

# Lesson Plan – 1 of 3

## Expressing an Arguable Claim

Name:

Grade   
Date

Topic   
Allotted Time

### Cite sources used to develop this plan:

Dewald, Asron (August 2013) "What is an Argument?" Retrieved from:

<https://www.youtube.com/watch?v=FSAWrqavYg0>

Glader, Paul (November 2013) These Gorgeous iPad Notes Could Lead to the Paperless Classroom. Retrieved from <http://thejournal.com/articles/2013/11/13/these-gorgeous-ipad-notes-could-lead-to-the-paperless-classroom.aspx>

Stout, Ashley. (2013) Opinion Essays Come to Life. Retrieved from

<http://bridgingthegapnc.com/downloads/presentations/opinion-essays-come-to-life.pdf>

[QR Code Generator](#)

[Show Me](#)

### 1. **Rationale:** *Why do you wish to use mobile devices/apps for this lesson? Will using technology require more time for the students to complete the task as opposed to traditional methods?*

By using a QR code to assign student's homework it allows them to quickly receive the task and complete it wherever they want; this could be on the bus ride home while on their iPhone or laying in bed using their iPad. The traditional methods of assigning homework would cut into teaching time as students would need to record, by paper and pencil their homework. And in this particular case the homework is viewing a video and traditional methods would have the students viewing the video in class, which also cuts into teaching and exploring time for students.

Students have become familiar and at ease with using technology devices and using the "[Show Me](#)" app appeals to students more than creating a visual using paper and pen. According to Brad Ovenell-Carter there is a "growing sub-culture of paperless learners, doodlers, iPad-only learners, live-scribers or — his personal favorite — "sketch-noters." (Glader, 2013). Using this particular app allows students the ability to show their understanding in a variety of representations that is personal to them. They can create their visual anytime, any place using their mobile device and this app. Traditionally they would have had to use paper and pencil and possibly not given the opportunity to express their understanding in a personal form.

I suspect this process could take longer than traditional means, but only because the students will be more engaged by using technology and therefore, be more inclined to create a mastery piece of work. This is where this generation is comfortable and they enjoy showing their skills.

### 2. **Provincial Learning Outcome(s):** *Is the correlation/relationship between the two obvious and clear?*

**Thinking (Reading and Viewing)** – *It is expected that students will respond to selections they view, by:*

1. *Analyzing and evaluating ideas and information.*
2. *Summarize and synthesize to create new ideas*

I searched the British Columbia Prescribe Learning Outcomes and found it rather difficult to find an appropriate learning outcome for this particular task. While this learning outcome touches on aspects of the activity, there were no learning outcomes from the Literacy Foundations – Information and Communications Technology PLOs that fit appropriately. These particular learning outcomes were created in 2010 and are in the process of being revised.

In traditional forms of learning this outcome was met by: watching a DVD or even worse, a VHS video and then making a written or visual response via paper and pencil. Students would have been asked the same thought provoking questions, but the manner in which the respond was very different. They also would have had to watch the video during class time, which takes away from teaching and exploration time for students.



**6. Representation of the 4Cs & Selection and Appropriateness of the App:** *Does the app or apps accomplish what you wish the student to be able to do? Is the app a good fit for the task at hand? Explain why it was selected and what it does. What are the affordances/capabilities it offers? Provide hyperlinks to apps used.*

In this particular lesson within the major project all 4Cs are present. (SEE LESSON DEVELOPMENT)

The two apps used in this portion of the major project are a QR scanning code and "[Show Me](#)" app. The QR app was used to give students a quick way to retrieve their homework as they left class for the day – this is a very successful app for this task. Students can swiftly scan the QR code and head to their next class knowing that they have their homework recorded for later use. Students without a personal device can find a friend to complete the homework with or ask for time to review the homework outside of class.

The second app that was used was "[Show Me](#)". Students used this app to create a visual of what they had learned from the video "What is an argument". This app was chosen as it claims to be easy to use, has no restrictions on length of creating, pictures are able to be 'dropped' in and students can easily share their creations. Using this app makes sharing their visual with their classmates and beyond almost instant. This app definitely accomplishes what it was meant to do – allow students to easily create a visual of their learning and share with others.

