

Best Practices of Technology Integration

Title: *The Western Hemisphere on Review*

Subjects: Social Studies, Language Arts

Intended Grade Level: Sixth Grade

Description:

In this project sixth graders will research for information, write a research paper, and present a five-minute presentation on a country (excluding The United States of America) in the Western Hemisphere. The students will be required to use technology for their research, create their written report and prepare for their class and/or family night presentation. The reports may be published on a web page making them accessible to each child and the public.

Curriculum Benchmarks:

MI.SOC.I.1.MS.1

Locate and describe the diverse places, cultures, and communities of major world regions.

MI.SOC.II.2.MS.1

Locate, describe, and compare the ecosystems, resources and human environment interactions of major world regions.

MI.SOC.II.3.MS.1

Locate and describe major economic activities and occupations of major world regions and explain the reasons for their locations.

Detailed Timeline:

Three weeks for researching, producing a final research paper, and a group presentation.

Materials/Hardware/Software:

Encarta®, Windows® 97, Let's Tour South America CD-ROM, Internet Site (<http://dir.yahoo.com/SouthAmerica>), digital camera, scanner, HyperStudio®, Encyclopedias, non-fiction books Public Library and interviews with community members.

Teacher Preparation:

I plan to spend additional time on demonstrating the different techniques on organizing factual information and writing it in one's own words for a formal research paper.

Prerequisite Student Skills:

The students will have previous experience using HyperStudio® and PowerPoint® to give presentations.

Activities/Procedures:

WRITTEN REPORT

The students will brainstorm different topics to be included in this report. They should include some of the following:

A. Students will find information about his/her country in six areas:

1. Education
2. Government
3. Landform
4. Major industries
5. Natural Resources
6. Climate
7. Interesting Facts
8. Recent reported news

B. The students must include a paragraph on comparing/contrasting their reported country with the U.S.A.

C. Their conclusion paragraph must give their opinion on whether they would like to live in their reported country. The student will give supportive reasons.

D. Maps

1. Physical Map
 - a. Major rivers and lakes
 - b. Major landforms
2. Political map
 - a. Capitol and 10-15 large cities
3. Sightseeing map
 - a. 10 Interesting places to tour

E. Flag

1. Country

F. A page of the student's own creation

G. Students must include a bibliography to verify their findings. Within their bibliography the student must site an encyclopedia, Internet site, and two non-fictional resources within their necessary six resources.

VISUAL PRESENTATION

Group all the students into similar country groups based on their written reports. Together they will work on making a visual five minute presentation about their country. Extra credit points will be given for the use of PowerPoint®, HyperStudio®, Internet, drama, or visual aids to make this presentation.

Assessment/Evaluation:

A rubric will be made for the researching techniques used, readable written report, and dynamic presentation given.

Submitted By:

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