

## Unit Theme: Place Out of Time

**Grade: 8<sup>th</sup>**

**Duration: 7-8 weeks**

### Overview of the Unit

This unit plan provides the learner with the technical background needed to participate in the Place Out of Time simulation project. It is written specifically for the technology portion of the project.

### Place Out of Time Overview

Place Out of Time is an online simulation of a mock diplomatic trial at the ancient Alhambra Palace in Granada, Spain. The Place Out of Time project is hosted, maintained, and operated by the Interactive Communications and Simulation Group of the University of Michigan.

### Michigan Standards and Benchmarks:

#### Technology

- **Content Standard 2**  
All students will use technologies to input, retrieve, organize, manipulate, evaluate, and communicate information
- **Content Standard 3**  
All students will apply appropriate technologies to critical thinking, creative expression, and decision making skills.

#### Social Studies/Strand II

- **Content Standard 1**  
**People, Places and Cultures**
  - **Benchmark 1**  
Locate and describe the diverse places, cultures, and communities of major world regions.
  - **Benchmark 2**  
Describe and compare characteristics of major world cultures including language, religion, belief systems, gender roles and traditions.
- **Content Standard 5**  
**(Global Issues and Events)**
  - **Benchmark 3**  
Explain how elements of the physical geography, culture, and history of the region may be influencing current events.

#### English Language Arts/Strand IV

- **Content Standard 6**
  - **Benchmark 2**  
Demonstrate their ability to use different voices in oral and written communication to persuade, inform, entertain, and inspire their audiences.
  - **Benchmark 4**  
Document and enhance a developing voice through multiple media. Examples include reflections for their portfolios, audio and video tapes, and submissions for publications.
- **Content Standard 7**

- **Benchmark 4**  
Demonstrate a variety of strategies for planning, drafting, revising, and editing several different forms of texts for specific purposes. Examples include persuading a particular audience to take action and capturing feelings through poetry.

**Mathematics/Strand III**

- **Content Standard 3**
  - **Benchmark 3**  
Formulate and communicate arguments and conclusions based on data and evaluate their arguments and those of others.

## Day One

### Lesson Plan Topic:

Place Out of Time – Role Playing

### Objectives:

The students will be able to understand role playing a character in an online simulation.

### Length of Time:

A 50 minute class period.

### Resources:

Power Point Presentation – InClassPOOT.ppt

Computer hooked to a TV for class presentation.

DVD player hooked up to the TV.

Gods and Generals DVD

Joan of Arc DVD

Gettysburg DVD

Print out of Dr. Martin Luther King's speech "I Have a Dream".

### Method:

1. A boy volunteer student reads Dr. King's "I Have a Dream" before hearing the voice of Dr. King.
2. The actual speech is played with Dr. King's voice.
3. The same student then reads the speech again imitating Dr. King. (This was to get the students to hear the voice of the character.)
4. Talk about how actors prepare themselves to portray actual characters from time. Use 3 DVD's showing clips from pre-selected scenes. First show them one of Joan of Arc. Then next two of Robert E. Lee (one of student's character) in Gods and Generals and Gettysburg. Notice how each actor portrays Robert E. Lee the in same manner.
5. Discuss ways actors and actresses have to prepare themselves to play characters.
6. Continue the lesson with the email from Queen Isabella to Robert E. Lee. Have a girl read the email to give it a more realistic sense. Discuss possible responses to the questions in the email.
7. Finally show pictures of the Alhambra taken from the resources page on the website.

### Assessment:

Students hold class discussions as their characters. The teacher will assess based on the following rubric.

	Excellent	Good	Fair	Poor
Dialect of the character.	Dialect and grammar was convincing.	Proper grammar for the character.	Some dialect and grammar was used.	Incorrect grammar and dialect.
Appropriateness of the response.	Well thought out answer. Used character's background and time setting.	Answered the question as the character.	Answered only the question with only one short sentence.	Did not respond.

## Day Two

### Lesson Plan Topic:

Place Out of Time – Simulation Training and Posting Biographies

### Objectives:

The students will be able to understand how the online simulation system works.

### Length of Time:

A 50 minute class period.

### Resources:

Power Point Presentation –POOTSimulation.ppt

Computer hooked to a TV or LCD Projector for class presentation.

Computer for each student with internet access.

Character ID's and passwords for each student.

