What? Why?

• Students are digital natives
• Co-opting technology incentivizes and engages
  – Even if it just looks like digital technology
• What is it?
  – 140 characters
  – @_________ = Twitter handle
    • Example: @LangeAPGov
    • By using @_______, user is tagged (gets a notification, tweet is linked to that user)
  – # = hashtag
    • Used to join/link tweets
• In-class:
  – Exit Tickets
    • Always have the students Tweet to my Twitter handle (@LangeAPGov)
    • Use specific hashtags so students can follow the conversation as the day progresses (example: #FedAntiFed)
    • **Low-Tech Alternative**: “Twitter slips” and an in-class Twitter feed
      – Keep a stash of them for last-minute exit tickets
<table>
<thead>
<tr>
<th>@USERNAME</th>
<th>MESSAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>@mcjessie11</td>
<td>Montesquieu was most influential because many of his beliefs are used today like separation of powers!! :)</td>
</tr>
<tr>
<td>@wynslow_reeves</td>
<td>John Locke, he develop the social contract, people agreed to obey the gov. if the gov. protected their natural rights.</td>
</tr>
<tr>
<td>@haleylifex</td>
<td>I think that Montesquieu was most influential. His belief was that we should maintain checks and balances, like we do today.</td>
</tr>
<tr>
<td>@alexhamilton</td>
<td>I think that John Locke is the best because his proposals are still used today and even are some of our basic rights.</td>
</tr>
<tr>
<td>@JacobPoole</td>
<td>I believe John Locke contributed the most to democracy because all men created equal, right of trial, still hold in democracy now.</td>
</tr>
<tr>
<td>@KendallDemby</td>
<td>Locke was most influential in shaping our government because the majority of his ideas can be found in today’s government.</td>
</tr>
<tr>
<td>@elenatiprez</td>
<td>I think Montesquieu was the most influential because his ideas are used today like the separation of powers for example.</td>
</tr>
</tbody>
</table>
• **In-class (cont.):**
  
  – **History Through H@ndles**
    
    • Special Session at 11am at the Berlin Wall Concourse
    
    • Create “museum exhibits”
      
      – Consider using the hallways
      
      – Great for CommonCore connections!
        
        » Primary source documents, images, quotes, data/statistics, videos (embed in QR code), etc.
    
    • Students choose or are assigned a perspective/lens through which to view the exhibit and tweet about it
    
    • Use a hashtag so students can mention/@ each other to enrich the conversation
    
    • **Low-Tech Alternative:** Twitter slips (color-code them for original response vs. mention/@/response)
• At Home
  – Discussion Board
    • Pose a topic and require students to tweet (always have a creative hashtag!)
    • Assign minimum number of tweets
  – Live Tweeting
    • Examples- State of the Union; Presidential Debates
    • Search to see if there are other schools Live Tweeting events!
Twitter Alternatives

- TodaysMeet
- Edmodo
• What is it?
  – An online pinboard/corkboard
  – “Pin” articles, images, links, etc.
  – Share and collaborate on boards
• **In-class OR At Home**
  
  – **Data/research-gathering tool**
    
    • Easy place for students to save information they are finding during in-class research
    
    • Collaborative- group research pinned for all group members to access
    
    • Easy to convert to bibliography
• In-class OR At Home
  – Data/research-gathering tool
    • Easy place for students to save information they are finding during in-class research
    • Collaborative- group research pinned for all group members to access
    • Easy to convert to bibliography
  – Formative assessment
    • Provide prompt for students, have them respond by finding articles, images, data, etc. to respond to the prompt
      – Example: How can we predict people’s voting behaviors during an election?
Alternatives

- Pinterest
- Google+ Communities
- Padlet
• What is it?
  – Web-based
  – Community
    • Online closed forums, much like Facebook
  – Forms
    • Can create online questions, polls, etc.
  – Docs
    • Online Word-based documents
    • Collaborative
• **In-Class**

  – Collaborative papers, data collection, etc. on GoogleDocs
    • Example: Polling Assignment
  – Monitoring student progress
    • Students working can share documents with you and you can see them working in real time and provide feedback
  – Exit Tickets on Google Forms
    • Online forms (multiple choice; short answer; true/false; etc.)
    • Link to QR codes or to class website
• At Home
  – Discussion board
    • Closed and secure!
  – Collaborative research
    • Example: Find an article that shows the president acting in one of his seven roles
      – Can then have students identify the roles in-class and explain how it demonstrates the pres. acting in his role
        » Great time-saver for lessons you need a broad range of resources
  – Flipped Classroom
    • Post article, video, etc. for students to view (and comment on) at home prior to class
    • Great for classrooms with limited technology
Alternatives

Google+

Blackboard

WIKI

Edmodo
What is it?

