**GLOGSTER LESSON PLAN INFORMATION**

Basic Teacher Background Information About Glogster:

A lot of teachers ask their students to do independent research on various topics or books. Using *edu.glogster* is an economical and interesting way to have your students present new material or review a subject they have already studied. Trust me; they will not be bored. In fact, if you are specific about the precise requirements you want your student projects to have, you might even get the most well-developed and in-depth finished projects all while they have fun.

The basic *edu.glogster* package is free, although if you want to work with this extensively, you might want to get a paid subscription *to edu.glogster*. There are two paid packages. Teachers may opt for a single license for one individual teacher and up 200 of his students for one year ($99) or you may want the program that offers multi-license ability ($2 per student for the year). Both of the paid versions allow teachers access to student work, although on the latter of the two allows for student sharing among teachers. For more information comparing the different versions, check out the edu.Glogster site

**SOCIAL STUDIES LESSON PLAN:**

“Roaring 1920’s”

**SS-HS-5.2.4**

**Students will explain and evaluate the impact of significant social, political and economic changes during the Progressive Movement (e.g., industrial capitalism, urbanization, political corruption, initiation of reforms), World War I (e.g., imperialism to isolationism, nationalism) and the Twenties (e.g., economic prosperity, consumerism, women’s suffrage).**

Directions: You are responsible for creating a “glog” or interactive poster on the site: <http://edu.glogster.com/>

*Include* ***all*** *of the following general information:*

1. *A suitable title indicating the decade you are presenting on your glog*
2. *A text box describing at least 6 keywords or phrases describing that decade*
3. *A picture* with a textual or oral description of an invention during that decade

Describe the **social climate** of the time period.

4A. Music from the time period and description of types of music were popular and reflective of the time period

**Or**

4B. A song from the Roaring 20’s that typifies the time period and why

5A. Include a clip of a movie from that was set in that time period and description why that is a good representation of the time period

**Or**

5B. Include an actual piece of film that aired during that time period and the implications of the piece (Hint Hint: history of the silent movies)

6. Examples and brief description of fads found during that time period

7. Pictures and brief description of famous people during the time

Describe the **economic climate** of the time period.

8. Explain why the 1920’s were nicknamed the Roaring Twenties?

Describe the **political climate** of the time period.

9. Describe America’s foreign policy during the 1920’s.

Create a **timeline** with important dates leading up to, during and immediately following the 1920’s.

1. Make sure you have at least 8 dates on your timeline.

In addition to all of these nine criteria as stated above, I will grade you on :

* the attractiveness of your poster,
* the demonstration of a wide variety of materials on the poster, (see list below)
* the demonstration of correct grammar and revision,
* the depth in of material in which you covered the topic,
* and whether the project was completed on time.

Keep in mind I want every poster to have at least. In order to get an A, you must have

1-Title

5-Pictures and captions

1-Video clip

2- Audio clips

1-Timeline

4-Text boxes

2-Links to online sources that you feel well support your subject

**Note to the Teacher: Suggestions for Positive Employment of Glogster:**

1. (prior to starting kids on their glogs) critique an excellent, average or poor example of a glog.
2. Have students orally present their poster to the class on the SmartBoard.
3. Have students critique the glogs anonymously.
4. have students write a quiz and put it on their Glog. If they have good content, students should be able to accurately answer their questions.

**LESSON MODIFICATION FOR OTHER SUBJECT AREAS:**

**Possible Social Studies Lessons-**

You could. . .

1. Have the students present multiple decades, not just the Roaring Twenties.
2. Have student present information on other countries and region in geography.
3. Have student present current events to the class.

**Possible English Language Arts Lesson-**

You could. . .

1. Intstead of doing a traditional book report, try gloging in reaction to a book. Change the grading criteria to make it more suitable for a book review: i.e. The Crucible .

* Cast your favorite authors as the characters and explain why,
* Predict what the characters will do in the future and why,
* Examine the implications of the Witch Trials,
* Draw parallels between the Red Scare and McCarthyism,
* Explain what was happening in Arthur Miller at the time he wrote the book, etc.

1. Review the editing process.
2. Have students glog themselves at the beginning of the year so that they begin to feel comfortable taking in front of a group and students get to know each other.

**Possible Science Lesson-**

You could. . .

1. Have the students show the steps in a frog dissection
2. Show the steps of photosynthesis or the splitting of cells
3. Demonstrate symbiosis
4. Demonstrate the use of scientific method in action

**Possible Mathematical Lesson-**

You could. . .

1. Demonstrate Pythagorean Theorum

**Other lesson possibilities. . .**

You could. . .

1. Have students glog themselves at the beginning of the year so that they begin to feel comfortable taking in front of a group and students get to know each other.
2. Have student give pointers and show the tips of how to maintain a car.

The possibilities are simply endless!