

Being 11

Grade Cluster – 6-8

NETS-S - 5 - Digital Citizenship

Quick Look:

Sixth grade students build a foundation for understanding their place in the world by researching the most important historical and cultural events of the past eleven years, the years in which they have been alive. They work in collaborative groups to create a multimedia presentation that will tie these national and world events together in their own lives.

Scenario:

The gym darkens and the crowd quiets as the three screens on stage come to life with a fast-paced flurry of images. With the music of the past decade providing the background, students' voices narrate an exploration of the most important events of the years they have been alive. The sixth graders in attendance watch the crowd for reactions to this very familiar presentation that they have spent the last six weeks creating.

Six weeks earlier...

Mr. Bizzarro, the sixth-grade history teacher and Mr. Brown, the 6th-grade language arts teacher, decide to try something new. They depart from their traditional cross-discipline assignment, research reports about the Age of Exploration, and decide to focus instead on a very brief historical time period, the last eleven years.

Students from their four classes are each assigned one of the past eleven years upon which to concentrate. Eight students are assigned to each year, two from each of the four classes. Students must decide on a communication system that will allow them to work collaboratively since they are not in the same class and are not working on the project at the same time. After they have been told the general guidelines for the project, students meet face-to-face with their teammates and debate the pros and cons of the communication tools available to them; a Moodle threaded discussion forum, Google documents, *EtherPad* or a *PBWorks* Wiki. (6a, 6b) After they have made their decision, their first task is to use that tool to explain why it was their choice and establish a set of ground rules for the safe and ethical use of that communication tool. (5a) The teachers read these ground rules and make suggestions for improving these rules if they have failed to address a potential problem area. The teachers closely monitor communication between group members and any inappropriate activity is used as a learning opportunity for the entire class. (5a, 5c)

From the outset, students are told that the projects will be presented to the entire school and community during a school-wide assembly and open house, scheduled to take place in six weeks. This clear deadline prompts discussion about the necessity to set milestones for completing each step of the process and methods for staying on schedule. A Google Site's project *Wiki* is created and the "to-do" list, benchmark dates, and "time tracker"

features are activated and explored. A sub-group is assigned the task of managing the site and reminding team members of approaching deadlines. During a sixth grade class meeting, each team uses a *student response system “clicker”* to record their group's preferences about the length of the presentation, the topics to include, methods for ensuring the proper citation of content, etc. After a considerable amount of voting, discussion and re-voting, the project guidelines are decided. (5a, 5b, 5d, 6a, 6c, 6d)

The class watches Alan Levine's sideshow, during which he demonstrates how he used 50 different online tools to tell the same story about his dog <http://slides.diigo.com/list/cogdog/dominoe> . Students go to Mr. Levine's web site and look more closely at the presentation tools they feel would be the best choice for their part of the Being Eleven project. Together, they make a selection. (6b) Students are told that they will be teaching themselves how to use this presentation tool and are given time to practice the tool and help each other master its features. (6d) During the project, students create and distribute *Jing screencasts* to show each other how to accomplish tasks when they have difficulties. (5b, 5c, 6c, 6d)

Students use a variety of online resources to locate the important events of “their year.” They select two or three of the most popular songs from that year to serve as background music. The school librarian explains the meaning of “*fair use*” to the students, the importance of only using enough of the music as is necessary for their purposes, and clearly establishing the fact that they are repurposing the music from its original purpose (to entertain) to this new purpose, to establish the mood for a particular period in time. (5a) In order to be in compliance with copyright regulations, students are careful to clearly cite their sources of historical information and only use images from *Flickr* that have *Creative Commons licenses*, images they have created themselves, or images from public domain or government sites. (5a, 5b) In some cases, students wishing to use copyrighted images will send a district-created form to the owners, requesting permission to use the image. (5a, 5b)

Students assemble their presentations after a combination of individual, online and face-to-face work. Representatives do the compilation of the separate years into the final project from each group. (6a, 6b, 6c, 6d) Several practice sessions ensure that all of the components of the project work well together. Invitations are posted on the school web site, as well as on fliers and posters distributed around the community. Students troubleshoot a few inevitable last-minutes technical difficulties on their own and the overall presentation proceeds without a hitch. (6c) Much to the relief and gratification of the students, it is well received by the community. After the presentation, students request that it be shown again at their eighth grade graduation, perhaps with two years of additional “history” added. (5b, 5c)

