

Lesson Plan: Women in World War II: MiniQuest

Problem Statement

Will a unit on what roles women played in WWII that focuses mostly on computer and Internet activities be more successful in an assessment than they have on previous lessons that were not computer related?

Learner Characteristics

The students in Miss Zajac's 5 classes are eighth graders who were on the same team together last year (with the exception of some new students). She has many ESL students (as does the entire school); therefore, many are slower because of the language barrier. She also has three students involved in our "retention prevention" program; they are in this program because they have exhibited behaviors that have started them on the road to failing. Not all the students have computers at home, and many of the students are lacking in basic computer and searching skills. Only eight of Miss Zajac's students (out of over 100) are currently failing or getting a D. Miss Zajac has observed that her students need organization, a variety of activities to cater to the varying learning styles. She also has observed that most of her students respond to visuals when she teaches.

Goal

To use the a variety of Internet web sites to learn about the various roles women played in World War II

Objectives

1. Students will be able to access a variety of Internet web sites given by the teacher.
2. Students will "cut and paste" information found in a website and put into a word processing document.
3. Students will be able to download a document to print.
4. Students will understand how women contributed during WWII.
5. Students will analyze and evaluate the information found within websites to identify which role they would have chosen to be in WWII.

Learning Methods and Strategies

1. Lecture based (Anticipatory set by teacher to link previous WWII lessons with upcoming lesson)
2. Individual self-study
3. Inquiry based problem (Answering an Essential Question posed by teacher)
4. Guided Learning

Material List

1. Computers with Internet access for each student
2. Internet web page of MiniQuest assignment
3. LCD Projector for demonstration
4. Worksheet and Rubric to be downloaded

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Activities

1. The teacher will introduce the lesson by connecting it to the previously taught lesson on America's Homefront during WWII.
2. Students will log on to computer and access MiniQuest website.
 - a. The activities are all listed in one website. This will hopefully be linked from our library web page. If we cannot get that working, I will use www.myprojectspage.com.
3. Students will read Introduction and download the project worksheet and rubric.
 - a. Students also have the option of transferring the information into the document on line via cutting and pasting.
4. Students will work individually, with teacher and librarian facilitating, as they navigate through the websites to find the information needed.
5. After completing the worksheets, students will write the essay in a word processing document listed at the end of the MiniQuest

Assessment

See Rubric below.

Learning Standards

National Educational Technology Standards

- Standard 2-1: Students practice responsible use of technology systems, information, and software.
- Standard 5-1: Students use technology to locate, evaluate and collect information from a variety of sources.
- Standard 6-1: Student use technology resources for solving problems and making informed decisions.

Information Literacy Standards from Information Power

- Standard 1: The student who is information literate accesses information efficiently and effectively.
- Standard 2: The student who is information literate evaluates information critically and competently.
- Standard 3: The student who is information literate uses information accurately and creatively.

Illinois State Board of Education Standards

- 16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.
- 18.B.3a Analyze how individuals and groups interact with and within institutions (e.g., educational, military).
- 18.C.3a Describe ways in which a diverse U.S. population has developed and maintained common beliefs (e.g., life, liberty and the pursuit of happiness; the Constitution and the Bill of Rights).
- 18.C.3b Explain how diverse groups have contributed to U.S. social systems over time.

East Maine School District 63 Learners Benchmarks

(Social Studies Benchmarks are currently being worked on, so I'm including the Technology Benchmarks for 8th grade. The numbers in brackets refer to the National Educational Technology Standards – NETS.)

- Students will understand the advantages and disadvantages of using the computer and the Internet for data retrieval and information access. [4, 5, 6]
- Students will discuss privacy policies and copyright regarding Internet web sites. [2]
- Student will begin to evaluate validity, point of view, and bias when using information from electronic sources. [2, 4, 5, 6]

Rubric: Women in WWII MiniQuest

	4 points	3 points	2 points	1 point
Participation	Used time effectively Always	Used time effectively Often	Used time effectively Sometimes	Used time effectively Never
Worksheets	All topics are completed. Answers are written in complete sentences.	4-5 topics are completed. Answers are written in complete sentences.	3-4 topics are completed. Answers are written in complete sentences.	2-3 topics are completed. Answers are written in complete sentences.
Writing	The question is clearly answered, the essay refers back to online resources or the worksheets, details are used for description, the essay flows	The question is answered, the essay somewhat refers back to online resources or to worksheets, some details are used for description, the	The question is vaguely answered. The essay does not really refer back to online resources or to worksheets, the essay is organized but	The question is not answered. The essay does not refer back to the resources. The writer lacks the ability to communicate thoughts in

	logically, correct grammar is used, mechanics and spelling is good.	essay has somewhat of a logical flow, grammar, spelling and mechanics are good.	not very clear, few details, the logic is difficult to follow, there are many errors in grammar, mechanics and spelling.	writing.
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Teaching Results

