

Lesson Plan for Henrico 21 Awards

Lesson Title: Visiting Vivid Virginia
Lesson Submission Number: 7204
Collaborators: ITRT
Target Grade/Subject: 4th/ Social Studies
Length: 120 minutes/2-3 days

Summary: Students will work collaboratively in self-selected groups of 3 students to complete the following task:

You are the marketing director for a firm that represents Virginia Tourism. Your task is to select a region of Virginia and provided facts and interesting tidbits about your region. In addition to this, you will need to research a tourist attraction in your region. This will really help you SELL your region and get more tourists to visit. Using an ipad, you are to create a video message advertisement that includes a speaking avatar and several pictures from your region. This is a competition in the firm. The group that gets the most tourists (votes) to visit their region will be rewarded with a small token of appreciation. Remember you have to work together to accomplish this task! Good Luck!

Essential questions:

Supports:

Social Studies SOL VS.2b
Communication SOL 4.3
Research SOL 4.9
Reading SOL 4.6

1. What makes your region unique?
 2. What are some fun facts that would entice tourists to visit your region/tourist attraction?
 3. What is the climate and land or surface like?
 4. How would tourists plan effectively for what they need to pack?
 5. What makes tourists want to visit your tourist attraction?
 6. What pictures would be most appealing to "sell" your region?
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Lesson Development:

In order to determine groups, students will write down their top 3 regions in order of which region they would like to research the most. The teacher will use this information to form the groups.

Day 1: Planning and Research (60 minutes)

Students have already been introduced to the Virginia regions and the essential information they are required to know. The teacher will explain the project and show the class a final example of

the video message they are going to create to persuade other people to visit their region. The students will work in groups and brainstorm questions they would like to have answered about their region. The teacher looks over their questions and has them select 2 and then provides them with some other essential questions to answer. The students will then begin their research using the library and computers to locate their information. A planning sheet will be provided for students to document their research. Groups will need to decide which student is going to use which sources for research. Search engines students can choose from are duckduckgo.com, kidrex.org, and kids.britannica.com.

Day 2: Creation (80 minutes)

Teacher meets briefly with each group and looks over their information they have collected. Afterwards, the teacher will lead a discussion about persuasive advertisements. Each group will then be given an ipad and students will use Britannica Image Quest to search for 6-8 images of their choice that represent their region and will save them to the camera roll. Next, using the app, Tellagami, students will create an avatar that will serve as the main component of the video message. Students can choose one of their images to upload as the background of their Tellagami before designing their avatar. Once the avatar has been created, students will write speaking parts for their 30 second recording. After writing has been completed, students will work together to record their message and then save their Tellagami to the camera roll. The final product of this lesson will be created using the app, Pic&Vid Stitch. Students will select a template of their choice in Pic&Vid Stitch and then upload their Tellagami avatar. The other spaces in the template will be filled in with the images students saved to the camera roll. Once the Pic&Vid Stitch is complete, students will save it to their Camera Roll and use DropBox to transfer their creation from the ipads to the teacher's computer.

*Teacher will upload the video files to Vimeo and post them to the class blog along with a Google Voting Form

Day 3: Presentation/Voting (20 minutes)

The students will share their presentations with other students at another elementary school by sending them the link to the class blog. The students at the other school will view each video and vote for which region they would like to visit and provide a reason why using the Google Form. Voting is not limited to students at the other school. Anyone who visits the class blog can vote! The ITRT will post a "We Need Your Votes" post on their blog and link it to the teacher's class blog. This will create more traffic so more votes will be casted.

Day 4: Reflection (20 minutes)

The teacher will share the results of the survey with the students. Students will reflect on the lesson by typing an open ended response that will be submitted to the teacher. Reflection questions that students will address are:

What did you learn during this lesson?

What did you like about this lesson? Was there anything you did not like?

What would you do differently if you were to do this lesson all over?

How did your group work as a team?

TIP Chart Assessment:

Research and Information Fluency: *Ideal/Target:* Students will work together to apply search techniques and construct questions to guide research. Multiple kinds of resources will be available for students to utilize for their authentic task.

Communication and Collaboration: *Developing:* Students will work in small groups to collaborate on research and create a video message. Once advertisements are complete, they will be posted on the class blog for the world to view and vote. Students will reflect on their roles as communicators and collaborators to set goals for their future growth through the open ended response that will be submitted to the teacher at the conclusion of the lesson.

Critical Thinking and Problem Solving: *Developing:* Students will select the most appropriate digital and print resources to draw and synthesize the most important information needed for their project. Furthermore, students will need to take the information gained and work together to construct a visual video message that represents their findings.

Creativity and Innovation: *Ideal/Target:* Students will synthesize existing and self generated knowledge to innovate a persuasive video message advertisement that would entice their audience to visit their region. Afterwards, students will reflect on their creative process and set goals for future growth through the open ended response that will be submitted to the teacher at the conclusion of the lesson.