

Best Practices of Technology Integration

Title: Elk Rapids - Its Past And Future

Submitted by:

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Subject Area: Language Arts and Social Studies

Intended Grade Level(s): Fourth and Fifth

Description:

This project was designed to help students appreciate the history of their local community as it celebrates its sesquicentennial year. A variety of activities were planned to cover a broad range of curriculum standards and benchmarks in both Language Arts and Social Studies.

Projects included traditional elements such as timelines, maps, primary source interviews, creative writing, and journal writing. Technology was integrated for the creation of multimedia brochures, web page reports, school newspaper, HyperStudio presentations and Kid Pix illustrations.

Narrative:

To begin the unit, the class took a field trip to the Elk Rapids Historical Museum. Here each student met with a museum volunteer and discussed one topic area in the museum. Areas included Clothing, Medicine, Household Items, Hand Tools, Industry, Native Americans, Schools, Local Churches, Merchants, and Local Artists. Follow up research was completed back in the classroom. Then students wrote their reports and designed an activity for their brochure. After several weeks, a second trip was scheduled to the museum to take pictures and complete research. To assist students with layout/marketing skills, a marketing director spoke to the class about colors, layout, formats, and appeal. This also provided a career awareness opportunity.

While students were working on the museum project at school, further project work was completed on the other aspects of the unit. Due dates were regularly posted so that students continued to complete activities and not get overwhelmed at the end. Students helped each other with revising and editing their writing as well as teaching each other how to complete the layouts on the computer.

Students also learned to complete work at home and then e-mail it to school so that it could be transferred to their brochure or other project. This greatly helped with our limited supply of

computers.

Our class also produces a school newspaper and this was incorporated into this project as well. Fridays is newspaper day and students wrote articles, riddles, and stories for this special historical edition. Working in small groups, students wrote and designed the layout of their selected page using Claris Works Draw program.

As described below in the activities, not all projects were required. One pair completed a HyperStudio stack about the debate concerning the location of the County courthouse. Two students wrote reports and posted them on our school web site. Many students chose to cook a treat for us. We enjoyed beef stew, cherry cobbler, apple pie, bow ties, and homemade ice cream. Three students interviewed local residents and these were gems to share with the class. A variety of maps and timelines were completed as well. Students who enjoy creative writing particularly liked writing about the future of our town 150 years from now. Several creative individual proposals were also completed. Two students took current photos and placed them in a notebook alongside an old photograph for comparison. Another student wrote an historical fiction story based on this time period.

As a culminating activity, I invited Glenn Ruggles. He grew up in Elk Rapids and has just completed his second book highlighting interviews with dozens of residents. He spoke of the importance of oral history as well as his memories of growing up in Elk Rapids.

Curriculum Benchmarks:

MI.ELA.8.LE.3 Identify and use characteristics of various informational genre (e.g., periodicals, public television programs, textbooks, and encyclopedias) and elements of expository text structure (e.g., organizational patterns, supporting details, and major ideas) to convey ideas.

MI.ELA.10.LE.3 Use oral, written, and visual texts to research how individuals have had an impact on people in their community and their nation. Examples include creating texts to inform others about school or community issues and problems.

MI.SOC.V.1.LE.1 Locate information about local, state and national communities using a variety of traditional sources, electronic technologies, and direct observations.

MI.TECH.4.LE.3 Design, implement, evaluate a strategy for using technology to communicate information.

Total amount of time for lesson:

I only see my students during the Language Arts block, so daily time was very limited. In a classroom setting, this unit could be completed over a shorter period of time. Our unit lasted six weeks, meeting five days a week for 1 1/2 hours a day. With more computers available, the process would take less time as well.

Materials/Hardware/Software:

To complete this project, students need access to the following:

- scanner or digital camera
- Word processing program (We used ClarisWorks 4.0.)
- Kid Pix
- HyperStudio
- computers (We have 2 Power Macs.)
- AlphaSmarts (optional)
- color printer
- numerous research books about the local history, borrowed from the Elk Rapids Public Library
- historical fiction novels (We used Whistle up the Bay, The Indian School, North to Iron Country, Night of the Full Moon, Journey Back to Lumberjack Camp, Erie Trail West, and Traders in Time.)

