

Integrating Dropbox, QR, Socrative, and Word Clouds into Interdisciplinary Team-Taught Instruction

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Great Neck Public Schools

This sample "station to station" lesson includes 1-1 iPad, "Roving Reporter", and small group instruction elements.

English Learning Standards/Performance Indicators

Reading

- Assess how point of view or purpose shapes the content and style of a text.

Writing:

- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Listening and Speaking:

- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Social Studies Learning Standards/Performance Indicators

- explain the literal meaning of a historical passage or primary source document
- analyze different interpretations of important events and themes in world history
- view history through the eyes of those who witnessed key events and developments in world history primary sources

Objective: Students will know the location of Flanders Fields in relation to their home town, identify imagery in "In Flanders Fields", identify contrasts in the poem, analyze themes in the poems, and make connections between the poem and one or more significant moments in their lives.

Procedure: Prior to class, arrange desks into three equal sized groups. Have iPads with Socrative and QR Code Reader apps preloaded on available. Students will be assigned to groups as they enter the room.

Teacher 1: Distribute printed copies of the poem "*In Flanders Fields*", explain that it was written during World War I, and then read it aloud. (3 minutes)

Teacher 2: Describe the procedure for the class. (2 minutes)

- Station 1: Sign in to Socrative room 7f599c33. Scan the four QR codes and examine the visual, written, and auditory texts. After viewing the exhibits in the gallery, write down the questions and comments that come to mind and submit using Socrative. (Note: responses could also be collected using a shared Googledoc.)
- Station 2: Meet with the author of the poem, Dr. John McCrae and interview him as if you were a reporter. Take notes in your Reader's notebook.
- Station 3: Meet with Teacher 2 to examine the literary elements of the poem.

Students spend 8-10 minutes at each station.

Conclusion/exit ticket: Students will be asked to reflect upon moments in their lives that made them stop and take notice and to share that via Socrative. (5 minutes)

Student Homework/Follow Up Activity:

Students will use their "moments" to write a reader's response entry in their Reader's Notebook. They can use any aspect of the lesson – imagery, contrasts, theme, or history and connect that with their moment.

Teacher Homework:

- Consolidate student questions and prepare responses. Share in print or electronic form.
- Create a word-cloud image using student exit ticket responses.

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1. Go to Socrative Student Log In <http://b.socrative.com/login/student/> and enter teacher's room 7f599c33.



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2. QR Codes for Students to Scan
<https://www.dropbox.com/s/73hbwm5bck8htes/QR%20Codes%20to%20Scan%20Doc.docx?dl=0> :



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3. QR Code Generator Website: <https://www.the-qrcode-generator.com/>



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4. "How to QR" Video:
<https://www.dropbox.com/s/gg92wp4ids06zj5/How%20to%20Create%20a%20QR%20Code.wmv?dl=0>



5. Student Comments/Questions:
<https://www.dropbox.com/s/j7vsr9bu065stvd/Flanders%20Fields%20Gallery%20Comments%2C%20Questions%2C%20and%20Responses.pdf?dl=0>



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6. Tagul Creator Website: <https://tagul.com/>



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7. "How to Create A Word Cloud on Tagul" Video:
[s://www.youtube.com/watch?v=HiC9xZwxW6A](https://www.youtube.com/watch?v=HiC9xZwxW6A)



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8. Flanders Fields Final Project Sample:
<https://www.dropbox.com/s/fapq5p596it624q/Flanders%20Fields%20Final%20Project.pdf?dl=0>



Contact information:

