ED 101 Educational Technology Lab – Spring 2011
Boston University – School of Education

LESSON PLAN

Requirement	Your Answer
Your Name	Jackie Kolbert
Your ED101 Lab Section	G1
School	Harrington Elementary
Grade(s) Observing	4th Grade
Supervising Teacher	Ms. Archibald
List any teaching help you may have during the lesson	1. Teacher (Mrs. Archibald) 2. Aid (4th grade aid) 3. Special Education teacher (if she is in the room helping the kids with special ed.)
Setting (in class, in computer lab, other?)	Computer Lab
Technology needed to complete lesson	Each child will need a computer to browse the website that I have created for them (if possible). If not, only one big screen that all the students can see is needed for the lesson. There are 17 students in the class, so ideally there should be 17 computers with internet access. If there are not enough computers, the one big computer hooked up to a big screen is enough as long as it has internet access.
Other materials needed	A fun handout will be given to students so that they can reinforce the knowledge gained from this lesson. Each student should have a pen or pencil to fill out this worksheet.
Content Area(s)	Social Studies
Title of web site	Welcome to Mexico!
Topic of Lesson	The topic of the lesson is on Mexico and all the things that come along with it, including but not limited to: culture, history, common foods, geography, economics, government, and other fun and interesting facts about the country.
Goals of the Lesson	1) Students should know more about Mexico's history 2) Students should know about the culture of Mexico. 3) Students should understand how to read a map, a key, and understand the location of Mexico.
Three Objectives	1) On a map of North America, locate Mexico and its major cities. They should be able to identify 2 or 3 cities including the capital of Mexico City. 2) Describe the climate, major physical characteristics, and major nature resource of Mexico and explain their relationship to the Mexican economy. Students should be able to name one climate, one major

	physical characteristics, and one major natural resources. 3) Identify the language and major religion of people in Mexico. Students should be able to name both the major religion and language.
Technology standard	Standard 1. Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity. Basic Operation: G3-5: 1.3 Use various operating system features (e.g., open more than one application/program, work with menus, use the taskbar/dock).
Curriculum Framework	➢ Massachusetts History and Social Science Framework ➢ North American Geography with Optional Standards for One Early Civilization – Grade 4 ➢ Grade 4 Concepts and Skills Economics: 6. Define and give examples of natural resources in Mexico. (E)
Introduction of Lesson	Ideally I would come into the classroom with items from Mexico such as tacos, maracas, a Mexican hat, a bar of chocolate, and a piñata etc (Maybe some food if the school allowed me to bring it in). Realistically, however, I will have printed pictures of all of these items as well as a map. I will welcome the class in Spanish and ask if they know what I said. Then I will explain to them the meaning of my opening remarks and teach it to them. The students will all be sitting at their own desk with a computer (the computer will be turned off so there are no distractions while I am speaking). I will discuss each object (or picture) and then I will show them where to read more about it on my website. After I explain everything I will have the students turn the computers on and explore my website. I will give them a worksheet so that they can look for important facts. The worksheet will help guide them to pick out the important information from my website.
Lesson Procedure, Web Site Use, and Technology Standard	An observing teacher would see students surfing my website and writing answers to the questions I have provided on the students' worksheet. I would start the lesson with pictures of common Mexican items laid out on a table in front of the class. I would welcome the class in Spanish and then teach them how to welcome someone in Spanish. I would explain that Spanish is the national language of Mexico. Afterwards I would explain each picture and ask them to find it and read about it on my website. I would then hand out a worksheet that would have questions that would help to guide the students around the important parts of the website. I would give them 15 minutes to complete this worksheet while I walk around the classroom. Children today enjoy using technology. This lesson allows them to interact with the computer while they are still reading, writing, and learning about Mexico. Opening the window for my website, clicking on each tab on the menu bar of the site, as well as opening extra tabs for the external links helps them accomplish my technology standard chosen for this lesson. The technology standard is to be able to use tabs and menu bars. The website has multiple tabs and menu bars; this helps the students to learn the technology standard. I will explain the importance of the tabs and how it helps to organize the information. I will also show the students another website's

