

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

Title: Fun Facts About Michigan

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

Intended Grade Level(s): Fourth Grade

Description:

Students work with a partner to plan, research design and publish a slide show that depicts the most important or interesting facts they have learned about Michigan. They are given the choice of working in one of the seven collaborative groups that coincide with the seven strands of the social studies curriculum for Michigan. The seven strands are History, Geography, Civics, Economics, Public Discourse/ Decision Making, Citizen Involvement and Inquiry.

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.II.3.LE.1](#). Describe major kinds of economic activity and explain the factors influencing their location.

[MI.SOC.III.4.LE.3](#). Explain the basic organization of the local, state, and federal government.

[MI.SOC.IV.2.LE.3](#). Examine the historical and contemporary role a major industry has played in the state of Michigan and the United States.

[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.SOC.V.1.LE.2](#). Organize social science information to make maps, graphs and tables.

[MI.SOC.V.1.LE.3](#). Interpret social science information about local, state, and national communities from maps, graphs, and charts.

MI.SOC.V.2.LE.1. Pose a social science question about Michigan or the United States

MI.SOC.VI.1.LE.1. Pose local, state, and national policy issues as questions.

MI.SOC.VI.1.LE.2. Explain how a particular public issue became a problem and why people disagree about it.

MI.SOC.VI.1.LE.3. Evaluate possible resolutions of a public issue .

MI.SOC.VII.1.LE.2. Engage in activities intended to contribute to solving a local, state or national problem they have studied.

MI.ELA.1.LE.1. Use reading for multiple purposes, gathering information, learning new procedures, and increasing conceptual understanding

MI.ELA.2.LE.1. Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes=

MI.ELA.2.LE.2. Recognize and use authors' techniques in composing their own texts. Examples include effective introductions and conclusions, different points of view, grammatical structure, and appropriate organization.

MI.ELA.3.LE.3. Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in picture

MI.ELA.3.LE.5. Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts.

MI.ELA.6.LE.2. Explain the importance of developing confidence and a unique presence or voice in their own oral and written communication.

MI.ELA.7.LE.4. Develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes.

MI.ELA.8.LE.1. Identify and use mechanics that enhance and clarify understanding

MI.ELA.9.LE.2. Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.

MI.ELA.10.LE.1. Identify how their own experiences influence their understanding of key ideas in literature and other texts.

MI.ELA.11.LE.2. Identify and use the kinds of resources that are most useful and most readily available for the particular questions or topics they wish to investigate

Materials/Hardware/Software:

To complete this project students should have access to the following:

Claris Works 4.0 by Claris Corporation
Encarta '95 by Microsoft Corporation
Kid Pix Studio by Broderbund
Grolier's by Grolier Incorporated
Quick Cam by Connectix

Activities/Procedures:

DAY ONE: In order for the students to see what their product will look like, it's important for them to see a previous slide show or a sample slide that the teacher has designed. When they see where they're headed and what has already been attempted, the creativity just flows. Each of the seven strands is discussed and expanded upon so that their purpose is clear. Students select a partner to collaborate with in the construction of their slides. They, in turn select their top three preferences of the seven strands that they would like to work on together. The teacher matches up students with groups making sure that each strand is represented, but also giving them one of their choices. The pair will construct a total of two slides from the same strand. They will make a 12 x 18 matrix grid on white construction paper to collect and organize information. They will operate from one grid. They are expected to both read the same material, discuss what they found and decide together how it should be written on their grid.

DAY TWO: The student in the partnership that is the most confident in folding paper, constructs the grid. Fold the 12 x 18 sheet almost in half "hamburger style". Leave a two inch margin along the open edge. The next fold is to bring the top down to meet the bottom(exactly in half). Last fold is top to bottom once again(in half exactly). They should end up with eight large rectangles, with four small rectangles along the left side. Trace over the fold lines on the research grid with marker or crayon to highlight where one box starts and another one ends. Title the first small box at the top left, classroom social studies text. The second box down would be titled with whichever encyclopedia they chose as an additional reference book. The third box would be titled *Encarta* and the fourth, *Grolier's*. The first column of large boxes would be information for their first slide

and the second column would be used for writing information about their second slide. After the grid is constructed and titled, the research begins. The pair start by researching their social studies text for any information it has pertaining to their topic. Early in the year I introduced the students to the idea of note-taking in a way that avoids plagiarism. They will have many opportunities to utilize what they've learned on this project. They partner-read the material aloud to each other, discuss it and then in their own words, write about it on their research grids. They are not allowed to have a pencil with them as they are reading to avoid the temptation to copy the words verbatim. They continue this process with the four reference sources they are using to gather information.

DAY THREE: Continue research.

DAY FOUR: Continue research.

DAY FIVE: Continue research. (Depending on your class and the material they find, you may need to continue with the research or they can start constructing their slide planning sheets. *Kid Pix* has a 32 second sound window, therefore what they have a chance to say can't be very long. This is one reason it's important for them to have two slides to work on because they will have gathered quite a bit of information that they want to share. Give them 8 1/2 x 11 paper to use as their slide. They can draw, decorate and write what they want their slide to look like. On the back they can write the text of their speech window. When they are in agreement they both sign it and hand it in for approval.

DAY SIX: Finish "paper slides".

DAY SEVEN: At this point the students are ready to begin setting up their slides using *Kid Pix* in the computer lab.

DAY EIGHT, NINE AND TEN: Depending on the capability of the students and facilities offered, three days could be enough to complete the slides but they may need longer. After all slides are completed, they are put into a *Kid Pix Studio* Slide Show for viewing.

Assessment/Evaluation:

The project's evaluation can be made applicable to a range of curricula: expository reading, geography, history, civics, economics, writing, and integration of technology.

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

Correct: accurate information carefully and skillfully presented.

Complete: main ideas and supporting details.

Clear: neat and orderly organization and demonstration of depth of understanding.

Creative: variety of personal opinions, interesting artwork and descriptions.

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:

16-15 = 100%-90%

14-13 = 89%-80%

12-11 = 79%-70%

10- 9 = 69%-60%

Name:	Lauren Moore
School District	Hudsonville Public Schools
School	Forest Grove Elementary
Address:	1645 32nd. Ave. Hudsonville MI 49426