

Hannah Chipman, Ericka James, Delaney Graf

Point System:

- 1) Statements of Goals, Objectives, and Values (50 points)
- 2) Navigating the Internet (25 points)
- 3) Extending a Hand to Experts (50 points)
- 4) Global Communities (75 points)
- 5) Technology-based Assessments (25 points)
- 6) Multi-modality approaches facilitate learning (75 points)
- 7) Class presentation (50 points)

### Unit Plan For High School History Classroom

Unit Topic: Student-Led Protest During the Civil Rights Movement

Grade Level: 9th Grade

Time Frame: 2 weeks (During February)

<b>Central Focus</b> What is the central focus of this unit?	The Central Focus of the Unit is to learn about how to organize a protest, portray one's message, and advocate for worthwhile causes specifically by examining the Civil Rights Movement
<b>Content Standard</b> What standard(s) are most relevant to the learning goals?	Common Core History and Social Studies standards for Grades 9-10 <ul style="list-style-type: none"><li>● Covers standards: 1,3,4,5,6, &amp; 9</li></ul> ISTE Standards <ul style="list-style-type: none"><li>● Empowered Learner</li><li>● Knowledge Constructor</li><li>● Innovative Designer</li><li>● Creative Communicator</li><li>● Global Collaborator</li></ul>

<p><b>Introduction:</b> provides a rationale for and reason of importance</p>	<p>This Unit on Student Organization during the Civil Rights Movement aims to meet our pedagogical goals that include respecting one another's views, becoming active members of the community, advocating for themselves and others, becoming culturally and socially aware, and having compassion for those who do not hold the same views. It does so by compelling them to advocate for an initiative or two that affects them or someone they know. It also encourages students to listen and acknowledge other people's points of views.</p>
<p><b>Student Learning Goal(s)/ General Objective(s)</b> What are the specific learning goal(s) for a student in this unit? Knowledge, skills, attitudes students will learn</p>	<ul style="list-style-type: none"> <li>• Learn about key moments in the Civil Rights Movement</li> <li>• Learn about students' roles in the Civil Rights movement</li> <li>• Learn how to research current and past civil rights issues</li> <li>• Organization of a social movement</li> <li>• How to advocate for one's side of an issue</li> </ul>
<p><b>Prior Academic Knowledge and Conceptions</b> Previous, prerequisite knowledge (bridge to new learning)</p>	<p>Previous knowledge of what Black History Month and the civil rights movement is. Knowledge of what a protest is.</p>
<p><b>Outline of main topics</b> to be addressed in each lesson (instructional strategies)</p>	<ul style="list-style-type: none"> <li>• A general review of knowledge regarding the civil rights movement</li> <li>• Conversing with an expert who lived during the movement</li> <li>• How to organize a protest and how student protests were organized during the Civil Rights Movement?</li> <li>• Cause and Effect Timeline Video</li> </ul>

**Activities:** generally what the learner will do to reach the desired objectives.

- 1) Skyping with an expert will connect them with a first hand perspective about historical issues that they most likely thus far have only learned via textbook. The students will generate questions that will invoke the self-reference effect as they converse with the expert. Also, as the students predict the expert answers to their questions
- 2) Twitter Protest→ Students will organize a protest via social media and must successfully argue their case within the 140 character limit. They will be able to choose the issue they want to address which will integrate both self-reference and generation effects.
- 3) Timeline Video→ Students must show that they understand how student led protests during the Civil Rights Movement have influenced their daily lives in the present. They also must demonstrate sufficient video editing skills. In doing so, they will utilize the self-reference effect, variable encoding techniques, as well engage in relational processing.

<p>Technology-based assessment</p>	<p>Using Kahoot, we will give students a pre-test on the material before the beginning of the unit. To engage metacognition we will have students gauge how well they think they performed on the pre-test. There will be a post-test after lesson two over lesson one and lesson two material, which will elicit the spacing effect. Example questions:</p> <ul style="list-style-type: none"> <li>- Who planned a non-violent march in Washington DC to help convince Congress to pass the Civil Rights Bill? <ul style="list-style-type: none"> <li>- Martin Luther King</li> </ul> </li> <li>- College students used ____ to protest against segregation in diners and lunch counters. <ul style="list-style-type: none"> <li>- Sit-ins</li> </ul> </li> <li>- How did organizers during the Civil Rights Movement reach so many people? <ul style="list-style-type: none"> <li>- Forums, churches, word of mouth, colleges, written correspondence</li> </ul> </li> <li>- Who was the leader of the Black Panther Party? <ul style="list-style-type: none"> <li>- Muhammad Ali</li> </ul> </li> <li>- During the Montgomery Bus Boycott, African American Citizens____ <ul style="list-style-type: none"> <li>- Deprived the city bus system of the majority of its regular passengers</li> </ul> </li> </ul> <p>If students do not perform well on the post-test, we will make available to them the Kahoot and powerpoints on the class website for study materials.</p>
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Pedagogical Goals of the Unit	<p>To create a community within the classroom where students feel safe to engage in respectful discourse and are compassionate to those who may not have the same views as them. We also want to encourage our students to become active and engaged community members on local, national, and global scales. We would also like to instill in them that they are socially and culturally aware of issues pervading our society and are able to advocate effectively and efficiently for themselves and others. Students will also be assigned homework if they do not do well on the Kahoot such that they will have to research two questions that they missed on the Kahoot and write a paragraph response to turn in the next day.</p>
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Lesson Plan Model[1]  
(adapted from Columbia Teachers College)

