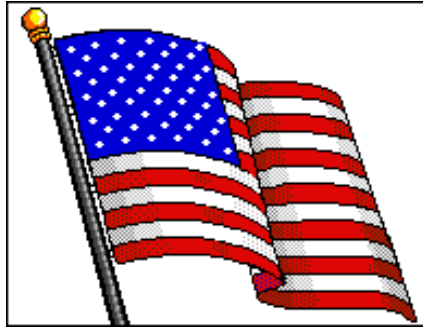


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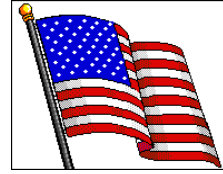


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Web Site: www.teachersnetwork.org

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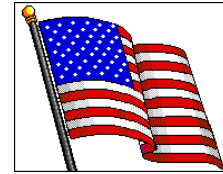


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Program Outline

Grades: 2-5

Students:

P.S. 164 is an urban school with almost six hundred students from grade pre-k through five. Many of our boys and girls are newly arrived Americans who have not yet mastered the English language. The students who worked on this program are children that come to the computer lab for technology instruction. Some classes work in the lab for two periods a week, some for only one period a week, and some for one class every two weeks. This program can be done by: an individual classroom teacher, teachers on a grade, or as an interdisciplinary collaboration by classroom and cluster teachers in social studies, language arts, technology, and even art. The project can be modified according to the age of the students.

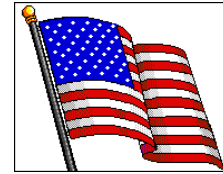
Major Goals and Overview:

The program encourages students to read and process extensive information from their research on the Internet. Their writing skills are sharpened by report writing and written communication with the governors. I primarily work with the students in the computer lab, but many of them continued to do their research and work at home, in their classrooms, and in the library. Younger students did their research using age-appropriate computer software. Their report requirements can be modified to fit their abilities. Because these requirements can be adjusted, this program can really be done with any age student.

Although the main focus of the project is social studies, language arts also play a major role through the writing, reading, and research. Students have a chance to use computer skills such as word processing, desktop publishing, scanning, searching the Internet, use of digital camera, and graphic arts. One of the main objectives is to see how our nation has evolved from the formation of the thirteen original colonies into the fifty states that comprise the United States today. People from all over the world, with many different cultures and languages, come here and form one country. Individuals may be different, states may be different, but we still comprise the United States of America. The different parts of this project can be done as individual units. A teacher can do all of the units or as many as is suitable.

The project as I did it contained the following components: Colonial Life, States Research and Reports, Spreadsheets (compiling state research), Letters to the Governors, New State Quarters, and Immigration. At the end, when all of our work was edited and

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corrected, we compiled it into very large loose-leaf binders with all of the pages enclosed in clear page protectors. This makes for a very attractive presentation piece, which you can give to your principal and also keep for your classroom.

Timeline:

We started working on the program in November and it was completed in May. Please keep in mind that I did it as a cluster teacher and therefore had relatively short amounts of time with the classes. I tried to have as many classes as possible do all of the units, but time did not allow for everyone to do every part of it. We did share each other's work as a whole as we were compiling our completed book. If you are a classroom teacher, you can do the work as your schedule allows. I would leave two to three weeks for each unit or chapter. If you choose to do only several chapters, they will be as effective without the whole project.

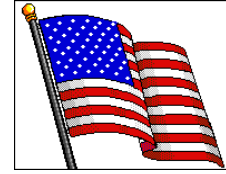
Types of Assessments Used:

There was a tremendous amount of work done in short amounts of time, so the students had to be very focused on their work every time they came into the computer lab. Just the mere fact that they completed the units they were working on earned them a favorable review.

I used two types of assessment for this work:

The rubrics skills were gotten from the students themselves as a collaborative effort. I am enclosing a copy of that assessment. I also gave the students a questionnaire that they filled out assessing their work. They can be found in Attachment 2.

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Lesson Plans

The lesson plans are divided into units:

Unit 1:

Colonial Times

Objectives:

? ? Learning how people lived in colonial times

Resources Needed:

I purchased a class set of the book *If You Lived In Colonial Times* by Ann McGovern. We had computers and a writing program like Student Writing Center or Microsoft Word.

