

Best Practices of Technology Integration

Title: *Famous People Research Project*

Subject(s): Language Arts. Social Studies. Technology

Intended Grade Level(s): 4

Description:

In this unit fourth grade students will research a famous person in Michigan history. Students will use at least three different resources including technology to conduct their research. They will use various forms of technology to create individual research projects and a class slide show presentation of their topics. The slide show presentation may be published on a server or a Web page to provide access by all. Students will also participate in a Wax Museum and interview session to demonstrate their working knowledge of their topic and speaking skills.

Curriculum Benchmarks:

[MI.ELA.1.LE.1](#)

Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding.

[MI.ELA.1.LE.2](#)

Read with developing fluency a variety of texts, such as short stories, novels, poetry, textbooks, menus, periodicals, and reference materials.

[MI.ELA.1.LE.3](#)

Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions.

[MI.ELA.1.LE.4](#)

Employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues.

[MI.ELA.1.LE.5](#)

Respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers.

[MI.ELA.2.LE.2](#)

Recognize and use authors' techniques in composing their own texts. Examples include effective introductions and conclusions, different points of view, grammatical structure, and appropriate organization.

MI.ELA.2.LE.4

Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling.

MI.ELA.3.LE.1

Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state or country.

MI.ELA.3.LE.3

Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.

MI.ELA.3.LE.4

Distinguish between verbal and nonverbal communication, and identify and practice elements of effective listening and speaking. Examples include recognizing the impact of variations of facial expression, posture, and volume on oral communication.

MI.ELA.3.LE.5

Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure.

MI.ELA.3.LE.6

Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources.

MI.ELA.3.LE.7

Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions.

MI.ELA.4.LE.5

Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant discussions.

MI.ELA.8.LE.1

Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions, conventional spelling, and relating in sequence an account of an oral or visual experience.

[MI.ELA.8.LE.2](#)

Identify and use elements of various narrative genre and story elements to convey ideas and perspectives. Examples include theme, plot, conflict, and characterization in poetry, drama, story telling, historical fiction, mystery, and fantasy.

[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.8.LE.4](#)

Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view.

[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.ELA.11.LE.2](#)

Identify and use the kinds of resources that are most useful and most readily available for the particular questions or topics they wish to investigate. Examples include knowledgeable people, field trips, tables of contents, indexes, glossaries, icons/ headings, hypertext, storage addresses, CD-ROM/ laser disks, electronic mail, and library catalogue databases.

[MI.ELA.11.LE.4](#)

Using multiple media, develop and present a short presentation to communicate conclusions based on the investigation of an issue or problem. Examples include charts, posters, transparencies, audio tapes, videos, and diagrams.

[MI.SOC.I.1.LE.1](#)

Measure chronological time by decades and centuries.

[MI.SOC.I.1.LE.3](#)

Place major events in the early history of the United States in chronological order.

[MI.SOC.I.2.LE.1](#)

Summarize the sequence of key events in stories describing life from the past in their local community, the state of Michigan and other parts of the United States.

[MI.SOC.I.2.LE.3](#)

Recount the lives and characters of a variety of individuals from the past representing their local community, the state of Michigan, and other parts of the United States.

[MI.SOC.I.2.LE.4](#)

Identify and explain how individuals in history demonstrated good character and personal virtue.

[MI.SOC.I.3.LE.2](#)

Interpret conflicting accounts of events in both Michigan and United States history and analyze the viewpoints of the authors.

[MI.SOC.I.3.LE.3](#)

Compose simple narratives of events from the history of the state of Michigan and the United States.

[MI.SOC.V.2.LE.1](#)

Pose a social science question about Michigan or the United States.

[MI.SOC.V.2.LE.2](#)

Gather and analyze information using appropriate information technologies to answer the question posed.

[MI.SOC.V.2.LE.3](#)

Construct an answer to the question posed and support their answer with evidence.

Instructional Technology Across the Curriculum Benchmarks:

GRADE 4: Keyboarding

GRADE 4: Word Processing

GRADE 4: Desktop Publishing

GRADE 4: Telecommunications

GRADE 4: Multimedia

Kent County Language Arts Academic Standards:

4:2, 4:5, 4:8, 4:15

Detailed Timeline:

This unit will take approximately four weeks to complete. Steps 1-3 should be initiated two weeks prior to the actual unit to allow students time to read the biographies and perform the initial search to verify that additional research sources are available.

Materials/Hardware/Software

Teacher provided materials:

- Outline of project
- List of famous people (if desired)
- Mapping form
- Bibliography examples

Books and Other Familiar Resources:

- Biographies available at libraries
- Encyclopedias
- Biographical dictionaries
- Developing Web Pages for School and Classroom by Teacher Created Materials, Inc.

