

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

**Title:** A Study of the United States of America

**Subject(s):** Social Studies, Geography

**Intended Grade Level:** 5-8

*Editor's note - This lesson is not part of the Best Practices Project but is included as it was used as the sample lesson for this project. The HyperStudio stacks that this lesson uses can be found on the Best Practices CD in bstpract/states*

## **View sample HyperStudio Stacks**

[The Introduction Stack](#)

[The States stack](#)

[Sample student stack of State of Michigan](#)

[The Template stack used by students to create their project](#)

## **Description:**

The purpose of this unit is to have students learn about all 50 states. Students will research information about each of the individual states. Students can each be responsible for information about one state or groups of students may research groups of states. Students will be encouraged to use technology for their research and to create the final project. When finished students will have access to an up-to-date database of information about each of the states. The final project will be a series of HyperStudio Stacks that will contain information about all 50 states.

## **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.I.3.LE.3](#) Compose simple narratives of events from the history of the state of Michigan and the United States.

[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.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.II.4.LE.4** Describe the physical, economic, and cultural geography of contemporary Michigan and its causes, advantages, and disadvantages.

**MI.SOC.III.4.LE.3** Explain the basic organization of the local, state, and federal governments.

**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.

### **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.
- The States template stack included with this lesson.
- A copy of the included activity sheet.

### **Technology Rationale:**

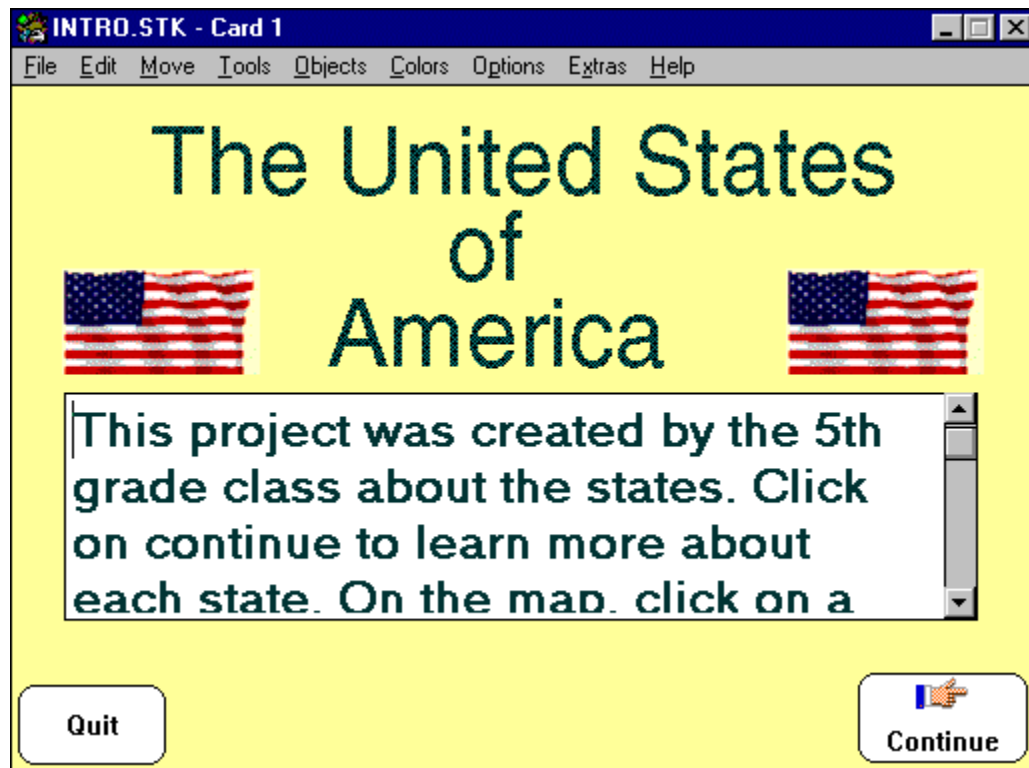
Technology can be a powerful research tool. With access to on-line and CD-ROM materials, students will have access to the most up-to-date information. In addition, students can use computer technology to create databases of the information they find. This will provide a resource that can be used by other students once the project is completed.

