

MAISA and the REMC Association of Michigan Best Practices in Technology Integration Plan

Title: Hawaiian Slide Shows

Subject(s): Social Studies

Intended Grade Level(s): 3-5

Description:

This lesson consists of students finding and organizing information in order to produce and present a final product. The focus is on Hawaii. Students will be assigned individual topics relating to Hawaii. After a topic is chosen or assigned, a URL (web site address) will be provided so students can find information and pictures on that topic. Students should print any information that they find useful. When the information is gathered, students will choose 3-4 facts and put them into their own words. An introductory and concluding slide are required. This information is to be written on index cards, which represent the various slides they will create. The final project involves students incorporating the information into a slide show using Claris Works. The concluding requirement is to have students present their slide shows to the class.

Curriculum Benchmarks:

MI.SOC .II.1.LE.2. Locate and describe diverse kinds of communities and explain the reasons for their characteristics and locations.

MI.SOC .II.1.LE.3. Locate and describe the major places, cultures and communities of the nation and compare their characteristics.

MI.SOC .II.4.LE.2. Describe places, cultures and communities in the United States and compare them with those in other regions and countries.

MI.SOC .V.1.LE.1. Locate information about local, state and national communities using a variety of traditional sources, electronic technologies and direct observations.

MI.ELA.2.LE.2. Recognize and use text models and authors' techniques in composing their own texts. Examples might include: effective introductions and conclusions, different points of view and effective descriptions.

MI.ELA.3.LE.1. Use speaking, listening, viewing, reading, and writing for multiple purposes in such a way that each enhances the other(s) (e.g., using all the language arts to prepare and present a unit project on a selected state or country).

MI.ELA.11.LE.4. Develop and present a short presentation to communicate conclusions based on their investigation of an issue or problem using multiple media. Examples might include: charts and posters; transparencies and audio tape; video and diagrams, etc.

Materials/Hardware/Software:

In order to complete this lesson, students will need the following:

- Access to the Internet and World Wide Web
- Claris Works word processing program from Claris Corporation
- URL's provided in this lesson
- Paper
- Pencils, highlighters
- Index cards

Optional:

- Printer
- Focus Box
- Television monitor
- Video tapes
- VCR

Activities/Procedures:

Getting Started:

This lesson was incorporated into a unit on Hawaii. It may be used as part of a similar unit, or on it's own as a means to practice Internet, language, and word processing skills. Begin by discussing and assigning one of the following Hawaiian topics:

1. Nene goose
2. Green sea turtle
3. Humpback whale
4. Hawaiian monk seals
5. Hawaiian crow
6. Hawaiian hoary bat
7. Laysan duck
8. Hawaiian honeycreeper
9. Hawaiian gardenia
10. Hibiscus
11. Kilauea volcano
12. Avocado
13. Mango

14. Pineapple
15. Papaya
16. Coral
17. Tree frog
18. Black sand beach
19. Jellyfish
20. Clown fish

Some topics may be assigned more than one student.

Before allowing students to access the World Wide Web, inform them that they will receive a URL (web site address) that will bring them to a web site with information and/or pictures on their topic. They must enter the URL exactly in order to arrive at the correct web site. Their job is to find information about their topic, which will be put into a slide show. If they are not familiar with slide shows, you may want to show an example (the focus box and television monitor lend themselves well to whole group demonstrations).

I found it helpful for students to print out their information, so if you have access to a printer, I recommend having the students do so. This does a few things-- if you have a limited number of computers to work with, students may then work away from the computer and allow another student to get online. Students can jot down ideas and use highlighters on their printed copy to mark the information that they like. Students will also benefit from having a hard copy when refining their information and putting it in their own words.

Finding Information:

If your students are not familiar with getting online, have them follow these steps:

1. Click on the icon for your Internet Application, which should be on the desktop. If it is not on the desktop, go to the “start” menu, up to “programs” and look for it there.
2. Once students arrive at the home page, have them type in their URL exactly as you have given it to them (sometimes they are case sensitive, don’t use a capital unless it is in the URL that way) in the “location” box at the top of the screen.
3. Once the URL has been entered, press the “enter” key. This will bring you directly to the web site.

After explaining the project to the students, give them the URL(s) that correspond to their topic from the following list:

1. <http://www.hisurf.com/~enchanted/species.html>
topics covered—nene goose, green sea turtle, humpback whale, Hawaiian monk seals, Hawaiian crow, Hawaiian hoary bat, Laysan duck
2. <http://leahi.kcc.hawaii.edu/~et/w/curric/index.html>
topics covered—green sea turtle, humpback whale, Hawaiian monk seals
3. <http://www.hisurf.com/~enchanted/photogallery.html>

topics covered—Hawaiian crow, Hawaiian gardenia, hibiscus, Hawaiian honeycreeper, Hawaiian monk seals, green sea turtle, nene goose

4. <http://www.mhpcc.edu/tour/kilauea1.jpg>
topic covered—Kilauea volcano
5. <http://www2.trop-hibiscus.com/trop-hibiscus/>
topic covered—hibiscus
6. <http://www.mhpcc.edu/tour/hibiscus1.jpg>
topic covered—hibiscus
7. <http://www.aloha.com/%7Eritt/>
topics covered—avocado, mango, pineapple, papaya
8. <http://www.mhpcc.edu/tour/turtle2.jpg>
topics covered—sea turtle, coral
9. <http://www.megsinet.com/treefrog/>
topic covered—tree frog
10. <http://www.mhpcc.edu/tour/blackbeach1.jpg>
topic covered—black sand beach
11. <http://www.rockhounds.com/bkeller/sharks/jellyf1.html>
topic covered—jellyfish
12. <http://waquarium.mic.hawaii.edu/vt.htm>
topic covered—clown fish

