



**HELP
OUR
"IN" DANGEROUS
ANIMALS**

ELA UNIT PLAN
MIDDLE SCHOOL

SARAH IRVIN
8.6.15

I. "In" Dangerous Animals

ELA Unit Plan

Middle School

Sarah Irvin

August 6, 2015

II. Introduction

Rationale - Why are the skills, content, and concepts presented in this unit important for students to learn?

One of the most important skills to instill in students is to be life-long learners. They need to be equipped to find information for themselves, determine bias when necessary, and understand to be tolerant of other's ideas unless causing harm to themselves, community, or society as a whole. It is critical for students to understand the world around them and be an advocate for change. This unit, "In" Dangerous Animals, teaches students how to be an element of change in their community and give them an authentic audience to listen to their voice. Students need to know they matter and even though they might be young, they can be difference makers. The rationale for students to benefit from this unit is bigger than learning English Language Arts in the middle school setting; it is giving them the power to be an element of change. Along with that, they will also learn about author's purpose, argument, word choice, writing skills, listening and speaking skills, and the differences between fact and opinion. These content skills will help them articulate their opinions in an educated way to make a change in their community.

Differentiation for Gifted Learners

Dimensions of Differentiation

Content: This unit highlights informational text, writing, speaking, and listening skills that are all grade level and above appropriate. Gifted learners need engaging, authentic content and what is better to do this with than animals? Students love to argue and prove why their voice is the most important and this unit gives them that opportunity through reading,

writing, and speaking. This unit can be stretched to appropriate reading levels with the freedom of student selected resources and vocabulary. Students have an authentic audience so they will feel as if their work has a purpose and can potentially change the mind of the reader. This content is certainly geared for gifted learners.

Process: The best part of this unit is the process in which students gather their information, any way they want. The teacher will provide mini lessons to build a foundation, but students have the ultimate power to choose the way they want to gather their information, videos, text, visual images, etc... They also have various options to collaborate together whether it be through Padlet, PearDeck, discussions, or problem based learning and problem solving. This unit is designed to be anything but "sit and get." Gifted learners have the freedom they need to extend their learning beyond the teacher's knowledge, then share with classmates their new findings.

Product: Worksheets and paper assessments? Certainly not in this unit! Students are creating Public Service Announcements, websites, videos, and birdhouses. They are being assessed constantly through discussions, collaborative sessions with peers, multiple choice questions on personal devices, or drawings. Students become experts in their learning area and are given an authentic audience. Students are teaching students and disseminating information to the world! They are creating birdhouses as a symbol of community service and giving them a voice. Students are using experts in the field to learn from such as animal advocates, bee keepers, or large organizations.

Learning Environment: Students have the opportunity to lay down on a pillow with a laptop and learn just as much as someone sitting in a desk with an encyclopedia if that's the preference. The learning environment can change day to day or even minute to minute. Students can perform their research independently or collaborate on a Public Service Announcement together with a table full of markers or even use a web based design program like Canva to create their product. Students have the freedom to move about the classroom, interview others, or sit quietly and read. It is certainly flexible!

Features of Differentiation

The features of differentiation include complexity, challenge, depth, creativity, and acceleration are all touched upon in this unit. This unit allows each learner to dive as deep as possible using different resources and focus on one specific animal or give a breadth of information on many species. The reading level can be altered using websites such as TweenTribune or NewsELA or plugging in the URL to <http://read-able.com/> to determine lexile level. Struggling students can be paired

with others for support or strong readers can soar to new heights. There is not a set pace of this unit so students can move along at their comfort level. The main product, the website, can be revisited, edited, or read at each student's leisure so this supports acceleration. If students finish with one task early, the lessons flow with ease so tasks can be revisited or extended. This unit is full of opportunities for differentiation based on skill, interest, or speed.

Who is this unit for? This unit is for the gifted learner who loves animals, has an animal, or is an animal advocate. This unit is designed for all types of gifted learners. A student could live on a farm with working animals or a city block and simply hears dogs barking at night. Fortunately,, there are enough animals in danger in this world that each student could find an animal that interests them in a place they identify with or somewhere they just want to learn more about. Students coming from various socioeconomic statuses, racial backgrounds, and varying IQ levels can gain insight from this unit. Website design is a tool of the future so getting their feet wet is simply preparing them for a job. Public Service Announcements surround them on TV, billboards, and radio despite living in the suburbs or country. Students should be aware of their surroundings, whether it be their own backyard or outstretched community, so yet again students from all walks of life can benefit. A student who enjoys and is familiar with technology would be able to jump right in without much scaffolding, yet a student who isn't familiar with current technology still has the chance to learn new skills and stay abreast of 21st century tools they are guaranteed to encounter in upcoming years..

III. Goals and Outcomes

Content Goals and Outcomes: Craft and Structure

Reading Informational Text (RI.7.4) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Students will be able to...

- Evaluate words to determine meaning
- Differentiate the difference between figurative, connotative, and technical meanings
- Analyze words along with their tone
- Determine an author's point of view based on word choice and meaning

Concept Goals and Outcomes: Integration of Knowledge and Ideas

Reading Informational Text (RI.7.8) Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Students will be able to...

- Assess specific claims in a text and test for validity and truth
- Trace evidence to ensure support for claims
- Evaluate author's purpose in a text and test for bias

Process Goals and Outcomes: Writing

Writing (W.7.1) Write arguments to support claims with clear reasons and relevant evidence.

Students will be able to...

- Introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically
- Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating and understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationship among claims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

IV. Assessment Plan

Padlet: This is a brainstorming tool to allow students to collaborate and plan ideas before jumping into an assignment. So many times gifted learners want to immediately start working on the product without taking the time to slow down, process their thinking, and come up with the best plan possible. This is a quick way to assess which students are prepared to start researching and writing or which ones need a little more scaffolding before beginning the task at hand.