Activities:

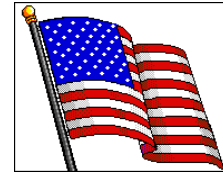
We read the book as a class and it gave the students a chance to read aloud. This falls in line with the Balanced Literacy Program that my school is following. Every time we met, we would read a chapter or two. We would go over vocabulary words that the students might not be familiar with.

Before the end of the period, I would have each student enter a summary or review into their "If You Lived In Colonial Times" folder in their computers. By the time we finished the book, they had a complete journal or review of the things they learned. It was a good review and it also gave the students keyboarding experience.

I have included a copy of a student's journal entries of the book *If You Lived In Colonial Times* by Ann McGovern.

Also included are three worksheets that you can modify as you wish.

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Unit 2:

State Research Reports

Objectives:

- ? ? Learning how to search on the Web
- ? ? Learning how to write a research report including paraphrasing

Time:

A classroom teacher can complete this phase of the project in several weeks. As a cluster teacher with relatively little time with the students, it took us from three to four months to complete our reports.

Resources Needed:

We used the following to do our research:

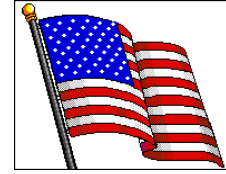
- ? ? Computers
- ? ? Scanners
- ? ? Printers
- ? ? The Internet
- ? ? Software:
 - ? ? Grolier's Multimedia Encyclopedia
 - ? ? Talking Maps U.S.A Software
 - ? ? Where In The USA Is Carmen San Diego?

Activities:

We moved away from the original colonies into America as a country of fifty states. Each student was asked to pick a state. Through the use of search engines such as www.yahooligans.com we found excellent sites for state studies. Two really great sites are www.netstate.com and www.50states.com. They supply detailed information. The "Grolier's Multimedia Encyclopedia" has good information and nice maps.

For younger grades, like second and third grade, the "Talking Maps USA" software presented the state facts in a clear and simple way. It has maps showing where the state and its capital are. It even has a quiz to see if students have absorbed the knowledge.

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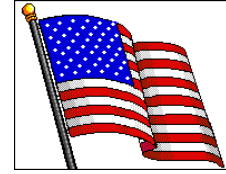


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“Where In The USA Is Carmen San Diego?” is truly wonderful. Besides being a fun and exciting game for the students to enjoy, it has a wealth of information on each state in its database that they call “state-a-base”. The state-a-base has multimedia clips with stars and singers from the states and a variety of fascinating information.

You can either have students write down their research notes on paper or on the computer by having word processing software open. When students have gathered enough information, they begin work on the report. Since I have enough computers for each student in a class, they keyboarded their reports right onto their computer. Each student has a folder of his/her own on hard drive and saves all work right into it. We edited the reports from their first draft, added clip art or pictures from the Web, and completed the final copy. I had a variety of papers they could choose to use: white, pastel colors, and some with designs on it. I allowed the students to select their own font and size.

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Unit 3:

Spreadsheets

Objectives:

? ? To teach students how to compile information in an easy and organized way.

Time:

We started to work on the spreadsheet together and then, when everyone mastered the skill, the students worked on their own time, especially if they had some free time from another part of the project. They knew it was to be finished before the completion of the whole project. In this way students could work at their own pace; the faster kids could complete it quickly and the kids that work slower didn't feel pressure that they must complete it immediately.

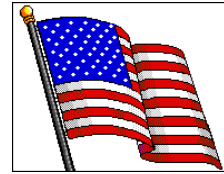
Resources Needed:

I used the software program The Cruncher to teach the students how to make a spreadsheet, but any spreadsheet program like Excel can be used. The Cruncher is young-student-user friendly. It is colorful, with an excellent tutorial and sample projects.

Activity:

We decided which categories of information we would like to include in our spreadsheet. We came up with the following: state name, capital, governor, state bird, state flower, and state nickname.

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Unit 4:

Letters To the Governor

Objectives:

- ? ? Searching on the Internet for the names of state governors
- ? ? Learning how to write a business letter
- ? ? Addressing an envelope

Time:

This phase took each class approximately four sessions.

Resources Needed:

We used the Internet, a writing program, envelopes, and stamps.

