

# Critical Observation

## ESTIMATED TIME

1-2 class periods

## PREREQUISITES

- This lesson is a follow-up to Lesson 28 *Graphic Organizers* in which students learned how to organize data. Lessons 12 *Organizational Structures* and 13 *Question Asking* as well as Level A Lesson 28 *Note Taking* would be very helpful as foundations for this lesson.
- Students will need to have spent a significant amount of time at their internships sites to know how to answer questions in this lesson. Alternatively, they can research a community organization or school system.
- Students will need computers with internet access and a program like *Microsoft PowerPoint* that has graphic organizer templates built in.

## RESOURCES AVAILABLE

- *Critical Observation Rubric*
- *Critical Observation Questions Plan*

## ACROSS THE CURRICULUM

The ability to gather information and data and display it in a graphic organizer is a useful skill to have across the curriculum. Graphic organizers utilize higher-order thinking and reasoning skills to help students orient and organize their thoughts. These tools can be used in any classroom, at any level.

## LESSON GOAL

Make and organize observations about organizations and reflect on how the organization functions in the community.

## Essential Questions

What are effective strategies for making critical observation?

## Student Expectations:

1. Complete *Critical Observation Question Plan* by selecting graphic organizers and sources of information to answer questions.
2. Create graphic organizers to collect notes.
3. Use graphic organizers to collect and present information about an organization.
4. Develop and make a presentation of information about an organization using graphic organizers.
5. Write a reflection about the use of graphic organizers to collect and present information.

## LESSON OBJECTIVES

1. Use graphic organizers to collect and present information in an efficient and effective way.
2. Gather, analyze, and assimilate information about a community organization to understand its role in the community.

## RATIONALE

This lesson combines a tool with a skill for the benefit of the student. In this lesson, students will use their knowledge about graphic organizers to assist them in furthering their understanding of their internship site or a business or community organization and how it benefits the community. Students will then be better able to communicate their understanding to others.



Critical Observation Rubric



Critical Observation Questions Plan

## PROCEDURES: WHAT TO DO

**1. WHOLE GROUP** Hand out the *Critical Observation Rubric* to introduce the lesson and explain how students will be evaluated. Explain that students will be developing an informational report about an organization they selected using critical observation and graphic organizers to represent their data. Then review the questions students posed about their community organizations or internship sites and the graphic organizers they created in Lesson 28 *Graphic Organizers*.

**2. SMALL GROUPS** Divide students into groups of 3-4. Hand out the *Critical Observation Questions Plan* and have students follow these steps.



### ASSIGNMENT 1

- Add the question(s) they composed in Lesson 28 to the top of the list if it is not already there along with the graphic organizer idea.
- Even though students may be investigating different organizations, have them discuss and list in the second column which types of graphic organizers would be effective for collecting the answers to all the other questions. For example, a map would be useful for identifying location and a timeline would be useful for answering the question about how long it has been in existence.
- Next, have students discuss and identify where they can find the information and data they need to answer the questions and list it in the chart.
- Have students use the *Sakai* Assignments Tool to submit their charts for review.

#### ASSESSMENT

**Critical Observation Questions and Plan** Complete the plan for answering the questions.

**3. INDIVIDUAL** When students have completed the *Critical Observation*



### ASSIGNMENT 2

- Questions Plan*, have them follow these steps to collect the data to answer the questions.
- Draw the graphic organizers you plan to use or use the computer to create them.
  - Use the graphic organizers to collect data.
    - Some data is available on the internet.
    - Other data can be found in company or organization brochures.
    - Other data can be gathered by informal or formal interviews.
  - Modify the graphic organizers, as needed, to suit the purpose of presenting the information effectively.
  - After all the information has been collected, proofread, revise, and edit your graphic organizer to make it presentable. Label each organizer to clearly identify what information it is providing and what question it answers.
  - Write an introductory paragraph for the answers to your ques-



Student Pages

- tions, explaining the purpose of your organization and what information the graphic organizers will provide.
- Write a summary paragraph explaining how your organization functions in the community and describing which communities it serves summarizing the information in the graphic organizers.
  - Plan on presenting the information to the class in less than five minutes. Choose any of the following methods.
    - Make copies of your report for each classmate.
    - Use a multimedia presentation software program to present it to the class.
    - Display your graphic organizers on poster board for all to see.
  - Use the *Sakai* Assignments Tool to submit your report for evaluation.

### ASSESSMENT

**Critical Observations Report** Collect information and prepare a report using graphic organizers.

- WHOLE GROUP** Have students present their reports to the class. Comment on effective use of graphic organizers to present the information. Comment on different graphic organizers that were used to present similar types of data.

### ASSESSMENT

**Presentations** Present organization reports with graphic organizers.

## REFLECTION

Have students reflect in writing on the following questions.

Then have them use the *Sakai* Assignments Tool to submit their reflection for evaluation.

- Did graphic organizers simplify or complicate your data collection process?
- How did you decide which graphic organizers to use?
- How could your graphic organizers to be more effective in presenting your information?
- What did you learn about your organization that you didn't know before?

### ASSESSMENT

**Reflection** Write a reflection about using graphic organizers to collect and present information.

## ASSESSMENT

Use the *Critical Observation Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results.

In addition to the rubric, each submission should be evaluated individually for appropriateness for submission to the ePortfolio before posting.



## INTEGRATING TECHNOLOGY

### ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

### SCHEDULE

- Add Assignments to the Schedule.

### EVALUATE/REVIEW

- Student Assignments
- Student Portfolio
- Add a test or quiz if desired.

### LESSONS

- Review Lessons.
- Add Resources if desired.
- Change a Lesson if desired.
- Schedule a Lesson.
- Unschedule a Lesson.

### COMMUNICATE IF DESIRED

- Blogger
- Chat Room
- Drop box
- Mailtool
- Roster

## Ohio Academic Content Standards

### English Language Arts

#### Research

2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
4. Evaluate and systematically organize important information, and select appropriate sources to support central ideas, concepts and themes.
7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.

## DIFFERENTIATING INSTRUCTION

### SPECIAL NEEDS

Plan for giving students on IEPs substantial assistance with this lesson, particularly the writing portions. You may assign a scribe who can help select and assist in the creation of the graphic organizers and collection of information. As with any adaptation, teachers should consult with the school's IEP coordinator and IEP specialist for the best strategies for each student.

### GIFTED AND TALENTED

Gifted students may wish to design their own graphic organizer to suit their sites or information or help edit the written reflections of their peers.

## ADDITIONAL RESOURCES

### WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

- North Central Regional Education Laboratory: <http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1grorg.htm> Access this site for an overview of graphic organizers.

### BOOK SOURCES

- Bellanca, James. *A Guide to Graphic Organizers*. Corwin Press, 2007. Use this book as a thorough review and examples of 24 graphic organizers.