

Teaching about Schools Around the World
by: Leigh Ann Alford

Course: Teacher Cadet Elective

Grade Level: 11th-12th

Length of the Lesson: 4-7 class periods (depending on length of class period)

Overview of the Lesson: Teacher Cadet Students will research schools around the world, create a ToonDoo book, & present a lesson to a younger group of students (for instance, 9th graders.)

Learning Goals: *Students will be able to...*

1. Fully implement a lesson, including developing, planning, enacting, and reflecting.
2. Experience the role of “teacher” in a real classroom situation.
3. Research and demonstrate knowledge of schools around the world.
4. Effectively utilize the multi-modal tool, ToonDoo.com , in order to achieve student-generated lesson objectives.

NC Common Core Standards:

- W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.11-12.7 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W. 11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

21st Century Skills:

- Communication
- Information Literacy
- Global Awareness
- Information, Media, and Technology Skills

Materials Needed

- Internet Access
- Accounts (free) on ToonDoo.com—it works well if students are creating one ToonDoo Book to have all students use the same account (multiple logins at once are allowed.)
- LCD Projector to show the book during students’ presentation
- Students for the Teacher Cadets to teach!

Timeline for Implementation

(Suggestions for a 45 minute class period, more than one task can be accomplished in a block schedule course.)

- Day 1 Teacher Cadet students conduct research on “schools around the world” topic— (Recommended website: <http://aroundtheworldin80schools.com>)
- Day 2 Class works through the handout on “Successful Lesson Development” in order to design and plan the lesson they will teach to the other students. (See page three.) While this sample is completed, it will be most useful to provide the Teacher Cadet students with the information on the left-hand column, while they generate the information in the right-hand column.
- Day 3 Teacher Cadets collaborate to synthesize their research and create an outline of the ToonDoo book that is to be used in their presentation. Teacher Cadets divide the workload of creating the book into individual assignments—based on personal interest.
- Day 4 Teacher Cadets experiment and manipulate functions in ToonDoo, to create their chosen pages of the book. (A link to a ToonDoo tutorial can be found on page three.)
- Day 5 Teacher Cadets compile and edit their individual ToonDoos into a finished book, to be presented in the lesson. Teacher Cadets decide who will present each portion, based on individual strengths.
- Day 6 Teacher Cadets present their lesson to another class. They share information about schools around the world, guide students through a Venn Diagram, and model ToonDoo as a multi-modal tool. (See page three for a presentation rubric for grading Teacher Cadets’ presentations, as well as a sample ToonDoo Book.)
- Day 7 Teacher Cadets assess the Freshman Seminar students’ Venn Diagrams. Teacher Cadets reflect on their lesson implementation.

Assessment: Teacher Cadets are assessed using a presentation rubric (see page three.) It is also possible to assess the ToonDoo book. Teacher Cadets can also assess their students understanding of the lesson, and then it is valuable for the Teacher Cadets to self-assess and reflect on their effectiveness as instructors.

Sources: Presentation Rubric obtained from ReadWriteThink.org.

Resources:

“Schools Around the World” Lesson Design	
Steps to Successful Lesson Development:	(Sample Generated by one Teacher Cadet class)
1. Establish an end goal.	Connection to our Process: Our end goal will be for students to contrast schools in other parts of the world to our schools in the USA.
2. Write objectives—“Students will be able to” • Related to content (schools around the world) • Related to skill (ToonDoo)	<ul style="list-style-type: none"> • SWBAT contrast schools in other parts of the world to our schools in the USA, using a Venn Diagram. • SWBAT read, analyze, and follow a ToonDoo presentation, to build familiarity with this Web 2.0 tool, such that SWBAT use this tool in the future.
3. Create a lesson: a. Introduction b. Direct Instruction c. Guided/Independent Practice d. Assessment	<p>a. Introduction: <i>Brainstorm</i>—“<i>What do you think it would be like to go to school in a different country?</i>” Scaffolding: “Have you ever been to a school that was different than you expected?”; “Have you ever had a friend go to a school that was different?”; “Imagine how it would be to go to school in a favorite country (not the USA)?”; “What if—insert description of another country’s schools—how would you feel?”</p> <p>b. Direct Instruction: ToonDoo c. Guided Practice: Venn Diagrams d. Assessment: Venn Diagrams</p>
4. Assessment: How will we know if we accomplished our objectives?	Collect the Venn diagrams—Did students show actual understanding of information—is correct information listed? Require at least 3 examples in each section (6 differences total, 3 similarities= 9 examples)

ToonDoo Tutorial: <http://www.toondoo.com/ViewBook.toon?bookid=301>

Example Teacher Cadets’ ToonDoo book on “Schools Around the World”:
<http://blogs.wcpss.net/khsteachercadets/2011/10/12/see-our-toondoo/>

Rubric used by Ms. Alford to grade Teacher Cadet’s lesson presentation (from ReadWriteThink.org):
http://www.readwritethink.org/files/resources/lesson_images/lesson416/OralRubric.pdf