

Installation: Drywall

Media Type: Video
Duration: 50 minutes

Goal: To demonstrate the process of installing drywall as interior walls and as interior ceiling, as well as the process of repairing a wall made of drywall (also known as plasterboard or gypsum board).

Description: This presentation discusses tools and materials needed to install drywall, as well as safety precautions to be aware of when installing drywall. The step-by-step process of installing drywall as interior walls and as interior ceiling is explored in detail, including the process of taping and bedding joints. In addition, the step-by-step process of patching a hole in a drywall wall is described.

Objectives:

1. To discuss tools and materials needed for drywall installation.
2. To describe safety precautions relevant to drywall installation.
3. To demonstrate the installation of a drywall interior wall.
4. To demonstrate the installation of a drywall ceiling.
5. To demonstrate the process of repairing a hole in a wall made of drywall.



College & Career Readiness Anchor Standards for Writing

Writing Standards	
Text Types & Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	9-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Production & Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Research to Build & Present Knowledge	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
	9-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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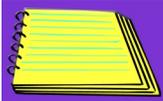
College & Career Readiness Anchor Standards for Speaking and Listening

Speaking & Listening Standards	
Comprehension & Collaboration	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
	9-12.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	9-10.2 Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.
	11-12.2 Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
Presentation of Knowledge & Ideas	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
	9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
	11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
	11-12.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Architecture & Construction Career Cluster (AC)

Cluster	Standard
	Use vocabulary, symbols and formulas common to architecture and construction.
	Use architecture and construction skills to create and manage a project.
	Comply with regulations and applicable codes to establish and manage a legal and safe workplace.
Construction Career Pathway (AC-CST)	Apply practices and procedures required to maintain jobsite safety.
	Compare and contrast the building systems and components required for a construction project.
	Demonstrate the construction crafts required for each phase of a construction project.
	Safely use and maintain appropriate tools, machinery, equipment and resources to accomplish construction project goals.

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Lesson Plan

Class 1: Pass out the *Installation: Drywall Vocabulary Handout* and *Worksheet* for students to use as reference materials during the presentation. Show the *Introduction, Tools & Materials, Preparation & Layout, Ceiling Panels* and *Wall Panels* segments of the *Installation: Drywall* presentation. Have students begin the *Tool & Material ID Activity*, and instruct them to finish it for homework.



Video
20 min.

Class 2: Remind students to continue using the *Vocabulary Handout* and *Worksheet*. Show the *Finishing Techniques: Corner Bead & Taping, Finishing Techniques: Bedding, Finishing Techniques: Sanding & Texture Application* and *Basic Repair Techniques* segments of the presentation. Distribute the *Drywall Guide Project* and inform students of when it is due.



Video
30 min.

Class 3-5: Complete the *Installing Drywall Activity*. Allow students to work on the *Project* during any downtime.

Class 6: Instruct students to finish the *Installing Drywall Activity*. Administer the *Installation: Drywall Assessment*.



Lesson Links

The Family Handyman: Drywall

- <http://www.familyhandyman.com/drywall>

DIY Network: How To Drywall

- <http://www.diynetwork.com/how-to/topics/drywall>



Career & Technical Student Organizations

SkillsUSA

- Job Skill Demonstration A
- Job Skill Demonstration Open



Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50393, Lee Lewis, CEO, Lee Lewis Construction
- iCEV50471, Gene Snead, Construction Remodeler
- iCEV50366, John Brown, Construction Laborer, McDougal Companies

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Lab Activities

Tool & Material ID

Directions:

Students will list the tools and materials needed when installing an interior wall made of drywall. They should provide the name of each, as well as the task or function for which it will be used. They should also include any safety concerns regarding use of the tool or material.

Installing Drywall

Directions:

Students will follow the drywall installation process as outlined in the presentation. Depending on the school's resources, this may be done with a full-size wall on an actual building, a full-size mock-up, or a miniature mock-up. Be sure students follow all steps and perform all work adequately. For more details, see the *Installing Drywall Teacher Instruction Sheet*.



Project

Drywall Guide

Directions:

Students will create a brochure or guidebook containing information about drywall and the process of installing drywall. They should use the Internet, magazines, books and/or additional sources to research advantages and disadvantages of using drywall, tips for choosing between types of drywall, and advice concerning drywall installation and repair. Students should organize information in a trifold brochure or bifold leaflet including graphics and/or photos. They should also turn in a separate bibliography documenting sources used according to your instruction.