Evaluating Online Historical Information

Participant Name:	**Leah Ward**
District:	**Morristown**
Grade Level:	**9-12**
Subject/Course:	**Digital Literacy**
Cross-curricular Link:	**Social Studies**
Approximate Time (IN MINUTES):	**168-252 minutes (4-6 days)**

CONTENT AND SKILLS

Learning Objectives:

- Students will be able to identify historically significant artifacts.
- Students will be able to interpret historical artifacts.
- Students will be able to create digital museum exhibit.

Essential Questions (optional):

- How do we decide what stories from history are worth preserving and presenting?

Students' I can statements . . .

- I can create a digital museum exhibit.
- I can interpret historical artifacts.
- I can identity historically significant artifacts.

How will you meet the needs of SWD and ELL/MLL students?

- Offer extra time to complete activities and assignments.
- Provide pre-selected artifacts for select students.
- Limit the amount of artifacts for select students.
- Allow audio explanations instead of written labels.
- Allow speech to text usage.
- Allow the use of Google translate.
- Provide translations if need be.
- Provide a bilingual dictionary.

NYS COMPUTER SCIENCE AND DIGITAL FLUENCY STANDARDS

List all standards that authentically align (e.g., K-1.CT.4)

- 9-12.DL.4 Independently select advanced digital tools and resources to create, revise, and publish complex digital artifacts or collection of artifacts.

OTHER SPECIFIC STANDARDS (e.g., Content, SEL Benchmarks)

List all standards that authentically align

https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf

- This lesson could focus on any middle school social studies standard, depending on which topic the teacher focuses on for the projects.

INSTRUCTIONAL PLAN

List the steps of the lesson, including instructions for the students.
Add and highlight Standard Indicator next to activity that aligns

Day 1Introduction

Begin with a discussion and explanation:

- What is a museum?
- What makes a museum exhibit effective?
- What is an artifact?
- The teacher will show examples of virtual exhibits
- The teacher will introduce the project and topics to the students.
- Students will begin finding artifacts that go along with their topic.

Day 2 Research

- Students will continue to find 8 artifacts for their topic
- Students will have to write short exhibit labels explaining each artifact
- Teacher will use proximity to monitor progress

Day 3-4 Exhibit Creation Standard 9-12.DL.4

- Students will build their digital museum by either creating a website (Google sites) or a slide show (Google slides)
- Teacher will use proximity to monitor progress

Day 5-6 Exhibit Showcase Standard 9-12.DL.4

- A virtual “museum walk” will be conducted on the promethean board for each student. The students will guide the class through their artifacts
- While students are presenting their artifacts, the rest of the class will do peer review on the presenter's museum. Some of the questions will include “What is the main idea or theme of this exhibit? Which artifact best helps you understand the topic? What suggestions would you give to improve the exhibit?” Peers will fill this out and return it to the presenter.

Exit Ticket Reflection

- Students will write a short response that asks them to discuss how their choice of digital tool shaped their exhibit, what responsibilities curators have when presenting history, how they selected and interpreted their artifacts, and how they respond to some of the feedback from their peers about their exhibit.

Assessment

- Formative: Exit ticket reflection after the project and presentation is complete.
- Summative: Build a Digital Museum Exhibit

SPECIFIC NEEDS: MATERIALS / RESOURCES / TECHNOLOGY

Add additional resources needed for this lesson such as instructional technology templates, images, videos, etc.

- Promethean Board
- Computers
- Peer Feedback Sheet
- Museum Lesson
- Museum Exit Tickets