Lesson Title 1: Context and General Knowledge Review of What the Civil Rights Movement Was and Skyping with An Expert

Grade Level: 9th

### Daily Instructional Planning

<p><b>Essential Question:</b> What is the central focus of the content in the learning segment?</p>	<p>What do you know about the Civil Rights Movement and the Student Protests that were formed during that time?</p>
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<p>Content Standard  <a href="http://www.corestandards.org">http://www.corestandards.org</a> or TN standards</p> <p>What standard(s) are most relevant to the learning goals?</p>	<p>Common Core Standards</p> <ul style="list-style-type: none"> <li>- ELA History 10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</li> <li>- ELA History 10.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</li> <li>- ELA History 10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</li> </ul> <p>ISTE Standards</p> <ul style="list-style-type: none"> <li>- Global Collaborator</li> <li>- Knowledge Constructor</li> <li>- Digital Citizen</li> </ul>
<p>Student Learning Objective(s)</p>	<ol style="list-style-type: none"> <li>1) Gaining a general overview of key events that happened during the Civil Rights Movement that they did not remember or have not learned about before</li> <li>2) Learning a new perspective from an expert</li> </ol>
<p>Prior Academic Knowledge and Conceptions</p> <p>What knowledge, skills, and concepts must students already know to be successful with this lesson?</p>	<p>Students must already know:</p> <ul style="list-style-type: none"> <li>- Background knowledge about the Civil Rights Movement</li> <li>- How to take notes that is easily comprehensible for them later on</li> <li>- How to formulate questions to ask someone regarding a specific topic</li> </ul>

<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	<p>Common errors:</p> <ul style="list-style-type: none"> <li>- Racial biases associated with the Civil Rights Movement</li> <li>- Not recognizing the authority of the expert and the knowledge they have</li> </ul>
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## Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch or Set Induction (the hook)</p> <p>_____ 15 _____ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>Day 1: I will start the lesson by giving the students a pre-test through Kahoot to see what material they already know. The students will then complete a bell ringer by asking them to write a small paragraph on what they know about the Civil Rights Movement. (cognitive benefit - predicting, retrieval, and metacognition)</p> <p>Day 2: I will start the lesson by providing general biographical information about the expert we are having the opportunity to listen and talk to. The students will then pull out their questions that they have come up with to ask the expert and we will compile a list of questions to ask as an entire class. (cognitive benefit - generation effect)</p>
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<p><b>Instruction/Methodology</b>  _____25_____ Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts and meet the objectives?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>Day 1: After the bellringer and pre-test, we will have discussion and form a chart that shows what they do and do not know about the Civil Rights Movement. I will then pull out a powerpoint and provide general information regarding the Civil Rights Movement. While presenting the powerpoint, the students will be instructed to take notes of the information being presented to them (cognitive benefit - retrieval and concept mapping)</p> <p>Day 2: The students will have a discussion with the expert who lived during the Civil Rights Movement through Skype or phone call. The discussion will be led through the questions that the students have come up with. While the conversation is going on, the students will take notes on the specific protest that the expert was involved in during the Civil Rights Movement and what things they were influential in doing to form protests during that time. (cognitive benefit - retrieval)</p>
<p><b>Structured Practice and Application</b>  _____10_____ Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>Day 1: The students will participate in active discussion with helping construct the table on the board as a class. The students will also be asked to take notes of the powerpoint. (cognitive benefit- retrieval and concept mapping)</p> <p>Day 2: The students will be asked to say out loud the questions they have constructed for the expert the night before in order for the entire class to come up a set list of questions to ask the expert. (cognitive benefit- predicting)</p>



<p><b>Assessment:</b>  Formative __Yes__      Summative _____  Informal ____Yes____      Formal _____  <b>Description:</b>  Day 1: Bell Ringer   Day 2: Questions and Notes</p>	<p>Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?  Day 1: I will have the students turn in their bell ringer and pre-test to see what preconceptions and prior knowledge that the students had regarding the Civil Rights Movement.   Day 2: I will have the students turn in their questions that they want to ask the expert. I will also have the students turn in the notes that they gathered from the conversation. It will help me evaluate whether they were actually paying attention and what parts they found important to pull from</p>
<p><b>Closure</b>  ____5____ Minutes   How will you end the lesson?</p>	<p>Day 1: Have each student come up with 2 to 3 questions to ask the expert. Ask them to predict the experts answer to their questions based on the previous information they knew about the civil rights movement and also the information they learned that day in the powerpoint. (cognitive benefit- predicting)   Day 2: Ask students to think about issues that are going on currently that could lead to someone forming a protest</p>
<p><b>Differentiation/ Planned Support</b>   How will you provide students access to learning based on individual and group needs?   How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p>Day 1: I will provide the students with table in order for them to fill it out while we are talking as a class. I will also provide a powerpoint for them rather than just them listening to me with no visual support.   Day 2: I will write the questions that we have come up with on the board for the students to understand what questions are being asked and also how the students to structure their notes while listening to the expert.</p>

