

Best Practices of Technology Integration

Title: *How Michigan's History Connects with Me*

Subject: Social Studies

Intended Grade Level: 4

Description:

As students begin these Timeline projects, they will make personalized connections between events in Michigan's rich history and the impact of these events on their own as well as other families' lives. They will make discoveries by asking the following questions: "When did various members of their family come to Michigan? Why did they come? Where did they come from, where did they live and are members of the family living in other parts of Michigan today?" They will also think about places they have visited; adventures they have had and/or stories they and their families have about Michigan. These will lead to investigation of major figures, places and events related to the exploration, early settlement and statehood of Michigan.

Narrative:

Students will come to a better understanding of how Michigan's population became so diverse. Students will answer the question: "What events in Michigan's past or present have attracted my own and other families from different places?"

Students talk to their parents and various other members of their extended family to learn when they came to Michigan, where they came from and why. Beginning with these conversations, they will have many opportunities to talk with other adults and students about their findings. In the process of sharing their timeline and HyperStudio® projects, they will come to appreciate how and why different families came to Michigan. They will see how these reasons have changed over time. In addition, they will put many requisite skills, concepts and standards into action in a real-life project.

The Internet will make the research more current and more easily accessible. The use of word processing and the draw program will make the finished products more professional looking.

Curriculum Benchmarks:

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

Place major events in the development of their local community and the state of Michigan 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.3.LE.3

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

MI.SOC.II.3.LE.2

Describe the causes, consequences, routes and movement of major migration to the United States.

Detailed Timeline:

Gather data:

- from rubric list of requirements
- from "Family Interview Form" 1 hour

Rough copy: 1 hour

Computer time for timeline: 2 hours and 1 hour to do illustration

Share with group: 1 hour

TOTAL TIMELINE: 5 HOURS

(Students can draw illustrations in pencil on the print of the timeline. As an alternative, they could use clip art or draw pictures on the computer.)

Storyboard for HyperStudio® stack: 1 hour

Computer time for HyperStudio® stack: 2-4 hours

TOTAL HYPERSTUDIO®: 3-5 HOURS

Material/Hardware/Software:

Timelines will require the draw function of Microsoft™ Word® or some other draw program.

Information can be gathered from various locations such as the Michigan text, magazines, library books, biographies, etc.

The Internet will be extremely helpful in gathering information about historical people and places.

Digital camera or scanner (optional)

References:

Michigan (Macmillan/McGraw-Hill Publishing Company, 1997)

Settling in Michigan and Other Pioneer Stories, Lynne Deur

A Historical Album of Michigan, Charles A. Wills

Immediately Michigan, The Historical Society of Michigan

Michigan, Karen Sirvaitis

Michigan: An Illustrated History for Children, John Mitchell & Tom Woodruff

Preparation Teacher:

Teachers should give examples from their own families of when various members arrived in Michigan. Michigan history books and biographies will be helpful as will Internet access. Teachers need to be familiar with using a draw program with text boxes for a timeline. (An example is included *timeline_sample.stk*)

Prerequisite Student Skills:

In technology: students need some skill with word processing and a draw program. If the HyperStudio® stack is included, they will need some basic understanding of this program. The template, however, will keep this requirement to a minimum. In research: students need some skill in locating and gathering information and in putting this into their own words.

Student Activities/Procedures:

Students begin by talking to their families and completing the Family Interview Form (included). The places in Michigan or occupations of family members should lead to further research. For example: If a great grandfather came from Poland to work in the copper mines in the Keewenau, this will lead to research on Douglas Houghton or the Calumet & Hecla mine. If a grandfather worked as a lumberjack, this could lead to a study of Saginaw and the lumber barons.

The next activity will be a timeline of 10 major events in Michigan history between 1700 and 2000 including when their family arrived. Students will be given some required events and they will choose some (at least one) from their family history. They will meet in learning clubs to brainstorm and compare the results of their research.

They will make a rough copy of their timeline and then complete the final copy on the computer, using the draw function of Microsoft™ Word®.

Student Activities/Procedures (cont.):

This unit can end with a discussion/sharing of the students finished timelines. The “family” information from each student could be combined into one large, class timeline.

Another possibility is to use the timeline as a springboard to a HyperStudio® stack. Using the attached template, students fill in their dates, moving the text boxes accordingly. Each date on the timeline becomes a button, which connects to another card. Each new card will have a narrative description giving details and an original drawing, clip art, or digital image of a photo or artifact.

Assessment/Evaluation:

Rubrics are provided as an attachment.

Students will be assessed according to the completeness of the rubric(s) and their ability to share orally.

Follow-up Activities:

The timeline and computer presentation will be part of a Michigan State Fair Night where the students will host their own tourist booth to educate and excite their parents and other special guests. The exhibit will include a visual display. They can design postcards about the places they studied; they can write a poem and/or a song or rap about the people, places or events they researched. The possibilities are limitless.

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