Activities:

Every student did an Internet search for the name of the governor of the state that was the subject of his/her report. The students also needed to know the state capital since we addressed the letters to the governor at the state capital. All of the letters got to their destination.

I discussed with the students what the content of their letters might be. We decided that some of the possible topics were:

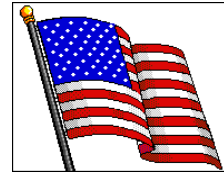
- ? ? Questions about the state
- ? ? Introducing themselves and telling about their aspirations and course of study
- ? ? A little about New York
- ? ? Asking for any pictures or information that the governors might be able to send

Everyone wrote his/her letters on the computer. We then addressed the envelopes, put on the stamps, and the letters were off.

There was great excitement as the responses started to arrive. The students had gotten a letter from a famous person in government and they also received lovely maps, pamphlets, and pictures.

You can also e-mail the governors if you would like. I wanted my students to know the excitement of sending out a letter and waiting for a response. There is still something to be said for snail mail.

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Unit 5:

Newly Minted State Quarters

Objectives:

- ? ? Learning about the U.S. Mint State Quarter Project
- ? ? Seeing how the motto “E Pluribus Unum” originated
- ? ? Studying the information on the quarters

Time:

Studying the new quarters could be a project unto itself. They are fascinating. We spent several sessions on them only because of time restraints.

Resources Needed:

Several Web sites are very good:

- ? ? www.usmint.gov
- ? ? www.netstates.com
- ? ? www.50states.com

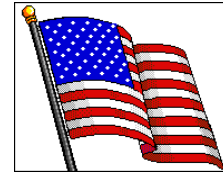
Activities:

All the quarters have the phrase “E Pluribus Unum” on them. We went on the search engine www.altavista.com to learn the origins of the phrase. We found that it was from a Latin poem. Some students traced its usage throughout our early history.

A number of students did research on two famous women in our history: Susan B. Anthony and Sacagawea. Both of these women had gold dollar coins made in their honor that also bear the motto “E Pluribus Unum”.

We also learned how to copy the image of the coins from the Web and paste it into our documents.

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Unit 6:

Immigration

Objectives:

?? Studying how immigration has been an important part of the development of our country and how, from many peoples, we have one United States.

Time:

Varies from two to three weeks.

Resources Needed:

The book *If Your Name Was Changed At Ellis Island* by Ellen Levine was invaluable. It has very descriptive illustrations as well as detailed diagrams of ships bringing immigrants across the ocean and the poor living conditions they had to endure. I also have the companion software program (with the same title) that, using multimedia clips, shows actual interviews with newly arrived immigrants as well as illustrating, in detail, the immigration experience of days gone by.

Activities:

After viewing the software and using the book as a resource, students had to either write of their own immigration experience or, if they are native born, interview someone who immigrated to this country. They could also write a report on what they learned from the book and software program.

Resource List

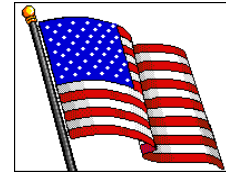
?? Important Web Sites:

- ?? www.netstate.com
- ?? www.50states.com
- ?? www.yahooligans.com
- ?? www.altavista.com
- ?? www.usmint.gov

?? Books Used:

- ?? *If You Lived In Colonial Times* by Ellen Levine
- ?? *If Your Name Was Changed At Ellis Island* by Ellen Levine
- ?? *Teaching With Dear America Books: Colonial America Through Immigration* by Jeanette Sanderson

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? ? Trip

? ? Richmond Town Historical Village - Staten Island New York

? ? Software:

? ? **Student Writing Center**-*The Learning Company*

? ? **Microsoft Word**-*Microsoft*

? ? **The Cruncher**-*Davidson and Associates*

? ? **Where In The USA Is Carmen San Diego**-*Broderbund*

? ? **Print Shop Deluxe**-*Broderbund*

? ? **Kid Pix Studio Deluxe**-*Broderbund*

? ? **Talking USA Map**- *Orange Cherry, Talking Schoolhouse*

? ? **Grolier Multimedia Encyclopedia**-*Grolier Interactive*

? ? **If Your Name Was Changed At Ellis Island**-*Scholastic Smart Book & CD*

? ? Equipment:

? ? Computers

? ? Printers

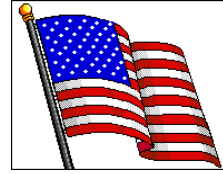
? ? Scanner

? ? Digital Cameras

? ? Bus For Trip

? ? Internet Connectivity

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Sample Worksheets

Name _____

Class _____

If You Lived In Colonial Times

By Ann McGovern

Vocabulary Worksheet

Use each word in a sentence.

flax

sheep

dye

knit

loom

spinning wheel

sap

maple sugar

porridge

stew

jam

pickled

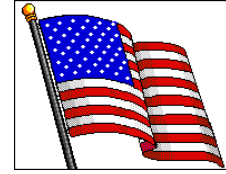
cider

manners

trencher

hornbook

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Name _____
Class _____

If You Lived In Colonial Times

By Ann McGovern

Using the program “Kid Pix”, pick one of the following scenes and make a computer picture.

? Making clothes in colonial times

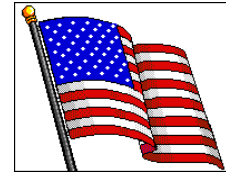
? Foods colonial families ate

? Education in colonial times

? Travel in colonial times

? Sending mail in colonial times

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Name _____

Class _____

States and Capitals Worksheet

Put the names of the states in alphabetical order.

Fill in the correct capital for each state.

State

Capital

New York

Pennsylvania

Maryland

Utah

Alaska

California

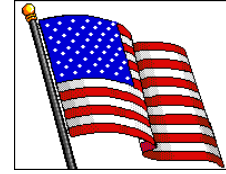
New Jersey

Texas

Florida

Alabama

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Name _____
Class _____

Worksheet on Paraphrasing

Paraphrase each sentence in your own words.

1. The house had red bricks in the front.

2. The apples were crunchy and sweet.

3. The boy whose name was Joe was in the fifth grade.

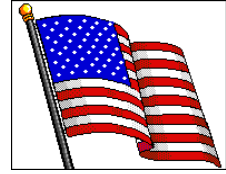
4. A good search engine is www.yahooligans.com.

5. There are twenty girls and ten boys in the class.

6. "The Empire State" is the nickname of New York State.

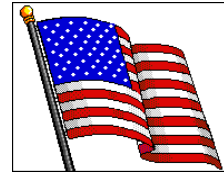
7. The United States has fifty states.

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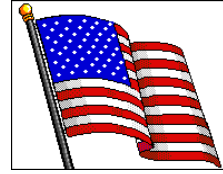
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Name _____
Class _____

Draw a map of your favorite state and include as many details as you can.

You may use markers, crayons, clay, paint, and fabric pieces to show terrain, cities, bodies of water, and other interesting facts.