Website: Throughout the unit, students will be working on their final product, a website, to display new knowledge gathered. This website will be designed by students, written by students, and published by students. Not only will this give

students an opportunity to display knowledge about their chosen animal, yet give students a platform for their voice. They will use the writing process to write persuasively and informatively. They will have an authentic audience to persuade to make a difference in the lives of animals in a community.

PSA: Public Service Announcements are seen on a daily basis on televisions, billboards, magazine ads, and even heard on commercials. Students will have a chance to create their own PSA to display a cause they feel passionate about as well as scrape the surface of propaganda techniques and strategies businesses use to sell their product. Visual literacy is a big component of this assessment. Students also have to complete an audience check sheet while viewing other students' PSA. This ensures students are being an active audience member as well as critiquing other students to support growth of next public speaking assignment.

Birdhouse: Students will be given a problem concerning bird feeder design and they have to be innovative thinkers in order to design an effective birdhouse. Not only did students have to do some research to learn more about their "customer," but some important communicating in order to achieve a common goal with a group. Listening and collaboration skills couldn't be more important in today's workplace. Writing, listening, and reading standards are hit heavy on this simple PBL.

PearDeck: The use of this app throughout the entire lesson is a phenomenal way to assess students quickly. PearDeck is an engagement tool used to push questions to students' devices. The teacher can quickly ask questions to check for understanding in real time, or ask prepared thought provoking questions. Students can answer with multiple choice, drawing, true false, etc.. so the types of questions vary as well as their thought process to get to the answer.

V. Lesson Plans

Click the link below to access the lesson plans.

[Lesson Plans](#)

VI. Unit Resources

TEACHER NAME		Lesson #
Irvin		1
MODEL	CONTENT AREA	GRADE LEVEL
	Language Arts	6-8
CONCEPTUAL LENS		LESSON TOPIC
Structure		Defining environmental needs
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>RI 7.2 Determine a central idea of a text. Provide an objective summary of the text.</p> <p>RI 7.5 Analyze the structure the author uses to organize a text.</p> <p>RI 7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>RI 7.8 Trace and evaluate the argument and specific claims in a text.</p> <p>W7.1 Write arguments to support claims.</p> <p>W 7.2 Write informative/explanatory texts to examine a topic and convey ideas.</p> <p>W 7.6 Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.</p> <p>SP 7.2 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL 7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
<i>Balance impacts the environment</i>		How can balance impact the environment?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<p>Students will learn about...</p> <p>Causes/effects of endangered animals</p> <p>How perspective affects understanding</p> <p>How symbols represent ideas effectively</p> <p>Parts of the environment</p> <p>How to summarizing central ideas effectively</p> <p>Parts of an advertisement and their effect</p> <p>Techniques of brainstorming</p> <p>Author’s purpose of an editorial</p> <p>Author’s purpose of Informative Essays</p> <p>Persuasion techniques</p>		<p>Students will create a visually appealing animal icon to represent themselves and their ideals expressing their character through words and visual aids.</p> <p>Students will create a padlet to brainstorm ideas about parts of the environment in which they are passionate about using summarizing strategies and reading informational text.</p> <p>Students will create a website informing their audience about our environment and providing ways in which people can balance it.</p>

GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<p>What does the environment mean to you? How can middle school students impact the environment? What trait about that animal you chose is unique? What makes that animal noteworthy to you? How would Earth's environment be different without you?</p>	<p>What conclusions can you draw after viewing those clips? What animals are endangered? Do you know of other animals that are endangered? Why do you think animals become endangered? How can you save endangered animals? What part of the environment are you passionate about? What specific part of our environment is crucial to you? What part of the environment do you think people should know most about? What are you passionate about? Ivory trade? Deforestation? Oceans?</p>	<p>What part of our environment is most important? If we had the funds, what do you think our money should support first? How can you help balance the environment? How can you inform others to assist the balance of the environment?</p>

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
	<p>Students will arrive at conclusions in their own way through research, data collection, discussion, advertisements, etc... As they use their resources, they will have different opportunities to check for understanding through questions, partners, guided reading, etc... Students' abilities can be nurtured or stretched here.</p>	<p>Even though students will be working together on a final product, a website, they will have different formats to use to express their opinions or research. Students can display their ideas visually or create a form of writing. This could be an editorial or informative essay.</p>	

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect -*This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Since this is our first meeting, students need to introduce themselves and get to know who they will be working with throughout the week of the camp.

The first question posed to them is this, If you could be an animal what would it be? As they are journaling about this and thinking, some other questions will be introduced to help spawn descriptions and ideas.

What trait about that animal is unique?

What makes that animal special to you?

How would Earth's environment be different without you?

After about 10 minutes of writing, students will share their descriptions and we will discuss some observations and ideas getting to know each other. Students will have a chance to introduce themselves, their animal, and some background information to build relationships/connections.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Next, students will view some clips from a short video. United Streaming "Where Have All the Animals Gone? Endangered Species." Students will record 3 facts or observations on a sticky note and we will discuss these following the video.

What conclusions can you draw after viewing those clips?

What animals are endangered?

Do you know of other animals that are endangered?

Why do you think animals become endangered?

How can you save endangered animals?

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Now that students have been exposed to some endangered animals, they will be charged with selecting the animal they are most passionate about and creating a symbol to represent themselves during their week at camp. Students will research some animals using www.wwf.org and select the animal they feel best represents characteristics of them and serve as inspiration to others. These will become our class icons for the week.