- Text message (SMS) polls, voting, etc.
- Great for at-home comments and in-class participation

How Poll Everywhere Works

- You ask a question
- Audience answers using mobile phones, twitter, or web browser
- Responses are displayed live in Keynote, PowerPoint, or the web
• **In Class**
  - Mid-class formative assessments
    • Can embed into lectures
    • Gauge where students are in independent projects
  - **Exit Tickets**
    • Quick, digital
    • Results can be anonymous or displayed
  - **Low Tech Alternative**: Exit ticket slips formatted to look like a text message
• At Home
  – Flipped classroom
    • Holds students accountable
  – Alternative to reading HW questions
    • Students can respond via text by certain time; you can score or analyze data prior to the next lesson to anticipate areas of concern
Poll Everywhere

Google Forms

Socrative by MasteryConnect

Edmodo

SurveyMonkey
QR Codes

• **What are they?**
  – 2D box with digital information embedded in it
  – Scan the QR code using a QR reader to access the information
    • Videos, links, contact information, plain text, images, etc.
  – Countless free QR code creators online
• **In-School**
  
  – **Multi-media gallery walks**
    - Send students to specific websites quickly
    - Videos: students’ personal devices can usually circumvent YouTube restrictions on school computers
  
  – **Scavenger Hunts**
    - Embed clues (text, image, sound, video) in QR codes to send students on a hunt around the school
      - Example: Federalism Amazing Race
  
  – **Randomize Readings/Assignments**
    - Especially helpful for self-selection to avoid battles
  
  – **Google Forms questions** (exit tickets, formatives)
    - Could do multiple questions—have students select a QR code to scan
• At Home
  – At-home jigsaw learning
    • Display multiple QR codes, each linked to a different assignment. Have students randomly scan one on their way out the door at the end of class to discover which of the assignments/homeworks they must complete
    • **Low-Tech Alternative**: For students without devices, have hard copies of assignments
What is it?

- Educational Facebook
- Great alternative to mainstream social media
  - Closed classes
  - Parent codes keep parents informed
• In-Class
  – Collaborative Assignments
    • Create digital groups—private chatroom/wall
    • Share resources, ideas, comments, etc.
  – Quizzes
    • Instant feedback
  – Assignments
    • Single place to launch from
    • Submit final product digitally
Personal Ideology Assignment

Complete all parts of the assignment and record your responses in Edmodo.

Part I: Go to the website http://www.people-press.org/quiz/political-typology/ and complete the quiz.

Answer the following questions when you have completed the quiz (click on "Compare groups on key issues" to take you to a more in-depth analysis):

1. After completing the quiz, what was your determined ideology?
2. What percentage of the public fits within your ideology?
3. What are 3 core beliefs?
• At Home
  – Daily log
    • Put outcome, agenda, activities, digital copies of resources
      – Great to fulfill 504 or IEP requirements
      – Keeps absentees up-to-date
Me to ■ 4AB AP Gov.Pol. 2016-17, ■ 2AB AP Gov.Pol. 2016-17,
■ 1AB AP Gov.Pol. 2016-17

CONTENT- Friday, September 3

Essential Question: What were the weaknesses and strengths of the new Constitution?

-We turned in our HW for a grade.
-We completed and discussed our warm up.
-We watched a video recapping the AoC-to-Constitution journey. https://www.youtube.com/watch?v=JHu6yTDflL4
-We took notes on the “Road to the Constitution.”
-We broke into Federalists and Anti-Federalists (ABSENTEES—even = Federalists; odds = Anti-Federalists) and researched information to support our side of the debate (see Fed/Anti-Fed Debate assignment below). On WEDNESDAY, 9/7, we will debate whether or not to ratify the Constitution.