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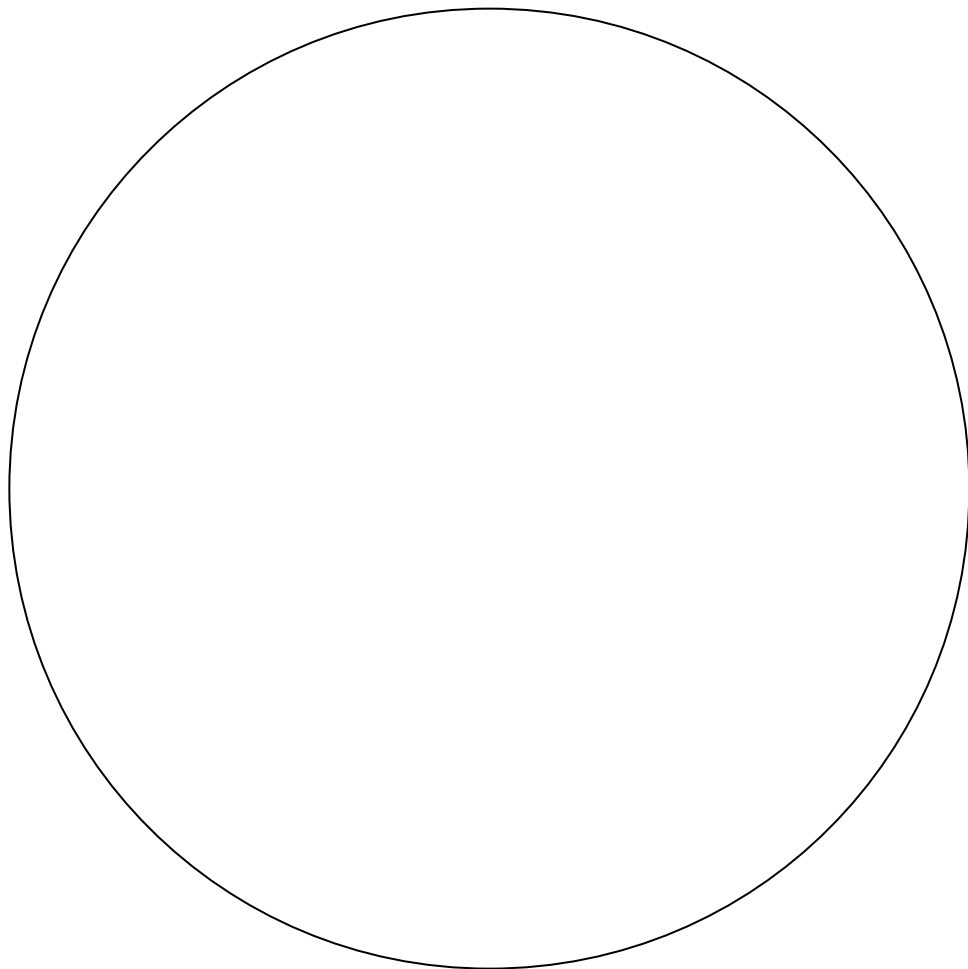
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Name _____

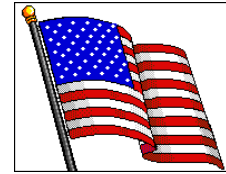
Class _____

State Quarters

Design your own quarter with your family crest and motto.



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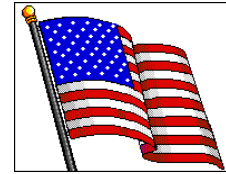
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Our Trip

As a highlight of the project, I took all fifth graders on a wonderful trip to Historic Richmond Town in Staten Island. We made wax candles and took a tour of the homes, school, general store, and grounds. We ate lunch and the children even played ball. It was a wonderful way to experience tangibly all that we have been learning.

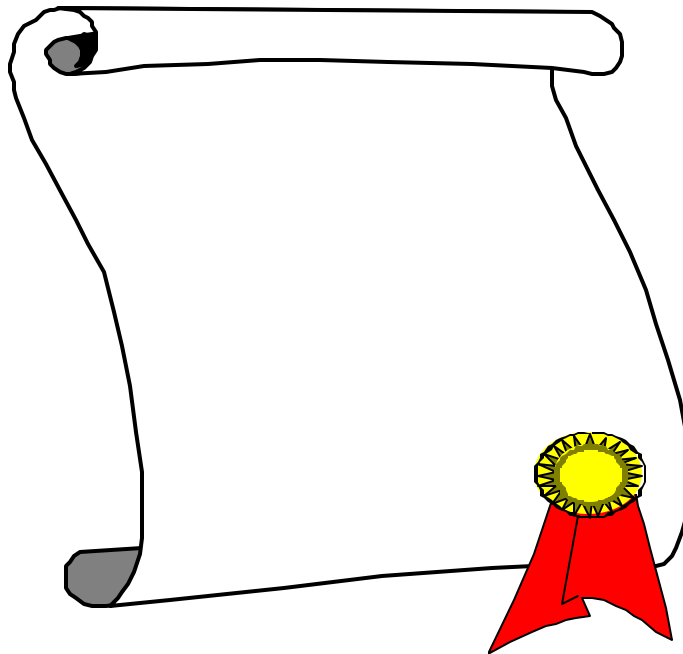


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Summary

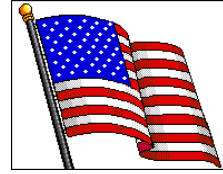


For the culmination of the project, we compiled all of our work into a large binder with page protectors. The result is a wonderful book that sits atop our hallway display case for all to peruse.

Samples of student work are attached as a separate Attachment 1.

The evaluation criteria by which the students were able to judge their work are attached as Attachment 2. These were arrived at by the students themselves, working in cooperative groups.

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