

## USD 469 Lesson Plan

<b>Lesson Title</b>	KWL Lesson, Treated Lumber and Alternatives
<b>Created by</b>	Aaron Wecas
<b>Building</b>	Lansing High School
<b>Grade Level</b>	10-12
<b>Subject Area</b>	Industrial Technology
<b>Time</b> <i>(Time frame for the lesson)</i>	4 class periods
<b>State Standards Addressed</b>	See Document
<b>Technology Equipment</b> <i>(list the equipment needed and what needs to be connected before the lesson begins. Also any instructions on connecting)</i>	Computer with internet and PowerPoint access
<b>Tips</b> <i>(Special instructions or information that will help the instructor be successful using the equipment. What the students need to know BEFORE the lesson? What do the teachers need to know before the lesson?)</i>	Copy KWL chart for Treated Lumber and Alternatives Advise students that they should include provided web sites but that others may be available. Simple search strategies, etc. Citing Sources
<b>Activity Type</b> <i>(list all that apply- Group activity, Cooperative learning, Research, Hands on, etc...)</i>	Cooperative Learning
<b>Activity Context</b> <i>(Briefly describe how the activity fits into the context of the lesson. What will precede the activity? What will follow the activity? What do you want to accomplish by using the activity in your classroom)</i>	Treated lumber has gone through many changes in the past 10 years attempting to make it more environmentally friendly by eliminating the arsenic content. There are many new handling and use applications of treated wood and wood products that must be considered when using for outdoor projects.
<b>Additional Materials/Resources</b> <i>(Handouts)</i>	KWL Chart

<b>Extension Activities/Follow up</b> <i>(What do you do next? How do you know it was successful? Other activities to do. )</i>	Grading rubrics and class presentations.
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**1** task definition

**TASK DEFINITION:**

Using the KWL chart, students will work with a partner to research the use of CCA lumber and it's environmentally friendly substitutes. Create a PowerPoint presentation that documents you findings.

**2** information seeking strategies

**INFORMATION SEEKING STRATEGIES:**

Students may work in groups of no more than two and use any online or print reference material to find information relevant to the topic. Please submit one presentation for each group.

**3** location and access

**LOCATION AND ACCESS:**

Helpful websites from the instructor:

<http://www.backyardamerica.com/cca.htm>

<http://www.origen.net/ccawood.html>

<http://www.treatedwood.com/>

Utilize these web sites and information you find on your own to fulfill the requirements of the assignment.

**4** use of information

**USE OF INFORMATION:**

Create a PowerPoint presentation documenting the use of CCA lumber and it's environmentally friendly alternatives. What other issues are raised with the new technology woods? Can you think of any other things that might be affected by the use of these new materials?

**5** synthesis

**SYNTHESIS:**

Each student and their partner will present their findings to the class.

**6** evaluation


**EVALUATION:**

Students will self evaluate their presentation and content.

Students will be evaluated by their peers.

Students will complete the KWL chart documenting what was learned.

Students will be evaluated by their instructor.

 <b>THE BIG 6 SKILL</b>	<b>INFORMATION LITERACY STANDARD</b>	<b>N.E.T.S</b>	<b>KANSAS LIBRARY MEDIA STANDARD</b>	<b>BASIC ACTIVITIES</b>	<b>ADVANCED ACTIVITIES</b>
<b>1</b> TASK DEFINITION	1.1	2.1	1.1	Graphic Organizer Conceptual Mapping	Essential Questioning
<b>2</b> INFORMATION SEEKING STRATEGIES	1.3 2.4	2.4 1.2	1.4 7.1 8.2	Evaluating Web Sites	Web Site Evaluation
<b>3</b> LOCATION AND ACCESS	1.4 7.1	1.2 3.5	2.3 8.3	Search Strategies	Advanced Search Strategies
<b>4</b> USE OF INFORMATION	3.1	4.8	3.1 5.3	Analyze Sources Bibliography Citations Short Essay	Level of instruction
<b>5</b> SYNTHESIS	4.2	5.9 4.10	5.2 6.2	Critical Thinking Appropriate Product	Classroom Applications
<b>6</b> EVALUATION	6.2	5.6	9.4	Assessment Rubric Student Applications	Information Power

Standards used in this template can be found at the following links:

Information Literacy Standards: [http://www.ala.org/ala/aasl/aaslproftools/informationpower/InformationLiteracyStandards\\_final.pdf](http://www.ala.org/ala/aasl/aaslproftools/informationpower/InformationLiteracyStandards_final.pdf)

