

# **A Person in Time Online**

Lesson Plan

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# **A Person in Time Online**

Timing: 3–4 class periods

Age: 11–17

Subject: Social Studies, History

## **Lesson description**

Comprehending the cultural, geographic, personal, social, and historical influences of a historically significant individual can help students build a deeper understanding of that individual and the time in which the individual lived. Students will conduct research on a historical figure and then design a web page based on how this person would want to be represented on the Internet. In conducting research, the students will learn about primary and secondary resources and about the importance of citing all research. Finally, students will think critically about how a person in history would want to be represented online. They will make a case for all elements they include in the web page and support their claims with relevant research. Students who must consider multiple points of view will analyse and interpret information based on that point of view. By using technologies such as multimedia, web pages, and websites, students build high-order thinking skills through the use and integration of information representing points of view.

Students will:

- Build understanding of a historical figure through research
- Understand and use citations
- Design a web page with appropriate content
- Communicate, verbally and in writing, a rationale for their design and content decisions, pointing to research to support these decisions
- Reflect on their learning process

## **Lesson materials**

- Template for a general website
- Adobe Acrobat 9 Professional
- Adobe Photoshop Elements 7
- Adobe Premiere Elements 7
- Adobe Contribute CS4
- Adobe Soundbooth CS4

## **Background preparation resources**

- Technical skills and information
- Content skill and information
- DCSF lesson plan reference

## Lesson steps

### Introduce the project

1. Explain to students that they will select a historical figure from a time period they are studying (for example, Homer from ancient Greece, Marie Antoinette from the French revolution, or Winston Churchill from World War II). They will conduct research on this figure, gather images and/or video clips, and then design and create a simple web page illustrating the figure's point of view and interests.

**Note:** You can choose to discuss copyright and the types of content students can gather and use. Visit the Copyright information guide in the Image and Video Gallery on the Teacher Resource DVD.

2. Show students the website and pages where they will each contribute a page for a historical figure. Explain to students that they will be able to customise the design, including changing colours and borders of the layout, and that they will be able to insert their content and selected images and/or video clips.

**Note:** You might use a web space you already have in your school or work with your technology co-ordinator to set up a general website, using the templates provided with the lesson. If you plan to use the template provided, use the following guides during your preparation:

*Contribute guide:* Adobe Contribute CS4 school setup guide

*Contribute guide:* Adobe Contribute CS4 teacher's guide

*Electronic assets:* General website project templates (general\_project\_website.zip)

3. Discuss with the class the difference between primary and secondary resources and the difference between biographical and analytical information. Explain to students that they should use a variety of resources in their research. Finally, discuss the importance of citing all the materials used and explain that they will have to include a citation list with their final projects.

**Note:** You can also do this as a group project, with each student responsible for a different part of the research for a single historical figure. The site to which every student would contribute would focus on the figure, with each page depicting the aspect researched by an individual student. For instance, one student would do the research on the person's lifetime, another on geographical and cultural influences, and so on. On the site, each student's page design and content would represent the aspect the student researched about the figure.

### Select a historical figure

4. Tell students to select a historical figure. Instruct them to research the person they select in the following areas and gather any images or video clips that are relevant:
  - **Lifetime:** When was the person born? If no longer living, when did the person die? Describe the person's family, for example, the number of siblings. Who were the person's friends? Enemies? What education did the person have? What kinds of career(s)? What were the person's hobbies? What did this person do to become noteworthy? Did the person receive recognition while still alive? If so, did this impact the person's behaviour? Has this person's legend grown? How is this person perceived today? Is it different from how the person was perceived while alive?
  - **Political and social influences:** What groups and institutions was this person part of, for example, schools, churches, families, government agencies, and the courts? What do these affiliations disclose about the person?
  - **Geography and culture:** Where is the person from? How has the person been affected by where he or she came from geographically, culturally, ethnically, socially, and economically?
  - **Historical events:** What events occurred during the person's lifetime that may have impacted the person? Include local, national, and world events that were of significance.

**Note:** See the background resources for recommended sources of sample video footage that your students can use in their projects.

### Create an online presence

5. Now that the students have completed their research, explain that they will use what they have learned to design and create a web page for their historical person. Explain that a website or several websites may already exist about this person, but they are to create a web page as the person would have created it – taking their point of view. Students might create a personal page about the figure, a page that promotes a cause the figure worked on, and so on. If the person is in politics, the page might be about an upcoming election or about an initiative the person is undertaking. Encourage students to be creative in the focus they choose.
6. Tell students to determine the image content for the page. First, students should decide what photos or images they want to include or create to include on their pages. Some possible image elements include:
  - A photo slideshow of images representing an aspect or topic of importance to the figure they are researching
  - An image of the historical figure in the context of a present-day background that is consistent with what they have learned about the figure

Encourage students to be creative in their visual representations.

7. Explain that students can modify or create these images by using Photoshop Elements. You might want to demonstrate some basic image editing techniques and then allow students time to work on their images.

