

**ED 101 Educational Technology Lab – Spring 2011  
Boston University – School of Education**

LESSON PLAN
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<i>Requirement</i>	<i>Your Answer</i>	
<b>LESSON BASICS (28 pts.)</b>		
Your Name	Haley Jensen	
Your ED101 Lab Section	C1	
School	Harrington Elementary School	
Grade(s) Observing	Third Grade	
Supervising Teacher	Ms. Salamone	
List any teaching help you may have during the lesson	Ms. Salamone will be present to assist me if needed.	
Setting (in class, in computer lab, other?)	In the classroom using laptop computers.	
Technology needed to complete lesson	Twenty Computers will be needed, one for each student to complete the assignment.	
Other materials needed	A handout each student will need to fill out as they go through the website will be needed.	
Content Area(s)	Social Studies/History	
Title of web site	Colonial Lexington	
Topic of Lesson	The topic of this lesson is the history of Lexington until the start of the revolutionary war. The website will focus on the important families that lived in Lexington and the role they played in the town, the types of houses that people in colonial Lexington might live in and the type of work people had to do in order to survive. I will also include information about the town's role in the beginning of the Revolutionary war.	
Goals of the Lesson	I hope that students will come away with a basic understanding of their town's history and the important role it played in American history. I also hope that the students will be able to analyze and understand the differences in the types of work and living conditions from today and from colonial times.	
Three Objectives	<ul style="list-style-type: none"> <li>• My students should be able to write <b>draw a picture of</b> the different types of jobs that family members had to do in colonial times versus the types of jobs that have to be done today.</li> <li>• My students should be able to <b>list</b> at least three important families or individuals who</li> </ul>	

	<p>lived in Lexington at this time.</p> <ul style="list-style-type: none"> <li>• My students should be able to <b>write three sentences explaining</b> the historical significance of a historical landmark in Lexington.</li> <li>•</li> </ul>	
<b>STANDARDS (20 pts.)</b>		
Technology standard	<p>Massachusetts Technology Literacy Standards Grades 3 through 5 – Technology Standards and Expectations</p> <p>Standard 1. Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.</p> <p><u>Word Processing/Desktop Publishing</u> G3-5: 1.5: Use menu/tool bar functions in a word processing program (i.e., font size/style, line spacing, margins) to format, edit, and print a document.</p>	
Curriculum Framework	<p>Massachusetts History and Social Science Curriculum Framework</p> <p>Grade 3 Massachusetts and its Cities and Towns: Geography and History</p> <p><u>CITIES AND TOWNS OF MASSACHUSETTS</u> 3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed. (H, G, E)</p>	
<b>LESSON PROCEDURE (30 pts.)</b>		
Introduction of Lesson	<p>I will begin my lesson on Colonial Lexington by asking the students questions about their prior knowledge about the subject. For example:</p> <ul style="list-style-type: none"> <li>• What does Colonial mean?</li> <li>• What do you think it was like to live in Colonial times?</li> <li>• What is the Revolutionary War? Where did it start?</li> </ul> <p>I will then pass out pictures of different historical artifacts to groups of four students. After giving</p>	

