

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

Title: Magnificent Michigan

Subject(s): Social Studies

Intended Grade Level(s): 4

Description:

The purpose of this unit is to have students research, extend and present knowledge learned about a self-selected Michigan topic using a variety of media and technologies. Students will use multimedia encyclopedias, internet websites, reference and nonfiction materials, and periodicals to locate important data. Information will be organized using index cards. Using the writing process students will create a rough and final draft. This portion of the unit will take approximately 1-2 weeks. The final project will consist of a Hyperstudio presentation. Prior to beginning the Hyperstudio project, students will view an actual Hyperstudio presentation with the aid of a LCD Panel. Using a step-by-step instructional sheet, students will create 6-8 cards. The stack will consist of a title card, main menu card, with the remaining cards covering information pertaining to the topic. This portion of the unit will take 1-2 weeks.

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.1.LE.1](#). Locate and describe cultures and compare the similarities and differences among the roles of women, men and families.

[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.2.LE.2](#). Describe the location, use and importance of different kinds of resources and explain how they are created, and the consequences of their use.

MI.SOC.II.2.LE.4 Explain how different people and cultures have adapted to and impacted the environment.

MI.SOC.II.3.LE.2. Describe the causes, consequences, routes, and movement of major migration to the United States.

MI.SOC.II.3.LE.3. Explain how transportation and communication link people and communities.

MI.SOC.II.3.LE.4. Describe some of the major movements of goods, people, jobs, and information within Michigan and the United States and explain the reasons for the movements.

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.2.LE.2. Gather and analyze information using appropriate information technologies to answer the question posed.

Materials/Hardware/Software:

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

- Access to the Internet and the World Wide Web.
- Hyperstudio from Roger Wagner Publishing.
- Casio QV-10A Digital Camera Kit
- Blank 3.5" formatted blank disk
- A copy of the Hyperstudio instruction sheet
- Access to Grolier, Encarta World Book multimedia encyclopedias.
- Access to SIRS Discoverer magazine database

Activities/Procedures:

Teacher pre-activities:

1. The teacher needs to have access to a computer which has Hyperstudio Roger Wagner Publishing installed on it. The teacher needs access to Hyperstudio Reference

Manual, Hyperstudio Tutorial, produced by Roger Wagner Publishing, Inc.

2. The teacher needs to prepare a sample Hyperstudio stack to present to the students on the LC Panel. This sample stack should demonstrate how to create a card, use a textbox, add graphics, draw original art, include different text and headline styles, and add buttons.
3. The teacher needs to prepare and run off copies of the Hyperstudio instruction sheet.
4. Before beginning the activity with students, the teacher prepares one blank 3.5 disk for each student. Each disk is checked for proper formatting and a label containing the student's name is attached.
5. Select appropriate electronic resources for students to use for their research.
6. The teacher bookmarks internet resource sites useful to students.

Activites:

1. Introduce the activity to the students explaining the purpose of this project, what they will accomplish, and what they should expect to learn.
2. Individual students select a Michigan topic to research from a list provided.
3. Demonstrate to students how to use the multimedia and internet materials available during research.
4. Demonstrate to students how to use Hyperstudio. Have the demo sample available for student review.
5. Demonstrate to students how to capture pictures on the Casio QV-10A Digital Camera and save to a data disk.

Assessment/Evaluation:

- I. Report (30 points)
 - A. Rough Draft
5pts_____
 - *4-6 paragraphs
 - 5pts_____
 - *Done on time, evidence of editing
(signature of editor, marks in other color)
 - B. Final Draft

- *Content
- 10pts _____
- *Neatness, Accuracy, Cover, Done on time,
Done in ink or computer
- 5pts _____
- *Bibliography (minimum -3 sources)
- 5pts _____

II. Hyperstudio Project (200 points)

A. Five Informational Cards (5 pts each item)

- 150pts _____
- *Factual information
 - *Accuracy in spelling, punctuation
 - *Original artwork, digital or clip art
 - *Buttons
 - *Headlines
 - *Neatness

B. Title Card (5 pts each item)

- 25pts _____
- *Student's name
 - *Introduction of Topic
 - *Original artwork, digital or clip art
 - *Buttons
 - *Neatness

C. Main Menu Card (5 pts each item)

- 25pts _____
- *Appropriate Title
 - *Complete listing of all cards
 - *Original artwork, digital or clip art
 - *Invisible Buttons
 - *Neatness

D. Student Performance (Daily assessment)

- *Follows Directions
- *Works Independently
- *Cooperates with classmates and teacher
- *Stays on task
- *Problem Solves
- *Meets Deadlines