*Photoshop Elements guide:* How to create shapes

*Photoshop Elements guide:* How to make selections

*Photoshop Elements guide:* How to use layers

*Photoshop Elements guide:* How to rotate, level, crop, and size images

*Photoshop Elements guide:* How to quickly enhance a photo

*Photoshop Elements guide:* How to retouch a photo

*Photoshop Elements guide:* How to create and share a slideshow

*Photoshop Elements guide:* How to add music and narration to a slide show

**Note:** If this is the first time you and your students are editing digital images, you can choose to go over the ideal digital photography workflow.

*Digital photography guide:* Digital photography workflow

8. If students have gathered any video or audio clips, have them determine how they will use the clips to create a video or audio element on the page. Some possible video and audio elements include:
  - Integrated clips showing segments of the social, religious, and political climate during the figure's time period, with a narration succinctly describing the situation
  - A video advertisement that supports an issue or topic important to the figure
  - An audio speech that the figure presented about an issue or topic important to the figure

Encourage students to be creative in integrating different types of video or audio clips to reinforce the purpose of the web page.

9. Explain that students can modify or create videos by using Premiere Elements. You can choose to demonstrate some basic video editing techniques and then allow students time to work on their videos.

*Premiere Elements guide:* How to import video

*Premiere Elements guide:* How to edit clips

*Premiere Elements guide:* How to add transitions

*Premiere Elements guide:* How to add titles

*Premiere Elements guide:* How to import audio

10. Explain that students can modify or create audio clips using Soundbooth. They can also create audio narrations that can go with videos they produce. You can choose to demonstrate some basic audio production and editing techniques and then allow students time to work on their audio clips.

*Soundbooth guide:* How to record voice narration

*Soundbooth guide:* How to import an audio file

*Soundbooth guide:* How to edit audio tracks

*Soundbooth guide:* How to sync audio with video

*Soundbooth guide:* How to export sound

11. After students have decided on content elements, ask them to decide on the overall look and feel of the page, including colours, fonts, and layout. Students will need to think about the type of content they plan to include, such as images, text, and videos, when they consider the space they have for the layout. Tell students to sketch the page on paper to determine the layout and colour choices, making sure they substantiate their design decisions. Remind them that they will be working with a web page template, so they will be able to place their content and selected images and/or video in the template and select the background colours and font.

**Note:** You can choose to cover some basics of design principles and guidelines to help students understand colours that will work best together and layouts that enable usability and accessibility. You can use some of the websites listed in the background preparation resources for this discussion.

12. Tell students to use Contribute to browse to their assigned pages, edit the pages to add their content, and then publish their pages.

*Contribute guide:* Interface

*Contribute guide:* How to edit pages

*Contribute guide:* How to add images

*Contribute guide:* How to create links

*Contribute guide:* How to publish pages

*Contribute guide:* How to create pages

*Contribute guide:* How to use tables

*Contribute guide:* How to add documents

13. Explain to students that they will add two additional elements: a list of citations and a reflection in PDF format. At the bottom of their main page, ask students to create links to a PDF document for citations of sources and to a PDF document of the written reflection about what they learned. This reflection should include the rationale for the design and content decisions the students made regarding the web page. They should include a summary of the approach they took, why they decided on this representation of the historical figure, and how the content, images, videos, and overall look and feel of the web page are appropriate for the person they selected. They should conclude with three things they learned in completing this project.

*Acrobat 9 Professional guide:* How to create a PDF

## Class presentation

14. Once their projects are completed, have each student sign up for a presentation slot (recommend 10 minutes for each presentation). During the presentation, students should display their web pages, explain their design and content decisions, and point to the research used to make these decisions.

## Extensions

You can extend the content of the lesson in the following ways:

- Conduct this activity for other subjects, such as Art, Science, or Maths. Within any of these subjects, students can represent online an influential figure who has advanced the field.

You can extend the technical aspects of the lesson in the following ways:

- Tell students to convert their page sketches to PDF and share this document with peers and the teacher for feedback prior to the final production of the web page.
- Tell students to convert their web pages to PDF and partner with other students to provide comments and feedback, using Adobe Acrobat 9 Professional, for how well their partners met their initial goals.
- Tell students to assemble the multimedia assets they created or collected into a personalised, rich-media PDF portfolio about the historical person they chose.
- Challenge older students to create a website rather than a web page. In the website project, students will need to consider their navigation choices and overall website structure in addition to their content.