Teacher Preparation:

- Determine objectives consistent with state and district benchmarks
- Get novels from the Media Center
- Select activities and create a rubric for evaluation
- Contact local historical museum for visits
- Visit local library and obtain research materials for student use at school

Prerequisite Student Skills:

If students have prior knowledge of word processing and draw programs, it will be helpful. However, my students were only familiar with word processing prior to the project. In addition the scanner was brand new and together, we learned how to use it.

Student Activities/Procedures:

For this unit, students had a variety of activities available. Each activity completed was graded and points awarded depending on the quality and completeness of work. At the completion, all work was compiled and organized as a finish product. Maximum number of points for each activity are indicated. The * items are required.

* **Museum Curator:** The Elk Rapids Historical Museum is divided into a number of areas (i. e. medical, household, etc.), displaying a variety of items. Your job is to become an expert in one of these areas through research and discussion with a Historical Society member. Your product for this assignment will be a brochure for your area. There will be two parts to the brochure. One part will include a description, describing its historical significance to Elk Rapids. The second part will be clues/tidbits of information that can be used to create a mini-scavenger hunt.

* **“Old Timers” Journal:** After selecting and reading one of the people in The Old Timers Speak, write journal entries that reflect your understanding of his/her life. You should have a minimum of 5 entries, maximum of 10.

* **Book Project:** There are several fiction books that you may choose from to read. You are to read at least one and complete a book project. This project could be a book review, book talk given to class, or other approved projects. Possible books include Whistle up the Bay, The Indian School, North to Iron Country, Night of the Full Moon, Journey Back to Lumberjack Camp, Erie Trail West, and Traders in Time. If you have at least three people in your group, you

may set up Literature Circles for your book project.

Primary Source Interview: Perhaps you know someone who has lived in this area prior to World War II. Interview this person asking, “What do you most remember?” “What was school like?” “What was best about that time?” Add your own questions too. You may videotape or audio tape this interview. Extra points will be awarded for a written summary of your interview.

“2148” - Elk Rapids 150 years in the Future: What do you think Elk Rapids will be like 150 years from now? What stores will there be? Industries? Transportation? Population? Schools? What will be the future of Torch Lake or Lake Michigan? Consider changes in geography, economy, government, and life in general. (Think about how much has changed in the last 150 years!) Give careful consideration to each of these categories and write an essay about the year 2148 from a child’s point of view.

Our Town Web Page Report: Choose an area of Elk Rapids history and write a report for the Lakeland Web Page. Possible topics include: the geological formation of the area; family history of a prominent family; or an important business. Make a proposal for a topic that interests you.

Elk Rapids Time Line: Research and make a time line of Elk Rapids history, including a minimum of 6 important years.

Elk Rapids Map: Research and draw a map of Elk Rapids for a particular year in the past. Include title, legend, and at least 10 locations or points of interest.

Elk Rapids on Stage!: Write a one act play based Elk Rapids past, present or future. Have a maximum of 6 characters (unless special permission granted). Unfortunately, we cannot guarantee immediate performance of your script.

Elk Rapids Chef: Locate recipes typical of a family meal served 150 years ago. Prepare the food at home and share it with the class along with the written recipe.

Elk Rapids Debate: Over the years, various issues have been hotly debated. For example, where should the county seat be? Should the Nobles build the Island House? Select an issue of interest. Research the different viewpoints and present your side. A partner may present the opposing viewpoint.

Elk Rapids Artist in Residence: Choose one of your written projects that does not require any art or illustration. Create a drawing or piece of art work that enhances your written work. You may choose to create a Kid Pix Slide Show or a HyperStudio stack for your “art.”

Your Proposal: Perhaps you have an idea of a project I haven’t thought of yet. Talk to Mrs. Smith about your idea. Agree on the finished project and possible point value.

* **Organization of Finished Product:** After all work is completed, you will compile your work in a notebook. It needs to include the following: Title Page, Dedication, Table of Contents, and overall organization (numbered pages, neatness, etc.)

Assessment/Evaluation:

Sample rubrics are attached for two of the unit activities. As assignments were assessed, students

kept track of earned points on the following Point Sheet.