<p><b>Student Interactions</b></p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>Day 1: When we first start class, the class will have an open class discussion regarding what they wrote in their bellringer and form a table on what they do and do not know.</p> <p>Day 2: The students will have the opportunity to interact in pairs or small groups to look over the questions they have come up with for the expert conversation.</p>
<p><b>What ifs</b></p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>Day 1: One thing that could go wrong during this lesson is for the powerpoint or projector to not work. If that is the case, the class will have an open discussion about different key events of the Civil Rights Movement and construct a timeline on the whiteboard.</p> <p>Day 2: One thing that could go wrong during this lesson is for the skype video to not work. If that happens, we can call the expert through the phone and have the students utilize their auditory skills to listen to the expert and what they have to say.</p>
<p><b>Materials</b></p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<p>Day 1: The materials that I, the teacher, need for this specific lesson → a projector, a computer, a powerpoint, and a whiteboard or chalkboard. The materials that the students need for this specific lesson → notebook or notepad, pencil, and the worksheet that I will give them.</p> <p>Day 2: The materials that I, the teacher, need for this specific lesson → skype account, projector, and a speaker. The materials that the students need for this lesson→ notebook or notepad and a pencil or pen</p>

Lesson Plan Model[1]  
(adapted from Columbia Teachers College)

Lesson Title 2: Organizing Protests Then and Now

Grade Level: 9th

**Daily Instructional Planning**

<b>Essential Question:</b> What is the central focus for the content in the learning segment?	Learn how protests were organized by students and others during the Civil Rights Movement and how to argue one's side of an issue using evidence
<b>Content Standard</b> <a href="http://www.corestandards.org">http://www.corestandards.org</a> or TN standards What standard(s) are most relevant to the learning goals?	CCSS.ELA-LITERACY.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. CCSS.ELA-LITERACY.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims. CCSS.ELA-LITERACY.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. ISTE Knowledge Constructor Creative Communicator
<b>Student Learning Objective(s)</b>	<ul style="list-style-type: none"><li>• Learn about the role organizers had in the civil rights movement</li><li>• How to analyze an argument</li><li>• How to argue one's side of an issue with supporting evidence</li></ul>

<p><b>Prior Academic Knowledge and Conceptions</b></p> <p>What knowledge, skills, and concepts must students already know to be successful with this lesson?</p>	<p>Reading and writing near a 9th grade level, The main events/the goal of the Civil Rights Movement</p>
<p><b>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</b></p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	<p>Not supporting one's argument/cause with factual evidence, not conveying the importance of your chosen issue in your writing, and not being persuasive to your audience</p>

## Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p><b>Launch or Set Induction (the hook)</b></p> <p><u>5</u> Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>Start by asking students what protests they have heard about recently or about any protests they have gone to or wanted to go to. What were they like? How do they think those protests were organized? How did those protests reach so many people? (Cognitive Benefit - Predicting)</p>
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<p><b>Instruction/Methodology</b>  <u>20</u> Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts and meet the objectives?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>Presentation describing the main organizations that helped organize the Civil Rights Movement such as the Student Nonviolent Coordinating Committee, NAACP, and the Southern Christian Leadership Conference. Discuss some of the strategies used by these groups to reach people and organize nonviolent protests. Ask students what skill sets were needed by the people who organized these protests and write their responses on the board. Tell students that we are going to learn some of these skills, starting with how to argue one's side of an issue. Ask students why they think this skill is necessary when organizing a protest. Pass out an excerpt of MLK's A Letter From Birmingham Jail (last two paragraphs of first page) as an example, walk through the argumentative strategies used.</p>
<p><b>Structured Practice and Application</b>  <u>25</u> Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>Have students pick a modern day issue they are passionate about. Students will research this topic online, find information supporting their side of the issue, and write a short (2-3 paragraph) paper that presents their issue and argues for their point of view citing evidence (which can include their or others' experiences but should also include statistics if available). Students will have handouts on how to conduct research online and an outline for their argument. (Cognitive Benefit - Generation, Self-Reference Effect, Variable Encoding)</p>
<p><b>Assessment:</b>  Formative <u>  Yes  </u> Summative <u>          </u>  Informal <u>  Yes  </u> Formal <u>          </u>  <b>Description:</b>  Students will submit the paper they wrote.</p>	<p>Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?  The paper will show the students ability to present an issue, show its' importance, choose a side of the issue, and argue their side using supporting evidence.</p>

<p><b>Closure</b></p> <p>_____5_____ Minutes</p> <p>How will you end the lesson?</p>	<p>Have students that want to share out the issues they chose and why it matters to them. Ask students to start thinking about ways they can work to fix this problem themselves through advocacy.</p>
<p><b>Differentiation/ Planned Support</b></p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p>I will provide a structured outline for the paper that needs to be turned to help students that may be struggling to put together an argument. If a student needs further help I will be available to answer questions during the activity.</p>
<p><b>Student Interactions</b></p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>Students will be able to talk with other students and ask them questions about the activity but will need to turn in their own paper at the end of class.</p>
<p><b>What Ifs</b></p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>The computers may malfunction which would prevent students from being able to research evidence. If this happens, the students will only be able to provide evidence from their own and others' experiences.</p>
<p><b>Materials</b></p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<p>I will need access to computers for each of the students, a way to show my powerpoint presentation, and paper handouts to guide their arguments in their papers.</p>