## Assessment

- Lesson plan rubric

## Background preparation resources

Technical skills and information:

- Consult the Contribute School Setup guide and Contribute Teacher guide to assist you in creating your class website, using the general website template for student contributions in Contribute.
- Jesse James Garrett: A Visual Vocabulary for Describing Information Architecture and Interaction design - Examples and instructions for visualising information and using flowcharts  
[www.jjg.net/ia/visvocab/#page](http://www.jjg.net/ia/visvocab/#page)
- Adobe Website Production Management Techniques - Resources about information architecture, design, and prototyping. (Click the topic Screen View for specific information about creating a storyboard or schematic and determining navigation.)  
[www.adobe.com/resources/techniques/](http://www.adobe.com/resources/techniques/)
- Preparation tips for using this lesson plan:
  - Research your Acceptable Use Policy both for Internet Access and for what is allowable content to post to your school's website.
  - If necessary, work with your school's technology co-ordinator to help you prepare for the lesson.
  - Install any necessary software on all workstations used for the projects.
  - Prior to teaching this lesson become comfortable with the basics of the software program(s) used in this lesson; use the help section, tutorials, and review the step-by-step technical guides.
  - Find out if your computer setups satisfy all the software system requirements.
  - Prior to teaching this lesson, bookmark all the websites used in the lesson on each computer in your classroom or upload the links to an online bookmarking utility program. Preview all the websites used in the lesson to make certain they are appropriate for your students.

Content information and skills:

- Review the concepts of evaluating online resources with your students:
  - Who is the author of the site? Is the information reliable?
  - Who is the site for? Who is the audience?
  - Who sponsors and maintains the site? Has the site won any awards?
  - When was the site created and last updated (check copyright dates)?
  - Is the site well designed?
  - What is the quality of the links?(Do they link to appropriate content? Do they work?)
  - To learn how to create a website evaluation rubric, visit some of the following resources:
    - Discovery School's Kathy Schrock's guide for Educators – Critical Evaluation Information  
<http://school.discovery.com/schrockguide/eval.html>
    - Blue Web'n Site Evaluation Rubric  
[www.kn.pacbell.com/wired/bluewebn/rubric.cfm](http://www.kn.pacbell.com/wired/bluewebn/rubric.cfm)
    - UC Berkeley Library - Evaluating Web Pages: Techniques to Apply & Questions to Ask  
[www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html](http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html)
- Discovery Education *streaming* is a digital video-on-demand and online teaching service to help improve students' retention and test scores; it is aligned to U.S. state and provincial standards.  
<http://streaming.discoveryeducation.com/index.cfm>
- Associated Press archive of over 500,000 video news stories from 1896 to present day.  
[www.aparchive.com/](http://www.aparchive.com/)

## Assessment

	<b>Does not meet expectations</b>	<b>Meets expectations</b>	<b>Exceeds expectations</b>
<b>Research resource citation</b>	Absent or incomplete citation list	Provides a citation list noting his/her research.	N/A
<b>Web page</b>	Absent or incomplete three-page website	Creates a web page with appropriate design, content, and links.	Creates a web page that looks professionally designed and contains well-written content and links that work properly.
<b>Reflection</b>	Absent, incomplete, or unfocused reflection paper detailing his/her learning process	Provides a reflection paper that details his/her learning process. Includes rationale for web page design and content decisions both in writing and during the presentation.	Provides a clear and precise reflection paper detailing his/her learning process. Includes a clear and coherent rationale for his/her web page design and content decisions. Makes specific connections between specific primary or secondary resources and the images, links, and content on his/her website.

## **DCSF lesson plan reference**

This module supports and can be integrated and adapted using the Schemes of Work.

### **Art**

Year 2 Unit 2A Picture This

Year 3 Unit 3A Portraying Relationships

Year 8 Unit 8B Animating Art

Year 9 Unit 9A Life Events

Year 9 Unit 9B Change Your Style

### **Citizenship**

Unit 4 Britain A Diverse Society

### **Design Technology**

Year 8 Unit 8B Designing for Clients

Year 8 Unit 8F The World of Professional Designers

Year 9 Unit 9B Designing for Markets

### **MFL French**

Year 7 Unit 2 En Famille

Year 7 Unit 3 Chez moi

Year 7 Unit 4 Comme d'habitude

Year 8 Unit 11 A La Mode

Year 9 Unit 13 Ca Va?

Year 9 Unit 14 Deja

Year 9 Unit 18 Chez nous, Chez vous

### **MFL German**

Year 7 Unit 2 Freunde und Familie

Year 8 Unit 11 Mode Year 9 Unit 14 Ich und Andere Leute

### **MFL Spanish**

Year 7 Unit 2 La Familia y los Amigos

### **Geography**

Year 2 Unit 3 An Island Home

Year 3 Unit 6 Investigating Our Local Area

Year 5 Unit 12 Should the High Street Be Closed to Traffic?

Years 3-4 Unit 21 How Can We Improve The Area We See From Our Window

Year 8 Unit 12 Images of a country

## History

Years 3/4 Unit 7 Why Did Henry VIII Marry Six Times?

Years 3/4 Unit 9 What Was It Like For Children In The Second World War?

Years 5/6 Unit 11 What Was It Like For Children In Victorian Britain

Years 5/6 Unit 13 How Has Life in Britain Changed Since 1948?

Years 3/4 Unit 18 What Was It Like To Live Here In The Past?

Year 8 Unit 12 Snapshot 1900 What Was British Middle Class Life Like?

Years 7-9 The Role Of The Individual: For Good or Ill?