Lesson Plan Title:

Life-long Leadership: Social Injustice Part Two

Grade Level:

8th

Subject:

Leadership Elective

Concept/Topic:

Leadership/Social Injustice

Rationale:

Last week, students researched their social injustice and began creating their podcast that justified why they chose that particular social injustice. This week they will continue to work on their podcasts by enhancing the track by means of adding sound effects, jingles, or music. Lastly, they will collaborate with their Wisconsin partners via Skype and begin working on their final products for their social injustice.

General Goals:

Students will learn how to add social features to their podcasts. They will begin working on their final presentations for their social injustice utilizing some form of technology. Lastly, students will continue to Skype with the Wisconsin Leadership class to collaborate with one another.

Specific Objectives:

Students will be able to:

1. Enhance a podcast by adding sound effects, jingles, or music by utilizing GarageBand.
2. Critique their peer’s podcast.
3. Utilize technology to collaborate with students from a different school about their social injustice presentations.
4. Utilize technology to present their final product which is to spread awareness about their social injustice.

New Jersey Core Curriculum Content Standards Addressed:

Technology

Technology Operations and Concepts

8.1.8.A.3: Create a multimedia presentation including sound and images.

Creativity and Innovation

8.1.8.B.1: Synthesize and publish information about a local or global issue or event on a collaborative, web-based service (also known as a shared hosted service).

Communication and Collaboration

8.1.8.C.1: Participate in an online learning community with learners from other countries (or states) to understand their perspectives on a global problem or issue, and propose possible solutions.

Digital Citizenship

8.1.8.D.1: Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.

Critical Thinking, Problem Solving, and Decision Making

8.1.8.F.1: Use an electronic authoring tool in collaboration with learners from other countries (or states) to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.

Technological Citizenship, Ethics, and Society

8.2.8.C.2: Compare and contrast current and past incidences of ethical and unethical use of labor in the United States or another country and present results in a media-rich presentation.

21st Century Life and Careers

Critical Thinking and Problem Solving

9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

9.1.8.A.2: Implement problem-solving strategies to solve a problem in school or the community.

Creativity and Innovation

**9.1.8.B.2:** Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.

Collaboration, Teamwork, and Leadership

9.1.8.C.1: Determine an individual’s responsibility for personal actions and contributions to group activities.

9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

9.1.8.C.3: Model leadership skills during classroom and extra-curricular activities.

Cross-Cultural Understanding and Interpersonal Communication

9.1.8.D.3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

Accountability, Productivity, and Ethics

9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

9.1.8.F.2: Explain how rules, laws, and safety practices protect individual rights in the global workplace.

**Required Materials:**

* Teacher computer/laptop with internet access
* Bretford Mobility Cart 20 (for MacBooks)
* Headphones
* GarageBand Application
* Classroom set of iPads (20)
* Skype [www.skype.com](http://www.skype.com)
* Timer
* Teacher sample podcasts
* Final presentations handout
* Podcast rubric
* iTunes Library

Technology Integration:

The students will utilize GarageBand to enhance their podcast by adding sound effects, jingles, or music from an iTunes library. GarageBand is an application that allows people to create music or podcasts. Next, students will have another Skype session with the Wisconsin Leadership class to collaborate about their social injustice presentations. Lastly, students will begin working on their final presentations utilizing a form of technology.

Anticipatory Set (Lead-In):

Students will hear two podcasts created by the teacher. One podcast will be a plain audio recording. The other podcast will have the audio recording; however, there will be music and special effects added into the podcasts. Teacher will poll the class to see which one sound better. *Students should choose the second podcast because the music and special effects makes the podcast sound better.* Teacher will proceed with the lesson.