### Method:

1. The teacher introduces the students to the Place Out of Time simulation site via the internet using the POOT Simulation presentation.
2. Provide each student with a character ID and Password.
3. Model how to logon to the site utilizing their character's ID and Password.
4. Show the power point slide of the palace and provide an overview of the history of the palace as an actual place.
5. Show the power point slide of the foyer and model how to post a chat session within the foyer.
6. Show the power point slide of the courtroom and then the actual simulation courtroom. Explain as the project moves forward testimonials and evidence will be posted in the courtroom.
7. Introduce the students to the mailbox section of the site. Teach the students how add a character to their colleague list. Teach the students how to compose a message and send it to another character. It would be a good idea to have them send them to their own classmates first just to make sure they are sending the messages correctly. Finally teach them how to reply to a message they received. Remind the students to use proper grammar and vocabulary voiced in their character.
8. Show the students a few power point slides of characters who are participating in the simulation. Next demonstrate the guest list on the site. This leads into posting biographies.
9. Teach the students how to post their biography in the guest list portion of the site. Note: Have the student type their biography using a word processing program and then copying and pasting the biography into the character's biography section of the site.
10. Finally teach the students how to post a picture of their character. Model this first and then have the students post their pictures.

### Assessment:

Students are able to login to the computer system, access the POOT simulation site, navigate the site, send a mail message, post a foyer chit-chat message, and post their character's biography.

## Next 3-4 weeks

### **Lesson Plan Topic:**

Place Out of Time – Weekly Responses

### **Objectives:**

The students will participate weekly by posting in-character responses to mailbox messages, foyer speeches, and courtroom discussions.

### **Length of Time:**

Each session meets for approximately a 50 minute period.

### **Resources:**

Power Point Presentation – Weekly updates and tasks. Example: 111804POOT.ppt

Computer hooked to a TV or LCD Projector for class presentation.

(Note the teacher may substitute overhead transparencies for Power Point Slides)

Computer for each student with internet access.

Character ID's and passwords for each student.

Students will need paper and pencils or pens and word processing software.

Student Weekly Journals.

### **Teacher Weekly Preparation**

The teacher will logon to the POOT system and review the weekly progress of any new events, postings and messages. The teacher will then compose a task list for the students to complete and write in their weekly journals. This list should include but not limited to the students reviewing any courtroom activities, Justices opinions, breaking news, and posting to and responding to mail messages. The teacher should create a power point presentation or overhead transparencies detailing the latest updates and tasks the students are to complete. Include in the presentation the trial issue or law being challenged and what the views of both the defendant and the complainant.

### **Method:**

1. Convey the latest news using the power point slides or transparencies. Have a class discussion on these events and how the students personally respond and then how their characters should respond.
2. Present the current trial issue at hand. Present courtroom evidence and testimonials. (This could be done weekly as a refresher or every other week.)
3. Review procedures for student journals. Convey that these journals are to be kept weekly and should reflect on their experiences and tasks. Students may use a word processing to keep an electronic journal. Students who do not have a computer at home may keep a paper journal.
4. Present to the students their weekly tasks explaining all expectations for that week.
5. Have each student logon to the POOT system and complete each task.

### **Assessment:**

Students post meaningful messages and chit-chat. Students complete journal entries each week answering predetermined questions and objectives. Assessment is based on the teacher's daily objectives.

## Voting and Reflection

### Lesson Plan Topic:

Place Out of Time – Voting

### Objectives:

The students will be able to understand how to vote and then reflect on their experience.

### Length of Time:

One to Two 50 minute class periods.

### Resources:

Power Point Presentation – Voting.ppt

Computer hooked to a TV or LCD Projector for class presentation.

Computer for each student with internet access.

Character ID's and passwords for each student.

Students will need paper and pencils or pens and word processing software.

Student Weekly Journals.

### Method:

1. Using a the power point presentation on voting introduce the students to the voting process.
2. Show the power point slide on voting. Stress each character has three votes of confidence to distribute as they see fit. Students should distribute their votes to Justices who have similar views as the student's character.
3. Model the voting process for the students via the POOT system. Enter the courtroom and click on "Votes of Confidence". Select, through the pull-down menus, each Justices the votes are to be distributed to.
4. Instruct the students to send a mail message to each Justice they cast their vote to. This is a common practice in the POOT system.
5. After the students cast their votes have each student compose farewell messages to characters they have corresponded with. Again this is a courtesy message.
6. Finally have the students write in their Journals about their experience. These entries will be shared with the class and the University Professors. Note: Pre-select questions in advanced in order to prompt the students in their reflections.

### Assessment:

Students are able to login to the computer system, access the POOT simulation site, navigate the site, send a mail message, cast their votes, and complete journal entries for reflection. These journal entries should be in essay format with meaningful content. The content is based on the discretion of the teacher.