Lesson Plan Model[1]  
(adapted from Columbia Teachers College)

Lesson Title 2.2: Organizing Protests Then and Now

Grade Level: 9th

Daily Instructional Planning

<p><b>Essential Question:</b> What is the central focus for the content in the learning segment?</p>	<p>Learn how protests were organized by students during the Civil Rights Movement, compare/contrast it to how students organize protests today, and organize a protest of their own using social media</p>
<p><b>Content Standard</b> <a href="http://www.corestandards.org">http://www.corestandards.org</a> or TN standards What standard(s) are most relevant to the learning goals?</p>	<p>CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CCSS.ELA-LITERACY.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. CCSS.ELA-LITERACY.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims. ISTE Digital Citizen Knowledge Constructor Creative Communicator Global Collaborator</p>

<p>Student Learning Objective(s)</p>	<ul style="list-style-type: none"> <li>• To organize a protest and advocate for one's cause using social media</li> <li>• How to responsibly use social media</li> <li>• Compare modern strategies for organizing protests to past strategies</li> </ul>
<p>Prior Academic Knowledge and Conceptions</p> <p>What knowledge, skills, and concepts must students already know to be successful with this lesson?</p>	<p>Reading and writing near a 9th grade level, the main events/the goal of the Civil Rights Movement, the basics of social media</p>
<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	<p>Not conveying your argument/issue in 140 characters or less, not attempting to reach a large audience through their "tweets", not making the connection between social media advocacy and real change</p>

## Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch or Set Induction (the hook)</p> <p>_____ 5 _____ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>Ask students to share some hashtags related to advocacy that they have seen. Ask them why these hashtags were created, what their purpose is, and what they are accomplishing. Have students come up with some hashtags of their own relating to the issues they chose in the previous lesson. (Cognitive Benefit - Predicting)</p>
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<p><b>Instruction/Methodology</b>  <u>20</u> Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts and meet the objectives?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>Using Black Lives Matter as an example, show students the impact advocating using social media can be. Show pictures of protests that were organized using social media and show examples of tweets used to organize protests. Ask students what should go into a tweet/tweets advocating for an issue. Discuss with students how this compares to advocating/organizing during the Civil Rights Movement. For example, since the SCLC did not have Twitter, how did they connect with others who shared their views? As a class, create some examples of what tweets to organize a protest during the Civil Rights Movement would have looked like. Discuss the ethics of what should and should not be posted on social media, and the dangers of talking with people you do not know on the internet. Discuss the safety issues with protests themselves, comparing today with the Civil Rights Movement.</p>
<p><b>Structured Practice and Application</b>  <u>25</u> Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>Have students plan a protest for the issue they wrote about in the last lesson. Decide on an adequate location and time for the protest. Then, using the classroom Twitter, write a series of tweets (not actually posting the tweets) describing the issue, their point of view on the issue, how the protest will contribute to solving the issue, and spreading the word about the protest. Students should "@" certain, influential people to try and spread the word. For research on modern day social media advocacy, students can login through the class Twitter account using the laptops. The students will not actually stage/attend a protest. Once the students have written their tweets they should screen capture them and email them to the teacher.</p>

	(Cognitive Benefit - Generation, Self-Reference Effect, Variable Encoding)
<p><b>Assessment:</b></p> <p>Formative __Yes__ Summative _____</p> <p>Informal __Yes__ Formal _____</p> <p><b>Description:</b></p> <p>Students will email me their “tweets” at the end of the lesson. Students that conveyed their issue, what their protest would do to help, reasonably attempted to share their tweets with a larger audience using the “@”, and shared when/where their protest would be with a series of tweets would get full points.</p>	<p>Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?</p> <p>This assessment will show students’ ability to convey an argument to a wide audience, make connections between protest and real change, and advocate for a cause they are passionate about.</p>
<p><b>Closure</b></p> <p>_____5_____ Minutes</p> <p>How will you end the lesson?</p>	<p>Discuss with students the influence social media can have, and whether or not this is always a good thing, referencing recent protests in support of white supremacy.</p>
<p><b>Differentiation/ Planned Support</b></p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p>I will provide handouts for students to follow when making their tweets and be available for questions during the activity.</p>
<p><b>Student Interactions</b></p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>Students can talk together about the assignment and ask each other questions but each student must turn in their own tweets.</p>
<p><b>What Ifs</b></p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>The discussion parts of the lesson might not go as planned, but I will do my best to discuss what students are interested in and address their points/concerns while not veering too much from the main topic.</p>

<b>Materials</b>  What materials does the teacher need for this lesson?  What materials do the students need for this lesson?	I will need a way to show images to the class and laptops logged into the class twitter account for the students to write and research their tweets
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### Lesson Plan Model

(adapted from Columbia Teachers College)

Lesson Title 3.1- Timeline Video: Because of them...