Next, we will discuss slogans, symbols, and artistic appeal to create icons that are informative, artistic, and symbolic of the students. Students will have magazines to flip through to take note of effective/ineffective ads. We will brainstorm our findings together as a class before students create their own icon. Using

markers, crayons, paper, Google Drawings, students will create their own icon to represent the animal they feel most passionate about.

What makes a good symbol for a company?
What colors are most eye catching?
What do you think makes a successful advertisement?
How can pictures represent ideas?
How can you capture our class mission in a symbol?

Elaborate—*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

(Student handout below.)

Students need a place to express their opinions and be heard. We will be creating a WinstonWildlifeFund website using www.winstonwf.weebly.com Since students have already explored www.wwf.org and www.humanesociety.org, they will see an example of what our website will be similar to. On each website, they use a symbol to represent their ideas, so students will look at these for some ideas. (Symbols are pictured on the last page.)

Throughout the week, we will add to this website, but today's charge is to play around and begin to elaborate on what students are passionate about. They will use a padlet (<http://padlet.com/SSIrvin/fl0dash15mpy>) to get their ideas down first, to prove producing strong work starts with brainstorming an idea. Writing is a process and so is the production of websites, editorials, ad designs, etc... We will then transfer them onto our website throughout the week. As students are exploring the World Wildlife Foundation, they will be searching for what interests they have with the environment. Any thoughts or initial ideas will be recorded on the padlet, hoping to support others' thoughts and collaboration between students.

What specific part of our environment is crucial to you?
What part of the environment do you think people should know most about?
Are you passionate about Ivory trade? Deforestation? Oceans?
What part of our environment is most important?
If we had the funds, what do you think our money should support first?

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Initially, the padlet will be an informal assessment. This is a place where students will record ideas and the teacher can easily assess student work and participation. Throughout the camp, the website will be an ongoing task and used as a formal assessment at the completion of the week. Students will have a chance to express themselves through editorials, informational articles, pictures, ads, etc... and describe how they can help balance the needs of the environment.

There will always be poachers and those who mistreat animals, but how can YOU make a difference in your community?

Teacher Cheat Sheet Day 1

<http://www.symbaloo.com/mix/steps>

Get to know you: If you could be an animal, what would it be?

What trait about that animal is unique?

What makes that animal special to you?

How would Earth's environment be different without you?

Video on United Streaming: Where have all the animals gone? Endangered Species segment

username: scscruggs

password: scr1311

Record 3 facts on post it

What conclusions can you draw after viewing those clips?

What animals are endangered?

Do you know of other animals that are endangered?

Why do you think animals become endangered?

How can you save endangered animals?

Visit www.wwf.org and look at different animals, select one that best represents ideas for camp. "InDangered"

What makes a good symbol for a company?

What colors are most eye catching?

What do you think makes a successful advertisement?

How can pictures represent ideas?

How can you capture our class mission in a symbol?

Website Exploration

World Wildlife Foundation

Brainstorm Ideas on padlet

www.winstonwf.weebly.com

What specific part of our environment is crucial to you?

What part of the environment do you think people should know most about?

Are you passionate about Ivory trade? Deforestation? Oceans?

What part of our environment is most important?

If we had the funds, what do you think our money should support first?

Discussion of balance

There will always be poachers and those who mistreat animals, but how can YOU make a difference in your community?

My Environment Brainstorming Workpage

YOU have a voice and it should be heard. As you begin forming your own opinions and ideas, it is time to express them for others to read. In order to make a difference in the world, people need to know what you're passionate about. With our lens as the environment, what gets you fired up? What can't you stand? How could you support the environment in your own town? How do you raise awareness? We've just hit the tip of the iceberg.

This week we are creating our own website for other environmentally friendly people to learn more and become active in their own community.

Using www.wwf.org as our foundation, we are creating our own website.

By the end of the week, www.winstonwf.weebly.com will be full of information from YOU!

Use this space below as well as our padlet www.padlet.com/SSIrvin/fl0dash15mpy to record your ideas. I'll give you some questions to start the engine!

What parts of the environment does the WWF support?

Which one do you think is the most important?

Which part of the environment do you know the least about?

Read several sections and record your central ideas here.

Section 1 Title _____

Facts:

Section 2 Title _____

Facts:

Which aspect of the environment do you think other people know the least about?

How can you raise awareness of this issue?

Which part of the environment would you like to focus on?

Record any other relevant facts below.

