

Best Practices of Technology Integration

Title: *My Community-Then and Now*

Curriculum Area: Social Studies

Intended Grade Level(s): Grades 6-8

Detailed Timeline: Depending on time available, 2-4 weeks

Description:

In this unit, students will compare and contrast their community (what it's like now) to what it was like 50 years ago. The class will be exposed to many different lessons centering around the theme of communities. Students will conduct research to make their comparison/contrast. Students will use the library, Internet, and talk to people in the community to gain information.

After the research process is finished, the class will discuss their findings. Then, groups of students will use a digital camera to take pictures of important places in their community. In groups, students will use the pictures to create a slideshow in the Kid Pix™ program. Students will convey that they know at least three facts about their community using the slideshow. This project will serve as the evaluation component.

This unit will provide students with hands-on activities to explore the community around them.

Curriculum Benchmarks:

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

Use weeks, months and years as intervals of time.

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

Distinguish among the past, the present and the future.

[MI.SOC.II.3.EE.1](#)

Identify locations of significance in their immediate environment and explain their reasons for their location.

[MI.SOC.II.3.EE.2](#)

Identify people and places in other locations and explain their importance to the community.

[MI.SOC.II.3.EE.3](#)

Identify people, goods, services and ideas in their local community which have come from other places and describe why they moved.

MI.SOC.V.1.EE.1

Locate information using people, books, audio/video recordings, photos, simple maps, graphs, and tables.

MI.SOC.V.1.EE.2

Acquire information from observation of the local environment.

MI.SOC.V.2.EE.1

Pose a question about life in their school or local community.

MI.SOC.V.2.EE.2

Gather and analyze information in order to answer the question posed.

MI.TEC.3.MS.2

Use technologies as tools for creative expression and communication of ideas (voice, data, video, graphics, etc.).

MI.TEC.3.MS.4

Use technologies to organize thoughts in a logical process (voice, data, video, graphics, etc.).

Materials/Hardware/Software:

Students will need to use the following for this unit:

- Computer with access to the Internet and Kid Pix™ program
- Digital camera
- Access to the library
- Job Performance Record sheet taken from [Kid Pix™ for Terrified Teachers](#) by Marsha Lifter, M.A. and Marian E. Adams

Activities/Procedures:

Pre-activities:

The students will learn in previous lessons about what makes a community and different elements of a community. They will explore what role they play in being part of a community, as well as how communities can grow and change.

Students will have had a previous lesson on Kid Pix™, so they are familiar with the program. Also, students will have had experience using a digital camera and viewing the pictures on the computer.

Teacher Activities:

As a class, review the information students learned in previous lessons about communities. This will lead into a discussion about what they think their community was like 50 years ago. Ask students to think about the people, buildings, and how the community would have functioned.

At this point, remind students that they are just making guesses, and it's ok if they don't have an answer.

Explain to students that they will be comparing/contrasting their community now, to what it was like 50 years ago. They will be doing research and taking pictures with a digital camera. They will use their pictures to create a slideshow in the Kid Pix™ program demonstrating they have learned at least three facts about their community. The slideshow is what the students will be graded on.

Depending on how many students are in the class, pair students up to do the project. Explain to the students that they will be doing research to discover what their community was like 50 years ago. They may use the library, talk to people in the community and use the Internet. They may, also, use other methods they think of to gain information. They need to keep in mind that they comparing/contrasting their community now to what it was like 50 years ago. Each person in the group needs to participate.

Once students have collected their information, have a class discussion about the information that was gathered. Students will enjoy sharing their information with their classmates.

Student Activities:

1. Students will do research to compare/contrast their community to what their community is like now to what it was like 50 years ago. Each day they work on their project, each student needs to fill out the attached Job Performance Record sheet to document what they accomplished that day.
2. Using a digital camera, students will take pictures of what they think are important things in the community.
3. Students will view their pictures on the computer and decide which pictures to use for their slideshow.
4. Students will create a slideshow on the Kid Pix™ program using their pictures. They will demonstrate that they know at least three facts about their community.

Assessment/Evaluation:

The students will be assessed on their slideshow. The students will fill out the attached "Project Assessment Form". The teacher will use the attached "Grading Rubrics for Multimedia Presentations" sheet from the Kid Pix™ for Terrified Teachers book to evaluate students' projects.

Submitted By:

Name: Melissa Engvall

School District: Belding Area Schools

School: Woodview Elementary

Email: mengval98@aol.com