### **Activities/Procedures**

Teacher pre-activities:

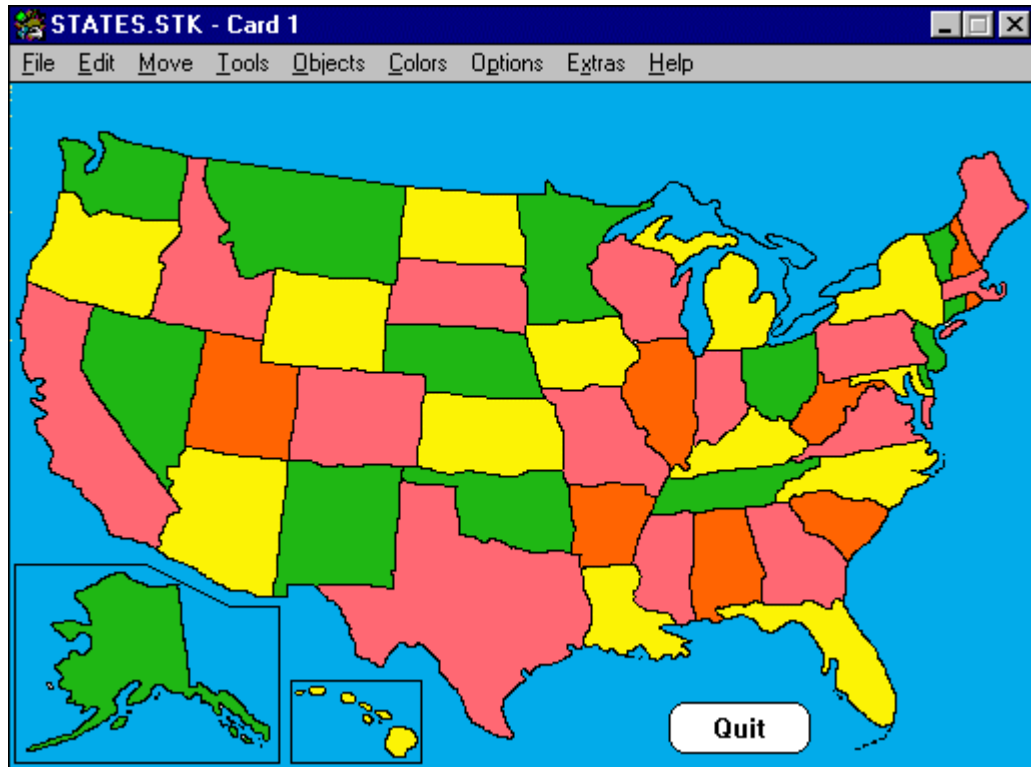
- 1 The teacher needs access to a computer which has HyperStudio from Roger Wagner Publishing installed on it.
- 2 The disk containing the HyperStudio stacks needed for this activity. The needed stacks can be found in a folder called "States". In this folder are 4 stacks that are used in the activity.

- a. **Intro** - this is the main stack and can be modified to indicate the name of the class or any other information to be displayed when the project is viewed.



The text in the “text box” can be changed to any message simply by retyping the information. Usually you will want to include the class who works on the project. Try to retain the text that gives the instructions for navigating to the state stacks by clicking on a state.

- b. **States** - This is a stack that containing one card with a map of the United States. Each state is a button that will launch the corresponding state stack when clicked.



As students complete their individual state stacks, the button on top of each state is modified to load the corresponding state stack.

- c. **Template** – The stack which students use to guide them through to the finished product.
  - d. **Mich** - A completed sample of a student stack.
3. Before beginning the activity with students, the teacher should prepare one disk containing the template stack for each student or groups of students. The best way to do this is to start HyperStudio and load the Template stack. Insert a floppy disk into the floppy drive and then select **File-Save Stack As ...** type the name of the state that this stack will be used for (Mich for Michigan) and click on **Save**. This will need to be done 50 times.
  4. Select appropriate electronic resources for students to use for their research. If you will be using the Internet for student research, you may want to designate certain Web sites for students to find information from.
  5. Prepare enough [student activity sheets](#) for all students.
  6. Students will need to be shown how to use the computer to do their research and how to use HyperStudio. It is important that they know how to capture graphics using their Web Browser. They will need these graphics, saved to disk, for the final HyperStudio stack. Students do not need to be experts on the use of HyperStudio to complete this project. They need to know how to start HyperStudio, load a stack, save a stack,

insert a graphic object, delete text in a text box, and type text into a text block.