HOMEWORK: p. 57-67, Questions 10 due Wednesday, 9/7

IMPORTANT DATES:
-Review Session for Unit 1a W. 9/7 2nd half
-Ch. 2 vocab quiz remediations due in-class Th. 9/8
-Unit 1a Test F. 9/9
-Ch. 1 vocab quiz M. 9/12
-Unit 1a Remediations T. 9/13 and/or W. 9/14 2nd half
-Unit 1a Re-do’s Th. 9/15 and/or T. 9/20 2nd half Less...

The_Road_to_the_Constitution.ppt
4.9MB

Link

www.youtube.com
• At Home
  – Daily log
    • Put outcome, agenda, activities, digital copies of resources
      – Great to fulfill 504 or IEP requirements
      – Keeps absentees up-to-date
  – Discussion boards
  – Finishing work at home
    • “Complete it and turn it in on Edmodo”
  – Questions
    • Can be answered by any of their peers or directly addressed to teacher
Carley W. said Sep 20, 2016
I can't find the picture of a guy standing on a diving board and a man diving into the water. I can only see a Fish + Helicopter and a Snowman. None of these say diver game when you click them either. What should I do?

Candace B. said Sep 20, 2016
There is no diving game? Some of the thumbnails are not of the game, but of the questions...

Carley W. said Sep 20, 2016
So I'm not the only one.

Candace B. said Sep 20, 2016
@Mrs. Lange please send help

Carley W. said Sep 20, 2016
Candace, did you ever figure it out?

Candace B. said Sep 20, 2016
No...

TULIN A. said Sep 20, 2016
Does it work?

TULIN A. said Sep 20, 2016
@CandaceBailey

Candace B. said Sep 20, 2016
No, I haven't found it. I've been working with the chicken game.
Online Games

• What is it?
  – Easy-to-create interactive games
  – Can be played on SMART Boards, computers with projectors, BYOD, laptops/Chromebooks, etc.

  "EDUCATIONAL GAMES"

 OH, JUST PLAYING SOME
- Zondle
  - Huge variety of games linked to a set of questions
  - Best for whole-group play

Which of the following is NOT an American belief about politics?

- Officials should be accountable to the people.
- Everyone should have an equal chance to participate in politics (vote).
- There should be equality of wealth.
- People should be responsible for their own actions and success.
• Kahoot
  – BYOD quiz game
  – Best for individual or small group teams
  – Also has survey and discussion features
• Quizizz
  – BYOD quiz game
  – Best for individual or small group teams
• **What is it?**
  
  – Smartphone-based game
  
  – People hunt digital creatures (Pokemon), evolve them by collecting candy, and battle them at Pokemon Gyms

![Image of a phone displaying a Pokemon GO game screen]
• Scavenger Hunt
  – Discovery learning or Review
  – Create Pokemon Go-esque characters
    • Hang up characters around the school
    • Scavenger hunt style
    • Tasks with each character to earn “candy” used to “evolve the character”
      – Reading; Analyzing documents; watching video
      – QR code linked to Google forms questions
    • Reward student with most candy/most evolved Pokemon
  – Low-Tech Alternative: Have paper copies of activities in lieu of QR codes
Consent of the Governed

<table>
<thead>
<tr>
<th>Principle of Government</th>
<th>Type</th>
<th>Powers</th>
<th>Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>The government rules only through the permission of the people</td>
<td>STARDUST</td>
<td>5953</td>
<td>CONSENT OF THE GOVERNED CANDY</td>
</tr>
</tbody>
</table>

Consent of the Governed

- **Type**: STARDUST
- **Origin**: CONSENT OF THE GOVERNED CANDY

**Power Up**
Different than popular sovereignty (people have the power/decision making); related to revolution

**Evolve**
To earn candy, analyze the image. Then, scan the QR code and respond to the prompt.
Take Away

• Co-opt the technology
• Get students using the technology
• It’s all about the presentation

Erin Lange
ELange@aacps.org

This whole PPT as a PDF

YEAH...IF YOU COULD JUST CUT DOWN YOUR WRAP UP TIME

THAT'D BE GREAT

Erin Lange
ELange@aacps.org