**Day One**

1. Utilize anticipatory guide.
2. Teacher will explain that during the previous lesson they learned how to create podcasts using the GarageBand application on the MacBooks. Today, they will learn how to add sound effects, jingles, and music from iTunes.
3. Teacher will pass out the MacBooks from the Bretford Mobility Cart. Once everyone has received a MacBook, students will be instructed to go to the GarageBand application. They will do this by clicking *Launchpad* which is located on the dock. Then clicking *Garageband*. (*Be sure to give each student the MacBook they worked on last week because their podcast is saved to that particular MacBook*.)
4. Next, they will click on Recent Projects and select the name of their podcast and click *choose*. Their podcasts will appear.
5. Teacher will instruct the students to go to the lower right hand corner of the screen where they will see three icons *Loops, Track Info,* and *Media*. They will click on the *Loops* icon.
6. Teacher will explain that here they will be able to browse all sound effects and jingles and decide which one they will like to add to their podcast. They can preview the sound effects and jingles by just clicking on them.
7. After they have browsed through the sound effects and jingles and found the one they like, they can click and drag the sound to the track window and move it wherever they would like. The sound effect or jingle will be turned into a track in the Track window. The jingle can be looped by clicking the jingle. The students will see a circular arrow and they can drag it across the track window to match the length of their podcast.
8. To preview the podcasts with the sound effects or jingles, the students will click play and listen to the podcast. They will have time to edit their podcasts after the tutorial. To delete the sound effects or jingle, the students can simply click on the sound effects or jingle in the Track window and hit delete.
9. Teacher will explain that now that they learned how to add sound effects and jingles, they will learn how to add music from iTunes.
10. Students will go back to the lower right hand corner of the screen where they saw the three icons *Loops, Track Info,* and *Media*. This time they will click on the *Media* icon.
11. In the top right hand corner, they will see three icons labeled *Audio, Photos,* and *Movies*. They will click on *Audio* and select *iTunes*. (Sample songs were previously added to each iTunes Library on the MacBooks by the instructor.)
12. Students will be instructed to search through the library and find a song they would like to add to their podcasts.
13. Once they found the one they like, they can click and drag the song to the track window and move it wherever they would like. GarageBand will convert the song into the podcast and add a track for the song in the Track window.
14. To delete the sound effects or jingle, the students can simply click on the sound effects or jingle in the track window and hit delete.
15. Again, to delete the song, the students can simply click on the song in the Track window and hit delete.
16. Students can edit their podcasts for the remainder of the period. They will be allowed to solicit advice and have their peers listen to the podcast.
17. Teacher will collect the MacBooks from students and return them to the Bretford Mobility Cart.
18. Teacher will inform the students that they will upload the podcasts to iTunes and begin working on their presentations of their social injustice. Students must bring in all notes (Cornell notes, note cards, etc.) about their social injustice.

**Day Two**

1. Teacher will introduce today’s lesson. Students will listen to one another’s podcast. Students will also begin working on their presentations of their social injustices. First, they will upload their podcasts to iTunes.
2. Teacher will pass out the MacBooks from the Bretford Mobility Cart. Once everyone has received a MacBook, students will be instructed to go to the GarageBand application. They will do this by clicking *Launchpad* which is located on the dock. Then clicking Garageband. (*Be sure to give each student the MacBook they worked on yesterday because their podcast is saved to that particular MacBook*.)
3. Next, they will click on *Recent Projects* and select the name of their podcast and click choose. Their podcasts will appear.
4. Teacher will instruct students to go to *Share* at the top of the screen and click on *Send Podcast to iTunes*.
5. An icon will appear. Students will put their first and last name where it says *iTunes Playlist* and go to the bottom of the icon and click *Share*.
6. The podcast will appear in the iTunes library under their Name.
7. Teacher will inform the students that now they have officially published their own podcast. They will link up with two peers, listen to their podcasts, and share their critique.
8. Next, teacher will introduce the next component of their social injustice project.
9. Students will work on their presentations for their social injustice. How they will present their product will be up to them. (*They can use Prezi, PowerPoint, Digital Storytelling, Speech, Brochure, etc.*)
10. Teacher will hand out a sheet that outlines the requirements for their presentations. (*Teacher has display boards and art supplies for those students who wish to use the 3D display as their final product.)*
11. Teacher will pass out iPads so students can collaborate with their partners in Wisconsin via Skype about how they would like to present their social injustice. They will have about 20 minutes to collaborate with their partners. (*Those without media release forms will leave the classroom and return when the videoconferences are finished*.)
12. After the videoconference, students will continue to use their MacBooks to work on their final presentations.
13. Students will begin to work on their presentations until the end of the period.
14. Teacher will provide assistance to students when necessary.
15. At the end of the period, teacher will collect the MacBooks and supplies. Teacher will inform students that during the next class meeting they will work on their presentations. Teacher will encourage students to work on their presentations at home as well.

