1. **Lesson Title** - Leave a Comment on a Classmate’s blog

2. **Grade/Age Level** - 9th grade - High School

3. **Subject Area** - Social Studies

4. **Time allotted for the lesson** - One ninety minute (90) class period.

5. **Short description of lesson** - In this lesson, the learners will read the blog entries of three other classmates and leave a comment for them.

6. **State Curriculum Standards met in this lesson** -
   - Oregon Social Science standard - History HS.12 - Construct and defend a written historical argument using relevant primary and secondary sources.

7. **Instructional Objectives** -
   a. Each student will read the blog entries of three (3) other classmates and leave a substantive comment either agreeing or disagreeing with their blog post.
   b. Each student will leave comment of at least two (2) well developed paragraphs in length.

8. **Instructional Procedures** -
   a. **Lesson Set** - Reset the five characteristics of a blog (see lesson one). Focus on the comment feature that blogs have. Compare that feature to the “Letters to the Editor” section of a newspaper’s Op/Ed page.
   b. **Techniques and activities** -
      Students will be assigned to groups of three (3) by the instructor. Groupings can be random or structured based upon the reading/academic levels or needs present in each particular class.
      Use the instructional graphic “Adding a Comment” (link here) to demonstrate the process and expectations for commenting on a peer’s blog entry.
      Students will then share (via school district email) their links to their own blogs...
with each other. Students will then be asked to leave a substantive comment on each one of their group member’s blog site. The comments must be directly related to the blog entry posted by their peer (“Do they agree or disagree with Jared Diamond’s theory of global development as presented in the video series “Guns, Germs, and Steel?”

Each comment must be at minimum of two (2) well developed paragraphs that directly comment on how their peer’s have answered the question posed to them regarding Diamond’s theory of global development.

9. **Adaptations for special learners** - Learners with special needs will have any technological adaptations they require to navigate a computer connected to the Internet (magnification, screen reader, stylus, keyboard modifications, etc.). ELL students will be given time extensions and peer tutor support in order to create the comments for their group members.

10. **Assessment/Evaluation** - Informal assessment will be conducted by the instructor to evaluate the substantive nature of the comments left by their peers. Comments that address the details posted in their blogs will receive full credit, comments that are not based entirely on what was written in the original post will receive half credit and comments that are not related to any of the details of the original post will receive no credit. Emails will be sent to students providing feedback on the quality of their comments.

11. **Learner Products** - Students will have a personal blog with comments left by their peers on the substantive nature of their answer to the question of global development.