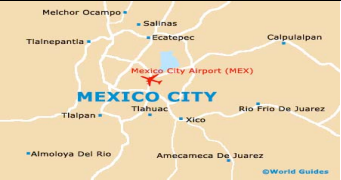|	navigation to show how any website can have a menu bar with tabs.
How will students be assessed?	After the lesson and the worksheet are completed, I will have the students take a mini quiz on my website. If they get 3 of the 5 questions correct, I will be confident my lesson worked. . After they turn the computers off and get ready to pack up, I will have them go around the room and tell me their favorite fact they learned about Mexico. This will help them remember a specific fact as well as hear their peer's facts. This will cater to the auditory learners. In addition, they will complete another worksheet for homework where they will have to match the words (probably the pictures I printed out) to their significance in Mexican history. If they get 7 out of the 10 matches right, I will be confident that they learned something.
How will you know if students have met the objectives stated above?	1) On a map of North America, locate Mexico and its major cities. On my website, there is a map of Mexico and a tab about the important cities. We will talk about the cities and the historical significance while surfing my site. They will then have to complete a worksheet for homework, one of the matches on the worksheet will be about cities and their location. 2) Describe the climate, major physical characteristics, and major nature resource of Mexico and explain their relationship to the Mexican economy Some of the pictures in the beginning of my lesson will be of the natural resources, climate, and physical characteristics of Mexico. We will talk about their importance and then read about the significance on my website. The students will hear it and read it, this will help the information to be reinforced. . 3) Identify the language and major religion of people in Mexico. In my introduction I speak in Spanish. This is to show the students that the national language of Mexico is Spanish. They will also learn how to greet someone in Spanish. This will help to solidify the idea that Spanish is the national language of Mexico.

Web-based Quiz	1) What delicious food was discovered in Mexico?
	    a. Ice cream
	    b. Cookies
	    c. Chocolate
	    d. Soda
	 2) What is the capital of Mexico?
	    a. San Jose
	    b. Mexico City
	    c. Mexico Country
	    d. San Juan
	 3) 89% of people living in Mexico follow the _____ religion.
	    a. Jewish
	    b. Christian

<table>
<tr>
<td></td>
<td>

    c. Roman Catholic
    d. Buddhist

4) The most common language spoken in Mexico is _____.
    a. English
    b. French
    c. Spanglish
    d. Spanish

5) Where is Mexico located?
    a. North America
    b. South America
    c. Europe
    d. Asia

</td>
</tr>
</table>

Worksheet for Web Based Lesson

1) **On the blank map above please label the following:**

   a. **Mexico**

   b. **The capital of Mexico**

   c. **The Pacific Ocean**

   d. **The Gulf of Mexico**

2) **Mexico is in the continent of _____.**

3) **Two natural resources from Mexico are _____ &
   _____.**

4) **What are two popular foods from Mexico _____.**

5) **The most common language spoken in Mexico is _____.**

6) **The most common religion in Mexico is _____.**

7) **In what year did Mexico declare its independence? _____.**

8) **Name two holidays celebrated in Mexico. _____ &
   _____.**

Homework Worksheet
Instructions: Match the letter of the fact to the picture that it belongs with. Write the correct letter on the line to the left of the picture.

1)_____		A) This is a common Tex-Mex food eaten in Mexico.
2)_____		B) This is the continent where Mexico is located.
3)_____		C) This tasty dessert discovered from a special bean in Mexico.
4)_____		D) This is how you say hello in the most common language spoken in Mexico.
5)_____		E) This resort is a tourist attraction in Mexico.
6)_____		F) It's tropical climate allows Mexico to have beaches and palm trees.
7)_____		G) These scary sugary treats are made for the holiday Dia de los Muertos. They look more like artwork than sugar!
8)_____		H) This is the capital of Mexico.
9)_____		I) This symbol represents the most common religion in Mexico.
10)_____		J) This type of metal is one of Mexico's natural resources.

Answer Key

Answer Key: Worksheet 1

1) Answers will vary because there is more than one correct answer.

Answer Key:

1) E

2) I

3) B

4) A

5) J

6) G

7) H

8) C

9) F

10) D