## Lesson Plan 2 of 3

### Expressing an Arguable Claim

Name: Tracy Cameron

Grade 7

Date March 2014

Topic Expressing an Arguable Claim

Allotted Time 60 minutes – plus further research time

Cite sources used to develop this plan:

[Evernote](#)

Skrabut, Stan. (April 2013). How Students can use “[Evernote](#)” for Lifelong Learning”. Retrieved from: <http://www.slideshare.net/skrabut/how-to-students-can-use-evernote-for-lifelong-learning-or-a-better-grade>

Stout, Ashley. (2013) Opinion Essays Come to Life. Retrieved from: <http://bridgingthegapnc.com/downloads/presentations/opinion-essays-come-to-life.pdf>

1. **Rationale:** *Why do you wish to use mobile devices/apps for this lesson? Will using technology require more time for the students to complete the task as opposed to traditional methods?*

Students have become familiar and at ease with using technology devices and using the “[Evernote](#)” app to compile their notes for their presentation in the next lesson is a logical tool for them to use. Students are also able to access their notes on any device and they can’t be lost like they could in a paper binder. There are many ways in which students can input their notes so this appeals to many different types of learners; they can type their notes, talk their notes (audio files), include photos, capture web pages, among many more ways to capture, save and organize their research (Skrabut, 2013).

Using the app “[Evernote](#)” allows students to personalize their note taking experience by adding information in many different forms (photos, web page captures, audio notes, etc.) which would not be possible in the traditional means of note taking. Using mobile technology with this app also allows students the ability to add notes at any time and any place.

There is a chance using the “[Evernote](#)” app to compile notes might be new to some students so there will be a learning curve, but in the long run this will give them the tools to use it in future research in class and beyond. Once students become familiar with the app I believe it will actually cut down on research time as students have many options to “capture” information via “[Evernote](#)” rather than printing their facts with pencil and paper.

2. **Provincial Learning Outcome(s):** *Is the correlation/relationship between the two obvious and clear?*

**Strategies (Writing and Representing)** - *It is expected that students will select and use various strategies before writing and representing, including:*

1. *Setting a purpose*
2. *Identifying an audience*
3. *Generating, selecting, developing and organizing ideas from personal interest, prompts, texts, and/or research*

These particular learning outcomes do address the task given. However, I would have liked to include outcomes that address the use of technology and, as stated above in lesson 1 the B.C. PLOs are under revision as the Literacy Foundations – Information and Communications Technology PLOs were created in 2010 and have no signs of mobile technology use stated anywhere.

In traditional forms of learning this outcome was met by: researching books found in the library and generating a list of fact and information via paper and pencil. This would have been used to create a research essay that followed proper essay structure and conventional writing. Representing their understanding in this manner is very limiting to their creativity and is also very structured in the learning outcomes that can be addressed in this one assignment.



## Lesson Plan 3 of 3 Expressing an Arguable Claim

Name: Tracy Cameron

Grade 7  
Date March 2014

Topic Expressing an Arguable Claim  
Allotted Time 60 minutes – plus further video creation

### Cite sources used to develop this plan:

[Splice](#)

Stout, Ashley. (2013) Opinion Essays Come to Life. Retrieved from:

<http://bridgingthegapnc.com/downloads/presentations/opinion-essays-come-to-life.pdf>

1. **Rationale:** *Why do you wish to use mobile devices/apps for this lesson? Will using technology require more time for the students to complete the task as opposed to traditional methods?*

Students have become familiar and at ease with using technology devices and using the “[Splice](#)” app to create a video of them presenting their arguable claim is a logical tool for them to use. Creating a video instead of the traditional live presentations in class allows those students that are shy in front of an audience to be more at ease and focus on sharing their points of view. It also allows students the time to be creative and think of ways to make their presentation more intriguing. They can go anywhere with their mobile device and record their video, which affords them the endless possibilities of backdrops, props, interviewing key people in their argument, etc. It may take more time than sitting through live presentations, but that will only be because the students are enjoying the creative freedom that comes with being a director of a video and want to show their skills. However, the viewing of the presentations will not take up an entire afternoon of class as the students will be given the opportunity to view the videos on the teacher’s class blog (secure and SD approved) and peer review a certain number of them. They may review them during free time in class; a few set times by the teacher or at home.