	<p>students sometime to think about the picture I will ask each group of students if they know what the pictures are of and what the tool might have been us for.</p> <p>Next I will direct the students to turn on their computers and direct them to the website.</p>	
<p>Lesson Procedure, Web Site Use, and Technology Standard</p>	<p>Once on the website I will instruct the students to read the welcome page and tell them for this activity they must be historical investigators and that they will be using the website to learn about the early history of Lexington.</p> <p>I will then instruct the students to go to the “Colonial Families” tab. Here they will watch a brief video clip about family sizes. Once reading the brief introduction the will continue to the “Who Lived Here” tab. I will direct the students to look at their work sheet and see which historical figure I have assigned them, they will then go to that persons section on the page and write down three facts about the person. Once they have finished this task the students will look at the other historical figures.</p> <p>After this I will instruct them to go to the “What Homes Were Like” tab here they will begin by reading about what a typical home in colonial Lexington might be like and what unique types of rooms it might have that most homes do not have today. I will then instruct them to go to the next page title “Historic Homes in Lexington” here the students will read about each about the historic homes and lists the homes names on their worksheet.</p> <p>Next I will instruct the students to navigate to the “Working on the Farm” tab. Here the students will begin by reading, looking at pictures and watching video clips about the type of work that had to be done during colonial times, the role each family member played in the work, what types of products the families made on their own, and what made a farm successful. After they have finished looking through this page, the students will use four different colored crayons or pencils to put the images shown into four different categories: farm tools, home tools, things produced by the family, and things bought in stores. After they have finished this activity I will ask the class what kind of work they have to do at home and in school and how it</p>	

	<p>is different from the types of work children in Lexington in colonial America had to do.</p> <p>Next on the Website the students will read how their town played an important role in the beginning of the Revolutionary War and about the Battle of Lexington itself. They will watch a video clip about the Revolutionary War We will discuss what important things town members did to help with the battle of Lexington and how the war started.</p> <p>Finally the students will take the Quiz and close down the website.</p> <p>Once the web research is done I will instruct the student to open Microsoft Word. I will then demonstrate how to select the font to be Monotype Corsiva and the size to be size fourteen. Once the students have accomplished this I will demonstrate how to change the line spacing to 1.5. After the students have been shown how to format their document I will instruct them to type three sentences about how the life of a colonial boy or girl is different from theirs. I will remind them to think about the different jobs that had to be done and the role each child played in their families.</p>	
<b>ASSESSMENT (22 pts.)</b>		
<p>How will students be assessed?</p>	<p>The typed up sentences the students wrote assessment. However, I am also having the students do a simple follow up worksheet for homework in which I will ask them to list three historic Lexington families, write won sentence about why Buckman Tavern is important, and to draw a picture of a job that had to be done on the farm or in the house during colonial times.</p>	
<p>How will you know if students have met the objectives stated above?</p>	<p>My students should be able to write <b>three sentences contrasting</b> the differences in the types of jobs that family members had to do in colonial times versus the types of jobs that have to be done today. This will be covered in my assignment plan by the sentences that the students type using Microsoft word after the web based part of the lesson.</p> <p>My students should be able to <b>list</b> at least three important families or individuals who lived in Lexington at this time. This will be coved in the</p>	

	<p>homework section of the assignment and will evaluate their ability to recall previously learned information.</p> <p>My students should be able to <b>recognize and label</b> at least four historical jobs done in colonial Lexington when shown a picture of such devices. This will be assessed as part of the worksheet that the students will complete while working with the website.</p>	
Web-based Quiz	<ol style="list-style-type: none"> <li>1. Which one of these things was produced by a family living in Lexington? a. Sugar    b. Cloth    c. Apple Cider</li> <li>2. The term “Chamber” means: a. Bathroom    b. Bedroom    c. Living Room</li> <li>3. Every farm in Lexington had: a. Cows    b. Horses    c. Oxen</li> <li>4. True or False: Girls work depended on the seasons more than boys work did.</li> <li>5. Which person was the leader of the Lexington Militia at the beginning of the Revolutionary War? a. John Parker    b. Robert Fiske    c. Benjarmin Estabrook</li> <li>6. In hot weather milk was made into: a. Butter    b. Yogurt    c. Cheese</li> <li>7. True or False: During Colonial times in Lexington fathers, mothers, children, hired workers, and slaves were all considered a part of the family.</li> </ol>	

*Colonial Lexington Homework Worksheet*

1. List Three Families who lived in Lexington in 1775:

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2. Write one sentence about why Buckman Tavern is important.

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3. Draw a Picture of a job you might have to do on the farm or in the house if you lived in Colonial Lexington.

