

Re-purposing Technology Lesson Plan
TE 831: Teaching School Subject Matter with Technology

Summary Box

Lesson title: Exploring ERA 1 – The Beginnings of Human Society

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Subject area: Social Studies

Technology used: Green Screen Movie FX Studio App for Apple products

Length of lesson: 2 classes (45 minutes each)

Suggested grade level: Middle School (7th Grade)

Lesson Objectives: *The student will be able to:*

- Explain the basic features and differences between hunter-gatherer societies and pastoral nomads.
- Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.

Student NETS Standards Alignment:

- Student NETS 1A – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students apply existing knowledge to generate new ideas, products, or processes.
- Student NETS 2D – Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students contribute to project teams to produce original works or solve problems.
- Student NETS 5B – Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

Materials:

- Classroom iPad and student devices (iPad, iPhone, iPod) with Green Screen Movie FX Studio App downloaded.
- iPad to VGA adapter
- InFocus Projector
- Green Screen
- Student Laptops

Lesson Procedure:

Before – Teacher begins with a lesson hook – show 2 short clips from Warner Brother’s 2008 film *10,000 BC*. After the clips are finished, the teacher asks the following questions in an attempt to engage the students in the upcoming lesson:

1. How can we compare and contrast the environmental, economic, and social institutions of the two tribes depicted?
2. What is the impact of the Agricultural Revolution on the second tribe shown?
3. What is the importance of the natural environment within both tribes?

As this lesson is designed to be a review, the teacher will utilize the questions regarding the film to review the significant themes already discussed throughout the unit (environmental, economic, and social institutions, Agricultural Revolution, etc.).

During – The Green Screen Movie FX Studio app is introduced and demonstrated by the teacher. The teacher will continue to frame the lesson around the question: *Why is it important for modern people to learn about those who lived during Era 1?*

- The teacher will demonstrate the mentioned green screen app by using a preloaded picture (an image meant to resemble a cave) for the background.
- The teacher will then ask for a few volunteers to perform an impromptu skit utilizing all the information learned thus far throughout the duration of the unit.
 - Students act out the skit while the teacher records the video using the iPad connected to the InFocus projector.
 - The teacher will model using the different features of the app.
- After students understand the app and its features, students will break into groups. Each group will have a device with the green screen app pre-downloaded. Additionally, each group will have one laptop computer for photo searching, script writing, etc. The size of each group will be dependent on the number of appropriate devices brought in by the students.
 - If working in a district with few funds or an area with students in low socioeconomic situations, this could be done with only one device. The students could meet to create the necessary materials and share one device to record the finished product.
- The groups will all need to have the following finished products upon completion of the project:
 - Typed script for the video
 - Finished, edited video
 - Individually typed reflection answering the following questions:
 - By completing this assignment, what did I learn about the people who populated the Earth during Era 1?
 - What could have been done to make my project even better?
 - How seriously did I take this assignment?

- What part of this project, if any, do I still need help with?
- Completed chart (see Appendix C)

After – After all videos are recorded, the students will compare the projects to explain the basic features and differences between hunter-gatherer societies and pastoral nomads. Each video will be watched in this particular context. After each video is finished, the teacher will lead a class discussion ensuring all students understand the characteristics and principal differences of hunter-gatherer and pastoral societies. The teacher will use this wrap-up as an informal assessment to reach an informed conclusion as to whether or not the students are prepared for the end-of-unit major assessment.

Additional Resources:

<https://itunes.apple.com/us/app/green-screen-movie-fx-studio/id575716410?mt=8>
<http://ipadeducators.ning.com/profiles/blogs/greenscreen>
<http://www.diaryofatechiechick.com/2013/05/green-screen-effect-on-ipad.html>
<http://www.mypaperlessclassroom.com/2014/02/green-screen-app-by-do-ink.html>
<http://www.youtube.com/watch?v= JFjo9SEewU>

Reflection

For my re-purposed technology lesson plan, I chose to adapt a lesson I have taught with some variation over the past three years. I have previously ended my unit on Era 1 – The Beginnings of Human Society: Beginnings to 4,000 B.C. with a review lesson. This has acted as my informal assessment as to whether or not the students are prepared for the unit test. I chose to utilize the Green Screen Movie FX Studio app available in Apple’s App Store. In the past, I had the students create skits depicting information learned throughout the unit and perform these skits for the class. There just always seemed to be something missing. This past summer, my wife, who teaches third grade, purchased a green screen for her class and began employing the Green Screen Movie FX Studio app. This semi-familiarization with the app was my inspiration to choose this app to re-purpose this lesson plan. I’m excited to benefit from this app next year. Students were able to quickly and effortlessly shoot video (multiple times in some

cases due to middle school humor) and add countless special effects to the video. For the first time in my teaching career, I feel the students began to actually visualize the material taught in this particular unit. This allowed students to personally connect with vital concepts such as hunter-gatherer vs. pastoral societies, geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities.