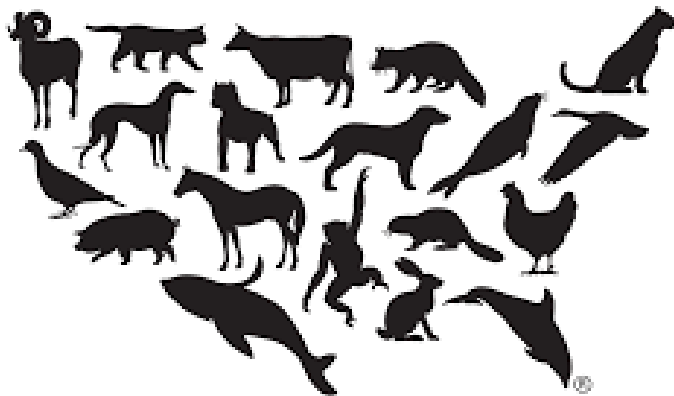


BEE an Advocate





HUMANE SOCIETY
INTERNATIONAL



THE HUMANE SOCIETY
OF THE UNITED STATES

TEACHER NAME		Lesson #
Irvin		2
MODEL	CONTENT AREA	GRADE LEVEL
	Language Arts	6-8
CONCEPTUAL LENS		LESSON TOPIC
Structure		Defining environmental needs
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>RI 7.2 Determine a central idea of a text. Provide an objective summary of the text.</p> <p>RI 7.5 Analyze the structure the author uses to organize a text.</p> <p>RI 7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>RI 7.8 Trace and evaluate the argument and specific claims in a text.</p> <p>W7.1 Write arguments to support claims.</p> <p>W 7.2 Write informative/explanatory texts to examine a topic and convey ideas.</p> <p>W 7.6 Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.</p> <p>SP 7.2 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL 7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
<i>Balance impacts the environment</i>		How can balance impact the environment?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<p>Students will learn about...</p> <p>Causes/effects of endangered animals</p> <p>The differences between endangered and threatened animals</p> <p>Facts about threatened animals</p> <p>How perspective affects understanding</p> <p>How photos can influence views</p> <p>The effects of humor</p> <p>How to summarize central ideas effectively</p> <p>Types of effective persuasion techniques</p>		<p>Students will be able to research, collect data, analyze data, organize data to create a website.</p> <p>Students will inform their audience about environment.</p> <p>Students will use persuasive writing to convince an audience.</p> <p>Students will understand the effect photos can have on an audience.</p> <p>Students will create website with effective website design according to targeted audience.</p>

GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<p>What is going on in the picture? What makes you say that? What else do you see in the picture? What are the differences between threatened, endangered, and extinct? There will always be those who mistreat animals, how can you help balance our environment? How can you inform others to assist the balance of the environment?</p>	<p>What animals did you see? Which ones were you surprised to know are endangered, or once was? What do you see in the picture that would indicate balance in the environment? What do you see in the picture that would indicate that the environment is unbalanced? What techniques does Joel use to appeal to his audience? Why do you think Joel uses humor in his photos? Why does Joel use black and white backgrounds? How does Joel's work give insight on his character and opinions? How does this show he is a contributor to balancing the environment? If you met Joel, what's one question you would like to ask him? What does Joel say is his message? What theme is displayed throughout Joel's presentation? What facts would you like to share with your audience? What is the most important fact you think people need to know about our environment? How can people make a difference? How do individuals affect the environment? How can people keep our environment balanced? What specific part of our environment is crucial to you? What part of the environment do you think people should know most about?</p>	<p>What facts would you like to share with your audience? What is the most important fact you think people need to know about our environment? How can people make a difference? How do individuals affect the environment? How can people keep our environment balanced? What specific part of our environment is crucial to you? What part of the environment do you think people should know most about? There will always be poachers and those who mistreat animals, but how can YOU make a difference in your community? How can YOU contribute to balance in your environment?</p>

	How does you specific section illustrate the importance of balance?	
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DIFFERENTIATION
(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
	<p>Students will arrive at conclusions in their own way through research, data collection, discussion, advertisements, etc... As they use their resources, they will have different opportunities to check for understanding through questions, partners, guided reading, etc... Students' abilities can be nurtured or stretched here.</p>	<p>Even though students will be working together on a final product, a website, they will have different formats to use to express their opinions or research. Students can display their ideas visually or create a form of writing. This could be an editorial or informative essay.</p>	

PLANNED LEARNING EXPERIENCES
(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect -This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

The photograph of Joel Sartore and the bears (pictured below) will be on display as students enter.

What is going on in the picture?
 What makes you say that?
 What else do you see in the picture?
 Students will hold a discussion about humor, photography and its uses.

What do you see in the picture that would indicate balance in the environment?
 What do you see in the picture that would indicate that the environment is unbalanced?

<http://animals.nationalgeographic.com/animals/>
 This website will be pulled up on computers as students enter and they will record which animals are endangered/extinct using the handout provided. It will be revisited later in the lesson.

Which animals were you surprised about their status?
 What interesting facts did you gather?
 What did you notice about balance of animals placed on the list?

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

As students view this video clip of photographer, Joel Sartore explaining his work and motives behind it, they will take notes on the film strip provided. The following questions will be listed for all to see to help spawn discussion following the video.

http://education.nationalgeographic.com/education/media/joel-sartore-capturing-endangered-species/?ar_a=1

- What animals did you see?
- Which ones were you surprised to know are endangered, or once was?
- What techniques does Joel use to appeal to his audience?
- Why do you think Joel uses humor in his photos?
- Why does Joel use black and white backgrounds?
- How does Joel's work illustrate his character and opinions?
- How does this show he is a contributor to balancing the environment?
- If you met Joel, what's one question you would like to ask him?
- What does Joel say is his message?
- What theme is displayed throughout Joel's presentation?

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Students have learned a lot about how pictures display an author's view. They will now have the chance to add more pictures, text, charts to help targeted audience understand the importance of balance in the environment. We will discuss the importance of each element to communicate opinions.

Students will continue working on their website. (www.winstonwf.weebly.com) They will use some of the information gathered today to add more details to their webpage.

Students will view this short video about website design to make sure their opinions are being addressed effectively to their audience. <https://www.youtube.com/watch?v=vLpgWcHamkg>

Next, students will make a list together of some qualities they noticed from our three example websites. We will discuss elements of our own website students would like to include.

- What is the most important thing to remember while designing your website?
- What attracts an audience to your article/picture?
- How do you give credit to another person's work?
- Using the three animal websites you've viewed, what are some similarities and differences and their design and layout?
- How does your specific section illustrate the importance of balance?

Elaborate—*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Using their newly acquired knowledge, students will continue to work on their website.

What facts would you like to share with your audience?

What is the most important fact you think people need to know about our environment?

How can people make a difference?

How do individuals affect the environment?

How can people keep our environment balanced?

What specific part of our environment is crucial to you?

What part of the environment do you think people should know most about?

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

The website (www.winstonwf.weebly.com) will be an ongoing task and used as a formal assessment at the completion of the week. Students will have a chance to express themselves through editorials, informational articles, pictures, ads, etc... and describe how they can help balance the needs of the environment.

