

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

Title: FERTILE CRESCENT MAP PROJECT

Subject(s): SOCIAL STUDIES

Intended Grade Level(s): SIXTH GRADE

Editor's note - The HyperStudio project completed by these students is excellent. Unfortunately because of the extent of the project, it is not possible to view this on the web. If you have the Best Practices CD the entire project can be found in bestpract/094. Click on the file called start.stk to view this wonderful project. If you are looking at this in Adobe Acrobat click on the following link to activate the project.

[Fertile Crescent Project \(must have HyperStudio to use\)](#)

Description:

Students will use technology to develop a multimedia presentation of the Fertile Crescent that compares modern day geography, economics, government, and transportation resources. Furthermore, the comparison includes history, culture, traditions, and religion found in the Fertile Crescent during ancient times. The project begins by assigning students an oral report. They are placed in a group that “specializes” in a fertile crescent country, empire or city. Once in a group, students select an area such as culture, geography or economics. Next, students go to the Media Center to research their topic. After they complete their research, the students go to the computer lab and learn how to use HyperStudio for their presentation. Student are responsible for developing a HyperStudio stack of four to six cards that support their oral report topic. Each card is a computer screen that will include graphics, text, sound, scanned pictures or other multi-media resources, such as data or graphics from the Internet. Each group then presents their oral report using the HyperStudio stack they developed. When the students’ work is completed, the technology specialist has students help her put all parts together to complete their project. The students work with the technology specialist to combine their stacks into one large class stack.

Curriculum Benchmarks: Michigan Content Standards and Draft Benchmarks

Below specific Benchmarks are indicated with a description with our related activity.

I. HISTORICAL PERSPECTIVE

MI.SOC.I.1.MS.1. Students will sequence chronologically the important eras of Fertile Crescent history.

MI.SOC.I.1.MS.3. Students will select a current Middle East situation and look for origins.

MI.SOC.II.2.MS.2. Students will identify important people from the Middle East and good character and good virtue.

MI.SOC.I.2.MS.3. Students will select conditions in the Middle East and describe how the current situation is shaped by past events.

II. GEOGRAPHY PERSPECTIVE

MI.SOC.II.1.MS.1. Students will include in their map the diverse places, cultures, and communities of Middle East.

MI.SOC.II.2.MS.2. Students will describe and compare characteristics of Middle East cultures including language, religion, belief systems, gender roles, and traditions.

MI.SOC.II.2.MS.1. Students will Locate, describe, and compare ecosystems, resources, and human environment interactions of the Middle East.

MI.SOC.II.3.MS.1. Students will locate and describe major economic activities and occupations of the Middle East and the reasons for their locations.

MI.SOC.II.3.MS.3. Students will describe how and why people, goods and services, and information move within the Middle East.

MI.SOC.II.4.MS.2. Students will locate and describe major cultural, economic, political and environmental features of the Middle East.

MI.SOC.II.4.MS.3. Students will describe major patterns of world population, physical features, ecosystems, cultures, and explain some of the factors causing the patterns.

MI.SOC.II.5.MS.3 . Student will explain how elements of the physical geography, culture, and history of the Middle East may be influencing current events.

III. CIVIC PERSPECTIVE

MI.SOC.III.5.MS.1. Students will describe the purpose of government organizations.

IV ECONOMIC PERSPECTIVE

MI.SOC.IV.2.MS.2. Students will compare various methods for the production and distribution of goods and services.

MI.SOC.IV.5.MS.3. Students describe the historical development of the different means of payment such as barter, precious metals, or currency to facilitate exchange.

Materials/Hardware/Software:

Hardware

Computers

Large screen display from computer output

Scanners

Apple Presentation System and LTV Card

Software

Clarisworks 4.0 Claris Corporation 1995

HyperStudio 3.0

Encarta Microsoft, 1995

World Book Multi Media Encyclopedia 1995

Grolier Multi Media Encyclopedia 1996

Ancient Lands Microsoft 1995

Scanner software: One Scanner Dispatcher Apple Computer and Image Software 1996

Ofoto

Netscape Navigator 3.0

Catalogue Plus Follett 1995

Middle Search Magazine Index CD Rom

Materials

Paper

Pencils

Pens

3 x 5 Cards

Dictionaries

Activities/Procedures: **SUGGESTED SCHEDULE**

DAY 1

On Day One the project is introduced to the students. The teacher models and demonstrates a completed project from a previous year. Handouts One and Two are given to the students and explained. Once the students are in groups of five, the teacher assigns each group a city, country, or empire of the Fertile Crescent.

