



Revolutionary Viewpoints

Technology Integration Framework

Rationale

Historical documents are rich resources that enable us to look at the past while learning about how we see ourselves and how we see others. *April Morning* by Howard Fast is part of many core-reading lists for eighth grade and addresses several of the standards in Reading/Language Arts as well as Social Studies. The focus of this lesson, Revolutionary Viewpoints, is on the critical and analytical analysis of literature in the historical context of the American Revolution. The writing process is used as a means to measure the understanding and knowledge gained on the part of the student after going through several exercises in document analysis.

Research

Today the Internet and the Web have become interchangeable terms. Unlike old forms of media, the Web is a two-way medium that allows for multiple forms of interacting and thinking—abstract, textual, visual, musical, social, and kinesthetic. It leverages the small efforts of the many with the large efforts of the few (Brown, 2000). Through this medium, many libraries, organizations, and individuals are providing primary source material that would not otherwise be available to students. Primary sources are first hand experiences or eyewitness accounts in the form of artifacts, manuscripts, photographs, motion pictures, sound recordings, or other medium. The delivery of this material via the Web allows teachers to approach history in a new way. Students can become historians by examining pieces of historical evidence and writing their own narratives (Tally, 1996).

However, much of this information is difficult to search, interpret, synthesize, and incorporate into the classroom. There is a need to build contextual frameworks and models to teach literacy skills. These models need to incorporate the new multiple-media Web genres of video and audio with the way students work with digital media. Web genres are an ever-changing array of information delivery systems. Digital students are exposed to many forms of electronic gadgets such as computers, CD players, and television that are used as tools for learning or entertainment. Today students can be surfing the Web, talking on the phone, and listening to music in the background all at the same time. Web-smart students learn to become *bricoleurs*, a concept that relates to the abilities to find something such as a document or computer code and use it to build something deemed important like an analysis of a primary source or a computer program (Brown, 2000).

By incorporating primary sources with literature and writing, students will develop a deeper understanding of viewpoints from many perspectives – the author, artist, and characters – and be able to translate this to themselves and their classmates.

Brown, John Seely. "Growing Up Digital: How the Web Changes Work, Educations, and the Ways People Learn." *Change*. March/April, 2000. Accessed at <http://www.aahe.org/change/digital.pdf> November 12, 2002

Rhem, James. "Of diagrams and Models: Learning as a Game of Pinball." *The National Teaching and Learning Forum*. Volume 11 No. 4, 2002. Accessed at <http://www.stanford.edu/dept/CTL/teach/NTLF/v11n4/diagrams.htm> November 12, 2002

Tally, B. *History Goes Digital: Teaching When the Web is in the Classroom*. *D-Lib Magazine*. Retrieved September 27, 2000, from the World Wide Web: <http://www.dlib.org/dlib/september96/09tally.html>

Goal

Use technology as a catalyst or tool to provide learning options that lead to conceptual understanding

Ohio Standards, Benchmarks, and Selected Indicators for Reading/Language Arts

All students read from a wide variety of materials for information, understanding and enjoyment. They write using different writing styles for varying audiences including responses to literature, reports, narratives, and persuasive essays. Final, edited drafts demonstrate the conventions of quality writing, including Standard English grammar, spelling, and punctuation. Students communicate effectively using appropriate speaking and listening skills. Students discuss and write to clarify ideas, expand understanding, and explore other points of view.

Grade Eight: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard

Benchmark

- A. Apply reading comprehension strategies to understand grade-appropriate text.
- B. Demonstrate comprehension of print and electronic text by responding to questions (e.g. literal, inferential, evaluative and synthesizing).
- C. Use appropriate self-monitoring strategies for comprehension

Grade Eight: Informational, Technical and Persuasive Text Standard

Benchmark

D. Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.

Grade Eight: Literary Text Standard

Benchmark

- A. Analyze interactions between characters....
- B. Explain and analyze how the context of setting and the author's choice of point of view impact a literary text.
- C. Identify structural elements...
- D. Identify similar recurring themes....
- E. Analyze the use of genre...
- F. Identify and analyze how the author uses figurative language, sound devices... to shape plot develop tone.
- G. Explain techniques used by authors to develop style.

Indicators

1. Identify and explain various types of characters (e.g., flat, round, dynamic, static) and how their interactions and conflicts affect the plot.
2. Analyze the influence of setting in relation to other literary elements.
3. Authors pace.
4. Compare and contrast different points of view.
5. Identify and explain universal themes.
6. Explains author's choice of genre.
7. Identify examples of foreshadowing and flashback in a literary text.
8. Author's mood, word choice.
9. Examine symbols used in literary texts.

Grade Eight: Writing Process Standard

Benchmark

- A. Formulate writing ideas and identify a topic appropriate to the purpose and audience
- B. Pre-writing tasks...
- C. Use revision strategies...
- D. Edit...

Grade Eight: Writing Applications Standard

Benchmark

- B. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.
- D. Use documented textual evidence to justify interpretations of literature or to support a research topic.

Grade Eight: Writing Conventions Standard

Benchmark

- A. Use correct spelling conventions.
- B. Use correct punctuation and capitalization.
- C. Demonstrate understanding of the grammatical conventions of the English language.

Grade Eight: Research Standard

Benchmark

- B. Evaluate the usefulness and credibility of data and sources.
- C. Organize information from various resources and select appropriate sources to support central ideas... concepts and themes.

Grade Eight: Oral and Visual Standard

Benchmark

- B. Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this as on the credibility of a speaker or media message.
- G. Give presentations using a variety of delivery methods, visual displays and technology.

Ohio Standards, Benchmarks, and Selected Indicators for Social Studies

Grade Eight: History Standard

Benchmark Revolution

3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning
 - a. the Proclamation of 1763, the Stamp Act, the Townshend Acts, the Tea Act and the Intolerable Acts
 - b. the Boston Tea Party, the boycotts, the Sons of Liberty and petitions and appeals to Parliament

Grade Eight: Social Studies Skills and Methods Standard

1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.
2. Construct a historical narrative using primary and secondary sources.
3. Write a position paper or give an oral presentation that includes citation of sources.

ISTE Standards

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners (Revolutionary Viewpoints Activities).
- B. apply current research on teaching and learning with technology when planning learning environments and experiences (See Research Citations).
- C. identify and locate technology resources and evaluate them for accuracy and suitability (See Bibliography/Resources).
- D. plan for the management of technology resources within the context of learning activities (Computer Lab (individual/group/whole class; Centers (individual/group), LCD Projector (whole class)).

III. TEACHING, LEARNING, AND THE CURRICULUM.

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

- A. facilitate technology-enhanced experiences that address content standards and student technology standards (See Content Standards).
- B. use technology to support learner-centered strategies that address the diverse needs of students (See Research Growing UP Digital).

- C. apply technology to develop students' higher order skills and creativity (What do You See and How Does it Read Guides for critical and analytical thinking).
- D. manage student learning activities in a technology-enhanced environment (Set parameters for small groups and the tasks to be completed).

IV. ASSESSMENT AND EVALUATION.

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

- A. apply technology in assessing student learning of subject matter using a variety of assessment techniques (See Assessment Rubric).
- B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning (Presentation using tools such as PowerPoint, Web, video, and Flash).

V. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.

Teachers understand the social, ethical legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.
Teachers:

- A. model and teach legal and ethical practice related to technology use (Copyright, citing resources, and ethical use of content material).
- B. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities (Information access to resources that would not otherwise be available).
- E. facilitate equitable access to technology resources for all students (Web activities and resources).

Objectives

After the completion of this workshop, participants will be able to:

- Examine and analyze primary source documents to use in the classroom
- Create a lesson using different viewpoints of an event based on a variety of images and documents
- Understand historical fiction and prior knowledge in context with actual events
- Understand how to facilitate writing eyewitness accounts with students
- Discuss document analysis and its application to teaching historical fiction and writing first person narratives
- Understand the use of technology as a tool for creating presentations

Assessment of Participants' Skill Knowledge

After participating in the workshops pre-service teachers and classroom teachers will meet or exceed these expectations:

Category	Meet Expectations	Exceed Expectations
Primary Source Document Analysis	Artifact provides clear evidence that the participant understands document analysis.	Poses additional questions for document analysis that can be used with students.
Prior Knowledge	Demonstrates an understanding of how prior knowledge using multimedia presentations enhances lessons.	Makes suggestions for additional strategies using multimedia and prior knowledge with students.
Writing Process	Artifact demonstrates knowledge of the writing process for creating an eyewitness account.	Plans next steps and strategies to use with students.
Point of View	Artifact demonstrates a clear point of view about the event.	Makes connections and builds on others' ideas.
Use of Technology for Presentation	Artifact shows the use of technology tools.	Plans and shares ideas on additional technology tools that could be used for the lesson and presentation.

