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<b>Title:</b>	<b>Pilgrims in Style</b>
Grade Levels:	3 <sup>rd</sup> and 4 <sup>th</sup>
Curriculum Areas:	<ul style="list-style-type: none"> <li> Language Arts</li> <li> Technology Education</li> <li> Social Studies</li> </ul>
Measurable Objectives:	<ul style="list-style-type: none"> <li> TSW explore websites discussing the attire of Pilgrim men, women, and children.</li> <li> TSW use a digital picture of them to add the appropriate clothing of a Pilgrim.</li> <li> TSW complete a Double Bubble map comparing the Pilgrims style of clothing to popular styles of clothing today.</li> </ul>
LA Content Standards:	<ul style="list-style-type: none"> <li> <b>Standard 1</b> Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.</li> <li> <b>Standard 2</b> Students write competently for a variety of purposes and audiences.</li> <li> <b>Standard 3</b> Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.</li> <li> <b>Standard 5</b> Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge</li> </ul>
Grade Level Expectations (GLE)	<p><b>Grade 3</b></p> <ul style="list-style-type: none"> <li> Connect ideas, events, and information identified in grade-appropriate texts to prior knowledge and life experiences in oral and written responses (<a href="#">ELA-1-E6</a>)</li> <li> Use a variety of resources, including online and print dictionaries and spell checkers to check spelling(<a href="#">ELA-3-E5</a>)</li> <li> Locate information from multiple sources, including books, periodicals, videotapes, Web sites, and CD-ROMs(<a href="#">ELA-5-E2</a>)</li> <li> Locate information found in graphic organizers such as timelines, charts,</li> </ul>

	<p>graphs, schedules, tables, diagrams, and maps(<a href="#">ELA-5-E6</a>)</p> <ul style="list-style-type: none"> <li> Describe family life at a given time in history and compare it with present-day family life (<a href="#">H-1B-E1</a>)</li> </ul> <p><b>Grade 4</b></p> <ul style="list-style-type: none"> <li> Connect information in grade-appropriate texts to prior knowledge and real-life situations in oral and written responses(<a href="#">ELA-1-E6</a>)</li> <li> Describe beliefs, customs, and traditions of family life in the past and present. (<a href="#">H-1B-E1</a>)</li> </ul>
<p>K-12 Educational Technology Standards:</p>	<ul style="list-style-type: none"> <li> Identify, explain, and effectively use input, output and storage devices of computers and other technologies (e.g., keyboard, mouse, scanner, adaptive devices, monitor, printer floppy disk, hard drive). ( <a href="#">5</a>, <a href="#">6</a> )</li> <li> Use accurate and developmentally appropriate terminology (e.g., cursor, software, hardware, pull down menu, window, disk drive, hard drive, CD-ROM, laser disc) when referring to technology. ( <a href="#">6</a> )</li> <li> Use a variety of developmentally appropriate resources and productivity tools (e.g., logical thinking programs, writing and graphic tools,digital cameras,graphing software) for communication,presentation,and illustration of thoughts, ideas,and stories. ( <a href="#">1</a>, <a href="#">3</a>, <a href="#">4</a> )</li> <li> Gather information and communicate with others using telecommunications (e.g., email, video conference, internet) with support from teachers, family members, or peers. ( <a href="#">1</a>, <a href="#">4</a>, <a href="#">5</a>, <a href="#">6</a> )</li> </ul>
<p>Technology Connection:</p>	<ul style="list-style-type: none"> <li> <b>Computer</b></li> <li> <b>Digital Camera</b></li> <li> <b>Printer</b></li> <li> <b>Websites</b></li> </ul>
<p>Procedures:</p>	<p>Introduction</p> <ul style="list-style-type: none"> <li> TTW ask the students to name some current trends in fashion. Discuss with the students their favorite types of clothing. TTW ask students to help complete a double bubble map comparing the Pilgrims attire to ours today.</li> <li> TTW ask the students to describe what they think the Pilgrims dressed like for their Thanksgiving feast. Ask how was their attire different from ours today?</li> <li> TTW tell the class that they are going to explore the types of clothing the Pilgrims wore by visiting several websites on the Internet.</li> </ul> <p>Activities</p> <ul style="list-style-type: none"> <li> TSW rotate in and out of the computers visiting the following</li> </ul>

	<p>websites to locate information about the clothing the Pilgrims wore.</p> <ul style="list-style-type: none"> <li>☞ <a href="http://www.nhusd.k12.ca.us/ALVE/wow/Molly/pilgrimcostumes.html">http://www.nhusd.k12.ca.us/ALVE/wow/Molly/pilgrimcostumes.html</a></li> <li>☞ <a href="http://members.aol.com/calebj/clothing.html">http://members.aol.com/calebj/clothing.html</a></li> <li>☞ <a href="http://www.sail1620.org/discover_feature_pilgrim_clothing.shtml">http://www.sail1620.org/discover_feature_pilgrim_clothing.shtml</a></li> <li>☞ <a href="http://teacher.scholastic.com/thanksgiving/interviews/ask_kate_children.htm">http://teacher.scholastic.com/thanksgiving/interviews/ask_kate_children.htm</a></li> <li>☞ <a href="http://web.ccsd.k12.wy.us/Social%20Studies/05/0101pilcloth.html">http://web.ccsd.k12.wy.us/Social%20Studies/05/0101pilcloth.html</a></li> <li>☞ <a href="http://www.plimoth.org/learn/history/colony/sewing.asp">http://www.plimoth.org/learn/history/colony/sewing.asp</a></li> </ul> <p>☞ While the students are rotating to the computers, groups of students will be instructed on the proper way to handle a digital camera. TSW practice taking each other's pictures using the methods taught.</p> <p>☞ Another group of students will be sharing several books about the first Thanksgiving. TSW discuss in their groups the clothing depicted in the books.</p> <p>☞ After all students have completed the three activities, TSW open their digital pictures using the paint program on the computer, and then draw the Pilgrim type clothing on their pictures. While students are rotating to the computer, the other SW be given a white sheet of paper to practice drawing the types of clothing they have observed on the websites.</p> <p>☞ TSW print their pictures. This activity may need to be carried over into the computer lab setting for time constraints.</p> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>☞ TTW ask the students how they would feel if they had to dress as the Pilgrims did?</li> <li>☞ TTW allow volunteers to give their responses.</li> <li>☞ TTW ask the students to name one interesting fact that they learned about the Pilgrims attire from visiting the websites.</li> <li>☞ TTW allow students to respond.</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>☞ Computer</li> <li>☞ Printer</li> <li>☞ Books about Pilgrims and Thanksgiving</li> <li>☞ Board for writing</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>☞ TTW observe the students correctly using a digital camera.</li> </ul>

	 TSW complete their pictures wearing clothing similar to those seen worn by the Pilgrims.
Teacher's Name:	 Melanie Johnston
School:	 Independence Elem./ Loranger Elem.