We began this lesson on a Monday. The students were in the middle of the WWII unit. On the first day, students were introduced to the lesson on MyProjectPages.com. After discussing the questions to get them thinking about the roles women played in WWII, I then introduced the task. They would be reading through several websites pertaining to six different roles women played in WWII. For each on the roles, the students would have to answer three questions. They were given these in the task section of the lesson and also in worksheet form. The students were told to read the websites and take notes. After reading all the websites for one role, they should then write a cumulating answer for their worksheet and write it out using complete sentences. I then explained to them the final product; they would write an essay (one page, double-spaced, 12 point font) on which role they'd want to have during WWII as a woman and why. (This received several groans from the boys and chuckles from the girls.) We then went over the rubric and let them work.

Many students seemed to understand without difficulty the tasks at hand. They began working immediately and seemed to enjoy being actively involved with the computer and reading the websites. Many of the students had a hard time following the directions to take notes on all the websites in one section, and then write an answer on the worksheet that incorporated information they found overall. I think they're too used to searching for the "one right answer"; they didn't quite understand the idea of fusing answers together based on all websites. Many wrote on their worksheets, but not in complete sentences, so we gave out a few extra worksheets. As they worked, I evaluated the websites further, watching them read and navigate through them, and decided a couple websites really didn't have what I was looking for. They were good sites, but not for this lesson. I took them out of the project. A few students didn't fall into reading through the websites as easily. "I don't get it!" "This is hard!" I tried to explain that this was the same as if we assigned pages in a book. The collaborating teacher and I believe that many of them were just lazy. She said that these students who were complaining did the same no matter what the assignment was.

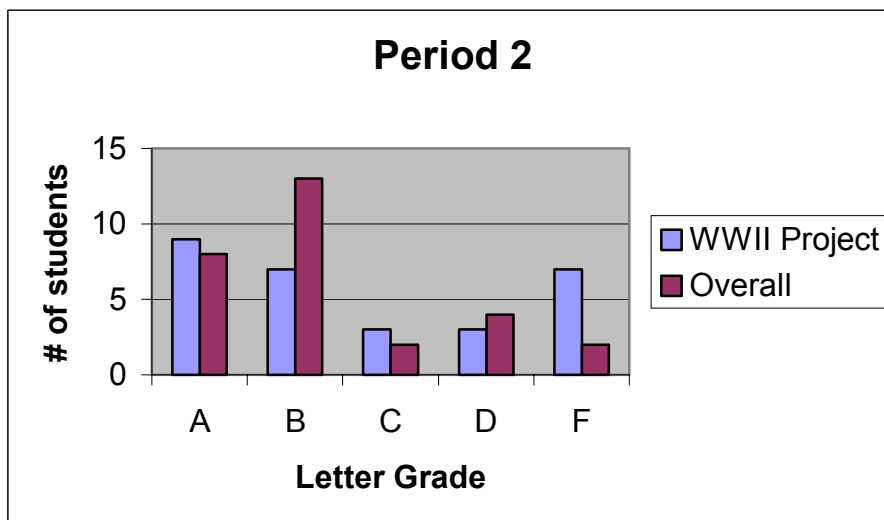
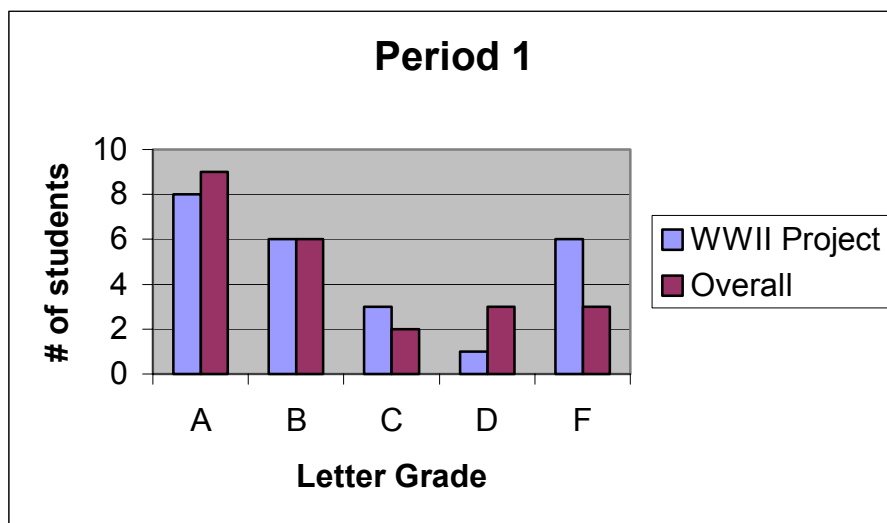
The students had two days in the library, Monday and Tuesday, on the computers to read through the websites and fill out the worksheets. They could work on this outside of class time. On Wednesday, the students could begin writing their essay on the computers. It wasn't due until Friday.