Prerequisite

- Web Evaluation
- Word Processing
- PowerPoint
- Digital Photography
- Video Production (optional)

Suggested Timeframe

5 Hrs as a professional development module

Materials

- *April Morning* by Howard Fast

- Bennett, Peter. *What Happened on Lexington Green?* Parsippany, New Jersey: Dale Seymour Publications, 1970. (Useful booklet available from Amazon.com)
- *What Do You See Guide* from the Revolutionary Viewpoints Website
- <http://www.cyberbee.com/viewpoints>
- Road to Revolution from the Revolutionary Viewpoints Website
- <http://www.cyberbee.com/viewpoints>
- *How Does it Read Guide* from the Revolutionary Viewpoints Website
- <http://www.cyberbee.com/viewpoints>
- Computers with Internet Connectivity and Printers
- Video Camera (optional)

Specific Activities for Pre-Service or Professional Development Participant

Time	Activities	Materials & Equipment
30 min.	Read the chapter “Morning” from <i>April Morning</i> by Howard Fast	<i>April Morning</i> by Howard Fast
30 min.	Discuss the events that Adam describes in this chapter. Look at these events from both an objective and subjective perspective. Sample ideas for the discussion: 1. What is the setting of the novel (time and place)? 2. What time period in American History is described? 3. Who are the characters and what are their roles during the events. 4. Describe how the fighting broke out between the colonists and the British. 5. What was the author’s intent?	<i>April Morning</i> by Howard Fast
40 min.	Go to the Revolutionary Viewpoints Website and have participants analyze, compare, and contrast the images of the Battle of Lexington using the <i>What Do You See Guide</i> . Debrief your group using the guide.	<i>What Do You See Guide</i> from the Revolutionary Viewpoints Website http://www.cyberbee.com/viewpoints (Computers with Internet connectivity and Web browsers; printers) Analyzing a Primary Source Rubric http://www.cyberbee.com/viewpoints/prubric.pdf
40 min.	Have participants view the Road to Revolution that will provide prior knowledge of events leading to the	Revolutionary Viewpoints Website http://www.cyberbee.com/viewpoints

	Lexington Battle. Have them look at the maps and see the “Big Picture” layout of the area that is being described. Discuss the events leading up to the Battle of Lexington.	
40 min.	<p>Have participants listen and view the eyewitness accounts of Sylvanus Wood, a Minuteman, and Major John Pitcairn, the commander of the British soldiers.</p> <p>Discuss the two viewpoints using the <i>How Does it Read Guide</i>. Debrief group using the guide.</p>	<p><i>How Does it Read Guide</i> from the Revolutionary Viewpoints Website http://www.cyberbee.com/viewpoints</p> <p>Bennett, Peter. <i>What Happened on Lexington Green?</i> Parsippany, New Jersey: Dale Seymour Publications, 1970. (useful booklet available from Amazon.com)</p>
Assignment – during the workshop 40 min.	<p>After reading the eyewitness accounts have participants write their own first person accounts for a newspaper article or broadside. (In the days before television and radio, citizens received news by way of broadsides and printed ephemera).</p> <p>Discuss copyright, citing resources, how to evaluate Websites, and ethical use of resources.</p> <p>Use modern day technology for publishing. Be authentic to the time period and use only fonts of that era with decorative elements. Include images and a variety of fonts for your publication. Caslon Thirty was the standard font during the time of the American Revolution.</p>	<p>Writing a Viewpoint Assignment Sheet. From the Revolutionary Viewpoints Website http://www.cyberbee.com/viewpoints</p> <p>Citing Electronic Resources http://www.cyberbee.com/citing.html</p> <p>WWW CyberGuide Ratings for Content Evaluation http://www.cyberbee.com/content.pdf</p> <p>Copyright with CyberBee http://www.cyberbee.com/copyrt.html</p> <p>Student Self-Assessment Checklist http://www.cyberbee.com/viewpoints/hecklist.pdf</p>
Time will Vary Depending on the number of participants and activities	<p>Extensions:</p> <p>Videotape these viewpoints using period costumes and props.</p> <p>Create a PowerPoint presentation or Web page.</p> <p>Viewpoints Today</p>	<p>Revolutionary Viewpoints Website http://www.cyberbee.com/viewpoints</p> <p><i>The Midnight Ride of Paul Revere</i> by Henry Wadsworth Longfellow graved and painted by Christopher Bing, Handprint Books, Brooklyn, New York</p>

<p>chosen.</p>	<p>Think about different viewpoints when you read newspapers, magazines, or listen to broadcast radio and television. Write about one of these viewpoints to share in class.</p> <p>Extensions: There are many other complimentary activities that are available. Explore the clothing of the 18th Century, read the poem The Midnight Ride of Paul Revere by Henry Wadsworth Longfellow using Christopher Bing's illustrations, listen to popular music of the time, learn about William Diamond's drum and the history of Yankee Doodle, and read about the role of women during the Revolutionary War. All of these extensions lend themselves to integrating the lesson across the curriculum.</p>	
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Professional Learning

Eyewitness – History Through the Eyes of Those Who Lived It
<http://www.ibiscom.com/>

Multimedia and More: Help for Students with Learning Disabilities
http://www.ldonline.org/ld_indepth/technology/multimedia.html

WVIZ/PBS Teacherline Modules
<http://www.wviz.org/edsvcs/teacherline/index.htm>