**Day Three**

1. Teacher will inform students that today they will be continuing to work on their presentations. They will be presenting next week.
2. They will continue to collaborate with the Wisconsin students via Skype while working on their presentations.
3. In this process, students will utilize the iPads and MacBooks and/or anything other products they will need for their presentations. The students will work on their products and through the iPad can show their Wisconsin partners their work and vice versa. (*Students without media release forms will work on their presentations in another classroom*.)
4. The students will be allowed to work on their products for the remainder of the class period.
5. Teacher will offer assistance where needed.
6. At the end of the period, teacher will collect the MacBooks, iPads, and other supplies.
7. Students will be informed that they need to begin thinking about their reflection because that will be due after their presentations next week.

Closure (Reflect on Anticipatory Set):

Teacher will explain that podcasting helps students communicate with one another and with others outside of the classroom. Their work and ideas can be shared with the world through podcasts, i.e., the students in Wisconsin. Lastly, their social injustice presentations are supposed to spread awareness about the topic and provide ways to end it.

Assessment Based on Objectives:

Students will be assessed on their podcasts by the teacher and their peers. Teacher and peers will follow a rubric to assess how well the students delivered their podcasts and how they incorporated the sound effects, jingle or music into the podcast. The students will continue to be assessed on how well they work together with one another and the students from Wisconsin. Teacher will assess if the students are utilizing “synergy.”

Modifications for Students with Disabilities:

Students with IEPs (Individualized Education Plans) or a 504 plan will have modifications based on their needs. Assistive technology will also be provided for those who need it. The classroom website was given an accessibility check through WAVE, a web accessibility evaluation tool, and no errors were detected. The iPads have accessibility tools for students who have impairments in the area of vision, hearing, physical, and motor skills.

ED (Emotional Disturbance)

Student will be receiving positive reinforcement for when they behave appropriately and all objectives and rules will be given to the students prior to the lesson in order to provide them a predictable learning environment to foster their learning.

LD (Learning Disability)

Students who are receiving services based on their needs will have the aid of being taught the lesson by the Teacher, a Resource Teacher, or a Teacher’s Assistance. For example, a student who has a learning disability in reading will receive an audio version of the lesson previously recorded by the Teacher inclusive of all objectives and procedures of today’s lesson.

MR (Mental Retardation)

Students diagnosed with this condition will be given this lesson and provided services to access the information and be taught it at their pace.

OI (Orthopedic Impairment):

Students will be pulled out for instructional services on an “as needed basis” or receive in-class support depending on the severity of the impairment.

OHI (Other Health Impairment):

Students with a health impairment such as attention deficient hyperactivity disorder will be given breaks during the lesson when needed. To engage all students, especially a student with ADHD, the teacher will shift gears and offer variety with the lesson to keep everyone engaged.

Bibliography

Billhamlin08. (2009, May 9). Adding Music to Your Podcast. Retrieved April 22, 2012, from <http://www.youtube.com/watch?v=Mr5YvdfeeNQ&feature=endscreen>

Billhamlin08. (2009, May 9). Adding Sound Effects to Your Podcast. Retrieved April 22, 2012, from <http://www.youtube.com/watch?v=E69xwrHN9X4&feature=relmfu>