

Technology Integration Narrative (Alyssa Ciarricco)
American Influence in WWII

My technology integration plan was based off of a lesson plan constructed around World War II and the alliances formed, policies and actions implemented, and the discrimination on the home front which occurred as a result of the war and the Japanese interment camps. The lesson is intended for student centered learning and hands on activities which would only assist in the student centered learning. The time frame of this lesson is a two to three day window which requires student participation at home as well.

The lesson required a brief lecture in order to assess the knowledge of the students before the class can move forward. After the lecture, an brief activity would occur. During this lecture, the facilitator would use powerpoint presentation as well as youtube. Such technologies can produce images for the students and organize the information clearly and concisely. Students would be given a word or a phrase in which they will represent through means of magazines, newspapers, drawings, etc. By completing this activity, the teacher can assess whether students can grasp overall concepts and ideas before continuing with the lesson.

After the activity, students would be given a country to represent. This activity assesses the students on the alliances that were formed in World War II. Then each student would be place into a group with about four to five other students. Each group has the option to create a debate, newscast, talk show (the choices are endless and creativity is also encouraged). The groups task would be to construct dialogue between one another in order to illustrate the various relationships of each country. For example: one student is Italy, while the other is Japan. After learning about the war, alliances, people, and policies, what can these two countries have to say to one another? Are the civil? Do they not get along? Does one owe the other money? What events had occurred between the two? Do they have similarities regarding the war? After each group had established their direction for the skit, they can either perform it in front of the class, video record themselves, voice record themselves, or act it out live on a virtual classroom. By allowing these additional technologies in the classroom, students become more familiar with the technologies and not only learn about World War II. In my opinion, cross content curriculum might be more stressful and difficult for teachers however, students would greatly benefit from the dual content learning. Such type of learning becomes more relevant for the students; they can better understand why they are learning the content and why they will need it for their future.

The last standard that I had addressed in my Technical Adaptation Lesson Plan was a closing strategy. I desired to get feedback from the students yet also assessing what they had learned over the course of this lesson (approximately two to three days). The class would first have a group discussion in order to allow students to start thinking and examining what had occurred and why it had occurred over the two to three previous class periods. I would use a smart board to organize the students thoughts. I would then group students together in order to implement a smaller group discussion therefore the more reserved students will have an opportunity to speak and share their opinions. After the discussions have ended, I would ask each student to write a journal entry about what they have learned, if they thought the lesson was meaningful and successful, and if they appreciated the use of more technology in the classroom. By assigning this written assessment, I am getting feedback as well as seeing what each student had taken from this lesson. Also, the students are able to give their opinions which can allow for a more democratic classroom. After using all of the strategies to teach the standards, both contextual and technological, students had been given a balanced lesson which expresses different techniques and methods of teaching.