**Elk Rapids - Its Past and Future
Point Sheet**

Name _____

Refer to the description of activities for complete requirements. The * items are required.

Activities	Due Date	Points Possible	Points Earned
* Museum Curator - Brochure		40	
* "Old Timers" Journal		40	

* Book Project	40
Primary Source Interview	20
“2148” - Elk Rapids 150 years in the Future	40
“Our Town” Web Page Report	40
Elk Rapids Time Line	20
Elk Rapids Map	20
Elk Rapids on Stage!	40
Elk Rapids Chef	20
Elk Rapids Debate	40
Elk Rapids Artist in Residence	20
Individual Proposal	40
Newspaper Article	20
Organization for Final Project	20
TOTAL	460

- A+ 450 points and up
- A 415 - 449
- B+ 400 - 414
- B 365 - 399
- C+ 355 - 364
- C 320 - 354

Follow-up Activities:

As a final activity, we went back to the museum and presented our brochures and sample projects to the volunteers. They surprised us with cookies and hot chocolate. The local newspaper reporter also came and wrote an article about this project for the paper.

In addition to the achieved curricular benchmarks, this project has great value because of its real world connections. The brochures are in use at the museum and will help to provide an enriching experience for future visitors. A positive partnership between the school and museum volunteers was also established, thus building pride in one’s community.

SAMPLE RUBRIC FOR “MUSEUM CURATOR -BROCHURE”

The following Language Arts, Social Studies, and Technology benchmarks are integrated through this activity: MI.ELA.1.L.E.5; MI.ELA.2.L.E.1; MI.ELA.2.L.E.3; MI.ELA.3.L.E.1; MI.ELA.3.L.E.3; MI.ELA.4.L.E.5; MI.ELA.5.L.E.4; MI.ELA.10.L.E.3; MI.SOC.I.2.L.E.3; MI.SOC.IV.2.L.E.3; MI.SOC.V.2.L.E.1; MI.T.4.L.E.2; MI.T.4.L.E.3.

40 points

Writing effectively combines visual and written texts to appeal to young Elk Rapids residents; final draft shows improvement over first draft; text identifies significant individuals, cultures and information from the past; the historical and contemporary role of a major industry is discussed; effective use of technology to produce well-organized and stylish brochure.

30 points

Writing effectively combines visual and written texts to appeal to young Elk Rapids residents; final draft shows improvement over first draft; text identifies significant individuals and information from the past; technology used to produce brochure.

20 points

Writing combines visual and written texts, with some shortcomings in organization and style; text identifies significant information from the past.

10 point

Writing combines visual and written texts, with significant shortcomings in organization and style; information very limited.

SAMPLE RUBRIC FROM “ ‘OUR TOWN’ WEB PAGE REPORT”

The following Language Arts, Social Studies, and Technology benchmarks are integrated through this activity: MI.ELA.1.L.E.5; MI.ELA.2.L.E.1; MI.ELA.2.L.E.3; MI.ELA.4.L.E.5; MI.ELA.8.L.E.3; MI.ELA.11.L.E.1; MI.ELA.11.L.E.2; MI.ELA.11.L.E.4; MI.SOC.I.3.L.E.1; MI.SOC.V.1.L.E.1; MI.SOC.VII.1.L.E.1; MI.T.4.L.E.2; and MI.T.4.L.E.3.

40 points

Writing is fluent and well-organized; web page effectively communicates with home audience; web page is used to communicate author’s point of view/conclusions about a local issue he has investigated; a primary source is used; web page is well-constructed and contains effective visual elements; final web page design shows improvement over first draft.

30 points

Writing is well-organized; web page effectively communicates with home audience; web page is used to communicate author’s point of view/conclusions about a local issue he has investigated; web page contains effective visual elements; final web page design shows

improvement over first draft.

20 points

Writing has some shortcomings in organization; web page lacks effective visual elements; author's point of view about local issue is missing, confused, and lacking supporting arguments.

10 point

Writing has significant shortcomings in organization or thoroughness; web page incomplete or ineffectively designed; visuals missing.

[View sample HyperStudio project](#)

[View sample newspaper](#)

[View sample brochure](#)