Student Handout 1

Fertile Crescent Map Project

Congratulations! You and your team mates have the privilege of contributing to the multi media project.

You and your group will go to the Media Center to do research on the city, country, or empire you have been assigned. When your research is completed, you and your group will go to the computer lab to put together a presentation on your topic using HyperStudio. Finally, this presentation will be made orally to the class.

The categories within your topic you and your group must research are: civics, history, culture, geography, and economics of your fertile crescent city, empire, or country. **Civics** is government of the past and present. You must talk about the form of government, the chief officer(s), the ruling group(s), laws, courts, and any other information you find out about how the city, country, or empire is ruled. **History** is a record of past events. Whoever selects this category must find out about important events, dates, concepts, and people in past history and current times. **Culture** is the way people live. The person that selects this category must do research on families, values, traditions, customs, education, religion and homes for both

historical and current times. **Geography** is the study of the land that makes up your country. If one selects this category, they must report on landmarks, chief geographical features, climate, and resources found within the boundaries of your city, country, or empire. **Economics** is the way money is made and spent. If this is your selection, you must include past and present manufacturing, products, mining, agriculture and trading systems.

When you and your group go to the Media Center, don't forget to look for pictures, maps, videos, and electronic media articles you can use in your report. Also, you must research books, magazines, reference books and picture files when gathering information. You must gather information for a bibliography. In addition you must look for appropriate pictures, both ancient and current, that can be scanned into your HyperStudio report. There will be four days set aside for research. Make the most efficient use of your time.

Sometimes when people get into a project they think they have enough information. However, they find out there is a need more. It is better to have too much information than not enough. Some information may not be found in the Media Center. If this is the case, then feel free to bring in books, magazines, and other items either from home or from another library.

Once you begin working in the Computer Lab, the technology specialist will teach you how to use HyperStudio, electronic encyclopedias, the Internet, and the scanner. After you have learned how to use these components, you should be able go back and forth between the different programs and transfer

data and pictures from one source to another. Again use your time efficiently.

You must plan, design and draw what will be included in your stack of cards. You must select information and pictures that are appropriate. Then you need to make a model of each card in your stack. It must then be okayed by the teacher before you begin working on the computer. In other words, you need to be ready to make your stack of cards when the technology specialist is finished showing you how to use HyperStudio.

Your group must work together. Everybody has an equal vote. Everybody is responsible for their part. The important word for this project is cooperation. There is no boss, only people who work together. If you are having a problem with one member of your group, please inform the teacher.

Do the best you can. If you have any questions please ask. Good Luck!

Student Handout 2

These are the requirements for the Multi Media Oral Report Project.

Research:

- You need to have evidence of taking notes. Your notes must be saved in your server file. The notes need to be accurate, relevant, and informative.
- You need to find facts about the geography, government, economy, history, religion, people, the family, traditions, culture, foods, resources and contributions.

- You must look for pictures, books, magazines and maps. Also, you must use the electronic encyclopedias and the Internet.

Requirements:

- You are required to make a stack of four cards. Two cards must contain a scanned in picture. One card must use sound when presenting facts. All cards must contain appropriate facts.
- You must make a button, visible or invisible, for each card.
- If there is a picture available, you must import one picture from an electronic encyclopedia.
- If you can find information on the Internet, you must import one picture or include one fact from a web site.
- You must import a picture from a CD if one is available.

The Stack of Cards:

- The final product must maintain the proper focus
- It must meet all requirements
- It must stick to the subject
- Pictures and Captions must be appropriate
- The final product must show good organization, mechanics and spelling

The Oral Report:

- The group will be given the date the report is made.
 - The HyperStudio stack of cards must be shown when giving the report.
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- A copy of your notes must be handed in when the report is finished. This can be a copy of your note from the file server.
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DAYS 2 AND 3

Days two and three are spent in the Media Center. Students use the electronic card catalogue to help find data in books. Some use the electronic encyclopedias. All students try to find pictures they can use in the computer lab. The students are reminded to save their notes to the file server. Also, they are reminded they will need information for a bibliography.