**Activities:**

1. Introduce the activity to the students explaining why they are doing it and what they should expect to do and learn.
2. Assign individual students the state or states they will research. (You can also put students into groups for the activity.)
3. Demonstrate the electronic research materials that students will be able to use for the activity. It is recommended that you use resources available on the Internet for the activity. "Bookmark" the sites that you think will be useful to the students and show them how to access these sites.
4. Demonstrate to students how to capture a graphic object off of the Web and save it to their data disk.
5. Demonstrate to students how to use HyperStudio for this project, Use the sample Michigan stack that it included with this project.
6. If a lab is available, all students can work on the project during regularly scheduled lab times. If you have computers in the classroom, students will need to be scheduled for computer time. Each student should get at least 15 at a time at the computer for doing research.

**Assessment/Evaluation:**

<b>HyperStudio Project Rubric</b>			
	<b>A</b>	<b>B</b>	<b>C</b>
<b>Content</b>	"B", plus Covers topic in depth. Elaborates throughout Includes details. Raises questions. Invites ?'s & curiosity & audience wants to know more.	"C" plus: Includes essential information. Some elaboration beyond minimal requirements. Texts are in correct English	Fulfills minimal topic requirements: Texts are paraphrased & overall in correct English. Cites 3 references. The template questions have been answered.
<b>Technology</b>	"B", plus Quicktake pictures or a moving sequence. Includes varied graphics from 3 outside sources. Uses advanced, varied HyperStudio features.	"C" plus: Has 2 more cards. Uses design features on most cards. Integrates 4 graphics from 2 outside sources. Adds sounds.	Fulfills minimal requirements: Each card has original formatting intact. 1 graphic each is included from 2 outside sources. Shows effort and growth.
<b>Teamwork (if applicable)</b>	"B", plus: Provides vital leader-	"C" plus: Helps to organize and	Works well in group. Contributes to group

	ship. Asks for and gives suggestion & help. Maintains positive attitude.	facilitate group. Encourages others. Carefully edits peer/s. Stays on task, Meets due dates.	effort. Participates in peer editing. Does assigned tasks. Takes turns.
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**Follow-up Activities:**

- Have students research famous people from their state.
- Students write the state Chamber of Commerce requesting information about the state.
- Have students find appropriate web sites about the state they studied.
- Develop “state scavenger” hunts based upon the information in the completed United State stacks. Students then use the stacks to complete the scavenger hunt.

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**STUDENT ACTIVITY ON NEXT PAGE**

# States of the United States

## Student Activity

With this project we will continue our study of the United States. You have been assigned one state or a group of states to find information about. As you do your research for this project, you will want to take notes but also look for maps, state flags, and any other graphics concerning your state that can be used for the final project. You will need to be able to save these graphic objects on a disk for later use. Your teacher will instruct you on how to do this. Your teacher will tell you what research resources you have available to you. It may be the use of CD-ROM material, the Internet, or both.

Your final product will be a HyperStudio stack that will contain the information that you have found about your state(s). A HyperStudio stack is a computer file that is produced by the program HyperStudio. Using the computer and HyperStudio, you will record your information in these stacks.

You will either be given a floppy disk containing a blank stack called by the name of your state, or you will open a stack called Template and save this stack using the name of your state. Your teacher will demonstrate this to you.

Each card in this stack explains what information you need to find about each state. A sample of each card is included in this activity sheet. Read each one of the directions below to find out what information you will need to find.

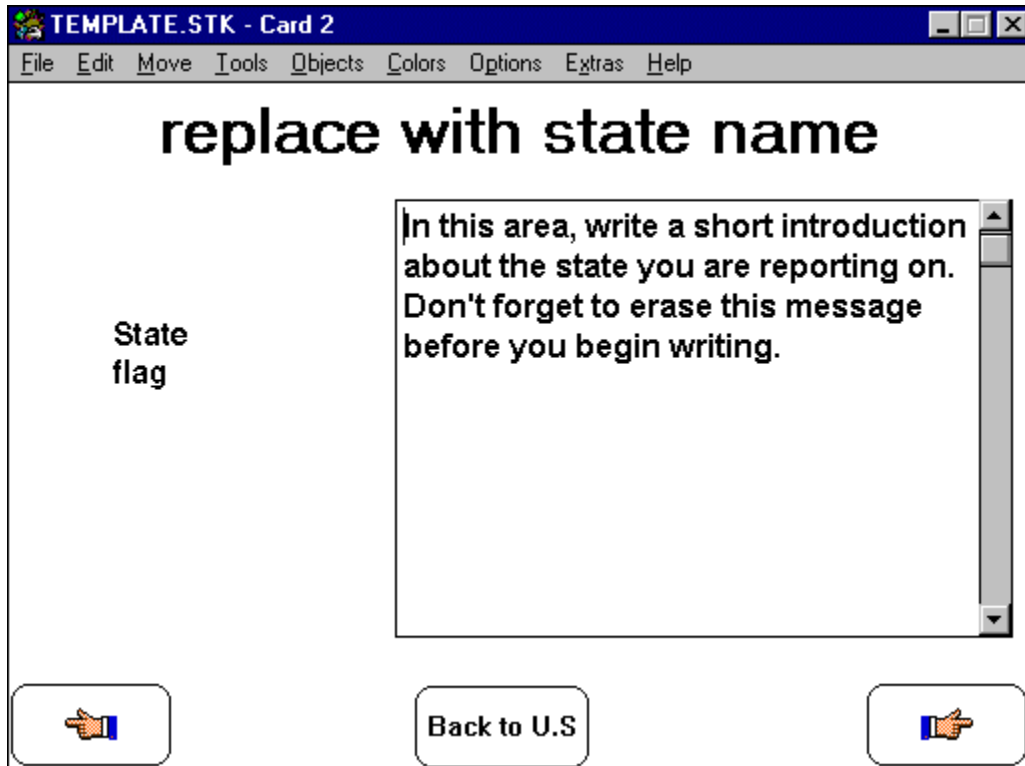
At the top of each card you will see “replace with state name” or “state”. You will need to replace this with the name of the state you are reporting on.

