



DYNAMIC INSTRUCTIONAL DESIGN MODEL
UNIT: BIOGRAPHIES
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DID MODEL: BIOGRAPHIES

Step 1: Know the Learners

The students are eleventh grade middle-class students with limited ethnic diversity. There are 18 white students, and there are no ESL students. One of the students has a gifted IEP, and three students have learning support IEPs. Regarding the students with learning support needs, writing and math exist as the two largest areas of deficit. 16 of the students are strongly kinesthetic and visual learners. 2 of the students are auditory learners. The kinesthetic learners need computers and short learning tasks. The visual learners needs lots of visual aids, and the auditory learners need a quiet place in which to work. An instructional aide is also required to assist the auditory learners and IEP students. All students are generally helpful, but they are not socially refined in many ways. Entry skills for this unit include basic computer skills, reading proficiency at a high school level, and prior knowledge regarding famous persons in history.

Step 2: Articulate the Objectives

- Given a self-selected example of biographical reading, students will identify the key components of a written biography by completing a biographical graphic organizer, scoring at least 3 points on the Biographical Relevance Rubric.
- Given library books and Internet access, students will evaluate various biographical texts for relevance and consistency by completing a venn diagram, scoring at least 3 points on the Biographical Relevance Rubric.
- Given authoring software and Internet access, students will create a multimedia biographical presentation on a self-selected historical figure, scoring at least 3 points on all domains of the Biographical Multimedia Presentation Rubric.

Step 3: Establish the Learning Environment

For the duration of this unit, students will move to the computer lab area with a Smartboard and projector. Laptops will be procured so that some students can alter their learning environment by working in quiet areas. Pictures of famous people will be displayed throughout the room, and a small biography library will be provided.

Biography trading cards will be used as a type of motivational currency. Students can earn the cards through effort, and the cards can be redeemed for school store snacks or game time on the computer.

Students will work independently for the duration of the unit, but students will be seated with a “buddy” so that small computer questions can be answered without teacher assistance. A “buddy report” will be issued by each student so that student interaction remains friendly and positive.

Step 4: Identify Teaching and Learning Strategies

OBJECTIVE #1:

- Preorganizer: KWL Chart
- Bridge to Prior Knowledge: KWL Chart and Discussion
- Share Objective: Write objective on the board and ask why it is important to know this content.
- Introduce New Knowledge: Present students with various examples of biographies. Directly explain each component of a biography, and discuss each component's relevance to the work as a whole.
- Reinforce Knowledge: Students will take notes on each key biographical components on a biographical graphic organizer as presented by the teacher.
- Provide Practice: Students use a self-selected biography to identify passages that illustrate each key biographical component. Students use a rubric to guide their work and presentations.
- Culminating Review: Students share their notes regarding each key biographical component with the class.

Step 5: Identify and Select Technologies and Materials

Objective 1:

- KWL Chart with Smartboard
- Various biographies
- Biographical graphic organizer
- Biographical Relevance Rubric

Objective 2:

- Computer lab with Internet access
- Laptops with wireless Internet access
- Various biographies
- Venn Diagram
- Biographic Relevance Rubric

Objective 3:

- Computer lab with Internet access and authoring software
- Laptops with wireless Internet access and authoring software
- Various biographies
- Smartboard and LED Projector
- Biographical Multimedia Presentation Rubric

Step 6: Make a Summative Evaluation

The design will be evaluated on the basis of student achievement of outcomes and student satisfaction. Evaluation will be completed through performance measures (rubric-based projects). A summative student feedback form will assess student satisfaction with the unit, self-evaluation of content mastery, and peer evaluation of cooperation.

LESSON PLAN: OBJECTIVE #3

Step 1: Ready the Learners

Most student characteristics have not changed. A KWL chart will be used as a pre-assessment. Students will add information to the chart at the end of the unit to show one measure of growth.

Step 2: Target Specific Objectives

- Given authoring software and Internet access, students will create a multimedia biographical presentation on a self-selected historical figure, scoring at least 3 points on all domains of the Biographical Multimedia Presentation Rubric.

Step 3: Prepare the Lesson

Classroom Preparation

- Students will be in the computer lab with laptops, a Smartboard, and a projector. Pictures of famous people will be displayed throughout the room, and a small biography library will be provided. Students workstations will be organized in a buddy format.

Lesson Preparation

- Preorganizer: Prepare KWL chart, obtain laptops, hang pictures of famous people, sign out computer lab, obtain biographical books, copy graphic organizers, and copy rubrics.
- Bridge to Prior Knowledge: Prepare KWL chart
- Introduce New Knowledge: Show students a sample multimedia presentation. Give students a blank rubric to evaluate the sample as it is presented. Students will work with a buddy to compare rubric evaluations of the sample multimedia presentation. Students use their notes from prior lessons to create a biographical multimedia project using authoring software.
- Reinforce Knowledge: Students edit and revise their work based on personal preferences and rubric requirements. Students also reinforce their technical computer skills as they complete the presentation.

- Provide Practice: Students edit and revise the work of another student based on rubric requirements. Students continue to practice their technical computer skills as they edit the work of others.
- Culminating Review: Students share their multimedia presentations with the class.

Technology/Media Preparation:

- Procure computer lab with Internet access and authoring software
- Procure laptops with wireless Internet access and authoring software
- Procure various biographies
- Procure Smartboard and LED Projector

Assessment Preparation:

- Copy Biographical Multimedia Presentation Rubric
- Copy Buddy Evaluation Forms

ACTION PLANNER TEMPLATE:

Objective #3

To Do #1: Identify Learner Preparation Activities

Learner Checklist

- Contact ESE and Special Needs teacher and review unit plans

To Do #2: Ready the Classroom

Classroom Checklist

- Procure computer lab with Internet access and authoring software
- Procure laptops with wireless Internet access and authoring software
- Procure various biographies
- Procure Smartboard and LED Projector

To Do #3: List Teaching and Learning Activities

Materials Checklist

- Copy Biographical Multimedia Presentation Rubric
- Copy Buddy Evaluation Forms

Task Checklist

- Maintain KWL chart

Activity Backup Plan

Students will visit www.unitedstreaming.com to watch a video on their self selected historical person.

To Do #4: Create Personal Prompts

Talking Points

- What makes a multimedia presentation good?
- Why is this person important?
- What lasting impact did this person have?
- What positive character traits did this person have?

Don't Forget To

- Reference the rubric throughout the lesson

To Do #5: Technology Checklist

- Make sure the computer lab with Internet access and authoring software is working

- Make sure laptops with wireless Internet access and authoring software are working
- Make sure the network is working
- Make sure the Smartboard and LED Projector are working

To Do #6: List Feedback Instruments

Feedback Instruments

- Biographical Multimedia Presentation Rubric
- Buddy Evaluation Form
- KWL Chart

To Do #7: Detail Follow-up Activities

Remediation: PowerPoint self-paced review of key biographical components followed by a brief quiz. If mastery is not demonstrated, direct tutoring or peer mentoring is used.

Reinforcement: Multimedia concepts are reinforced. Student presentations are merged and placed on the school television channel for further reinforcement.