

from the desk of **Sara Hoskinson**

4th Grade • Weddle Elementary School • (503) 399-3604 • Hoskinson_sara@salkelz.k12.or.us

Dear AVerMedia Incorporated,

As an educator who is inspired by technology and its classroom applications, I was thrilled to learn about the AVerMedia AVerVision Lesson Plan Contest. Over the past two years, I have used an AVerMedia document camera, and it has revolutionized my teaching.

In addition to using the document camera and projection system to enhance my own teaching, as our school's Site Technology Coordinator, I have worked to bring a total of twelve document cameras and digital projectors to my school. I have helped train teachers, set up machines, and troubleshoot usage, and the results related to student achievement, motivation, and engagement have been incredible.



My primary reason for entering this contest is, frankly, that I cannot ever imagine reverting back to the use of a traditional overhead projector. I am currently searching for a new teaching position in another town, so the loss of my beloved projection system is a possibility I may soon face. The quality of my teaching has improved immensely because of the AVerMedia document camera, and I wish to continue in this fashion at any school where I may become employed. In this way, I can bring a set of skills and equipment that will help another school to enrich its curriculum with technology.

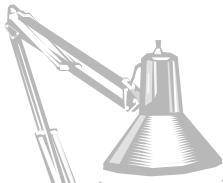
Therefore, this letter serves to preface the lesson plan I have written for your contest, titled "I Have a Dream." I am entering with the hope that, by winning, I may continue to infuse technology into my teaching, and that I will be able use the equipment to inspire technology growth in my future place of employment.

In this document, you will find my lesson, accompanying photographs, and a link to an online video which visually captures the culmination of the lesson that is my contest entry.

Thank you for your time and consideration. I look forward to your response.

Sara Hoskinson

4th Grade Teacher
Site Technology Coordinator
Weddle Elementary School
Keizer, Oregon



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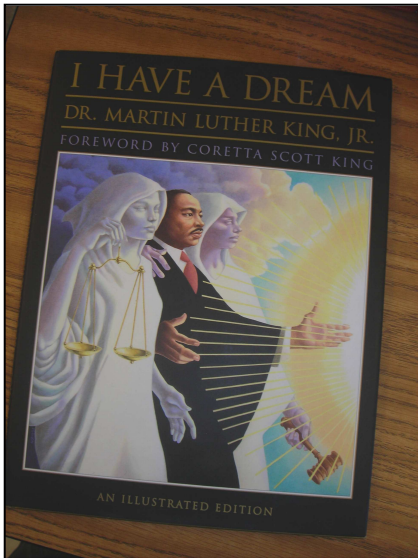
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BACKGROUND

Title: I Have a Dream Speech

Subject Area:

As part of an integrated unit, this lesson addresses concepts from social studies, diversity training, writing, public speaking, technology, and art.



Objective:

The objective of this lesson is for students to present a speech envisioning the correction of a social problem, both visually and orally, in a way that engages an audience.

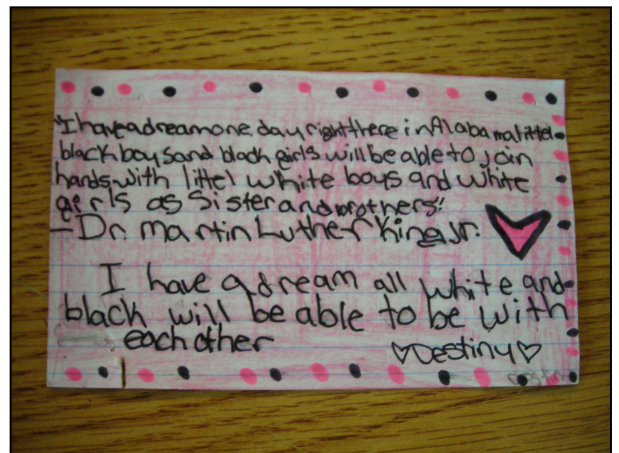
Materials:

- AVerMedia Document Camera
- Digital Projector
- I Have a Dream, an Illustrated Edition, by Dr. Martin Luther King Jr. Foreword by Coretta Scott King. Published by Scholastic Press
- White paper (2 per student) for draft and final copy
- Ruler (1 per student) for drawing border
- Crayons, markers, colored pencils, or other art medium
- Podium for giving speech

Introductory Activities:

Prior to this final lesson in an African American history unit, students will:

- Study the major events in black history, from 1600 to present, including slavery, emancipation, civil rights, and civil rights leaders
- Listen to, read, and paraphrase the “I Have a Dream” speech in order to understand its implications
- Watch a video of the speech, taking note of what qualities made Dr. King an engaging public speaker
- Write an “I Have a Dream” speech about a current social problem, in which they envision a future where that problem has been solved, and type the speech using a laptop computer



Oregon State Standards:

Oregon academic standards addressed in this unit are:

- **History:** Understand how individuals, issues, and events changed or significantly influenced the course of U.S. history
- **Civics & Government:** Identify the rights of U.S. citizens; Identify and give examples of how individuals can influence the actions of government.
- **Social Science Analysis:** Examine an event, issue, or problem through inquiry and research;
- **Writing:** Pre-write, draft, revise, edit, and publish across the subject areas; Write narrative, expository, and persuasive texts, using a variety of written forms
- **Reading:** Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed; Develop an interpretation of grade-level informational text across the subject areas.
- **Art:** Apply critical analysis to works of art; Apply the use of ideas, techniques and problem solving to the creative process and analyze the influence that choices have on the result; Create, present and perform works of art
- **Technology:** Design, prepare and present unique works using technology to communicate information and ideas; Select and use technology to enhance learning and problem solving.

LESSON

Overview:

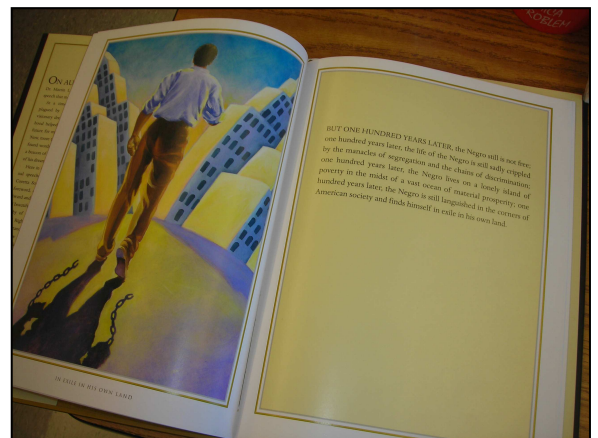
This lesson is the last in a sequence designed to take anywhere from 2-4 weeks. The unit begins with a study of African-American history, emphasizing the Civil Rights Movement and its leaders. Students study elements of Dr. Martin Luther King's "I Have a Dream" speech, and use it as inspiration for the creation of written and typed speeches that address their own dreams.

In this lesson, which is divided into three parts, students read a book of art inspired by Dr. King, design their own art piece to visually represent their dreams, and finally, use that art piece as a backdrop while giving their final speech to the class

Part 1: Background – Art Criticism

Preface the activity by explaining to students that ideas can be represented in words, but also in pictures, and they are about to read a book which visually represents the ideas from the "I Have a Dream" speech. Using the document camera to enlarge the book illustrations, read I Have a Dream, an Edited Edition, to the class.

Stop at the end of each passage to discuss the symbolism within the artwork. For example, in the piece inspired by the words, "But one hundred years later, the negro is still not free," the shadow of an African American man appears to be wearing chains, though he has none on his body. Ask the students to point out, analyze, and respond to other symbols and significant choices made by the artists.



Part 2: Application & Practice - Create a visual representation.

Once students have seen art work inspired by Dr. King, challenge them to create art work inspired by their own words. Phrase the activity as a problem to be solved: Create a visual representation of your dream. Begin by having students create a draft of their plan.

Next, using the document camera, teach students to draw a uniform one-inch border around a new piece of white drawing paper. As students finish their drafts, they will copy them onto the bordered paper, which will be their final piece.



Part 3: Closure – Present Speeches

The culmination of this lesson and unit is when students give their speeches to the class. Set up a podium (music stand, table, etc.) to the side of the projection screen. As students give their speeches, position their artwork beneath the document camera, which will provide the backdrop, as well as a visual element, to each child's speech.



A video of selected students giving “I Have a Dream” speeches is available at: www.hosswebquests.blogspot.com

ASSESSMENT

Student work is to be graded in several capacities, including writing, public speaking, and art. Use Oregon scoring guides to assess the student's writing quality and public speaking. Art is to be assessed by whether the student was able to solve the artistic problem, which was to create a visual representation.

Scores: 4 – Proficient 3 – Developing 2 – Emergent 1 – Pre-Emergent.

Categories to Score:

Writing:

Ideas & Content

Organization

Writer's Voice

Word Choice

Sentence Fluency

Conventions

Art:

Design & Content

Execution & Technique

Speaking:

Content

Organization

Language

Delivery