

<b>Using Discovery Education Boards to Present Information</b> <b>Essential Understanding(s):</b> Projects can be created involving different media that effectively communicate information and ideas to authentic audiences. <b>Essential Question(s):</b> How can we use media to illustrate a concept or character? <b>Final Product:</b> Boards on Discovery Education using student-created monologues and student-selected videos/images to illustrate a character from a specific time period.		<b>Approx dates:</b> 2 weeks	<b>Grade: 8</b>
<b>Rationale:</b> Students will learn many relevant and important information literacy skills through this project. These skills will prepare them for further work in high school, college and for their future careers. First, they will learn to use a database, an important high school and college skill. They will learn to search effectively within this database, and to narrow their results to get what they are truly looking for. They will be using all information from this database responsibly by citing all of their sources according to MLA standards. Finally, their projects will be made available to the school community as a future academic resource through the Discovery Education database.			
<b>Common Core Standards</b> <b>CCSS.ELA-Literacy.W.8.6</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.  <b>CCSS.ELA-Literacy.W.8.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		<b>IFC Skills (*see aligned assessments below)</b> Works collaboratively to develop, publish, and present projects involving 1-2 media that effectively communicate information and ideas about the curriculum to authentic audiences 7.7: Cites all sources used according to local style formats	
<b>Key Lessons deconstructed from CCSS/IFC:</b> Lesson Plans Attached Discovery Education Boards Tutorial			
<b>Vocabulary</b> to model, embed in conversation, encourage and notice: Refine            Type            Bibliography            Cite Source		<b>Resources:</b> Discovery Education Computers for every student	
<b>Assessment/Final Product:</b> Students will create a board on Discovery Education to host a recording of a monologue the student wrote and performed. The monologue will be from the point of view of a character from one of three time periods: the Civil Rights Movement, the Vietnam War, or Westward Expansion. The board will feature student-chosen videos and pictures that further illustrate the time period.			
<b>Evaluation:</b> <i>What worked well, changes to make, what resources were helpful?</i> The students took very well to the Discovery Education Boards platform. Next time, we should try to devote more time to helping students evaluate resources that would be appropriate for their pages. We should also give clearer criteria for choosing these resources.		<b>Differentiation strategies:</b> Students choose their characters from a list of options. Students are able to use technology to complete the project. Images and videos are the primary sources of information.	
<b>Extensions/Follow-up:</b> In future iterations of this project, students can record audio and/or videos of their writing and embed it into the. They can also use pictures and videos from outside sources.			