Card #1



You will need to place a map of your state on this first card. Using the resources made available by your teacher, find a map you can use on this card. Save a copy of this map on your disk for use later on.

Card #2



On this card, you will need to include a picture of the state flag. In addition you will need to write a short introduction to put in the "text box" next to the flag. You want to make sure that you write a short paragraph that introduces your state. Briefly tell about the state.

Go On to Next Page

Card #3 & 4

TEMPLATE.STK - Card 3

File Edit Move Tools Objects Colors Options Extras Help

replace with state name

## Statistics

- Land Area -
- Rank in U.S. area -
- Capital -
- Largest city -
- State population -
- Rank in U.S. population -
- Highest elevation -
- Lowest elevation -

Back to U.S

The screenshot shows a software window with a yellow background. At the top, there is a title bar with the text 'TEMPLATE.STK - Card 3' and standard window control buttons. Below the title bar is a menu bar with the following items: File, Edit, Move, Tools, Objects, Colors, Options, Extras, and Help. The main content area has a yellow background and contains the text 'replace with state name' in a large font, followed by the word 'Statistics' in a slightly smaller font. Below this is a list of eight statistics, each followed by a hyphen. At the bottom of the window, there are three buttons: a left-pointing hand icon, a button labeled 'Back to U.S', and a right-pointing hand icon.

TEMPLATE.STK - Card 4

File Edit Move Tools Objects Colors Options Extras Help

replace with state name

## Statistics

- State nickname -
- State bird -
- State flower -
- State tree
- State song -

Back to U.S



The screenshot shows a software window with a yellow background. At the top, there is a title bar with the text 'TEMPLATE.STK - Card 4' and standard window control buttons. Below the title bar is a menu bar with the following items: File, Edit, Move, Tools, Objects, Colors, Options, Extras, and Help. The main content area has a yellow background and contains the text 'replace with state name' in a large font, followed by the word 'Statistics' in a slightly smaller font. Below this is a list of five statistics, each followed by a hyphen. At the bottom of the window, there are three buttons: a left-pointing hand icon, a button labeled 'Back to U.S', and a right-pointing hand icon.

On these two cards, you will need to supply some statistics about the state you are working with. Using your resources, find the information requested on the cards and write it down so you record it on the cards later on.

