Choose one Instructional Software title. Complete all fields in the following template to describe the software and how you would use this product in your future classroom to help elementary students achieve required learning standards.

*Note: This template uses the “forms” feature in MS Word. Select the highlighted text boxes and type over the sample text. Simply click on the boxes to check them.*

|  |
| --- |
| **Name**:  Meagan Hise  |
| **Software** **Title**: Brain Pop |
| **URL: https://www.brainpop.com/socialstudies/famoushistoricalfigures/thomasjefferson/** |
| **Function(s) of Instructional Software (check all that apply):** **[ ]** Drill and Practice [x]  Tutorial [ ]  Simulation [ ]  Instructional Game [ ]  Problem Solving |
| **Features of the Software (check all that apply):****[ ]** Assessment Monitoring/Reporting (Keeps track of student data and/or generates reports for the teacher) [ ]  Allows teacher to create customized lessons for students [ ]  Multi-user or collaborative functions with others in class [x]  Adaptive levels [x]  Accessible to students beyond the school day [x]  Accessible via mobile devices [x]  Multiple languages [ ]  Safety, security, and/or privacy features  |
| **Strengths of the Software:** Motivates students with rewards, colorful, entertaining, interactive, and gives students a good foundation of knowledge.  |
| **Suggestions for Improvement:** I wish that teachers could monitor student’s answers.  |
| StandSS1H1 The student will read about and describe the life of historical figures inAmerican history.a. Identify the contributions made by these figures: Benjamin Franklin(inventor/author/ statesman),Thomas Jefferson (Declaration of Independence),Meriwether Lewis and William Clark with Sacagawea (exploration), HarrietTubman (Underground Railroad), Theodore Roosevelt (National Parks and theenvironment), George Washington Carver (science). |
| **Grade Level/Content Area(s):** Frist grade/Social Studies  |
| **Bloom’s Level of Critical Thinking Required (check all that apply). See** [**http://epltt.coe.uga.edu/index.php?title=Bloom%27s\_Taxonomy**](http://epltt.coe.uga.edu/index.php?title=Bloom%27s_Taxonomy)**[x]** Remembering [x]  Understanding [ ]  Applying [ ]  Analyzing [ ]  Evaluating [ ]  Creating |
| **Description of how to implement in the class:** The teacher will introduce the study of the famous Americans using Harriet Tubman video as a hook. Students will be asked if they know what an Underground Railroad might be? Have they ever seen an underground railroad? Students will have an opportunity to watch the video and provide information to the following questions:1. What is the Underground Railroad?
2. What is one interesting fact you learned about Harriet Tubman?

After watching the video, the teacher will list each interesting fact presented by the students. Students will be divided into groups of two or three. They will be asked to review the video one more time and listen for one additional fact about Harriet Tubman. The groups will move to separate listening stations within the room to complete the activity. Returning to the large group area, students will add their new facts to the list. This will continue until there is one fact listed for each student in the class. Once the list has been finalize, each student will be assigned one of the facts. Using Audacity or another recording software, the students will create a Podcast about the life and times of Harriet Tubman. The final podcast will be uploaded to the classroom website to share with others. Next, the students will select one of the remaining famous people within the standards. As a team, all the students selecting the same person will conduct a study on their famous person, determine the interesting facts about their person and complete a podcast for the classroom website.  |

*\* Examples of common instructional models include whole group, teacher-led, student self-paced, small group, or individual learning activities. Use as many of these descriptors or other descriptors as apply*.