There will always be poachers and those who mistreat animals, but how can YOU make a difference in your community? How can YOU contribute to balance in your environment?

Teacher Cheat Sheet Day 2

VTS with Joel's photo

What is going on in the picture?

What makes you say that?

What else do you see in the picture?

Students will hold a discussion about humor, photography and its uses.

What do you see in the picture that would indicate balance in the environment?

What do you see in the picture that would indicate that the environment is unbalanced?

Website Exploration of facts

<http://animals.nationalgeographic.com/animals/>

Use website to answer questions on worksheet

Which animals were you surprised about their status?

What interesting facts did you gather?

What did you notice about balance of animals placed on the list?

Use of photography to communicate opinions

What animals did you see?

Which ones were you surprised to know are endangered, or once was?

What techniques does Joel use to appeal to his audience?

Why do you think Joel uses humor in his photos?

Why does Joel use black and white backgrounds?

How does Joel's work illustrate his character and opinions?

How does this show he is a contributor to balancing the environment?

If you met Joel, what's one question you would like to ask him?

What does Joel say is his message?

What theme is displayed throughout Joel's presentation?

Website design

Watch video to help with tips

What is the most important thing to remember while designing your website?

What attracts an audience to your article/picture?

How do you give credit to another person's work?

Using the three animal websites you've viewed, what are some similarities and differences and their design and layout?

How does your specific section illustrate the importance of balance?

Students continue to work on website design

What facts would you like to share with your audience?

What is the most important fact you think people need to know about our environment?

How can people make a difference?

How do individuals affect the environment?

How can people keep our environment balanced?

What specific part of our environment is crucial to you?

What part of the environment do you think people should know most about?

There will always be poachers and those who mistreat animals, but how can YOU make a difference in your community? How can YOU contribute to balance in your environment?

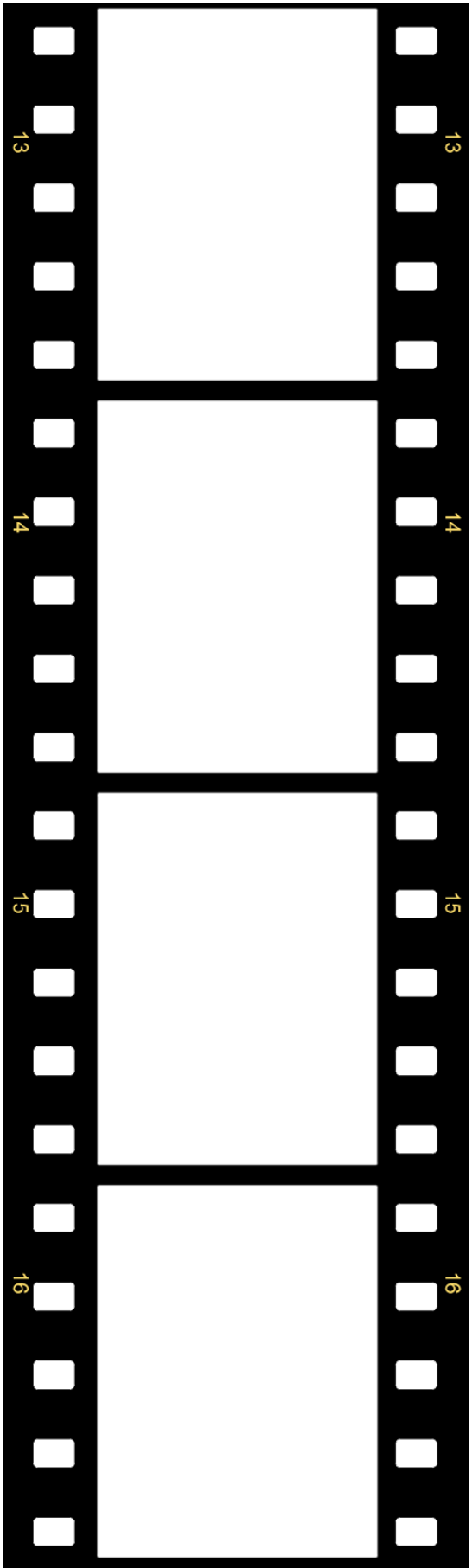


TEACHER NAME		Lesson #
Irvin		3
MODEL	CONTENT AREA	GRADE LEVEL
Project Based Learning-students have a real world assignment Visual Thinking Strategy- students view an image and respond	Language Arts	Middle grades
CONCEPTUAL LENS		LESSON TOPIC
Structure		Learning about Public Service Announcements Learning how to raise awareness for a cause
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		

RI7.1 Citing textual evidence to support analysis of what text says explicitly as well as inferences drawn from the text.

RI7.2 Determine central ideas in a text.

RI7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his/her position from that of others.



THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>	
<i>Balance impacts the environment</i>		How can balance impact the environment?	
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>	
<p>Students will define Public Service Announcement.</p> <p>Students will understand the art of persuasion.</p> <p>Students will learn about propaganda.</p> <p>Students will learn about target audiences.</p> <p>Students will learn how the author creates an ad dependent on intended audience. (author’s purpose)</p> <p>Students will define intended audience.</p>		<p>Students will recognize the difference between an advertisement vs. PSA.</p> <p>Students will view several PSAs and critique them.</p> <p>Students will identify persuasive techniques/propaganda in PSAs.</p> <p>Students will identify topic/cause they feel passionate about and be able to articulate reasons for this choice.</p>	
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding</i>			
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:	
<p>Explain if you think words or pictures impact the audience more.</p> <p>How does music affect the listeners’ mood?</p> <p>How do author influence their listener or viewer?</p> <p>How does music influence an audience?</p>	<p>Which persuasive technique influences the viewer more? Music? Pictures? Stats?</p> <p>What clues does the author give for intended audience?</p> <p>How does the author convey message/topic?</p> <p>Which PSA has the most impact? Why?</p> <p>What are some other topics that could have been included in the gallery walk?</p> <p>What facts are most important to appear in PSA?</p> <p>What are the differences between an advertisement and PSA?</p>	<p>Describe a topic/cause you feel passionate about. Why does this appeal to you?</p> <p>Which persuasive technique leaves a lasting impression?</p> <p>How can one person/one PSA make a difference to a cause?</p> <p>What makes a PSA effective?</p> <p>How does communication influence one’s perspective?</p> <p>There will always those who mistreat animals, but how can YOU make a difference in your community?</p>	
DIFFERENTIATION <i>(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.</i>			
Content	Process	Product	Learning Environment
	<p>The process is differentiated through questions teacher/peers ask. Teacher is asking for justification for student chosen propaganda choice as well as justification for intended</p>	<p>Product is differentiated due to student choice of PSA in nature of addressing a real world problem.</p> <p>Students have choice to extend PSA to real world</p>	

