**EDTECH 541 Project 7: Hypermedia Integration Activities**

**Video Enhanced Lesson Plan: From Slavery to These Days**

**Teacher**: Tsisana Palmer

**Lesson Title: From Slavery to These Days**

**Introduction**: The purpose of this lesson is to introduce international college level students who study English in the US to American history and culture. Particularly to the events that helped shaped both culture and history. The lesson aims to help students understand the current course of events from the historical perspective as well as integrate into the society.

**Content Area and Student Age**: ESL, Adult Learners

**Objectives**: Upon completion the lesson, students will be able to:

* Recognize the names of important historical figures.
* Explain when those particular people lived and why they are important.
* Name and describe the events that took place and are associated with their names.
* Give oral presentations on those historical figures and events.
* Complete writing assignments and describe those historical figures and events.
* Create a timeline that includes major events.
* Discuss at least one connection between the events in the past and the present.

**Standards**: n/a

**Relative advantage**: The students will benefit from the video integration in the following ways:

* Will be able to visualize the setting of the events
* Will be able to receive and process the information through a variety of channel, including visual and audio.
* Will be able to “hear” the language and improve their listening skills.
* Will be able to develop/improve vocabulary.

Further, according to Roblyer and Doering (2012,) the current trend of using hypermedia in education provides the foundation to conclude that  in the future, the classrooms will be "increasingly multimedia environments" due to their "powerful capabilities to enhance learning" recognized by educators (p. 176.)

Some of those capabilities are:

* Increased Motivation - students demonstrate enthusiasm as hypermedia allows space to be "proactive" learners.
* Flexible Learning Modes - hypermedia can be beneficial for everyone as it can allows to excel in one or some of what is known as "Multiple Intelligences", the theory developed by Howard Gardner.
* Development of creative and critical thinking skills - as students can also be "creators" of hypermedia products (as opposed to being simply users), their learning can be taken on a different level all together - they will be required to make decisions, communicate, collaborate, solve problems, and complete projects; therefore, students will apply higher order thinking skills ( Roblyer and Doering (2012.)

Moreover, "a lot of students these days expect information to be presented in a flashy, entertaining way, so videos can help draw them in", states [Edutopia](http://www.edutopia.org/youtube-educational-videos-classroom%22%20%5Co%20%22%22%20%5Ct%20%22_blank). The article continues, "teachers all across the country are finding that judiciously chosen videos help students engage more deeply with the subject matter, and recall the information they've learned longer."

In addition, the article ["Using Television in the Classroom"](http://www.scetv.org/education/k-12/resources/classroom_tv.cfm) on SCETV website discusses the following research-based benefits of TV/video integration into the classroom:

A SIX-WEEK STUDENT PERFORMANCE STUDY: CLASSROOM TV VS. NON-CLASSROOM TV.
ITV students outperformed non-ITV students on tests.

* ITV students scored higher on writing assignments. They surpassed their non-ITV counterparts considerably.
* ITV students used more figurative language than non-ITV students.
* ITV students applied more varied and creative approaches to problem solving.
* ITV students were more active in classroom discussions.
* ITV students learn better when more ITV is used. The study supports the extent to which ITV is used in the classroom and ITV has a direct influence on student learning.

**Timeline**: 8 weeks

**Materials:** Handouts (attached)

KWL

Interview

Timeline

**Grouping Strategies**: Students will work in groups of three and use their own laptops or other devices (such as iPads or smartphones.) Each group will become an “expert” group in one particular topic/theme:

Group 1: [Beginning of Slavery in the US](http://www.youtube.com/watch?v=pDukq8npXBk)

Group 2: [Segregation](http://www.youtube.com/watch?v=csiLFoQehPI)

Group 3: [Rosa Parks](http://www.youtube.com/watch?v=jX13x-_vrdk) and [Bus Boycott](http://www.youtube.com/watch?v=jJ1OO5iBWCQ)

Group 4: [Freedom March](http://www.youtube.com/watch?v=jhuSyFHGes0)

Group 5: [MLK](http://www.youtube.com/watch?v=98k-pjN6nl0) and [JFK](http://www.youtube.com/watch?v=oDbodTKnTjc)

Group 6: [Civil Rights Movement](http://www.youtube.com/watch?v=URxwe6LPvkM)

Group 7: [Malcolm X](http://www.youtube.com/watch?v=SyxBFtZ-pDU)

All groups:

**Learning Activities**:

Students will complete the **KWL handout** to initiate the project and activate prior knowledge on the subject. They also will be able to form questions for research.

Interview activities: Students will compose a list of questions to interview people in the community. By doing so they will:1) find information and 2) be able to see what native people know about those historical figures and events.

Students will conduct research (on line and using the library)

Students will use the local museum of the Black history.

Students will master the vocabulary related to the theme.

Students will watch the videos.

Students will present to their peers.

Students will write a final essay.

**Assessment**: a vocabulary quiz, a digital timeline and its presentation, an oral presentation of the research findings, and an essay.

**Adaptations**: students will be assisted with scaffolding activities and provided with sufficient time to complete the project. They will also be assisted with developing essay structure and organization and steps of the outline.

References:
Hillner, J. (n.d.) How to Use Online Video in Your Classroom. Edutopia. Retrieved from: http://www.edutopia.org/youtube-educational-videos-classroom
Roblyer, M. D., & Doering, A. H. (2012). Integrating educational technology into teaching (6th ed.). Allyn & Bacon.