Grade Level: 9th

### Daily Instructional Planning

<b>Essential Question:</b> What is the central focus for the content in the learning segment?	To encourage kids to see that they have agency within their environment and that their actions of advocacy can have long-lasting consequences. I would also like for this lesson to further help enhance the students' videography and collaboration skills.
<b>Content Standard</b> <a href="http://www.corestandards.org">http://www.corestandards.org</a> or TN standards  What standard(s) are most relevant to the learning goals?	<u><b>CCSS.ELA-LITERACY.RH.9-10.1</b></u> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. <u><b>CCSS.ELA-LITERACY.RH.9-10.6</b></u> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.  <b>ISTE Standards:</b> Creative Communicator- Students will have to communicate their message clearly through the use of video media Knowledge Constructor- Students must synthesize information gathered from

	reliable sources and previous class notes to identify a key event, its purpose, and its consequences.
<p><b>Student Learning Objective(s)</b> (Include Domain of Learning - Levels)</p>	<ul style="list-style-type: none"> <li>• Learn how events that occurred during the Civil Rights Movement still have an impact on how society is today and successfully convey that knowledge in a video format</li> <li>• Learn how to use video editing software to enhance their presentation</li> <li>• Learn how to successfully give constructive and critical feedback to another person</li> </ul> <p>Throughout this project students will be utilizing several cognitive techniques:</p> <p>-Self-referential effect: students will be required to take stock of their environments and see how the learned information applies to their life.</p> <p>-Variable encoding: students will be getting the same information through various sources: lecture, internet research, role-playing, while also conversing with peers to get their views and opinions on the material thus allowing the material different avenues for recall at a later date.</p> <p>-Generation Effect: Students are tasked with creating an original video to showcase how they believe the advocacy of the past relates to the present.</p> <p>-Relational Processing: Students are tasked to make connections between the material and real-life that are not always inherently obvious thus requiring a deeper understanding of the material as opposed to surface level</p>

<p><b>Prior Academic Knowledge and Conceptions</b></p> <p>What knowledge, skills, and concepts must students already know to be successful with this lesson?</p>	<p>Students must have the prior knowledge of the events that occurred during the Civil Rights Movement.</p> <p>They must also know how to safely navigate the internet and discriminate between informative/ historically accurate sites and subjective/ fraudulent sites.</p>
<p><b>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</b></p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	<p>Students may be unable to fully see the extent to which their chosen key event has changed our society.</p> <p>As all of the events to choose from will have been gone over in class, I can help broaden their sense of how the U.S. has changed due to the event if their scope is too narrow.</p>

## Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p><b>Launch or Set Induction (the hook)</b></p> <p>_____5_____ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>Class will begin with a content retrieval session by generally asking the class to recall all the student led protests we have covered and how they were accomplished.</p>
<p><b>Instruction/Methodology</b></p> <p>_____15_____ Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts and meet the objectives?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>Give students an overview of the assignment along with a rubric handout that they can take home.</p> <p>Read over expectations for the project as a class and ask students if they have any questions or corrections that they would like to make</p> <p>Briefly review what to look for in a safe and informative website and warn them that some of the pictures they find may be graphic and disturbing</p> <p>A worksheet will be given to structure their planning and synthesize their research.</p> <p>The worksheet will be handed in at the end of class</p>

<p><b>Structured Practice and Application</b>  _____ 30 _____ Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>I will have students research their key events using school provided laptops and also have them brainstorm how to both connect their research to the present and display that connection on video. I will also be walking around from group to group providing help and advice where needed. As they do so, students will be writing down all their ideas and facts on a worksheet to be handed in at the end of class.</p>
<p><b>Assessment:</b>  Formative __Yes__ Summative _____  Informal __Yes__ Formal _____</p> <p><b>Description:</b>  Students will turn in a handout with their key events, the connection they are trying to make, and how they plan to display that connection in a video.</p>	<p>Upon completion of the worksheet, students will have demonstrated that they have thought through their execution of the project. It also gives me a point of reference to help them if they run into issues later on in the week. The students will be demonstrating knowledge of the skills and techniques used during the Civil Rights movement and also will be practicing how to effectively portray their message to an audience.</p>
<p><b>Closure</b>  _____ 5 _____ Minutes</p> <p>How will you end the lesson?</p>	<p>Ask students if they have any questions or concerns about the project  Remind them that filming starts tomorrow  Have them turn in their completed worksheet</p>
<p><b>Differentiation/ Planned Support</b></p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p>Students have been placed in groups and are not expected to do any outside research requiring access to the internet.</p>

<p><b>Student Interactions</b></p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>Students will be placed in groups of 5 The groups will be random with the students numbering themselves from 1 to 5.</p>
<p><b>What Ifs</b></p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>Students may feel that they cannot find 5 events to cover within their project, so I will have a master list of 8 events within each time period to reference if they need nudging in the right direction.</p> <p>In the event that laptops are not available during this time, I will also use this master list of events to hand out to students for them to do free recall instead of research and have them complete the assignment.</p>
<p><b>Materials</b></p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<p>I will need 8 laptops and chargers (2 for each of the 4 student groups) and a projector to show the class the rubric and guidelines for the project on the board as we go over them.</p> <p>Students will need a pencil and notes that they have taken from the past week.</p>

Lesson Title 3.2- Timeline Video: Because of them...

