

Best Practices of Technology Integration

Title: Presidential Periods - Times to Remember

Submitted by:

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Subject Areas: Social Studies, Technology, Language Arts

Intended Grade Level(s): 5 & 8

Description:

Students will work in groups to do research on the Internet for information about three specific and relevant events that occurred during a particular presidential period. The teacher will assign a presidential period to each group, while students will determine the three relevant events. They will then put their information into a multi-media slideshow presentation for the entire class.

Narrative:

This lesson was a success in our classroom because the students researched, learned, and presented information concerning major eras of American history. They identified when and where each event happened, who was involved, and how the event affected people. This lesson met goals and objectives for three curricular areas: Social Studies, Language Arts, and Technology. Students successfully shared their information with each other by presenting to the class their research. Students had to determine if events were relevant enough to be considered a major event in the presidential period. Students worked in groups to complete this project. This allowed students to participate in group decision making activities as well as share in the process of creating the final presentation. Students made connections beyond the classroom by incorporating technology, utilizing the Internet, and investigating real world events. The addition of technology to this lesson allows the lesson to be completed in a more efficient and unique manor.

Curriculum Benchmarks:

MI.SOC.I.2.MS.2 All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events: identify and explain how individuals in history demonstrated good character and personal virtue.

MI.SOC.I.2.MS.4 All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events: use historical biographies to explain how events from the past affected the lives of individuals and how some individuals influenced the course history.

MI.ELA.I.11.MS.3 All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts: organize, analyze, and synthesize information to draw conclusions and implications based on their investigation of an issue or problem.

Total amount of time for lesson:

This lesson can be completed in seven class periods as detailed below:

- 2 - 50 minute class periods for research on selected Internet sites
- 2 - 50 minute class periods for compiling information to answer specified questions
- 2 - 50 minute class periods for creating the presentation (slideshow)
- 1 - 50 minute class periods to present slide shows to the class

*Times reflect a class size of 20 students using 10 computers

Materials/Hardware/Software:

- Materials: paper/pen
- Hardware: 1 computer with internet access per group of students
1 computer with AV capabilities
1 presentation system (projection unit or TV connected to computer)
- Software: Word Processor (ClarisWorks or Microsoft Word)
Presentation Program (ClarisWorks Slideshow or Microsoft PowerPoint)

*All software mentioned is multi-platform

Teacher Preparation:

Teachers need to create a directions sheet for the students explaining the project. Included in the directions would be pre-selected web sites for the students to find their information, a time frame for the project, questions students are to answer, and group assignments. Teachers need to select groups and assign a presidential period to them, for example: Group #1 - George Washington 1789-1801, Group #2 - Thomas Jefferson 1801-1809, etc.

Teachers need to be technologically proficient in at least these four areas:

word processing, navigating through the Internet, creating a presentation (using ClarisWorks Slideshow or Microsoft PowerPoint), and using a presentation system (projection unit or TV connected to computer).

Prerequisite Student Skills:

Students need to differentiate between relevant facts and irrelevant facts as pertaining to their topic. It is beneficial to have students that are knowledgeable about the Internet, but not mandatory, as you will be giving them sites to explore. Students need to be proficient word processors and feel comfortable working with a presentation program. (ClarisWorks Slideshow is a simpler program to use than Microsoft PowerPoint, but both will work efficiently) Students should be grouped based on their technical skill level. The time frame selected by the teacher should reflect the grade level curriculum. This will ensure students are familiar with the content area. In our 8th grade classroom we selected the time frame of 1789-1898 which correlates with the Michigan Curriculum Framework for 8th grade.

Student Activities/Procedures:

Day 1 & 2 - 50 minute class periods

- 1.) Demonstrate to students on projection system how to copy and paste information from the Internet to their word processor.
- 2.) Pass out and explain directions.
- 3.) Groups begin researching to find three relevant events that happened during their presidential period.
- 4.) Once students determine three relevant events, they should answer the following questions for each event:
 - a.) When did it happen?
 - b.) Who was involved?
 - c.) What events led to this event, or Why did it happen?
 - d.) Where did the event take place?
 - e.) How did the event happen?
 - f.) How did it affect the people?

Day 3 & 4 - 50 minute class periods

- 1.) Students continue to work in groups compiling their information into a word processor. Students should have three separate documents, one for each of the three events. By the end of day four, students should have completed all three event papers.

Day 5 & 6 - 50 minute class periods

- 1.) Students begin creating their presentation using the following format. There will be 14 slides to their slideshow.
 - Slide #1 Your President, time period, and your names
 - Slide #2 List the 3 events you will be talking about
 - Slide #3 Name of 1st event and graphic
 - Slide #4 When did it happen? Where did the event take place?
 - Slide #5 Who was involved? What events led to this or Why did it happen?

Slide #6 How did the event happen? How did it affect the people?

Slide #7 Name of 2nd event and graphic

Slide #8 When did it happen? Where did the event take place?

Slide #9 Who was involved? What events led to this or Why did it happen?

Slide #10 How did the event happen? How did it affect the people?

Slide #11 Name of 3rd event and graphic

Slide #12 When did it happen? Where did the event take place?

Slide #13 Who was involved? What events led to this or Why did it happen?

Slide #14 How did the event happen? How did it affect the people?

Day 7 - 50 minute class period

1.) Students will present their slide shows to the entire class.

Assessment/Evaluation:

Students' three event papers are graded based on the clarity and completeness of their answers to the specific questions given. The final presentation is graded based on the clarity and completeness of the slideshow format above, as well as creativity.

Follow-up Activities:

Each group can make up six questions, two for each event, for the other students to answer. This allows time for each group to further study and investigate all events chosen.

[View sample slide show](#)