

**CODE/MOE/UOIT Makerspaces Project**

**Lesson Plan: Grade 3 Social Studies & Language Arts:**

 **Living and Working in Ontario: Green Screen Presentation**

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| **BIG IDEAS:**The natural features of the environment influence land use and the type of employment that is available in a region.Human activities and decisions about land use may alter the environment.Human activities affect the environment, but the environment also affects human activities.**Lesson Objectives: Students will work collaboratively to make a Green Screen oral presentation that shows learning of variety of concepts about the major landform regions of Ontario.****Curriculum Expectations:****Social Studies** * **B1. Application: demonstrate an understanding of some key aspects of the interrelationship between the natural environment, land use, employment opportunities, and the development of municipal regions in Ontario (FOCUS ON: *Interrelationships; Patterns and Trends*)**
* **B2. Inquiry: use the social studies inquiry process to investigate some of the environmental effects of different types of land and/or resource use in two or more Ontario municipal regions, as well as some of the measures taken to reduce the negative impact of that use (FOCUS ON: *Cause and Consequence; Perspective*)**
* **B3. Understanding Context: describe major landform regions and types of land use in Ontario and some of the ways in which land use in various Ontario municipalities addresses human needs and wants, including the need for jobs (FOCUS ON: *Significance*)**
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**Language** **2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;**  |
| **Learning Goals:**“We are learning to take our information that we learned about Ontario’s Landform Regions and present it orally using green screen technology.” | **Success Criteria:** “We will be successful when we present our learning in video format with appropriate Green Screen backgrounds of topics they are speaking about.”Co construct together- the agreed upon topics that will presented (e.g., all 3 regions-Canadian Shield, Hudson Bay Lowlands, Great Lakes & St. Lawrence Lowlands, or just 1 region)- criteria for good oral presentations (e.g., volume pace, eye contact)- appropriate backgrounds |
| **Lesson Overview:**This lesson is more of a process whereby students will learn how to use green screen technology to present previously gathered research information on their social studies topic on Living and Working in Ontario. |
| **Materials and Technology:** * paper, pencils, graphic organizers for collecting research information
* social studies texts or online sites for research purposes (e.g. [Nelson Social Studies](http://www.nelson.com/nelsonsocialstudies/#tab-684975e506927b4b34f)
* Green Screen (can be made out of a [plastic table cloth kelly green in colour](https://www.walmart.com/ip/forest-Green-Plastic-Table-Cover-108-x-54/35760234) and a [presentation display board](http://www.staples.ca/en/Presentation-Boards/cat_CL214987_2-CA_1_20001) , a green lego wall also works as a green screen, or simply find a [green screen background](https://forums.unrealengine.com/attachment.php?attachmentid=66859&d=1448097936) on the internet to be shown on the smart board.
* iPads (1 per pair of students) with [DoInk Green Screen app](https://itunes.apple.com/ca/app/green-screen-by-do-ink/id730091131?mt=8)
* [Green Screen Tutorial](http://www.doink.com/tutorials/)
* smart board
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| **Student Accommodations/Modifications:** * **Students can use text-voice technology on iPads when researching online information**
* **Students can use voice-text technology when gathering research**
 | **Lesson will be differentiated by:*** **Content, specifically: fewer topics**
* **Environment - Depending on how many green screens and iPads that are available, the activities might need to be formatted into a centre type activity**
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| **MINDS ON: Getting Started (40 minutes)** |
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| **Teacher asks a volunteer student: If you could go anywhere in the world, where would you go? (Generate an example of a setting- e.g., Disney World. Teacher finds a background photo on an iPad with DoInk Green Screen and inserts it into the app followed by taking a picture of the volunteer student in front of the green screen to explicitly show the effect of Green Screen Technology.****Students partner up, view the tutorial on how to use Green Screen and explore using their own ideas for backgrounds and practise informal presentations.****Airplay share some examples of students’ warm up projects on the smartboard.** **Discussion can take place about appropriate background photos and where students should stand in front of the green screen for maximum exposure.****(Students can be encouraged to try photographs and videos).** |
| **ACTION: Working on it (2-3 40 minute periods)** |
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| Tell students that they will be organizing their research on their Ontario regions into an oral presentation that they will present using the Green Screen technology. Co construct success criteria/ rubric that will be used to assess the project. While students will be creating their own videos based on their own research, they will be working in partners to video each other. As students are working, circulate to ensure that students are focusing on including quality content based on the criteria and not just fun technology.Ask them why they chose certain backgrounds to help guide them to matching their oral content with their backgrounds.Extension: Multiple videos can be made using different background and connected together using iMovie app. |
| **CONSOLIDATION: Reflecting and Connecting 2 40 minute periods** |
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| Once students are finished video recording their presentations, have them work together with the criteria to peer assess each other’s work. Re-record revisions. Students share their videos with the class by airplaying to the smartboard. |