**Lesson plan 3&4**

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| **Lesson Title (concept)** | What is Home |
| **Instructor** | Mrs. MJ Dvorak |
| **Suggested grade level/course** | Grade 10-12 |
| **Time suggested** | 2 54 minute periods |
| **National Standards addressed:**   * State the entire objective, not just the number   **State and/or local standards addressed:**   * State the entire objective, not just the number | **11.6 Evaluate client’s needs, goals, and resources in creating design plans for housing, furnishings, and residential and commercial interiors.**  11.6.1 Assess human needs, safety, space, and technology as they relate to housing and interior design.  11.6.5 Critique design plans to address client’s needs, goals, and resources.  11.6.6 Justify design solutions relative to client needs, including diversity and cultural needs, and the design process. |
| **Rationale for the lesson:**   * Where does it fit into the unit plan? * Why are you choosing this activity/ strategies? * How will you plan for differentiation? | This lesson will ask the student to reflect upon what it is that makes them feel happy.  What do they mean as home?  Create a visual journal about what makes them feel “at home”. The visual board will help them see how housing affects quality of life.  Students who have trouble using the computer could do the assignment using a cut and paste method. |
| **Content objective:**   * What will students know and be able to do at the end of the lesson? * Is the information or concept new to the students? | How does housing effect quality of life?  What is the meaning of home?  The students will be able to change one thing to improve their own quality of life?  The students will be able to change one thing to improve the quality of life here at school.  The concept of quality of life is new to the students. |
| **Assessment:**   * How will you know students can do the above? | The students will write a journal entry on the housing blog explaining the terms and what they mean to them as well as coming up with a plan how they are going to change their own quality of life and the school’s. They will have to devise a method to measure the implementation and success of their plan.  A rubric for journal writing will be used |
| **Procedure/activities**  **Day One**  Student will create a visual mural using the web site **mural.ly**. The link will be on my housing weebly. The mural will answer the question in a visual manner, “What does home mean to me? What makes me feel happy and content?” They will make their mural by finding pictures on the internet or by uploading pictures from their phones, posting a particular tune, or anything else that they feel answers the question. At the end of the period we will share our mural.ly and explain our definition of home  **Day 2**  Students will divide into 3 groups. Each group will watch a different Ted Talk.  <http://www.ted.com/talks/becky_blanton_the_year_i_was_homeless.html>  <http://www.ted.com/talks/pico_iyer_where_is_home.html>  <http://www.ted.com/talks/paul_pholeros_how_to_reduce_poverty_fix_homes.html>  Each member of the group will take notes about their Ted Talk using a graphic organizer (see attached).  Using the information gained from the **mural.ly** and the Ted talk, each student will be able to complete the journal starter posted on the housing weebly.  The journal starter is: What does quality of life mean to me? Quality of life to me is living in a way and doing the things that make me enjoy life. These are the things that get me there, at least at this stage of my life.  The students will then devise a plan how they are going to change one thing in their current situation at home and at school to improve their own quality of life and the quality of life at school. They will need to devise a method to measure the implementation and success of their plan. | |
| References and resources | Computer  Phone or camera  Graphic organizer  Rubric for journal entry  Internet connection |
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Include attachments of any handouts, assessments, and/or powerpoints, etc.

A better example of the graphic organizer is on the weebly site



Grading Rubric for Reflective Journal Entry

You will earn 6 points for turning in your journal on time, 2 if it is late, and 0 if not turned in. Otherwise, the journals will be scored according to the categories and definitions below for a maximum total of 20 points.

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| **Category** | **Point Values**  4 | 1-2 | 0 |
| Content | Entry contains complete answers to ALL questions prompts | Entry provides answers to most question prompts but may miss 1 or 2 | Entry significantly misses key question prompts or does not answer important questions |
| Fluency | Entry manifests good grammar, sentence structure, and spelling | Entry has no more than 2-3 simple or basic grammatical errors | Entry contains one or more sentence fragments, run-on sentences, or serious grammatical problems |
|  | 6 | 3-4 | 0 |
| Quality and Mastery of content | Answers reflect honest, thoughtful responses that are linked to the student's own life and experiences AND that go beyond just answering the questions by connecting the student's experiences to the course material | Answers are vague, but appear to be sincere attempts to answer the questions; they demonstrate some understanding of course material, but the journal does not clearly connect the student's life to course content | Answers are superficial and do not reflect thoughtful consideration or reflect important aspects of the student's life or experiences or are irrelevant to the issues in the journal or the chapter |