NETS: [http://cnets.iste.org/docs/NETS\\_S-Profiles-912.pdf](http://cnets.iste.org/docs/NETS_S-Profiles-912.pdf)

KS Library Media Standards: <http://www.usd259.com/curriculum/standards/lm-eleventh.html>

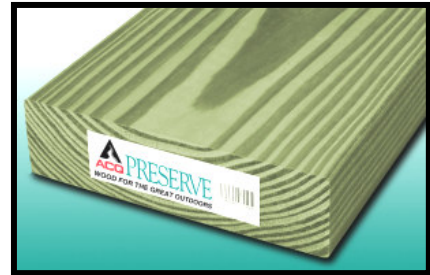
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**KWL CHART  
TREATED LUMBER AND ALTERNATIVES**

**STUDENT NAMES:** \_\_\_\_\_

\_\_\_\_\_

**PRESENTATION TITLE:** \_\_\_\_\_



<b>WHAT I <u>KNOW</u> ABOUT TREATED LUMBER.</b>	<b>WHAT I <u>WANT</u> TO KNOW ABOUT TREATED LUMBER.</b>	<b>WHAT I <u>LEARNED</u> ABOUT TREATED LUMBER.</b>



**Woodworking  
Presentation Evaluation Rubric  
Treated Lumber**

<b>Category</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Content Accuracy</b>	Contains all required elements.	Most of the content is accurate.	Content is generally accurate.	Contains less than half of content is inaccurate.
<b>Internet Sources</b>	All teacher suggested websites used in addition to student discovered sites.	Some teacher suggested sites and some student discovered sites used.	All teacher suggested web sites used and not student sites used.	Few internet sources used.
<b>Print sources</b>	At least two print sources used and are relevant to the subject.	One print source used and is relevant to the topic.	Print sources may not be relevant to the topic.	Print sources not documented properly.
<b>Bibliography</b>	All sources cited and documented properly	All sources cited but the format is not correct	Missing sources, correct format	Missing sources and incorrect format.
<b>Layout &amp; Presentation of Elements</b>	Power Point Presentation is very exciting with all the required information presented in detail. Excellent Power Point.	Power Point Presentation is very good with most of the required information presented in detail.	Power Point Presentation is good with few gaps in the information presented.	Power Point Presentation is basic with gaps in the information presented.
<b>Spelling and Grammar</b>	No grammatical errors or misspellings.	Some misspellings but no grammatical errors.	Some grammatical errors but not misspellings.	Some grammatical errors and some misspellings.

<b>Peer Evaluation of an Oral Presentation</b>			
	<b>Very Good</b>	<b>Satisfactory</b>	<b>Poor</b>
	<b>3</b>	<b>2</b>	<b>1</b>
Gave an interesting introduction			
Presented clear explanation of topic			
Presented information in acceptable order			
Used complete sentences			
Offered a concluding summary			
Spoke clearly, correctly, distinctly, and confidently			
Maintained eye contact			
Maintained acceptable posture			
Presentation was interesting			
Used visual/audio aids well			
Handled questions and comments from the class very well			
<b>Total _____ (of 33)</b>			

## Presentation Self Evaluation Form

On a separate sheet of paper, type (double-space) your responses to the following:

1. Describe one thing that you did well in this presentation.
2. Describe one thing that you would change about your preparation of this presentation.
3. Comment on the content of your presentation: do you feel that you provided your audience with information that they did not know prior to your presentation? Explain.
4. Comment on your eye contact: was it sufficient? Why or why not? If not, how do you plan to improve your eye contact for your next presentation?
5. Comment on your gestures and movement: were they effective? Why or why not? If not, how do you plan to improve your gestures and movement for your next presentation?
6. Comment on your practice for this presentation: did you practice thoroughly? If you feel that you did not practice thoroughly, how will you modify your practice for your next presentation? Be specific.
7. Please provide an overall assessment of your presentation. Were you satisfied with your presentation? Why or why not?

"Oral Communication Focus at University of Hawaii at Manoa." Oral Presentation Self Evaluation Form. University of Hawaii at Manoa. 19 Mar. 2006 <[http://www.hawaii.edu/gened/oc/self\\_evaluation.htm](http://www.hawaii.edu/gened/oc/self_evaluation.htm)>.