

## **PROJECT OVERVIEW PART 1: DEFINE**

<b>Name of Project:</b>	<b>Digital Storytelling – Rockford, MI</b>	<b>Duration: 2-3 weeks</b>
<b>Subject/Course:</b>	<b>Social Studies</b>	<b>Grade Level: 2<sup>nd</sup>/3<sup>rd</sup></b>
<b>Other subject areas to be included, if any:</b>	<b>Technology ELA</b>	
<b>Project Idea</b> Summary of the issue, challenge, investigation, scenario, or problem:	The students will study the community where our school is located in Michigan. The students will go on a field trip/scavenger hunt in downtown Rockford, MI and take pictures of landmarks that tell the story of how Rockford began as a settlement as well as learn what makes Rockford the community it is today. They will then collaborate in groups to tell a digital story for the purpose of informing others about our community.	
<b>Driving Question</b>	<p><b>DQ: How has Rockford grown as a community?</b></p> <p>SubQuestions:</p> <p>Past</p> <ul style="list-style-type: none"> <li>• What decisions in the past affect the present?</li> <li>• What do you know of the history of Rockford? (Industry, buildings, names)</li> <li>• What important geographical features attracted settlers to Rockford?</li> <li>• How have people in the past used water in this community?</li> <li>• What was our community like 200 years ago?</li> </ul> <p>Present</p> <ul style="list-style-type: none"> <li>• What is our community like now?</li> <li>• How do people today use water in Rockford?</li> <li>• What businesses are important to Rockford?</li> <li>• What are some businesses or places that are “famous” places in Rockford?</li> <li>• What are some parks and recreational places you enjoy?</li> <li>• What makes our community unique? (one-of-a-kind &amp; no place else like it on earth)</li> <li>• What makes our community special to you?</li> </ul> <p>Future</p> <ul style="list-style-type: none"> <li>• What will our community be like in 200 years?</li> <li>• What decisions made in the present will affect the future?</li> </ul>	

<b>Content and Skills Standards</b> to be addressed:	<ul style="list-style-type: none"> <li>○ <b>GLEC_Social Studies:</b> <ul style="list-style-type: none"> <li>○ <b>History 2_H2.0.4</b> Students will describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).</li> <li>○ <b>History 3_H3.0.1</b> – Students will identify questions historians ask in examining the past in Michigan (What happened? When did it happen? Who was involved? How and why did it happen?)</li> <li>○ <b>Citizen Involvement_3 – P4.2.2</b> – Participate in projects to help or inform others</li> </ul> </li> <li>○ <b>GLEC_ELA:</b> <ul style="list-style-type: none"> <li>○ <b>W.PS.03.01</b> Students will exhibit personal style and voice to enhance the written message in both narrative (e.g., varied word choice and sentence structure, character description) and informational writing (e.g. examples, transitions, grammar and usage).</li> <li>○ <b>S.DS.03.04</b> Students will plan and deliver presentations using an effective informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting a variety of resources; and varying the pace for effect.</li> </ul> </li> </ul> <p>Six Traits of Writing – Focus on Voice and Organization</p>
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		T+A	E			T+A	E
<b>21<sup>st</sup> Century Skills</b> to be explicitly <i>taught and assessed</i> (T+A) or that will be <i>encouraged</i> (E) by project work, but not taught or assessed:	<b>Collaboration</b> - 21 <sup>st</sup> Century Skills_Technology: METS – Tech Productivity Tools – #5 - Collaborate with classmates using a variety of technology tools to plan, organize, and create a group project.	<b>X</b>		<b>Communication &amp; Presentation</b> - 21 <sup>st</sup> Century Skills_Technology: METS – Technology Communication Tools - #2 – Use a variety of media to create a digital story in order to communicate information and ideas to various audiences.	<b>X</b>		
	<b>Critical Thinking</b>		<b>X</b>				

			<b>Presentation Audience:</b>	
<b>Culminating Products and Performances</b>	<b>Group:</b>		Class:	
			School:	
			Community:	
	<b>Individual:</b>		Experts:	
			Web:	
			Other	

