

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

Title: State Brochures

Subject(s): Social Studies/English Language Arts/Technology

Intended Grade Level: 5

Description:

Students review prior learning about Michigan.

Working in pairs students select a state for study, gather and organize information using a variety of sources including library references, computer software, and materials requested and received from state and private agencies.

Students plan, design, and publish a brochure promoting their selected state.

Included in the brochure is a detailed state map drawn and labeled by the students showing political boundaries, geographic features, major cities, landmarks, and points of interest.

The brochure's text includes information as researched by the students about the history, geography, climate, economy, recreation, and places of interest to visit.

The brochure's cover design includes factual information specific to each state.

Students compare their knowledge of Michigan to that learned about other U.S. states.

Curriculum Benchmarks:

Social Studies

MI.SOC.I.1.LE.3 . Place major events in the early history of the U.S. (Michigan and the comparison state) in chronological order.

MI.SOC.I.3.LE.3 . Compose simple narratives of events from the history of Michigan (the comparison) state) and the U.S.

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.4. Describe the physical, economic, and cultural geography of contemporary Michigan (and the comparison state) and its causes, advantages, and disadvantages.

MI.SOC.IV.4.LE.3 . Analyze how Michigan's (and the comparison state's) location has impacted its economic development.

MI.SOC.V.1.L.E1 . Locate information about local, state and national communities using a variety of traditional sources, electronic technologies, and direct observations.

English Language Arts

MI.ELA.1.LE.3. Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions.

MI.ELA.8.LE.3. Identify and use characteristics of various informational genre and elements of expository text structure to convey ideas.

MI.ELA.10.LE.3. Use oral, written, and visual texts to research how individuals have had an impact on people in their community and their nation.

MI.ELA.11.LE.3. Organize and analyze information to draw conclusions and implications (comparisons) based on their investigation of an issue or problem.

Materials/Hardware/Software:

Groliers Encyclopedia
Netscape
Claris
Kid Pix Studio

Activities/Procedures:

Introduction:

This project is designed as whole class instruction using a computer laboratory setting. Students are intended to work in pairs, sharing responsibility for planning, research, content, and publishing.

Students will need to have had an introduction to using an encyclopedia CD, such as a Groliers, Claris word processing, Kid Pix Studio drawing, and, if available, Netscape search. Retrieving texts, or copying graphics may be required of students.

Prior to beginning the research project, the students should review their knowledge of Michigan's history, geography, climate, and economy.

A tri-fold sheet of 9X12 art paper may be used to make a hand drawn and written brochure about Michigan. This can be used as a model for the design of the assigned state brochure.

Students should be assigned or select a state for study that they have not visited, and which can be used for effective comparison with Michigan.

Students may be assigned to write letters of request for information from state agencies and local Chambers of Commerce, or use WEB sites for informational gathering. Addresses may be found through encyclopedia or atlas research, and perhaps by Netsearch.

Planning, Design, and Publication Procedure:

State Map

Students will use reference materials to first draw by hand a map of the state that indicates boundaries, major cities, points of interest, geographic features, a scale, and key. This map will serve as a template for using Kid Pix Studio to draw a map for publication. The finished map may include a variety of colors, symbols, and text information as designed by the students aimed toward developing clear, complete, correct, and creative work.

Written Text

Students will research, pre-write, draft, revise-edit, and publish text in tri-fold design according to the specific requirements of the teacher's assignment.

As a fifth grade assignment, the number 5 may be used as the arbitrary requisite of items to be included within each category of the brochure:

5 places of interest to visit; 5 ways people make a living; 5 recreational activities; 5 historical events; 5 major cities or landmarks; or 5 facts, descriptions, or examples of climate and geography.

Assessment/Evaluation:

The project's evaluation can be made applicable to a range of curricula: non-fiction, or informational, reading; expository, or report, writing; spelling; geography; history; civics; economics; and integration of technology.

Holistic scoring is suggested prescribing which of the curricular elements (economics, geography, history, etc.) apply to a particular educator's requirements.

Students may need to compact their research information in order to fit the brochure layout. In itself, this can be an educationally beneficial activity: developing precise and concise language skills.

An example of a scoring method that has been used includes 4 performance rubrics: **correctness, completeness, clarity, and creativity.**

Correct = accurate information carefully and skillfully presented.

Complete = requisite main ideas and supporting details are presented according to requirements, and extent of research demonstrated.

Clear = organization neatly and orderly presented, and depth of understanding demonstrated.

Creative = variety of personal opinions, examples, and descriptions written in an engaging manner.

The scoring scale can be based on a possible 16 points, 4 points for each rubric: **4**=meets or exceeds all requirements; **3**=meets most requirements; **2**=meets some requirements; **1**=meets few requirements; **0**=does not meet any requirements.

Overall scoring may be computed according to a percentage of the total:

15-16 = (90%-100%)

13-14 = (80%-89%)

11-12 = (70%-79%)

9-10 = (60%-69%)

Follow-up Activities:

Display of brochures is suggested, for recognition of effort, and for informational comparison among states.

A T-chart comparison with Michigan's information is also suggested for each student's chosen state.

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