An assessment of student work is done in the form of a “The Making of Being Eleven” video. Students work in front and behind the video camera to record and edit a documentary that records the high and low points of the production, tips and tricks about such a production for other teachers and students to learn from, and suggestions for future projects. (5b, 5d, 6a, 6b, 6c, 6d) The Being Eleven production and the “The Making of Being Eleven” video are available on the school Web site and are submitted to the “Life Round Here” [digital storytelling](http://liferoundhere.pbworks.com/) contest. <http://liferoundhere.pbworks.com/>.

Student Standards – The following NETS-S are noted in the scenario:

5. Digital Citizenship - A, B, C, D
 6. Technology Operations and Concepts – A, B, C, D
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Teacher Standards – Teachers who teach this unit address the following NETS-T:

1. Facilitate and Inspire Student Learning and Creativity – A, D
2. Design and Develop Digital-Age Learning Experiences and Assessments – A, B, C, D
3. Model Digital-Age Work and Learning – A, B, C, D
4. Promote and Model Digital Citizenship and Responsibility – A, B, C, D

Content Grade Expectations

The scenario writer has identified the following content grade expectations that s/he felt might be assessed in this scenario. In most of these scenarios, there may well be opportunities to assess other or additional content grade expectations across a variety of disciplines. If you are interested in developing a unit or lessons based on the following scenario, and you don't see any grade expectations in your content area, we encourage you to capture the ideas presented in the scenario and make it your own by adding components that address the grade expectations you are most interested in assessing.

W6: 5 - In response to literary or informational text, students show understanding of plot/ideas/concepts by...

- Selecting appropriate information to set context/background
- Summarizing key ideas
- Connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts

W6: 6: In response to literary or informational text, students make and support analytical judgments about text by...

- Stating and maintaining a focus (purpose), a firm judgment, or a point of view when responding to a given question,
- Using specific details and references to text or relevant citations to support focus or judgment
- Making inferences about the relationship(s) among content, events, characters, setting, or common themes.

W6: 7: In response to literary or informational text, students engage readers by...

- Organizing ideas using transition words/phrases and writing a conclusion that provides closure,
- Addressing the reader's possible questions - EXAMPLE: Clarifying the context when using a citation,
- Using effective voice and tone (word choice sentences with embedded phrases and clauses).

W6: 8: In reports, students organize information/concepts by...

- Using an organizational text structure appropriate to focus/controlling idea
EXAMPLES: description, chronology, proposition/support, compare/contrast

- Selecting appropriate information to set context, which may include a lead/hook
EXAMPLES: startling statistic, anecdote/scenario, general to specific, quotation
- Using transition words or phrases appropriate to organizational text structure
- Writing a conclusion that provides closure
- Obtaining information from multiple locations or sources when appropriate
EXAMPLES: Locations—library, Internet, electronic media sources—almanacs, magazine/news articles, books, encyclopedia, interviews, surveys, video/TV, sidebars, charts
- Listing sources at end of a report, if appropriate

W6: 10: In reports, students demonstrate use of a range of elaboration strategies by...

- Including facts and details relevant to focus/controlling idea, and excluding extraneous information
- Including sufficient details or facts for appropriate depth: naming, describing, explaining, comparing, use of visual images
- Addressing readers' concerns (e.g., providing context)

H&SS5-6:4 Students conduct research by...

- Referring to and following a plan for an inquiry.
- Locating relevant materials such as print, electronic, and human resources.
- Applying criteria from the research plan to analyze the quality (e.g., credibility of a web site) and quantity (e.g., minimum number of sources) of information gathered.
- Describing evidence and recording observations using notecards, videotape, tape recorders, journals, or databases. (e.g., recording relevant details of a historical or geographical landmark).
- Citing sources.

H&SS5-6:10 Students show understanding of past, present, and future time by...

- Identifying an important event in the United States and/or world, and describing multiple causes and effects of that event.