### Daily Instructional Planning

<p><b>Essential Question:</b></p> <p>What is the central focus for the content in the learning segment?</p>	<p>To enhance planning, videography, and collaborative effort skills.</p>
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<p>Content Standard  <a href="http://www.corestandards.org">http://www.corestandards.org</a> or TN standards</p> <p>What standard(s) are most relevant to the learning goals?</p>	<p><u>CCSS.ELA-LITERACY.WHST.9-10.2.A</u>          Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><u>CCSS.ELA-LITERACY.WHST.9-10.8</u>          Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question</p> <p>ISTE Standards:          Creative Communicator- Students will be tasked with bringing their ideas and concepts for their video to fruition and must be flexible enough to change their plans should they not work out.</p>
<p>Student Learning Objective(s)          (Include Domain of Learning - Levels)</p>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of connections between key events that occurred during the Civil Rights Movement and social norms of the present and convey that knowledge in a video format.</li> <li>• Exhibit critical consideration of how best to portray one's message</li> <li>• Understand how to successfully give constructive but critical feedback to another person</li> </ul>
<p>Prior Academic Knowledge and Conceptions</p> <p>What knowledge, skills, and concepts must students already know to be successful with this lesson?</p>	<ul style="list-style-type: none"> <li>• Students must use the ideas and concepts that they came up with for their video last class session to be successful for this one</li> </ul>



<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	<ul style="list-style-type: none"> <li>Students may not know all the functions of the video cameras that they will be using in class. I will give a brief demonstration of the various functions that I believe they will need for their project: on/ off, zoom, record, various modes for the best shot, etc.</li> </ul>
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## Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch or Set Induction (the hook)</p> <p>_____5_____ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>Show them a series of short videos using children younger than them of a similar collaborative project showcasing historical black figures to get them motivated for filming their own.</p> <p>Link: Stevie Wonder  <a href="https://youtu.be/Ot6KMZvJMS8">https://youtu.be/Ot6KMZvJMS8</a>, Malcolm X  <a href="https://youtu.be/chX3P5qT_Cl">https://youtu.be/chX3P5qT_Cl</a> ,  Zora Neale Hurston  <a href="https://youtu.be/wrtTZFWUPzY">https://youtu.be/wrtTZFWUPzY</a> , Harriet Tubman  <a href="https://youtu.be/PoaQFBZGTVE">https://youtu.be/PoaQFBZGTVE</a></p>
<p>Instruction/Methodology</p> <p>_____10_____ Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts and meet the objectives?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>Give a brief tutorial about a few of the functions on the video camera.</p> <p>Reiterate the expectations for the project and ask students if they have any questions.</p> <p>Hand out a worksheet that will guide how the critique of the other groups' ideas should go and model how a good critique and a bad critique differ. Students will turn in their critique worksheets after class to ensure that time and effort was spent on this task.</p>

<p><b>Structured Practice and Application</b>  _____ 35 _____ Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>Students will use the allotted time to film their scenes. I will be floating from group to group monitoring their progress and troubleshooting as best as possible.</p> <p>After 25 minutes, groups will be paired with another group and will pitch their scripts to one another for feedback. Students will both voice their opinions/improvements and write it down to be turned in.</p>
<p><b>Assessment:</b>  Formative __Yes__ Summative _____  Informal __Yes__ Formal _____</p> <p><b>Description:</b>  Students will turn in their critiques for the other group as an exit ticket to ensure that time was spent on the task and that each person expressed their opinions to the other group.</p>	<p>Upon completion of the handout, students will have demonstrated that they listened to the other group's pitch and were evaluating the effectiveness of their presentation method.</p>
<p><b>Closure</b>  _____ 5 _____ Minutes</p> <p>How will you end the lesson?</p>	<p>Ask students about the struggles they may have had today, "Are they going to need to go outside the next day?", "how are they going to implement the advice given by their classmates?".  Remind them that tomorrow's class will be spent on all filming</p>
<p><b>Differentiation/ Planned Support</b></p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p>I plan to spend individual time with each group throughout the day to help them troubleshoot some issues they may be having. I will also review the critiques made by the groups to help the students implement them the following class period.</p>

<p><b>Student Interactions</b></p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>Students will have time to communicate with both those from their group and those in another group in order to increase the amount of perspectives critiquing their work.</p>
<p><b>What Ifs</b></p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>Students may feel that they cannot find 5 events to cover within their project, so I will have a master list of 8 events within each time period to reference if they need nudging in the right direction.</p> <p>In the event that laptops are not available during this time, I will also use this master list of events to hand out to students for them to do free recall instead of research and have them complete the assignment.</p>
<p><b>Materials</b></p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<p>I will need 4 video cameras and memory cards. I will need a projector to show the videos prior to the lesson.</p> <p>Students will need their plans from yesterday which I will hand back to them at the beginning of the lesson.</p>

Lesson Title 3.5- Timeline Video: Because of them...