### Card #5

**replace with state name**  
**Government**

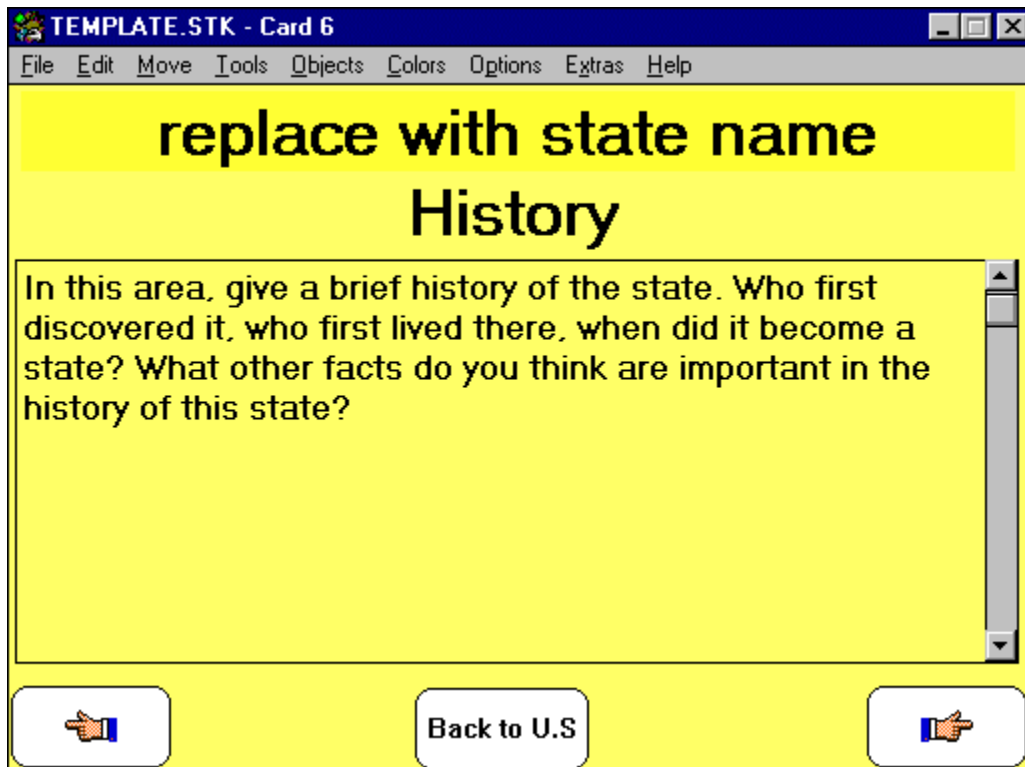
In this area tell us about state government. Who is the current governor, how many are in the state house and how many are in the state senate? Does this state have a full time legislature? How many representatives does this state have in the federal House of Representatives. Any other information you can give about state government should go in this box.

 [Back to U.S](#) 

You will need to do some research on the state's government to finish this card. There are many places where you can find this information.

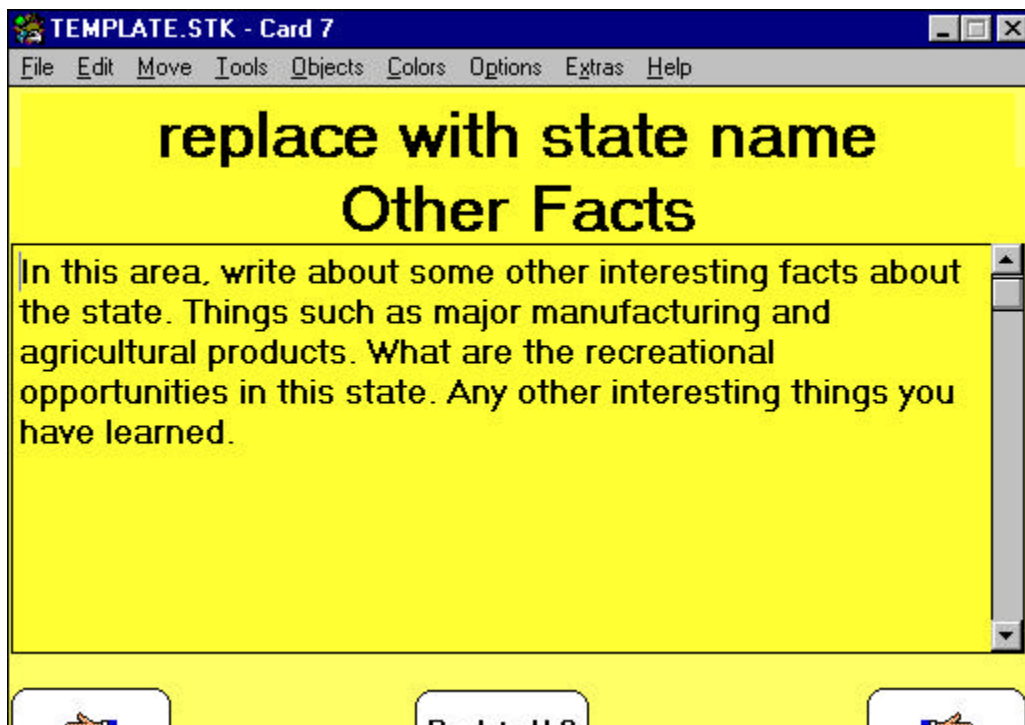
Go on to Next Page

Card #6



Next you will need to do some research on the history of the state. You want to look for the major events in the state's history. You can't write about everything that happened. You should be looking for things such as whom first discovered the state, why did people settle in the state, when did the state become a state, etc.

