HOPSCOTCH

Bring History to Life in Hopscotch
Social Studies | Grades 5-8

Time | 45 - 60 minutes

Big Idea | Students will create programs in Hopscotch to animate an event in history.

Lesson Goals
- Students will sequence events showing an understanding of timing and order.
- Students will identify all appropriate influences on a historical event.

Skill Focus
- Following a multi-step procedure to complete a task
- Using Hopscotch as a tool to express understanding of historical concepts

Key Vocabulary
- **Event**: When something happens
- **Sequence**: A list of instructions, in order
- **Timeline:** A series of events organized in chronological order

Materials
- 1 iPad or iPhone per student, or 1 device per 2 students, for pair programming. Email educators@gethopscotch.com for bulk-created student accounts.
- Starter Project - Timeline https://c.gethopscotch.com/p/yg9qtyiu8
- Starter Project - History Game https://c.gethopscotch.com/p/ygmx5stb0
- Project examples available in Hopscotch:[1]
  - https://c.gethopscotch.com/p/zx3tpia
  - https://c.gethopscotch.com/p/y9f43xd86
  - https://c.gethopscotch.com/p/xjg504t3x
- Social Studies Worksheet

> **Teacher Brief**
> Students will create a program in Hopscotch to animate a historical concept. This may take the form of a timeline, story, or other animation. The goal is for students to sequence and explain events with an accurate understanding of the historical concepts being studied. This lesson plan does not use a specific topic; it is designed flexibly to allow teachers to meet the needs of the classroom and course of study. Suggested modifications are included below and may prove helpful for students in need of more structure to demonstrate their understanding. This lesson assumes that students and teachers have little to no experience coding in Hopscotch.

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[1] *These project examples were made by Hopscotch users. Some are more complex than others. Please see section 0 below for suggestions on how to discuss them with students.*

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Lesson

0. *Whole Group Discussion (5 min)*

- Introduce the project to students; explain that they will be using Hopscotch to create a program explaining the topic being discussed (*i.e. the causes of the American Revolution*).
- Review the facts: what needs to be included in order to create a complete project? With teacher guidance, these facts could become the criteria for success.
- *(Optional)* Share example projects and/or the starter projects with students. As a class, discuss if these projects capture the project criteria. *What is included? What is missing? What do these examples do well and how could you make them more effective?* This is also a great opportunity to introduce the practice of reflecting and giving feedback on a project using helpful and constructive language.

1. *Getting to Hopscotch (5 min)*

1.1 Find the Hopscotch app on your iPad
1.2 Sign in to your account (students may need to create accounts)
1.3 Making a new project: Tap on the highlighted + on the bottom of the screen

2. *Getting Familiar with Hopscotch (10 min)*

2.1 Exploring the Workspace & Blocks
- Students new to Hopscotch must go through the introductory tutorials to get a sense of how to add objects to the workspace and code these objects. This step is enables students to create new projects from scratch.
- Share the [Social Studies worksheet](#) with students; this resource shows code that might be helpful in making a project with a social studies focus.

2.2 Check In & Share Out
- Ask students to share helpful things that they noticed.
- Answer common questions, if necessary.

3. *Create the Project! (20 min)*

- Note: students may find it useful to remix one of the Starter Projects.
- Students will need to plan their project. Referencing the criteria for success, students should plan the elements of their project in Hopscotch.
- No matter what historical concept students are working on, they should aim to engage the user. Whether it's a tappable timeline or a game with historical questions, students can make their work interactive.
- *Optional*: if students are not already working in partners or small groups, encourage students to use *thought partners* who will help each other during the design process.

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4. Reflection (5 min)

4.1 Whole Group Reflection
- Choose a few student projects to share and discuss as a class
- Suggested questions for student presenters:
    - What part(s) of your project are the most proud of?
    - What challenges did you experience?
    - What choices did you make while designing your project?
- For students commenting on projects, it may be helpful to recommend a format for feedback such as red/yellow/green, plus/delta, etc.
- Suggested questions for students giving feedback:
    - What do you think the creator did well?
    - What do you think could be improved?
    - What questions do you have about the choices the creator made?

5. (Optional) Sharing Projects with the Hopscotch Community (15min)

5.1 Publishing a Project
- When students finish, they can publish projects to the Hopscotch community. This is a great opportunity for students to share their work with a digital audience. Students can "like" another student's project and remix it to see how it was made.

5.2 Evaluating a Classmates' Project
- Show students how to search for projects in the Hopscotch community.
- Encourage students to remix their classmates' projects in order to see how they created their project.
- Students may use the project rubric or pre-determined criteria for success to evaluate each other's work and give helpful feedback.

Modifications
- Pair programming: nthis is a great opportunity for students to work together to create strong projects that they are proud of
- Students can remix one of the Starter Projects in Hopscotch
    - Starter Project - Timeline https://c.gethopscotch.com/p/yg9qtyiu8
    - Starter Project - History Game https://c.gethopscotch.com/p/ygmx5stb0
- Build in time for students to get comfortable in Hopscotch; encourage students to work through all of the introductory tutorials
    - Coding Journey Tutorials
        - Build Your World
        - You're the Boss!
        - Sharing is Caring
- Printed copies of the Social Studies worksheet

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Curriculum Extensions
- Add more criteria that the projects must meet (i.e. more historical components such as date, time, location, relationship to other events, etc.).
- Challenge students to create projects from the viewpoint of a historical figure - how would they interpret and express the events being studied? Can they display multiple perspectives in their project?
- Self-assessment: Using this rubric as a model[2], encourage students to assess their work, evaluate its effectiveness, and iterate to improve the project.

Common Core State Standards

CCSS.ELA-LITERACY.SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CCSS.ELA-LITERACY.RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.

CCSS.ELA-Literacy.RST.6-8.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or following technical tasks.

CCSS.ELA-Literacy.RST.6-8.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific and technical context relevant to grades 6-8 texts and topics.

CCSS.ELA-Literacy.RST.6-8.7: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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[2] Rubric: https://drive.google.com/drive/u/0/folders/0B6rlkNelswsRQmgySzNCaUZvMTQ