

Best Practices of Technology Integration

Lesson Title: *Public Policy Changes Using Technology*

Subject(s): Social Studies, Technology

Intended Grade Level: 3,4,5

Narrative:

Public Policy Changes Using Technology is an Inquiry and decision making project in which the students work cooperatively discussing problems, collecting data, organizing and sharing conclusions of this data, and formulating positions. The inquiry seeks to help students go through the decision making process, take a stand, pursue a change in community action. The goal of the project is to influence others through written, oral, and visual communications.

Curriculum Benchmarks:

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

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

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

Engage each other in conversations about issues pertaining to governing their school.

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

Report the results of their investigations including procedures followed.

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

Engage each other in conversations, which attempt to clarify and resolve national and international policy issues.

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

Participate in projects designed to help others in their local community.

[MI.Tec.I.2.LE.2](#)

Create multimedia presentation-Slide Show

[MI.Tec. 2 EE.1](#)

Use computer to create and publish a document

[MI.Tec. 2 LE.3](#)

Use the Internet to research a topic

Materials/Hardware/Software:

Computer access, AppleWorks® (Word processing), PowerPoint®, Internet access (Netscape® or other)

Detailed Timeline: Daily 30 minutes 4-6 weeks depending on level of students

Focus Question:

What should Crystal Elementary students do about the increase of wrestling on the playground that has resulted in injury to students?

Activities/Procedures:

- Present the scenario to the class for discussion. Include school injuries from wrestling incidents.
- Conduct brainstorming sessions for possible solutions.
- Divide the class into research groups.
- Share initial research.
 - Weekly Reader article addressing professional wrestling influence on younger children.
 - School survey searching for number of children that attend professional wrestling bouts and number that watch the activity on television regularly.
- Invite the high school wrestling coach to class to tell about wrestling as a sport. (He will be pre-advised to include the danger of using wrestling holds when not done properly.)
- E-mail Jesse Ventura and other known professional wrestlers.
- Results of research may suggest the problem in school may have a connection to watching professional wrestling.
- Formulate a plan that may contribute to solving this problem.
 - The plan will include:
 - Writing appeals to government officials
 - Writing appeals in local newspapers to influence public opinions
 - Giving speeches to students within our school
 - Showing slide presentation at “parent night”.

Guidelines for the appeals: (Parts of Extended Response of 5th Grade MEAP)

1. State the problem of the local area.
2. Form the public policy issue.
3. Give a clear statement of your position.
4. Support your position with at least one core democratic value.
5. Use the collected data to support your position.
6. Cite at least one social studies strand in support of your position.
7. The conclusion will restate the issue, suggest alternatives, and restate the arguments.
8. Research Core Democratic Values on the internet at the following site:
<http://www.foxberry.net/rbutler/pres/pres2/sld003.htm>

9. Review the seven Social Studies Strands

- 1.history
- 2.geography
- 3.civics
- 4.economics
- 5.inquiry
- 6.public discourse and decision-making
- 7.citizen involvement

10. Collect data from student body and put in a graph.

11. All students will write an extended response to be used as either a speech or as a written article for newspapers.

12.Each research group will contribute a certain number of slides (depending on size of the class) to the PowerPoint® Slide Show to be presented on Parent's Night.

Teacher: Sample Slide Show that may be used during introduction and teaching of the unit. This sample show may be on a different issue or the same one depending on the level of the class. It may be show in parts or as a complete piece.

Assessment/Evaluation:

At the beginning of the unit, talk over the scope and sequence. Each student is to have a clear idea of his role in the project and form a rubric together for evaluation and grading.

Submitted By:

Name: Mary Coe

School District: Carson City-Crystal Area Schools

School: Crystal Elementary

Address: Crystal Michigan

Email: mcoe@carsoncity.k12.mi.us