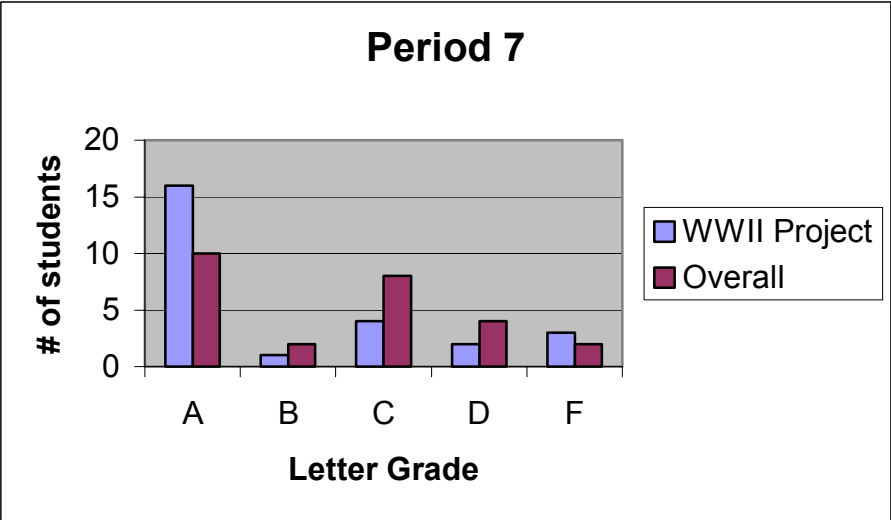
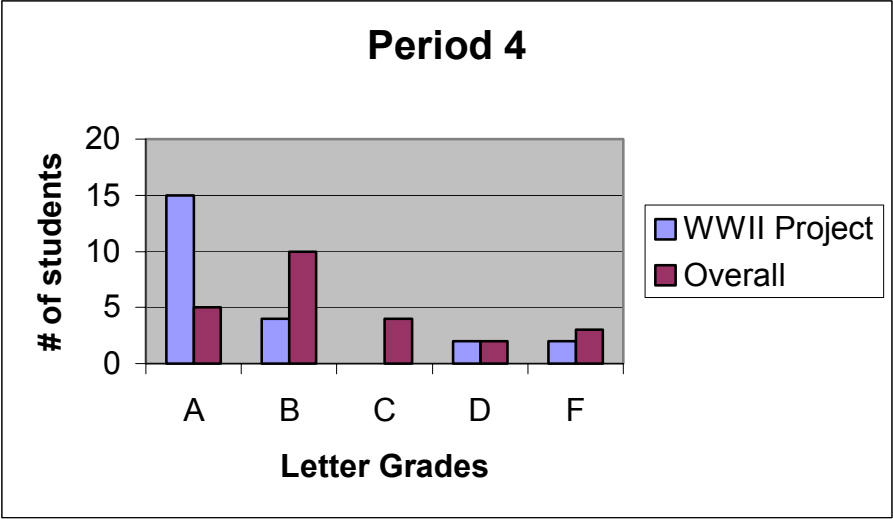
Many of the students were bogged down on how long the essay had to be; they weren't quite as concerned about content. While reading a few of them in draft stage, I saw some of the students had chosen a role, and were giving details about the role, but they had a difficult time explaining why they would want to be in that particular role. I'm not sure if it was a failure of the websites giving them enough information to go on (though I would not want them to look through many more sites), or if they just weren't thinking the right way. I'm still thinking about