### Daily Instructional Planning

<p><b>Essential Question:</b></p> <p>What is the central focus for the content in the learning segment?</p>	<p>To encourage kids to see that they have agency within their environment and to enhance videography, editing, and critiquing skills.</p> <p>By the end of this project, students will have interacted with the material via lectures, internet research, and acting out skits. It is my hope that these varied interactions have cemented both the factual knowledge of the student protests and the connections between the past and present within the students' long term memory.</p>
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<p>Content Standard  <a href="http://www.corestandards.org">http://www.corestandards.org</a> or TN standards</p> <p>What standard(s) are most relevant to the learning goals?</p>	<p><u>CCSS.ELA-LITERACY.RH.9-10.6</u></p> <p>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>ISTE Standards:  Creative Communicator- Students will be tasked with bringing their ideas and concepts for their video to fruition and must be flexible enough to change their plans should they not work out.</p> <p>Global Collaborator- Student groups will finish up the editing of their videos with Windows Movie Maker in the computer lab just as in the previous day.</p>
<p>Student Learning Objective(s)  (Include Domain of Learning - Levels)</p>	<ul style="list-style-type: none"> <li>• Learn how to use video editing software: Windows Movie Maker to enhance their presentation</li> <li>• Learn how to successfully give constructive and critical feedback to another person</li> </ul>
<p>Prior Academic Knowledge and Conceptions</p> <p>What knowledge, skills, and concepts must students already know to be successful with this lesson?</p>	<p>Students will need to remember how to use Windows Movie Maker from the instruction given by the Computer teacher the previous day</p>
<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	<p>Students may still need some guidance in navigating the software.</p> <p>This will be addressed by both myself and the computer teacher as we make our rounds.</p>

## Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p><b>Launch or Set Induction (the hook)</b>          _____0_____ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>To maximize time spent in the computer lab, students will go straight into editing their videos.</p>
<p><b>Instruction/Methodology</b>          _____20-30_____ Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts and meet the objectives?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>Students will be given time to complete their videos and email them to me for a grade. Students will be reminded to revisit the rubric they received at the beginning of the project and ensure that all inquiries have been met. Time is flexible up to 30 minutes for students to complete this task.</p>
<p><b>Structured Practice and Application</b>          _____20-30_____ Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>Once everyone has emailed their submissions in, we will return to the classroom and proceed with watching the videos.</p> <p>To ensure that students are paying attention and critically viewing one another's projects, each student will fill out a rubric for the other three groups. Critiques, much like those we did earlier in the week, will also have a space on each rubric.</p>

	After each video presentation, students will have the time to ask questions of the presenters and give them feedback.
<p><b>Assessment:</b></p> <p>Formative _____ Summative _Yes_____</p> <p>Informal _____ Formal ____Yes_____</p> <p><b>Description:</b></p> <p>Students will be graded by both their peers and myself based on a rubric handed out to them at the beginning of the week.</p>	<p>This assessment will ensure that students were on task during the video presentations. It will also provide students with both peer feedback and my feedback about how to improve on presentation skills for the future.</p>
<p><b>Closure</b></p> <p>_____5_____ Minutes</p> <p>How will you end the lesson?</p>	<p>Students will informally share their experiences/reflections of the past week and will also be asked to think about how they can utilize the information and skills learned in this unit in their future endeavors.</p> <p>I will also remind students that their videos will be available for them to revisit on the classroom website.</p>
<p><b>Differentiation/ Planned Support</b></p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p>While in the student computer lab, both the computer lab teacher and I will be fielding questions and concerns from the students in regards to the software.</p>
<p><b>Student Interactions</b></p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>Students will still be placed within their groups of 5 for the first half of the lesson and will be able to discuss their project then.</p> <p>During the second half, students will be expected to participate in critiquing the videos and defending their choices to their audience.</p>

<p><b>What Ifs</b></p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>If students have submitted their projects and are waiting for others to finish in the computer lab, they will be directed to peruse websites pertaining to black history. Examples include</p> <p>National Geographic-  <a href="https://www.nationalgeographic.org/topics/black-history-month/?q=&amp;page=1&amp;per_page=25">https://www.nationalgeographic.org/topics/black-history-month/?q=&amp;page=1&amp;per_page=25</a></p> <p>Smithsonian learning lab-  <a href="https://learninglab.si.edu/search?st=black+history&amp;st_op=and&amp;item_type=collections&amp;s=relevance">https://learninglab.si.edu/search?st=black+history&amp;st_op=and&amp;item_type=collections&amp;s=relevance</a></p> <p>PBS learning Media-  <a href="https://tn.pbslearningmedia.org/collection/civil/">https://tn.pbslearningmedia.org/collection/civil/</a></p>
<p><b>Materials</b></p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<p>I will need access to a computer lab with Windows Movie Maker already installed on the computers. I will also need a computer and a connected projector to screen their submissions in my classroom</p> <p>Students will need a school login for the computers.</p>

## Supporting Documents

- Lesson 1: Civil Rights Movement General Facts

[illegible]



## **Lesson 2 Navigating the Internet: How to Conduct Research Online**

1. Enter keywords into a search engine to find facts about your issue
  - a. *For example, if your issue was environmentalism, you could enter terms such as global warming, save the planet, or climate change.*
2. Read through the results and find which websites will help you in making your argument
  - a. *Does it seem like it will provide evidence that will support your side of the issue? Does it have information that is different from sources you have used already?*
3. Assess the credibility of the website and author
  - a. *What is the purpose of the website - is it to inform, persuade, or sell? Who wrote the article - is it someone with knowledge in this area? Is there any bias in the article?*
  - b. *Check the citations of the article as well.*
4. Is the information recent enough?
  - a. *Look at the date the article was posted to ensure you have up to date information in your argument.*
5. Cite the website
  - a. *The format for citing a website in text is (Author Name, Year)*
  - b. *The format for your list of citations is Last, F. M. (Year, Month Date Published). Article title. Retrieved from URL*