	<p>audience.</p> <p>Students also have the opportunity to self-evaluate their work as well as their peers.</p>	<p>applications. Students can submit to local legislatures, school officials, and many other educational contests.</p>	
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PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect -*This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

As students enter classroom, a controversial image is displayed. This image will be used for a visual learning experience so it must be dynamic, have objects open to interpretation, and evoke emotion. This image might connect to a later PSA topic that will be highlighted.



As facilitator of a visual learning experience, the teacher must validate all responses, repeat a student's response for others to hear, and really allow time (10-20 minutes) for students to make observations, inferences, and draw conclusions. This picture lends itself to many observations and inferences to be drawn.

Teacher should first ask students What they notice.

As students answer this question, teacher must ask what evidence they have for making those inferences. What is their claim?

The teacher must continue probing for observations until options are exhausted and a rich discussion has been facilitated. Teacher should add in questions to help students see ALL parts of the picture.

The element of emotion here, How does the picture make you feel?

When do you think this picture was taken?

How do you think the dog feels about the situation?

Why do you think a photographer captured this?

What message is being sent through this photograph?

How does the photographer feel about the situation? How do you know? How would the photograph be different if the photographer had different views?

The Visual Thinking Strategy can be used here to spawn ideas and a deep discussion as the lesson begins.

What is going on in the picture?

What makes you say that?

What else do you see in the picture?

The image above can easily be connected to legislation passed in several counties in North Carolina making it illegal to chain dogs. The coalition UnChain Winston is a perfect real world example to show

how one person's thoughts/words have power! There are many videos and information available to extend this discussion if interest/time allow. Since I am a part of this coalition I will show several videos and inform students this all started with one person's idea. We will discuss success stories and look at videos and pictures to show how people have affected the environment for dogs and families in a positive way.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Through a gallery walk, view several PSAs without discussion. After students have had a chance to view these PSA, hold a discussion about their observations.

The VTS questions can be revisited here to support students to think beyond the picture.

What are some common themes? How did the images persuade you?

Why do you think the author chose those topics?

What are some topics that could've been included in this gallery walk?

Teacher will enter ideas into a word cloud (Wordle) and see if students can use the main ideas to create their own definition of PSA. Discuss definitions and make sure group has similar working definition.

Students will now view 5-8 PSA in the form of commercials. (Some topics might include animal abuse, prescription drug abuse, domestic violence, eating healthy, etc... View my Symbaloo account to see some suggestions. <http://www.symbaloo.com/home/mix/13eP26NTfa>) Discussion should continue as students determine best persuasive techniques and how the author conveys message.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Teacher introduces topic passionate about and present facts. Students then use gathered facts and create simple PSA, billboard style, using previous discussion. Here is a ThingLink about Susie's Law, making it a felony to abuse dogs, created in Greensboro, NC

(<http://www.thinglink.com/scene/601461897547481089>) There is a video made about Susie's Law and a lot of information available to extend this discussion if interest/time allow. This website offers a lot of insight. (<http://www.susieshope.com/p/story>)

These resources will be used to discuss the power of one person affect the environment. An entire law is now written all because of one person and her dog.

Students record facts about topic in preparation for making their own PSA to appear on a billboard.

Teacher must offer insight on propaganda techniques. Students should be able to brainstorm some of these techniques just through a discussion about their observations of the previously viewed PSAs. A Power Point of propaganda techniques is attached as well as a notes version for students to record important key ideas.

How is propaganda designed to influence the viewer's perspective?

What techniques used in creating propaganda are intended to influence communication?

What choices do authors deliberately make?

Elaborate—*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Students will now create their own PSA for the Winston-Salem Humane Society. They are opening a new facility in the fall so students have a real audience and use for their work.

Students need time to research and plan. Students will use flow chart/story board organizer to organize thoughts and facts. They will then create their own PSA. A persuasive technique must be included and clues leading to an intending audience.

Forsyth Humane Society is expanding and they need YOU!

The Forsyth Humane Society is expanding and opening their new facility in just a couple months. You have been chosen to be a volunteer on opening day. Many people are coming from all over the community to investigate this new space. This is a perfect opportunity for animal lovers like you to inform the public of some new laws in Forsyth County. Susie's Law has recently been passed as well as the chain ordinance. Many people in our community are unaware of these changes and it is your job to inform them. Create a Public Service Announcement to inform them of the correct way a dog should be treated. Remember these community members come from all walks of life and have many different types of dogs so choose your tone, pictures, and message carefully. Your PSA needs to educate them as well as convince them about proper pet handling techniques. The board of officials at the Forsyth Humane Society greatly appreciates your help and will be in touch soon to approve your PSA for opening day.