2. **Provincial Learning Outcome(s):** *Is the correlation/relationship between the two obvious and clear?*

**Purpose (Writing and Representing)** - *It is expected that students will create meaningful visual representations for a variety of purposes and audiences that communicate a personal response, information, and ideas relevant to the topic, featuring:*

1. *Development of ideas by making connections to personal feelings, experiences, opinions and information*
2. *An expressive and individualistic voice*
3. *An organization in which key ideas are evident*

**Purpose (Oral Language)** – *It is expected that students will use speaking and listening to interact with others for the purposes of:*

1. *Discussing and analyzing ideas and opinions (e.g., debating)*
2. *Explaining and effectively supporting viewpoints*

As stated above, the learning outcomes addressed in this lesson match the intentions of the lesson well, but definitely leave room for growth in the Literacy Foundations – Information and Communications Technology PLOs were created in 2010 and have no signs of mobile technology use stated anywhere.

In traditional forms of learning this outcome was met by: preparing and presenting orally in front of the class population. Perhaps a poster was created to give a visual for the audience and students would often read from q-cards. There was little creativity and expression from students and lack of enthusiasm from those that were shy to speak in public.

### 3. Assessment

<b>Lesson Outcome</b> What will students learn?	<b>Sources of Evidence</b> What product or action will show what students have learned?	<b>Criteria</b> What will you look for in this evidence?
<ul style="list-style-type: none"> <li>Students will learn what is needed in a successful arguable claim and how to deliver it to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Students will create a short 2-4 minute video presenting their arguable claim where they will include factual information to endorse their argument.</li> </ul>	<ul style="list-style-type: none"> <li>Students will have included all of the discussed aspects to include in an arguable claim. It will all be presented a clear and concise manner that is engaging to the audience.</li> </ul>

### 4. Resources, Material and Preparation: *What resources, materials and preparation are required?*

Students will need one mobile device (iPod, iPad, iPhone etc.) between two students.

Students will need the app "[Splice](#)" app downloaded on their device

### 5. Lesson Development

	<b>Pacing</b>
<p><b><u>Introduction</u></b>                      Have you ever wanted to be in a video? Have you ever wanted to share your point of view with others in a way that could reach millions? In your groups of two you will be creating a video presenting your stance in an arguable claim.</p> <p><b><u>Teaching Sequence</u></b>  <b>CONTENT/COMMUNICATE/CAPTURE/COMPUTE</b> - Using the "<a href="#">Splice</a>" app – moviemaker, students will create and produce a 2 to 4 minute video expressing their arguable claim. They are to make it visually appealing and use props/charts/diagrams/visuals of any kind, whenever and wherever necessary to support their claim. These will then be uploaded to the teacher’s computer to share with the class. They will be asked to peer review a selected amount each (specific videos – so that everyone receives feedback) and can view the videos during free time in class, a few set times during class and at home for homework. If the students have signed parental consent, they are the owners of the work and therefore, may share out via their twitter, Facebook or other social media forum.</p> <p><b><u>Conclusion</u></b>  <b>CONTENT/CAPTURE/COMPUTE</b> -Students will view each other’s videos and peer review them based on how convinced they were at the end of the argument. They will be asked to share a reflection via their class blog (home work) on the key items they learned to include in making a case for a claim.</p>	<p style="text-align: center;">5 minute class discussion</p> <p style="text-align: center;">55 minutes                      (This portion of the lesson will need to evolve over several classes – dependent on the rate of which students are producing their video)</p> <p style="text-align: center;">Ongoing – until due date for peer reviews is up</p>

### 6. Representation of the 4Cs & Selection and Appropriateness of the app: *Does the app or apps accomplish what you wish the student to be able to do? Is the app a good fit for the task at hand? Explain why it was selected and what it does. What are the affordances/capabilities it offers? Provide hyperlinks to apps used.*

In this particular lesson all 4Cs are present: (SEE LESSON DEVELOPMENT).

The use of the "[Splice](#)" app in this lesson was included so that students could create a self-made video presenting their arguable claim. The "[Splice](#)" app enables features that allow for more creativity than the standard video app on any mobile device. It allows students editing capabilities, visual effects, text, audio mixing and voice-overs. Students will have full control over how they build their video presentation. This app was meant to simply give students the tool needed to create a video and it gives them so much more that allows them to express their individual creativity.