Day 4

Day 4 is spent in the classroom. On this day the teacher goes over how to design a HyperStudio stack of cards. The teacher models appropriate letter size (minimum of 18 pts), contrast between font and background, font color, centering pictures and captions, and coordinating pictures with text. Students are given the opportunity to ask questions. Time is spent with each group to find out what information the students have and what they expect to achieve during the next two days in the Media Center. Students are given 3 x 5 cards for planning.

DAYS 5 AND 6

Days Five and Six are spent in the Media Center. The students will continue to research their topic and look for pictures. The teacher continues to monitor student progress. At the end of the period the teacher reminds the students that they will meet in the computer lab on Day Seven.

DAY 7

On Day Seven the technology specialist reviews basic computer skills. Next, how to open a new stack of HyperStudio cards and how to use tools and colors of the drawing program found in HyperStudio is demonstrated by the technology specialist. Next, the students learn how to insert and use buttons on their cards. The technology specialist demonstrates the difference between insert objects or text and painting objects or text.

DAY 8

During Day Eight the students are shown how to use clip art found in HyperStudio. After given instruction the students will make cards using clip art.

DAY 9

On Day Nine the students are taught how to use the scanner. Students are taught how to use the software One Scanner Dispatch and OFoto.

DAY 10

On day 10 students are taught how to search on the Internet. The technology specialist tells them how search the Net for information and how to bookmark web sites. They actually go on the Web and use words such as Middle East and a country's name to locate information.

DAY 11

On this day the students are taught how to import pictures and information from programs such as Encarta, an electronic encyclopedia program. Any time that is left over, the students use to begin working on their project or continue to explore the web for information.

DAYS 12 THROUGH 21

These days are spent on working on the student's individual projects. Much of the teacher's and technology specialist's time is spent on individual instruction and reviewing concepts with individual students. During these days the students are taught how to use a bibliography and are given a sample.*

*If individual stacks are combined into one large stack more individual time is required.

Assessment/Evaluation:

EVALUATION IN THE CLASSROOM:

THE ORAL REPORT:

After being grouped by empire, country, or city, students begin their presentations. During their presentation they must use their HyperStudio stack of cards to support their findings. A rubric is used when evaluating the project.

Name _____

Class _____

Date _____

Rubric: Fertile Crescent/HyperStudio Project

Directions: The student will use the first column as a check list for their project. In the second column the student will a peer to proof read his work and check off each item as they appear in the report. The third column is used by the teacher to award points.

You	Peer	Teacher
Yes No	Yes No	Yes No

RESEARCH (4 Points Each)

- | | | | |
|--|-------|-------|-------|
| 1. Were three or more sources used? | _____ | _____ | _____ |
| 2. Was one of the sources an encyclopedia? | _____ | _____ | _____ |
| 3. Is one source an electronic encyclopedia? | _____ | _____ | _____ |
| 4. Are notes relevant to the topic? | _____ | _____ | _____ |
| 5. Is there bibliography information? | _____ | _____ | _____ |
| 6. Does the information reflect ancient and | | | |

current times?

7. Are the directions followed? (1-6)

COMPUTER LAB (4 Points Each)

1. Are there 4 cards excluding the introduction
and the bibliography?

2. Are there buttons?

3. Is there at least one scanned picture?

4. Is there information from the Internet?

5. Did the student record all information on
at least one?

6. Are all directions followed?(1-5)

7. Do the cards have a minimum of 18 pt. font?

8. Is the layout visually pleasing?

9. Is at least one picture imported from a CD other
than the HyperStudio program?

10. Is a bibliography included?

ORAL REPORT (4 Points Each)

1. Was there data given that was not shown on
on the monitor?

2. Is the report in logical order?

3. Were the HyperStudio cards used when
speaking?

4. Is the speaker's voice loud enough both
on the card and when reporting?

5. Is there good eye contact when presenting?

6. Did the speaker follow directions?

TOTAL POINTS

Follow-up Activities:

In the sixth grade the teachers are responsible for teaching their students how to do a research report. Each teacher assigns their students a research project in which they must use as many of the tools of technology as they can to assist them with the research, writing and presentation. Students have made time lines.

Name: Michael Wierimaa and Nancy Rockman
Berkshire Middle School
21707 W. Fourteen Mile Rd.
Birmingham, MI 48025
E-Mail Address: Michael.Wierimaa@moa.net
or E-Mail Address: Nancy.Rockman@moa.net
School District: Birmingham Public Schools
School: Berkshire Middle School
Address: 21707 W. Fourteen Mile Rd
Birmingham, MI 48025