Goal-directed Instructional Design Plan - Biographical Research Presentations "Living Museum"

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1. **A problem or a need** – there must be a problem of practice or an educational need that should be addressed during the lesson.

   My students need to develop strategies for online research, strengthen their understanding of biographical texts, and use effective writing techniques to present their research. Coming into third grade, the students are unfamiliar with using the computer to research questions that they have. They also struggle with most informational text, since prior to third grade, most reading is focused on literary works. The same is true when it comes to using writing techniques to create nonfiction pieces.

2. **A real-world performance** – how the learning objectives fit into a real-world activity or need.

   In third grade students are transitioning from lower elementary to upper elementary, a time in school when learning switches from teacher-driven to student-driven, language-focused to content-focused. In this unit the students are learning important content information through biographies while also building important nonfiction writing tools as well as learning important research skills to help them become independent researchers. Part of that transition includes becoming learners who are more independent and can research and find answers for themselves.

3. **An instructional objective** – the objectives are based on the final outcome, activity or test. These objectives will each be different for the four types of knowledge; performing skills, recalling facts, identifying examples of concepts, and applying principles.

   a. Students will apply research skills to acquire information online.
   b. Students will write and present a speech about a historical figure.
   c. Students will learn and recall facts from the life of their historical figure.

4. **A set of essential content** – the basic ideas and skills that will allow the learner to complete the task or understand the content.
   a. Basic online navigation skills
   b. Graphic organizer usage

5. **An evaluation consisting of a test or observation** – an assessment, observation or product showing that the objectives can be accomplished in the real-world setting.

   Students will be assessed on several levels throughout the entirety of the project. I review the graphic organizers, use a checklist to evaluate their technology usage during the research and presentation stages, and grade their final presentations with a rubric.

6. **A method to help participants learn** – the method to deliver the content; a lesson.
   - I introduce the unit by reading a biography aloud to the students and discussing what we took from the story.
   - The students then choose their historical figure and we start a series of daily mini lessons during the research process, including determining important information, how to

choose search phrases, summarizing, transferring information from online sources into a graphic organizer, etc.
- Upon completion of the research, we then work on writing the speeches in first person perspective. We start with a lesson including a Youtube video about how to give a speech.
- The students also create presentations and/or artifacts to go along with their speeches. The students can choose from collages, PowerPoint, Prezi, Wordle, among other tools.
- Finally, the students present their research at our "Living Museum", where they pretend to be a statue. When a visitor presses the button, the student comes to life and presents their speech to the visitor.

- **Motivation**:
  - Meaningfulness – content and activities must have meaning for the learner

    The Living Museum is an annual event hosted by the third grade in my school, so the students are familiar with the museum before we even start. As K-2 students, they were able to visit the museum held in previous years, so they are always eager to begin. They also take ownership of their historical figure since they get to choose their figure, rather than having it assigned to them.

  - Pleasant consequences – the effects that achieving the goal will have on the learner

    The students will see the internet as a tool for learning more about things they have questions about. Third graders typically look at a computer as a toy so it is nice to open up the internet as a learning tool.

  - Novelty – an attention-getting, humorous or curious manner that relates to the useful information in your lesson

    The students dress in character (with the help of their parents), which is a fun component of the lesson. They also act as statues, standing completely still, until their button is pressed, which is silly for a lot of them.

- **Socialization** - a strong motivator for student learning

  The students work in pairs during part of their research. They also get to share their finished presentations with parents and grandparents that visit our museum, as well as with the K-8 students that visit.

- **Audience** – For what audience are you designing this lesson? Consider the following:
  - Age: Third Grade
  - Skill level (including technology skills):
    - 3rd grade writing level
    - 3rd grade reading level
  - Prerequisite knowledge (including technology background):
    - Basic internet navigation
    - Basic keyboarding
    - Using a graphic organizer
    - Deciphering Fact vs. Opinion

- **Technology Needs** – the computers, software, programs (such as Angel or other CMS's) printers, equipment, Internet access, time in the computer lab will be needed to successfully complete your technology-rich lesson.

- ○ Computer lab (1 hr daily for 1-1.5 weeks)
- ○ Printer
- ○ Laptops (for presentation day)
- ○ Pearltrees.com
- ○ Prezi, PowerPoint, Wordle, etc... (students choose presentation project from a list of programs)

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