Community Resources:

- Local libraries and museums

Technology Resources:

- AlphaSmart® Pro Keyboards by Intelligent Peripheral Devices, Inc. For online help go to <http://www.alphasmart.com>
- Wordprocessing software
- Timeliner software (optional) by Tom Snyder Productions
- Multimedia encyclopedias
- PowerPoint® by Microsoft™ or Kid Pix™ Studio by Broderbund™, other presentation software
- Digital camera or photographs and scanner
- PictureWorks Photo Enhancer by PictureWorks Technology, Inc. or similar software provided with camera
- Web Buddy software by DataViz or similar program
- Access to Internet sources such as:
 - Welcome to the Notable Citizens of Planet Earth Biographical Dictionary (<http://www.s9.com/biography>)
 - Biographies (<http://biography.com/search>)

Teacher Preparation:

The instructor should introduce the unit. The introduction should include a discussion of the project and handouts of the unit outline and list of famous people (if used). A list of famous people may be compiled by the instructor to provide some direction to students and to insure that the biographies needed are available.

Prerequisite Student Skills:

Students should have basic keyboarding skills, be familiar with a word processing program and have a basic knowledge of geography, history, and industries. Student skills should meet the Instructional Technology Benchmarks for grades K – 3.

Activities/Procedures:

1. Students should be instructed to choose one famous person (from the list) to research. This should be someone they can relate to and learn from.
2. Students will begin their research by reading a biography of the person they have chosen.
3. Additional research conducted by the students should include at least two other sources such as encyclopedias, biographical dictionaries, multimedia encyclopedias, or the Internet. Of these additional sources, at least one should use technology. If research is to be conducted on the Internet the student may need instruction on conducting a search and monitoring during the activity.
4. Students will take notes and construct a story map showing the following:
 - Early life
 - Adult life
 - Accomplishments
 - Items of Interest(A sample story map is included at the end of this unit.)
5. Using their notes and story maps students will compose, edit and publish a research report using AlphaSmart keyboards and a word processor program such as Microsoft™ Works®.
 - a) The initial composition will be typed on an AlphaSmart® (or similar) keyboard then uploaded to a computer with a word processor program and printed for editing. The keyboard step may be omitted where there is sufficient access to computer stations.
 - b) The compositions will be edited for content, grammar and spelling by self, peers, and instructor before publishing. Students may need to be shown editing functions such as spell check and cut and copy on the word processor program. The student will perform the initial editing then read the report to a peer for peer suggestions on content, sequence and grammar. The instructor will perform a final edit of content, grammar, and spelling before the student is allowed to publish the project.
 - c) A time line showing the major events in this person's life will be included. The time line may be completed using the attached handout or constructed using a software program such as Timeliner by Tom Snyder Productions.
 - d) A bibliography will be included. Students will need instruction in documenting all sources used in their project. A handout including examples will help students with this activity. A good source for this is found in *Developing Web Pages for School and Classroom* by Teacher Created Materials, Inc.
 - e) The finished project will include a title page and picture of the person researched. The picture may be obtained from a multimedia reference source, downloaded from the Internet, or scanned from a book. Students will need to know how to copy and insert or scan a picture into a document.
7. Students will participate in a Wax Museum presented to family, friends, and teachers where they would dress and pose as the person they researched and be interviewed to demonstrate speaking skills and an understanding of the person researched.

8. Students will prepare a class slide show of all the famous people researched.
 - a) Students should use a program such as PowerPoint® by Microsoft™ or Kid Pix™ Studio by Broderbund to create individual slides of each person researched. Each slide should include a photo, and the name, birth and importance of the famous person.
 - b) Photos of the students dressed as famous people taken with a digital camera may be used in place of actual photos. Students will need to know how to open PowerPoint® or Kid Pix™ Studio, select a slide format, insert information and import pictures. If a digital camera is used they will need to know how to operate the camera and download the pictures. Downloading software is usually available with the camera.
 - c) The individual slides should be organized in chronological order to form a class slide show presentation and loaded on a server or the Internet for all to view. Permission must be obtained from parents to publish photos of students.

Famous Person Research

- Title Page: Name of person
 Birth and death dates
 Your name
 Date research is due
- Timeline: Dates for their birth, three or four important events in their life, and for their death if needed
- First Paragraph: Childhood, include such things as where they grew up, stories about their family, and their education
- Second Paragraph: Adulthood, include important events in their lives
- Third Paragraph: Importance, include why this person is famous
- Fourth Paragraph: Reaction, include how you feel about this person, and why you would or would not like to be like this person
- Bibliography: See additional sheet

Assessment/Evaluation:

The final research reports should be assessed using the project outline. The interview and slide show presentation should be assessed for compliance with the individual Standards addressed.

Management:

Students will work independently for the research and drafting activities. If they are using AlphaSmart® keyboards they will be able to work anywhere. They will need access to a classroom computer or lab and library for researching and downloading activities. The setup must be flexible, as students will work at different paces. Some will be working independently while others are working with peers. The teacher will be available to all as progress warrants and to those needing additional guidance.

Support Services and Special Teacher Notes:

Your building technology person, computer lab teacher, or other teachers should be able to help with any questions regarding software use and applications. Most software programs have help programming included and Internet sites for additional help.

If your school does not have Internet access a program such as Web Buddy may be used to save teacher selected sites to disk for student use in the classroom or lab.

Submitted By:

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