## Lesson 2 Structuring Your Argument

<b>Claim</b>	Your point of view on your chosen issue. (ex: <i>"I strongly believe..."</i> )
<b>Evidence</b>	Qualitative and quantitative evidence that supports your side of your issue. (ex: <i>"in my experiences..."</i> or <i>"the results of a study on this issue shows..."</i> )
<b>Counter-Argument</b>	State the other potential sides of your issue (ex: <i>"some people think..."</i> )
<b>Rebuttal</b>	Your rebuttal to the counter-argument (ex: <i>"evidence shows..."</i> )
<b>Conclusion</b>	Restate your point of view on your issue in a powerful way

## Lesson 2 Permission Slip

Dear Parents,

As we are learning about the Civil Rights Movement in your child's history class, we are also examining social justice movements happening today. A big part of movements today involve social media. One of our proposed activities involves using the social media platform Twitter for research and to write mock tweets using the classroom Twitter account during class time. Some parents may not approve of their child accessing Twitter, so I am writing to request your permission for your child to participate in this activity. If you decide not to give your permission your child will instead write their "tweets" in a Word document and use tweets I have printed out as examples. Please check either yes or no and sign and date below.

Sincerely,

Ms. Chipman

☐

Yes, I give my permission for my child to use the classroom Twitter for assignments during class time

☐

No, I do not give my permission for my child to use the classroom Twitter for assignment during class time

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Parent Signature

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Date

- Lesson 3: Planning Worksheet (will be in landscape format for more room)

Group \_\_\_\_\_

Time Period \_\_\_\_\_

Date \_\_\_\_\_

Event w/ Year and Description	Sources	Consequences	How to Portray Past	How to Portray Present
1.				
2.				
3.				
4.				
5.				

- Lesson 3: Because of Them... Guidelines and Rubric

## **Guidelines for “Because of Them...” Video Timeline Assignment**

### **Introduction**

The Because of Them video assignment seeks to encourage students to claim agency within their environment by recognizing the long-lasting effects of protests, marches, rallies, and correspondence organized by students during the Civil Rights Movement. This project also aims to help students develop videography skills, collaborative effort skills, and video-editing skills. By interacting with the material in multiple ways (lecture, research, role-playing, etc.), students will gain a deeper appreciation and understanding of the struggles and fights from which advocates of the past emerged triumphantly.

### **Requirements**

Each group will be given a time range of 2-3 years within the Civil Rights Movement. Students are expected to generate and research 5 key events that were organized by student protestors within this time frame and illustrate how the effects of this event are still felt today.

Each member of each group must have a prominent role within the video. This does not mean however that each person must speak.

Each video must have at least one instance of each of the following: a still photo, a short skit, verbal dialogue, digital script (words must be added in post-production), and a musical element.

Videos will be edited using Windows Movie Maker and must be completed within the allotted class time. If a group thinks they will require additional time, the teacher should be notified at the end of the first day of editing.

Each video will be no longer than 8 minutes. If the video is significantly over this time limit, points will be deducted from the overall score.

Each Video must have a Title Screen with the time period on it and each event must be identified with the key even name and date within the video. This can be accomplished with script on a blank screen or script embedded within a video clip.

To see how this project will be graded, please see rubric attached to back.

Category	4	3	2	1	Points
Concept	Group clearly communicated importance of all key events and their consequences	Group clearly communicated importance of some key events and their consequences	Group adequately communicated importance of key events and their consequences	Group failed to communicate importance of key events and their consequences	
Organization	Video made logical sense and was easy to follow and covered all 5 events concisely.	Video made logical sense and covered most events concisely	Video meandered at times and sometimes lost focus of key events	Video lacked any focus and did not sufficiently cover key events	
Creativity	Video shows remarkable originality, visuals/dialogue were interesting and informative	Video was creative and visuals/dialogue were informative	Video provided necessary information, but showed little effort to make information interesting	Video lacked necessary information and failed to be interesting	
Video Recording/Editing	Video provided viewer with a variety of camera shots, adequate use of zoom and other functions, editing served only to enhance video quality	Video used several different camera shots, adequate use of zoom and other functions, most of the editing served to enhance video quality	Video used limited amount of camera shots, editing used throughout video detracted from message	Little effort was made to diversify camera shots, little to no editing was utilized, editing that was present detracted from video's message	

Grammar/ Speech Quality	All written or oral information had no grammar/ spelling errors	Written and oral information had noticeable amount of errors (1-3), but not enough to detract from concept	Written and oral errors (4-6) within video were enough to detract from the video's message	Written and oral errors exceeded a count of 7 and were main focus of the video	
Things Group did Well		Things Group could Improve		Total Points	

- Critique Worksheet

Group: \_\_\_\_\_ Group Critiqued: \_\_\_\_\_ Date: \_\_\_\_\_

Event	Summary of Execution	Things group did well	Tips for improvement
1.			
2.			
3.			
4			
5.			