Card #7



There may be other things you learn about your state that you want to tell about. Some of these may be about the state's economy, its major natural resources, what is manufactured in the state, what recreational activities are available, etc.

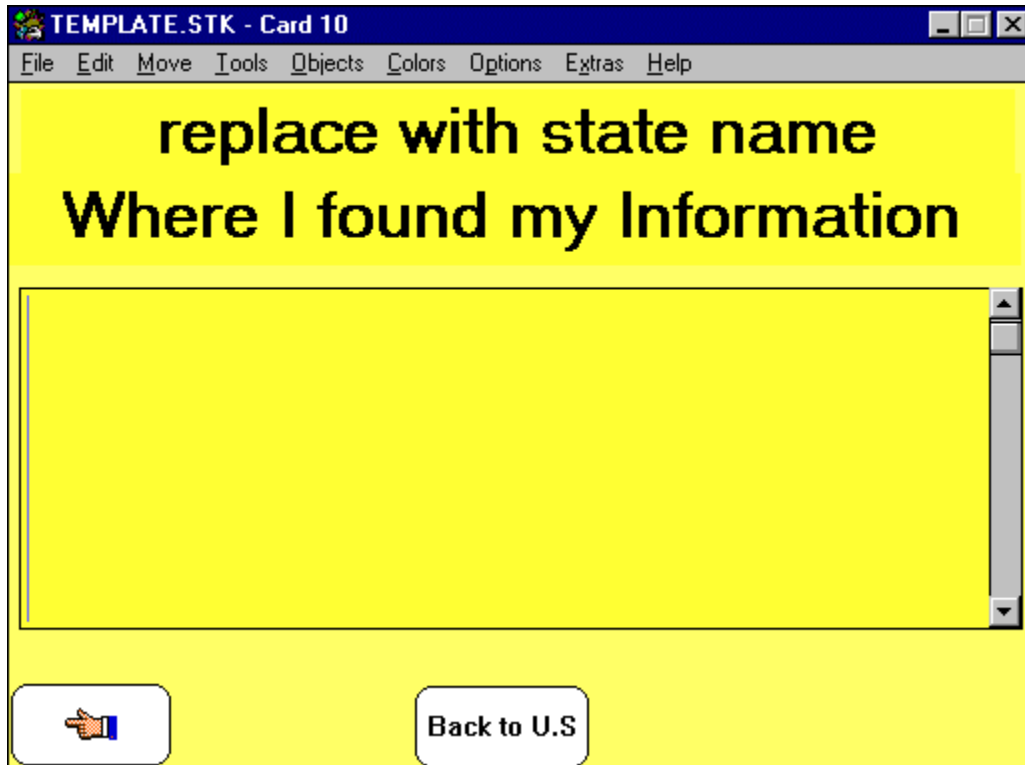
### Card #8



On this card, you will want to place a picture that depicts something important about this state. In the "text box" to the right of the picture, explain what the picture is and why it is important to the state.

Go on to Next Page

Card #9



This is the last card in the stack. In the “text box” record all of the resources where you found your information. Your teacher will tell you how you should do this.

Now that you have finished all of your research you can begin to get your information ready to enter into the computer. Before you go to the computer, write all of the articles you will need to type on each card. Have some other students read what you have written and ask them for their opinions.

Before you go to the computer make sure that you have checked all of your articles and all of the graphics that you will need. To complete the project you will need to do the following at the computer.

1. Turn the computer on.
2. Start HyperStudio.
3. Click on the **Open Stack Button**.
4. Open your state stack or the template stack. (If you open the template stack, **IMMEDIATELY** choose **Save Stack As** from the **File Menu**. For the name of your stack use the state’s abbreviation. Type this into the **Filename** box then Click **Save**.)
5. Begin entering the information on each card of the stack. Make sure that you put the name of your state at the top of each card. As you type, be careful to spell correctly and proofread what you type.

6. As you work, save your work often. To do this select **Save Stack** from the **File Menu**.
7. When you have completed all of the cards in your stack, have another student review your stack for any errors.
8. When you are satisfied that the stack is complete, turn the stack into your teacher.

**NOTE** – if at anytime you have trouble using HyperStudio, ask your teacher or another student for help.