat. The material for these clothing was heavy cotton or wool.

A Child's Day

Children woke up early, with the sun. The house was cold. They would wash their hands and face in cold water. Baths would occur once a month in the summer but hardly at all in the winter. Every day you eat oatmeal or cornmeal mush for breakfast. A prayer is said before each meal. Then you start your chores.

Children's Chores

Girls help their mothers tend the vegetable garden, milk the goats, and feed the chickens. They mend clothing and clean the house. They might pound spices while her mother churns butter. Boys usually work with the men. They sometimes work in the fields to help with the harvest. They would take care of traps in the forest. Boys would also work with a carpenter, a farmer, or blacksmith to learn a skill.

Lessons and Games

There was no school in Plymouth but children's' fathers would teach them to read and write if they could. Children pray several times each day and spend all day in church on Sunday. Children work very hard but do have time to play with their friends. Marbles and bubble blowing are some of the favorite games. Most of the day is spent helping their parents.

Activity Checklist

Discuss topic of web sites	
Introduce and name parts of web pages	
Choose groups students will be in	
Pass out handout 1. Students 'tune in' to their job.	
Demonstrate how to create a simple web page with the four parts	
Working in groups, students will duplicate a web site on paper using skills from the web site tour.	
Students need to know and complete their own jobs giving assistance only when asked.	
Review assignment from last time.	
Re-group and review work that is already completed	
Each student will create their own piece of the web page by writing or drawing their piece and cutting it out.	

Technology Checklist

Re-creating a basic web page to demonstrate use of text, graphics, background and page set-up.

Choose a topic with script	
Open a blank web page	
Display the different templates and choose one to apply to page	
Type in the topic, place in a prominent place on page with large text	
Type in the script in a smaller sized text and place in a pleasing way onto page. Color the text if desired.	
Talk about pictures that could be added to the page for illustration. Add some clipart to the page.	
Demonstrate how text and graphics can be moved around page until you are satisfied with the look	
Observe final web page in group. Compare to the grading rubric.	

Lesson Rubric

Item Score	0	1	2	3
Web Site Discussion	Did not participate.	Did not contribute ideas but participated and appeared to understand as others provided examples.	Contributed some ideas but had difficulty with applications.	Contributed many ideas to the discussion and helped arrive at correct responses for each item.
Participation in Activities	Did not participate.	Participated some but had poor group work.	Had some participation and had some group skills.	Participated fully with good group work.
Completion of Job Duty	Did not complete job.	Job was partially done or done with poor effort.	Job was completed but directions were not followed.	Job was completed and directions were followed.
Work shows effort (Project does not have to be finished to score a 3)	Work shows no effort	Work is sloppy and objective not followed.	Work is neat but objective is unclear.	Work shows effort and understanding of objective.
Project turned in on time	Not turned in	2 days late	1 days late	On time ☺