

Kevin Deissler

## Scanning Through History

### Introduction:

Taking a page out of Mr. Peabody's history book, students will use QR codes to access videos and "travel through time." QR codes will be placed throughout the building. Students won't know what video will come up when they scan it. They will explore periods of time ranging from the Native Americans to the American Industrial Revolution. They will respond to questions as they relate to each video and connect points on a timeline to place in order the events they experience through their journey. The video they create will be from a first person perspective as if both of them have taken a trip to that time period and will explain facts that they have, "found."

### Content Area:

Social Studies/5th Grade

### Objectives:

Students will be able to:

- Arrange historical events to create a timeline of American history
- Analyze historical events and identify key details
- Summarize a historical event of student group's choice by writing a script and finding pictures of that event
- Design and create a video podcast summarizing what you learned from your "trip."

### Standards Addressed:

ISTE

1. Creativity and innovation-Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
  - a. Apply existing knowledge to generate new ideas, products, or processes
  - b. Create original works as a means of personal or group expression.
2. Communication and collaboration-Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
  - a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
  - b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
  - c. Develop cultural understanding and global awareness by engaging with learners of other cultures
  - d. Contribute to project teams to produce original works or solve problems
3. Research and information fluency-Students apply digital tools to gather, evaluate, and use information.
  - a. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
  - b. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
4. Critical thinking, problem solving, and decision making-Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- a. Plan and manage activities to develop a solution or complete a project
- b. Collect and analyze data to identify solutions and/or make informed decisions

#### PA Common Core

- 5.1-Principles and Documents of Government
  - 5.1.5.D-Interpret key ideas about government found in significant documents:
    - Declaration of Independence
    - United States Constitution
    - Bill of Rights
    - Pennsylvania Constitution
- 5.2-Rights and Responsibilities of Citizenship
  - 5.2.U.B-Analyze strategies used to resolve conflicts in society and government
- 5.3-How Government Works
  - 5.3.5.A-Describe the responsibilities and powers of the three branches of government
- 6.1-Scarcity and Choice
  - 6.1.U.B-Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the United States
- 6.3-Functions of Government
  - 6.3.U.D-Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the US
    - Ethnicity and Race
    - Working conditions
    - Immigration
    - Military conflict
    - Economic Stability
- 7.1-Basic Geographic Literacy
  - 7.1.U.A-Use geographic tools to analyze information about the interaction between people, places, and the environment
- 8.1-Historical Analysis and Skills Development
  - 8.1.U.A-Evaluate patterns of continuity and change over time, applying context of events
  - 8.1.U.B-Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships
  - 8.1.U.C-Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research
- 8.3-United States History
  - 8.3.U.A-Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
  - 8.3.U.B-Compare the impact of historical documents, artifacts, and places which are critical to the U.S.

#### **Relative Advantage:**

The relative advantage of this project addresses the needs of students to synthesize information and create a video expressing what they learned. Students will be able to apply their knowledge of this type of project towards future projects.

#### **Timeline:**

We will need approximately one week (5 one hour classes) to finish this project.

**Materials:**

- Mobile devices (iPod, iPad, etc.)
- Clipboard and question sheet
- Storyboard for video podcast
- Access and directions on how to use Photo Story 3 on a PC
- Microphones
- Headphones and splitter

**Grouping Strategies:**

In an ideal situation, we would have a class set of mobile devices so that I could pair the kids off in twos. This is an ideal pairing, not just for use of the mobile devices, but also for time at the computer. It is easier to have two people share a screen than many. It also work better with headphone splitters and teamwork, i.e., who writes the script and who searches for pictures and citations.

**Learning Activities:**

1. Students will be shown the trailer to the new movie, "Mr. Peabody and Sherman," and learn about who Mr. Peabody was, (a genius dog who travels through time). Explain to the students that we will be traveling through time using our mobile devices and QR codes.
2. After explaining what a QR code is and how to access the scanner on the mobile device, the teacher will pair students off based on the strengths and weaknesses of the class. The teacher will then explain that the QR codes will be in a certain place in the building and that groups will have to find them and watch them. They will have to answer questions based on the video.
3. When completed, students will work as a team to write a script based on the questions they answered and the summaries they've written, and search for pictures based on a time period of their choice.
4. The teacher will give a lesson on how Photo Story works and model a presentation. Students will refer to Photo Story handout for any questions on how to do something.
5. Students will insert pictures and record audio summarizing their "trip through time," from the first person perspective, being sure to state facts about the time period.

**Assessment:**

Students could be graded on a number of items:

- Responses to videos
- Script
- Pictures with citations
- Final project

If I'm designing this lesson for another teacher, they would have the option to use summative and formative assessments based on this project model.

**Adaptations for Learners with Special Needs:**

Questions could be adapted and highlighted with timing marks to show where the answers would be located throughout the videos. The pairing of students could be taken into account, with stronger students paired with students who struggle. If available, the closed captioning could be used on the YouTube videos to help students read along with the videos.

**References:**

Mr. Peabody and Sherman Trailer: <https://www.youtube.com/watch?v=AzfMV2rIjw0>, Retrieved on 3/6/14

ISTE Standards: [http://www.iste.org/docs/pdfs/20-14\\_ISTE\\_Standards-S\\_PDF.pdf](http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf), Retrieved on 3/6/14

PA Standards Aligned System: <http://www.pdesas.org/Standard/Views#0|0|714|0>, Retrieved on 3/6/14

#1 Native Americans: <https://www.youtube.com/watch?v=XS8DEjd2QBg>, Retrieved on 3/5/14

#2 Age of Exploration: <https://www.youtube.com/watch?v=b3fYF6YvesA>, Retrieved on 3/5/14

#3 American Constitution: [https://www.youtube.com/watch?v=uihNc\\_tdGbk](https://www.youtube.com/watch?v=uihNc_tdGbk), Retrieved on 3/5/14

#4 Westward Expansion: <https://www.youtube.com/watch?v=Q16OZkgSXfM>, Retrieved on 3/5/14

#5 Civil War: <https://www.youtube.com/watch?v=oWww0YIf-JE>, Retrieved on 3/5/14

#6 Battle of Gettysburg: <https://www.youtube.com/watch?v=7ALyq3seK2g>, Retrieved on 3/5/14

#7 Industrial Revolution: <https://www.youtube.com/watch?v=mUQ2256Ns5I>, Retrieved on 3/5/14