The TPACK and SCOT theories helped me in shaping, creating, and implementing my re-purposed lesson plan. The SCOT theory assisted me while shaping and creating the lesson. I am a firm believer (I suppose this makes me a SCOT groupie) that “a technology’s purpose comes from people and the way they use technology, rather than from the technology itself.” I began by thinking about the purposes and objectives for the lesson NOT the newest, most exciting technology to use. After choosing this particular lesson, one which I’ve taught for a few years, I began looking at the best technologies available to best instruct the students toward these goals. Additionally, while creating and implementing this plan, TPACK was in the forefront. In order to realize success, I needed to have an appropriate understanding of the content. Some students had content questions during the project. Also, I employed different pedagogical techniques such as collaboration. The cornerstone of the lesson was the collaboration. I wanted the students to toil through the material together, learning from each other along the way. The technology (Green Screen Movie FX Studio) became the focus of the lesson after the objectives were clear. All three components (content, pedagogy, and technology) built on each other to create an effective learning experience for the students.

Due to the fact that this plan employed a new technology for my classroom, the

students were completely engaged throughout the entire lesson. In anticipation of using personal devices or the classroom iPad, the students sat quietly listening intently to the instructions given. I was a little concerned going into the lesson about the often forgotten issue of classroom management. I find myself creating lesson plans that look engaging and exciting on paper, but in practice they are impossible to manage resulting in the exact opposite. I was pleasantly surprised to find the students actively participating in each necessary step in order to create the videos. I was exceptionally pleased with the students' responses during the class discussion at the end of the lesson. The students attested "knowing all this stuff" (as one student so eloquently articulated) to the group collaboration. The students explained that being able to collaborate with peers afforded the opportunity to better understand the major essential questions of the lesson. Another affordance of this re-purposed technology was the positive student engagement with the material. In addition to promoting collaboration, the green screen app supported students' individual levels of participation. Students were visibly more interested in learning the essential concepts than in past years when I simply had the students write out the scripts. The numerous FX clips available in the app allowed the students to envision this time period in a way never before possible.

Alternatively, there were some constraints generally with the lesson plan and specifically with the technology. A major constraint of this lesson was the compulsion the students had to lose focus. I noticed a few students becoming more interested in the exciting effects the app offers, forgetting about the tasks at hand: explaining the basic features and differences between hunter-gatherer and pastoral societies and analyzing and explaining the geographic, environmental, biological, and cultural processes that

influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.

Another constraint I noticed was the lack of remediation available during the lesson.

While walking around the room, I noticed some of the students were still struggling with key concepts necessary to complete the video assignment. In some groups I noticed the other students assisting these struggling students; however, in other groups students were left to fend for themselves. When I teach this lesson again next year, I intend on building in appropriate remediation for these students.

After having used FX Studio, I can visualize numerous ways this technology could be re-purposed. This app could be used in any discipline for countless purposes. I can envisage a science teacher using this technology to allow students to “walk” on the moon. Language arts teachers could utilize this program putting students *in* a story. Learners in a math class could create a new world based on mathematical shapes and figures. I’m excited about all the possibilities. In addition to core classes, I would like to create a daily morning news segment with student anchors and reporters. FX Studio would be a great asset to such a course.

Using the technology during this lesson has augmented my professional development and improved my teaching practices. Possibly the most important practice this lesson opened my eyes to is an area of need within my classroom: effective, regular remediation for students needing more support. I have always provided remediation for students in “normal” lessons, but I have not always thought about this important area of the lesson during technology infused lessons. In the future I need to implement a variety of pedagogical methods to best benefit all students’ needs.

Appendices of Work

Appendix A



Appendix B



Appendix C

Complete the chart below. Explain each example of environmental, economic, and social institutions you added within your finished project. Remember you need to have at least two examples for each category.

Environmental	Economic	Social

Circle one of the following.

Our group's video depicts which of the following types of societies:

Hunter-Gatherer

or

Pastoral