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CEP 810
Assignment #4: Implementing a Model Lesson Plan

Internet Integrated Lesson Plan

Subject: Social Studies
Grade Level: Third Grade

Objectives
1. Students will learn about and place major events in the development of their local community in chronological order.
2. Students will view information via the internet from the Swartz Creek Historical Society Website http://www.swartzcreekhistory.com to obtain dates and information about the history of Swartz Creek.
3. Students will create a timeline including information, dates, and pictures illustrating the history of Swartz Creek.

Introduction
1. Ask, "Who can tell me about some things that you know about Swartz Creek." Have students discuss in their groups then report.
2. "How do you think our town got here?" "What do you think it looked like in the past?" Again have students discuss in their groups then share.

Procedures
1. Tell students that they will be visiting the Swartz Creek Historical Society website to obtain information.
2. Model how to use the website. Show students how to go to http://www.swartzcreekhistory.com. Show them that they may click on the "History" tab or the "Pictures" tab in order to gather the information necessary.
3. Students will be given a list of events. They will need to read the information on the history or pictures links to find the correct date/year of the event. (In my classroom they will need to take turns using the three computers that have internet access.)
4. Students will list the year of the event on the blank.
    _____ Adam and Margaret Miller were the first pioneers who came to a place now known as Swartz Creek.

    _____ Mr. Miller's sons built a large house. This house served as the first Swartz Creek Post Office. There were no stores, no doctors, and no electricity.

    _____ The railroad came through.

    _____ The Village of Swartz Creek was first plotted.

    _____ The original Methodist Church was struck by lightning and burned.

_____ Roads were paved and electricity was brought to the area.

_____ Picture of buses by Mary Crapo School

_____ Picture of Fletcher school class

_____ A fire burned down the Town Tavern.

3. Discuss the information gathered. Use these questions as a guide for discussion.
"What were some things that you were surprised to learn about?" "How was Swartz
Creek different in the past?" "Who could tell me a major event from our town's
history?" "Who were some people or families that started Swartz Creek?"

Follow Up Assignment
- Students will use the information gathered and a set of copied pictures of various
  events in Swartz Creek history to create a timeline.

Reflection

   The lesson that I implemented was about using the internet to learn about and place major events in the development of their local community in chronological order. Students viewed and gathered information via the internet from the Swartz Creek Historical Society Website http://www.swartzcreekhistory.com to obtain dates and information about the history of Swartz Creek. As a follow up lesson, students then created a timeline including information, dates, and pictures illustrating the history of Swartz Creek.

   In the process of teaching the lesson, I began by asking students, "Who can tell me about some things that you know about Swartz Creek." After having students discuss the question in their groups, they reported to the whole class. I also asked, "How do you think our town got here?" and "What do you think it looked like in the past?" Again I had students discuss in their groups then share.

    After our discussion, I told students that they would be using the internet to obtain information about the history of Swartz Creek. Next I modeled how to use the website. I showed students how to go to http://www.swartzcreekhistory.com, and how they should click on the "History" tab or the "Pictures" tab in order to gather the information necessary. Each student was given a list of events, and then they went to the website to obtain the correct year of the event listed. Because my classroom only has three computers with internet access, I had students take turns throughout the day using the computers.

   After all of the students had a turn at the computer station, we discussed the information gathered. I asked, "What were some things that you were surprised to learn

about?" "How was Swartz Creek different in the past?" "Who could tell me a major event from our town's history?" "Who were some people or families that started Swartz Creek?" Last, I had my class create a timeline, using the information gathered and a set of copied pictures depicting various events, which illustrated the history of Swartz Creek.

At the beginning of this lesson, I felt that students were very curious about our city and wanted to know more. By providing them with an outline of events that they had to look for online and write dates, students remained focused on reading and obtaining important facts and information. If I had simply said to read about the history of Swartz Creek, many students may not have read the entire article or clicked on the link to view the pictures. My students were very motivated and conducted themselves in a very mature manner throughout this activity.

There were a number of benefits of teaching this internet integrated lesson in my classroom. Creating and implementing this lesson helped me to tie in required content that I had to teach, along with teaching students to use the internet as a research tool. There was a focus and purpose to this lesson, which gave students direction as to what they specifically needed to use the internet for. I have to admit that I am guilty of using the computer workstation in my classroom to mainly have students play computer learning games either from the internet or from various software programs. This assignment taught me how to effectively tie in district standards and make the lesson more meaningful.

The biggest challenge that I face in my classroom is the availability of technology. I have twenty-eight students and only three computers with internet access. Therefore it took all day for students to take turns accessing the internet to obtain the information.

Another variation of this lesson could possibly be to have all of the students view the information together with the use of a media projector.

The use of technology in the classroom supports both teaching and learning. As a teacher, having information so readily available from the internet makes it easier for me to research a lesson and find ways to have students access it as well. If I did not have access to the internet, it would have taken me an inordinate amount of time to research the history of Swartz Creek and gather pictures of the city. Students also benefit greatly from using technology in the classroom. In this lesson, not only did they learn about the required social studies content standard, but they also learned how to use the internet as a research tool. As I put into practice the new strategies that I learn about integrating technology in the classroom, I hope to become a more effective teacher.