## PROJECT OVERVIEW PART 2: DESIGN

<b>“Grabber”</b> to launch inquiry & generate interest:	Show a “Pure Michigan” video to the whole class. Then let the students view some other “Pure Michigan” videos using headphones in the lab. The students will use them as models for their own digital storytelling project to show how Rockford, MI has grown as a community.				
<b>Assessments</b>	<b>Formative Assessments (Checkpoints During Project)</b>	Quizzes/Tests		Practice Presentations	
		Journal/Learning Log	<b>X</b>	Notes	<b>X</b>
		Preliminary Plans/Outlines/Prototypes		Checklists	
		Rough Drafts		Concept Maps	
		Online Tests/Exams		Other: Script for PhotoStory	<b>X</b>
	<b>Summative Assessments (End of Project)</b>	Written Product(s), with rubric: _____		Other Product(s) or Performance(s), with rubric: Digital Storytelling of how Rockford has grown as a community	<b>X</b>
		Oral Presentation, with rubric		Peer Evaluation	
		Multiple Choice/Short Answer Test		Self-Evaluation	
		Essay Test		Other:	
	<b>Debriefing Methods</b>	<b>(Individual, Group, and/or Whole Class)</b>	Journal/Learning Log	<b>X</b>	Focus Group
Whole-Class Discussion				Fishbowl Discussion	
Survey				Other:	
<b>Resources Needed</b>	<b>On-site people, facilities:</b>	Classroom Teacher (Becky Werdon) and Tech Coordinator (Deb Snow)			
	<b>Equipment:</b>	Computers – Lab time needed			
	<b>Materials:</b>	Cameras, PhotoStory3 Software, headphones and microphones			
	<b>Community resources:</b>	Parents for field trip, transportation & Arnies’ Restaurant for meeting room			

## **PROJECT TEACHING AND LEARNING GUIDE**

<b>Project:</b>	<b>Course/Semester:</b>
<b>Knowledge and Skills Needed by Students</b> to successfully complete culminating products and performances, and do well on summative assessments	<b>Scaffolding / Materials / Lessons to be Provided</b> by the project teacher, other teachers, experts, mentors, community members
Prerequisite: prior to mini-unit. This PBL activity is part of a bigger social studies unit on Rockford.	→ Classroom teacher- Readings, lessons, activities, vocabulary, map skills, geography and history of Rockford, 200 year project, journals....
Students will learn how to use PhotoStory3, so they are comfortable with the software they will be using in the mini-lesson.	→ Project teacher -Two lab periods to learn PhotoStory3. Whole group instruction, students collaborating together to help each other and just-in-time small group instruction as needed. PhotoStory3 instructions offered as well for those who learn well by following written instructions.
Introduction of Project – Driving Question, entry event introduced grabber and rubric.	→ Third lab time. Grabber – show a few Pure Michigan videos as a whole group. Then let students view more of the videos in the computer lab in small groups. Brainstorming time first in groups and later as a whole group about the <b>DQ: How has Rockford grown as a community?</b>
Field Trip in Rockford - October 30, 2009 from 1:00-3:00	→ Historical Scavenger Hunt in Rockford and Students taking photographs of present day Rockford for their digital storytelling projects.
Classroom and lab time working on project. Collaboration in six groups of four and one group of five to make a digital storytelling “Pure Michigan” style video. Rubric explained in greater detail.	→ Classroom time needed_____ Computer lab time needed_____ See calendar
Writing of scripts - Past/Present/Future	→ Provide students with a storyboard. Discuss what makes a good digital story?

# **P R O J E C T   C A L E N D A R**

**Project: Digital Storytelling – Rockford, MI**

**Start Date: October 28, 2009**

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

## **P R O J E C T   W E E K   O N E**

Prerequisite work mentioned in scaffolding takes place before Oct. 28

Introduction of Project DQ, Grabber and Rubric introduced

Past/Present/Future

Field Trip/ Scavenger Hunt  
-Entry Event in Rockford

## **P R O J E C T   W E E K   T W O**

Classroom time writing scripts for digital stories

Lab time – 1 ½ hour block time in the lab

Show samples of good and bad photo stories and have students evaluate

Classroom time writing scripts for digital stories

## **P R O J E C T   W E E K   T H R E E**

Classroom time writing scripts for digital stories

Lab time – 1 ½ hour block time in the lab