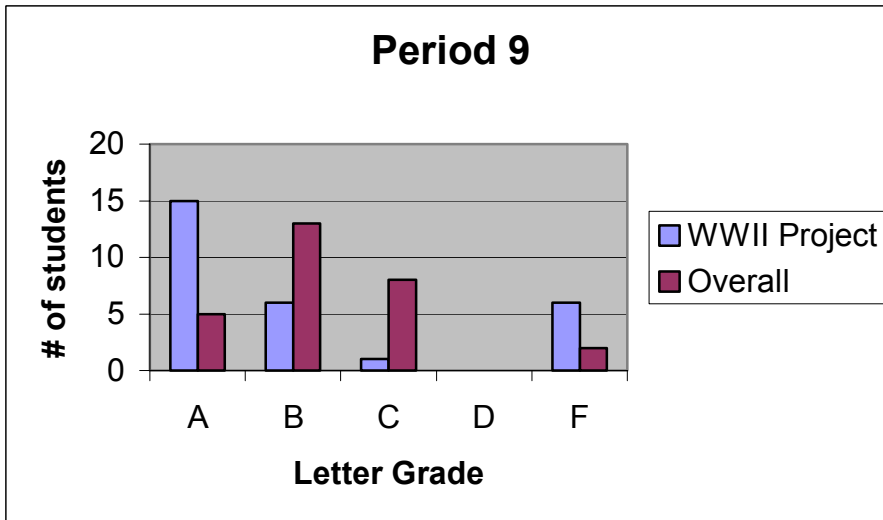
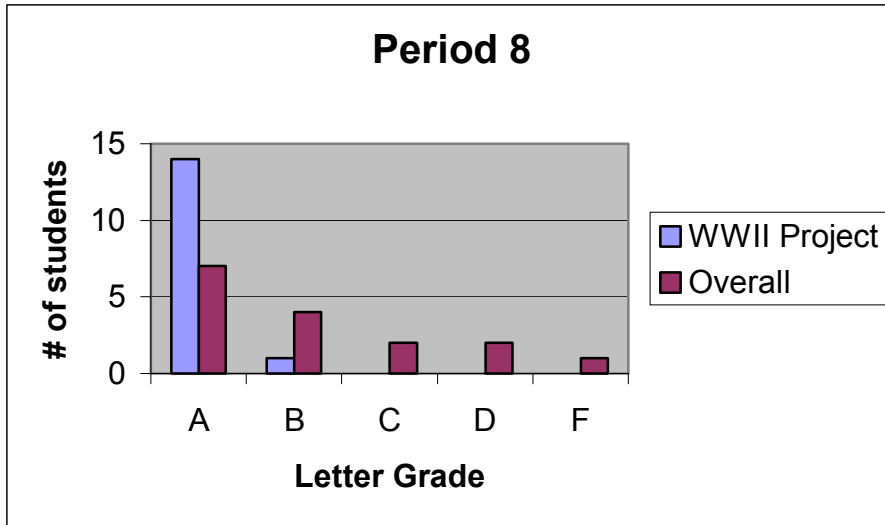
how I might have phrased the question differently or what other kinds of prompts I could have given them to aid in this assignment.

Overall, I think this was a successful first try at a MiniQuest. It gave me a taste of what is involved in putting something like this together with a teacher. It also gave me ideas for other MiniQuests. Finally, and most importantly, doing this lesson online gave the students a chance to experience engaged learning. They were able to use the Internet to find information. The next step is for the students to learn about good searching and evaluating techniques to find information on their own.

(See graphs below)







Period 8 also has 6 Special Education mainstreamed students whose grades are not included in the graph because they do not have an overall grade. These 6 students' grades were 2 A's, 3 B's and 1 D.

Period 1

Student	WWII	Overall
1	A	A
2	B	C
3	B	A
4	C	F
5	B	A
6	A	B
7	F	F
8	A	B
9	F	F
10	F	D
11	D	B
12	A	A
13	F	D
14	C	B
15	B	A
16	A	B
17	A	D
18	A	A
19	F	C
20	C	B
21	A	A
22	B	A
23	B	A

Period 7

Student	WWII	Overall
1	F	F
2	A	A
3	A	C
4	A	B
5	B	C
6	A	A
7	F	D
8	A	A
9	C	C
10	A	A
11	A	B
12	A	A
13	C	D
14	A	A
15	A	A
16	D	D
17	C	C
18	D	C
19	C	C
20	A	A
21	A	A
22	A	C
23.	A	D
24	F	F
25	A	A
26	A	C