



# Gold Seal Lesson

<b>Author(s):</b> David Nohara			<b>Lesson Title:</b> Technical Support			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
K-4	5-8	9-12 X	A	B	C	D XX

### Instructional Focus:

<b>Language Arts Integration</b> —Students synthesize individual language arts skills.
<b>Reading</b> —Students read a variety of grade level materials, applying strategies appropriate to various situations.
<b>Listening</b> —Students listen for a variety of purposes appropriate to the grade level.
<b>Speaking</b> —Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

### Performance Task

The teacher brings in instruction manuals for various products that are somewhat complex to assemble, set up, or use, such as programmable appliances (VCRs, microwaves, dishwashers) or electronic equipment (stereo systems, computers). If the manual includes a "troubleshooting guide" it should be removed. The class is divided into sets of pairs. For the first half of the class, students study the manuals, familiarizing themselves with setup and operation and identifying mistakes people are likely to make and the results of those mistakes. In the second half, the pairs are divided into two groups, users and technical support teams. Each user pair is matched with a technical support team. The two groups sit facing apart, to simulate a telephone conversation. Users present the technical support teams with their problems, stated in terms of the outcomes of the mistakes ("it doesn't work"), not the mistakes themselves. The technical support team must identify the mistake. When the problem is found, the roles are reversed. If time permits, user pairs move to new technical support teams.

When acting as a technical support team, each pair keeps a technical support log, describing the problems presented to them and the steps they took to solve them.

For a possible large-group activity, the class can come up with suggestions for a "troubleshooting guide" to accompany the manual.

### ICLE Essential Skills

Apply the information gathered from technical texts in real-life situations. (ela 35)
Discriminate important ideas from unimportant ideas while reading. (ela 15)
Give oral or written directions that are clear and are understood by another person. (ela 2)
Follow oral or written directions. (ela 4)
Follow written directions carefully and accurately. (ela 6)
Understand the nature of informational and/or technical texts. (ela 71)

## Scoring Guide:

	<b>Excellent</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
<b>Technical support logs (70 points—Both students in pair receive the same grade)</b>	<p>48-70 points</p> <p>Logs contain complete list of problems encountered, path to resolution, and final solution. Reflect successful interactions, with logical and efficient initial diagnoses, lines of questioning, and paths to resolution.</p>	<p>24-47 points</p> <p>Logs contain complete list of problems encountered, path to resolution, and final solution. Reflect generally successful interactions, with logical and efficient initial diagnoses, lines of questioning, and paths to resolution. Students propose inappropriate solutions or are "stumped" only occasionally.</p>	<p>0-23 points</p> <p>Logs are incomplete, with little description of interactions; or, reflect diagnoses and solution strategies not supported by manual.</p>
<b>Pair work (30 points)</b>	<p>21-30 points</p> <p>Students work cooperatively, sharing work and listening to each other's suggestions. Students may create different roles (since only one can "talk on the phone" at any given time) but both must be active in looking for solutions. Students recognize traits within themselves that may hinder interaction (e.g., dominance, reticence, difficulty listening to others, impatience) and try to overcome them.</p>	<p>11-20 points</p> <p>Students work cooperatively, sharing work and listening to each other's suggestions. Students may create different roles (since only one can "talk on the phone" at any given time) but both must be active in looking for solutions.</p>	<p>0-10 points</p> <p>Students do not cooperate. One student may dominate, one may not contribute, or they may compete against each other.</p>

## Keywords

<b>English Language Arts</b>	<b>Mathematics</b>	<b>Science</b>
<b>Reading:</b> comprehension, technology	<b>Algebra</b>	<b>Earth Science</b>
<b>Writing</b>	<b>Geometry</b>	<b>Life Science</b>
<b>Communications:</b> listening	<b>Statistics</b>	<b>Chemistry</b>
<b>Literature</b>	<b>Calculus</b>	<b>Physics</b>
<b>Other</b>	<b>Trigonometry</b>	<b>Other</b>
	<b>Other</b>	