Allow students to go online and access their web site. After they have their information, give them index cards and explain that each card will eventually be a separate screen in their slide show. Ask students to pick out 3-4 facts about their topic that they find interesting. In addition to having their facts on cards, they should also have an introduction card, which states their name, topic, etc. and a concluding card that compares Hawaii with the state in which they live. Remind students that the information must be in their own words.

Creating a Slide Show

Slide Shows are created using Claris Works, which is a word processing program (they may also be created using other programs such as Kid Pix). The students will present the finished product to the class. You may want to show or re-play an example slide show to give students a clear idea of what they are doing. To begin, students open up Claris Works and choose “word processing” from the menu. When they have a new document, instruct them to go under the “window” menu and choose “slide show”. There are many options, but for now, just have the students select background and border colors and click on “done” to return to the blank screen. The format of the slide show can be changed (if you wish) from “portrait” to “landscape” by going under the “file” menu, dragging to “page setup” and clicking on “landscape”. This will make the screen wider and shorter.

At this point, students can begin entering their facts just as they would whenever using a word processing program. When they are finished with one screen, they press the “enter” key until they arrive at the next screen. It may help to click once

on the small *mountains* at the bottom of the screen so that they can see the entire page at one time. If you wish, students may add graphics by going to the “file” menu, dragging down to “library” and accessing one of the files. To choose a particular graphic, click on the “use” button. I like to have the tool bar showing (go to the “window” menu and drag down to “show tools”) and the arrow tool selected so that the graphic can be moved anywhere and resized after it has been chosen.

Moving and re-sizing graphics:

To move a graphic, click and hold in the middle of it, you should see 4 black boxes appear on the corners of the graphic. Keep holding the button down and move the mouse until you have the graphic positioned where you want it (you will see *marching ants* while you are moving it) then let up on the button. To re-size a graphic, click until you get the black boxes in the 4 corners. Then click and hold on one of the boxes (you will get the *marching ants* again) and move the mouse to make the graphic smaller or larger. When it is the size you need, let up on the button. It helps to hold the “shift” key while you are re-sizing the graphic, it keeps it in proportion.

After all the information has been organized onto the screens, have students check their spelling by going to the “edit” menu, dragging down to “writing tools” and over to “check document spelling”. Now they are ready to choose their options for the slide show. Direct them to go back to the “window” menu and drag down to “slide show”. A box will appear on the screen with many choices. If you want the slide show to repeat when it is finished, click on the “loop” box and an “x” will appear. If you do not click on the “loop” box, you will be able to go from one screen to the next, but you will not be able to get back to the beginning after the last slide has been shown. If you want to screens to automatically change, click on the “advance” box. You also need to select how long you want each slide to remain on the screen before changing to the next one by putting the number of seconds in the “seconds” box. If you do not click on the “advance” box and set a time, you have to change the screens manually by clicking with the mouse when you are ready to go on. If you want to change the order of the screens, click on the page number (to the left of the screen) and drag it to where you want it to be placed. If you decide you want a screen to be hidden, click to the left of the page number until you get the hidden symbol (see key to symbols at bottom). If you want one screen to show through on all of the slides, click to the left of the page number until you get the symbol for transparent. Once all of the choices have been made, click on “start” to play the slide show. When you would like to stop the slide show, press “q” on your keyboard. Make sure that students save their work before closing the document.

Assessment/Evaluation:

The following rubric may be used to evaluate the project.

Rubric for Hawaiian Slide Shows

1. Slide show contains 3-4 facts (10 points) _____
2. Facts relate to Hawaii (10 points) _____
3. Text is written in students' own words (5 points) _____
4. There is an introductory slide (5 points) _____
5. There is a concluding slide (5 points) _____
6. Spelling is mostly correct (5 points) _____
7. Information was found on the Internet (10 points) _____
8. Graphics are incorporated into the slide show (5 points) _____
9. Student clearly present their information (5 points) _____

Follow-up Activities:

- Run the slide shows on the monitor using the focus box and tape them using a VCR and videotape. You can make a compilation tape of all the slide shows, or separate tapes of individual slide shows to send home with students or place in their portfolios. Students may self assess their slide show after watching it.
- Become key pals (pen pals on the World Wide Web) with a class in Hawaii. Students can share the information that they learned, ask questions, and tell the Hawaiian students about their state.
- Find information about their state or others using the Internet.
- Make a slide show about themselves or any other topic.
- Buddy up with another class in the building and teach those students how to get on the Internet and make a slide show.
- Place students in charge of a morning slide show that will run in the classroom each morning. You can include the same categories every day like journal topic for the morning, lunch choices, where to turn in homework, special events for the day, etc. Students can be in charge of updating it the afternoon before and starting it in the morning. If you have a monitor and a focus box, it can play over the monitor. If not, it can play on the computer monitor and students can look there for important information as they enter the room in the morning.

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