You are the voice for your cause so make it impressionable. You have the power to change how someone thinks! You have the chance to express your thoughts visually and/or writing as well as show off what you've learned about persuading techniques and intended audience.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Using an assessment tool, students and teacher provide feedback. Students will use an audience check slip to grade their peers. Peers must be able to identify persuasive techniques and intended audience. Evaluators must also include one specific compliment.



Teacher Cheat Sheet Day 3

As students enter, picture is displayed and using VTS questions below students will discuss.

The element of emotion here, How does the picture make you feel?

When do you think this picture was taken?

How do you think the dog feels about the situation?

Why do you think a photographer captured this?

What message is being sent through this photograph?

How does the photographer feel about the situation? How do you know? How would the photograph be different if the photographer had different views?

The Visual Thinking Strategy can be used here to spawn ideas and a deep discussion as the lesson begins.

What is going on in the picture?

What makes you say that?

What else do you see in the picture?

Videos/information shown about UnChain Winston and Susie's Law

Gallery Walk

Students view other PSAs

What are some common themes? How did the images persuade you?

Why do you think the author chose those topics?

What are some topics that could've been included in this gallery walk?

Create working definition of PSA on Wordle

Use worksheet to gather ideas

PSA in action

View PSAs

View parts of propaganda PowerPoint

How is propaganda designed to influence the viewer's perspective?

What techniques used in creating propaganda are intended to influence communication?

What choices do authors deliberately make?

Which persuasive technique influences the viewer more? Music? Pictures? Stats?

What clues does the author give for intended audience?

How does the author convey message/topic?

Which PSA has the most impact? Why?

What are some other topics that could have been included in the gallery walk?

What facts are most important to appear in PSA?

What are the differences between an advertisement and PSA?

Begin on PBL, worksheet outlines assignment

Describe a topic/cause you feel passionate about. Why does this appeal to you?

Which persuasive technique leaves a lasting impression?

How can one person/one PSA make a difference to a cause?

What makes a PSA effective?

How does communication influence one's perspective?

There will always be those who mistreat animals, but how can YOU make a difference in your community?

Topic	Intended audience	Persuasive Technique Used	I like the way...

Name: _____

Image Gallery Walk: Use the space below to record some observations through your gallery walk. What are some things you noticed? What are some topics viewed? How did these images persuade you?

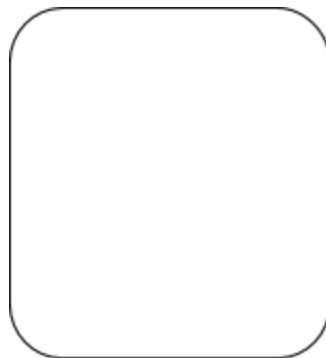
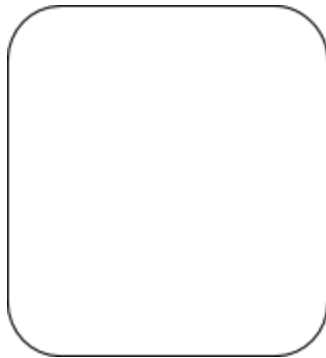
PSA, What does it mean anyway?

PSA is defined as:

What are some other topics you think are worthy of PSA?

As you view the PSAs, use each box to record your observations. Things to think about include:

- Persuasive technique(s)
- Intended audience
- Mood set by images, music, words



Use the space below to record some facts about Susie’s Law. This information will be highlighted in your own PSA. What is the most important information viewers should know?

Create advertisement to appear on a billboard on Interstate 40 that highlights an aspect of Susie’s Law.



TEACHER NAME		Lesson #
Irvin		4
MODEL	CONTENT AREA	GRADE LEVEL
Problem Solving	Language Arts	6-8
CONCEPTUAL LENS		LESSON TOPIC
Structure		Birds and their habitat
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>RI 7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (websites, pictures, etc...)</p> <p>SL 7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>L7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
Balance impacts the environment		How can balance impact the environment?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
Bird types in North Carolina Specific bird seed in which birds are attracted to Observations in nature lead to problem solving Definition of environment		<p>Identify a problem and find a solution</p> <p>Use their context of information to make inferences about surroundings.</p> <p>Hypothesize, collect data, and test.</p> <p>Students will design a bird feeder for birds in their community.</p>
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding</i>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
What does environment mean to you? How does your environment differ from someone else’s? What do you notice about the animals in each photo? How are the animals interacting with their surroundings?	What did you see that ignited a new idea? Did you encounter any problems when discussing your design? How can you improve the function of your feeder? What other types of birds might visit the feeder?	What were some challenges you faced? How could you improve the design of your bird feeder? How would your bird feeder need to change based on your surroundings? Would anything need to be

<p>If you could give each picture a caption, what would it be? How do you think each animal meets their basic needs? What are some natural instincts these animals have? Are they being satisfied?</p>		<p>changed based on the seasons? How does the bird feeder help balance the environment? How can you help balance the environment? There will always those who mistreat animals, but how can YOU make a difference in your community?</p>
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DIFFERENTIATION
(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
		<p>Each group will have access to the same materials, but they will produce very different bird feeders. There is not set pattern or guide.</p>	

PLANNED LEARNING EXPERIENCES
(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect -This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

Ask students to make some observations about the pictures below leading them to an animals' surroundings can greatly affect their behavior. In particular, animals native instincts can be nurtured by humans. How can you help balance the environment? Birds spend 1/3 of their day looking for food, and we can help!

What do you notice about the animals in each photo?
 How are the animals acting with their surroundings?
 If you could give each picture a caption, what would it be?
 How do you think each animal meets their basic needs?
 What are some natural instincts these animals have? Are they being satisfied?
 How do humans impact an animal's environment?
 Why are humans important to animals?

Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

<http://www.allaboutbirds.org/Page.aspx?pid=1179>
<http://www.southernstates.com/articles/wildbird-seed-types.aspx>
<http://feederwatch.org/learn/feeding-birds/>
http://www.humanesociety.org/animals/resources/tips/feeding_birds.html

After discussing some observations from the photographs, students will be given the attached task sheet to design a bird feeder to best suit the needs of the birds in their area. Before students begin to solve this problem, they must do some thinking. Students will brainstorm questions alone first on post it notes and then add to chart paper to compile class questions. Then students will get into small groups to discuss those questions and any insight they can offer from their own knowledge. This a problem based lesson, so therefore students should create the answers to their own questions. They must do some research about birds in their area first taking note of species, food, surroundings, etc...

What types of birds are in your area?
 What kind of food would those birds eat?
 How will the bird feeder function?
 What design will best serve those birds?
 How will the bird feeder be available for the birds?

After research and data collection is complete, students will meet back in groups to discuss their findings. The previous questions can be revisited if necessary to help spawn more thinking and encouraging students to have a plan. This is where sketching might be helpful to decide what types of materials might be necessary to solve their problem.

What must your bird feeder have?

What types of seed is recommended for your birds?

What is the method of delivery for the birds? Will your bird feeder hang? Will it be placed somewhere?

How will the decisions by humans affect the wildlife?

Now it is time to build! Teacher will have a variety of materials available for student use. Things can include, but not limited to, chain, milk cartons, bottles, wood strips, pipe cleaners, Tupperware, milk jugs, sunflower seeds, peanuts, etc... Students will partner up in groups to build bird feeder testing their theories and confirming their data.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Students must share their bird feeder to the group and explain the significance of each piece. Students must make connections to use of materials with need of the birds.

Elaborate—*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

After students listened to each other, they can go back to their groups and add missing parts to their feeder if necessary.

What did you see that ignited a new idea?

Did you encounter any problems when discussing your design?

How can you improve the function of your feeder?

What other types of birds might visit the feeder?

Teacher could also introduce the idea of bird predators or other animals who also like bird seed, peanuts, and sunflower seeds. Students could attempt to “squirrel proof” their feeder by discussing further designs and complications.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Students will be graded based on a rubric that will have had access to at the beginning stages. Participation, functionality, effectiveness for their area and design will be graded on a 4 point scale.

Teacher Cheat Sheet Day 4

Pictures displayed as students enter and make connections

What do you notice about the animals in each photo?

How are the animals acting with their surroundings?

If you could give each picture a caption, what would it be?

How do you think each animal meets their basic needs?

What are some natural instincts these animals have? Are they being satisfied?

How do humans impact an animal's environment?

Why are humans important to animals?

Bird discovery, using websites and worksheet

What types of birds are in your area?

What kind of food would those birds eat?

How will the bird feeder function?

What design will best serve those birds?

How will the bird feeder be available for the birds?

Building Feeder

What must your bird feeder have?

What types of seed is recommended for your birds?

What is the method of delivery for the birds? Will your bird feeder hang? Will it be placed somewhere?

How will the decisions by humans affect the wildlife?

What did you see that ignited a new idea?

Did you encounter any problems when discussing your design?

How can you improve the function of your feeder?

What other types of birds might visit the feeder?

There will always those who mistreat animals, but how can YOU make a difference in your community?

Finalizing website design







Did you know birds spend 1/3 of their day searching for food? This amount of time changes based on weather, food availability, food type, and many other conditions. Wouldn't it be powerful if you could affect their environment in a positive way? You can help balance the environment in your own backyard! Please help the birds in your area have more access to food. Create a bird feeder to assist them.

Questions to think about:

Need to knows:

Research findings:

What do you need?

Draw a plan of your feeder.



Birdfeeder

CATEGORY	4	3	2	1
Plan	Plan is neat with clear measurements and labeling for all components.	Plan is neat with clear measurements and labeling for most components.	Plan provides clear measurements and labeling for most components.	Plan does not show measurements clearly or is otherwise inadequately labeled.
Modification/Testing	Clear evidence of troubleshooting, testing, and refinements based on data or scientific principles.	Clear evidence of troubleshooting, testing and refinements.	Some evidence of troubleshooting, testing and refinements.	Little evidence of troubleshooting, testing or refinement.
Construction -Materials	Appropriate materials were selected and creatively modified in ways that made them even better.	Appropriate materials were selected and there was an attempt at creative modification to make them even better.	Appropriate materials were selected.	Inappropriate materials were selected and contributed to a product that performed poorly.
Function	Structure functions extraordinarily well, holding up under atypical stresses.	Structure functions well, holding up under typical stresses.	Structure functions pretty well, but deteriorates under typical stresses.	Fatal flaws in function with complete failure under typical stresses.

Score: ____/16

Comments:

Student(s) Names: _____

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National Geographic provides a plethora of information about animals and their habitats.

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The Humane Society of the United States : The Humane Society of the United States. Retrieved August 6, 2015, from <http://www.humanesociety.org/>

This provides a wealth of information about abused animals and advocates for change.

Joel Sartore - National Geographic Photographer and Speaker. Retrieved August 6, 2015, from <http://www.joelsartore.com/>

This photographer has devoted his work to raising awareness about animals and their habitat.

Padlet is the easiest way to create and collaborate in the world. Retrieved August 6, 2015, from <http://www.padlet.com/>

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Start Engaging Your Entire Classroom. Retrieved August 6, 2015, from <http://www.peardeck.com/>

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Website built to educate about animals and their habitats

Welcome to Discovery Education | Digital textbooks and standards-aligned educational resources. Retrieved

August 6, 2015, from <http://www.unitedstreaming.com/>

A collection of educational videos

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Weebly lets students design a website to inform and educate others