



Wide World of Wikis

OVERVIEW

In this lesson students will explore the idea of change over time by choosing an item of everyday use, such as a back pack or a clock. Students will research the creation and development of the chosen item. While working with a partner, the students will present their findings to the class. Students will be expected to present the story of the development of the object and display pictures or sounds that represent different stages of the object's development. The final "wiki" must include the written text, images, and be presented orally.

GRADE LEVELS

9-12

- learn about the collaborative nature of wikis.

TIME ALLOTMENT

Three Class Sessions

STANDARDS

Texas Essential Knowledge and Skills (TEKS)

§110.41. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, High School

(b) Knowledge and skills.

(1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to:

- (A) write in a variety of forms using effective word choice, structure, and sentence forms with emphasis on organizing logical arguments with clearly related definitions, theses, and evidence; write persuasively; write to report and describe; and write poems, plays, and stories;
- (B) write in a voice and style appropriate to audience and purpose; and

SUBJECT MATTER

This lesson includes instructional goals in Language Arts and Social Studies.

LEARNING OBJECTIVES

The students will be able to:

- work in pairs to critically analyze and examine the development of an everyday item.
- identify how changes occur over time.
- research information on their chosen item.
- present the story of the development of an object.
- add their research to the class wiki.



(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.

(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to:

(A) use prewriting strategies to generate ideas, develop voice, and plan;

(B) develop drafts, alone and collaboratively, by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;

(C) proofread writing for appropriateness of organization, content, style, and conventions;

(D) refine selected pieces frequently to publish for general and specific audiences; and

(E) use technology for aspects of creating, revising, editing, and publishing.

MEDIA COMPONENTS

WEBSITES

Online Self Reflection Checklist

http://interactives.mped.org/view_interactive.aspx?id=721&title=

To be used for assessment.

Wikipedia

http://en.wikipedia.org/wiki/Main_Page

VIDEOS

2001: A Space Odyssey

Video clip (time 8:24-9:52)

This clip shows how changes occur over time.

SOFTWARE

PB Wiki

<http://pbwiki.com/>

MATERIALS

You will need the following to complete these activities:

PER CLASS

One Internet enabled computer per two students.

PER COOPERATIVE GROUP

One computer

VOCABULARY

Wiki

PREP FOR TEACHERS

- If your classroom does not have computer access, arrange for class time in the computer lab.
- Look into your administration's policies about students publishing on the Internet. Even if the rules prohibit this practice, many aspects of this lesson can be carried out off-line.
- Make appropriate copies of the Research Guide, "[Make Way for Wikis](#)," "[Wiki: Don't Lose That Number](#)," and [Group Participation Assessment Sheet](#).
- Set up a wiki account with third-party server (unless you have some technical knowledge and would rather start one from scratch) such as [Seedwiki](#) or the password-protected [PB Wiki](#).
- Visit [example wiki](#), and bookmark it for instructional use.
- Make copies of the [Wiki Rubric](#) for the students.
- Test the [Online Self-reflection Checklist](#) on your computers to familiarize yourself with the tool and ensure that you have the Flash plug-in installed.



You can download the plug-in from the [technical support page](#).

- How did the object affect the everyday behavior of people?

INTRODUCTORY ACTIVITY: SETTING THE STAGE

View video clip of [2001: A Space Odyssey](#)

LEARNING ACTIVITIES

1. Brainstorm Ideas

Look over brainstorming ideas and lists of objects. With your partner, decide on an object for research. Choose an object no other group has chosen and get your teacher's approval. Be sure you will be able find enough information about your object.

2. Consult at Least Three Sources

You will be expected to create a bibliography of your research, using the correct form for citing resources. You may use the Citation Machine <http://citationmachine.net/> to cite your sources.

3. Develop Your Wiki

Use your Wiki to collaborate with your partner to present your research in Narrative form.

4. Present Your Information

You will present your information to the class using your Wiki. Your Wiki must include written information related to the development of the object over time. Be sure to answer the following questions:

- When did the object first appear? What are the causes/circumstances of its appearance?
- Through what stages has the object been developed? What caused changes in the object over time?

CULMINATING ACTIVITY

Present Your Wiki

You will be assessed on the presentation of your information as well as the delivery of the information. Your oral presentation will consist of telling the story of the evolution of the object over time, as you refer to your Wiki. Be sure to practice your oral delivery.

CROSS-CURRICULAR & EXTENSION ACTIVITIES

SOCIAL STUDIES

- Describe events in history over time.

LANGUAGE ARTS

- Create a retelling of a story in chronological order.

MATH

- Explain a mathematical process in the Wiki

SCIENCE

- Use the Wiki to record observations in an experiment.

ARTS

- Research and write about an artist.

TECHNOLOGY

- Embedded in this lesson

COMMUNITY CONNECTIONS

Students can collaboratively edit the Wiki with community members about a public landmark.

LITERATURE CONNECTIONS

Rip Van Winkle