

PROJECT OVERVIEW

Name of Project:	Creating a virtual trade museum about trades in historical Michigan.	Duration: 3 Weeks
Subject/Course: Social Studies	Teacher(s): Dave Sapp	Grade Level: Upper Elem
Other subject areas to be included, if any:	Technology	
Project Idea Summary of the issue, challenge, investigation, scenario, or problem:	Students will contribute to a virtual museum that answers the questions related to Michigan's economic activities utilizing technology, our local museum artifacts and historical research. Students will collaborate with others, collect data and present their results via the virtual museum to the board members of our local museum.	
Driving Question	<p>Which Michigan trades were so essential to people in Michigan's history that they must be remembered by people today and in the future?</p> <ul style="list-style-type: none"> • What were the common trades in Michigan's history? • What period of history was the trade active? • What makes a trade important to our history? • What makes a trade important to our future? 	
Content and Skills Standards to be addressed:	<p>H3 History of Michigan (Beyond Statehood) <i>Use historical thinking to understand the past.</i> 4 – H3.0.1 Use historical inquiry questions to investigate the development of Michigan's major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present. (C, E)</p> <ul style="list-style-type: none"> • What happened? • When did it happen? • Who was involved? • How and why did it happen? • How does it relate to other events or issues in the past, in the present, or in the future? • What is its significance? <p>3-5.CC. Communication and Collaboration—By the end of grade 5 each student will:</p> <p>3-5.CC.1. use digital communication tools (e.g., e-mail, wikis, blogs, IM, chat rooms, videoconferencing, Moodle, Blackboard) and online resources for group learning projects</p> <p>3-5-2.CC.2. identify how different software applications may be used to share similar information, based on the intended audience (e.g., presentations for classmates, newsletters for parents)</p> <p>3-5-2.CC.3. use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences</p>	

		T+A	E			T+A	E
21st Century Skills 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:	Collaboration	T&A		Other:			
	Presentation	T &A					
	Critical Thinking:	T&A					

			Presentation Audience:	
Culminating Products and Performances	Group:	Students will work together, in groups of approximately 3, to create a presentation to explain and show what trades were important in Michigan's history by placing their presentations on the web for other students and community members, Farwell Museum Board Members, to view.	Class:	X
			School:	X
			Community:	X
	Individual:	Each student will prepare a storymap/rough draft for their trade. The storymap will outline their topic notes, research, naration and images of their trade.	Experts:	X
			Web:	X
			Other:	

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<p>Entry event to launch inquiry, engage students:</p>	<p>Part I: Author, song writer, producer William Jamerson (http://billjamerson.com/index.html) will speak on one of the following. He has three fifty minute presentations for schools: “It’s Daylight in the Swamp!” (Lumberjacks and Shanty Boys), “Men of Iron” (The Iron Range cities of Michigan), and “Roosevel’ts Tree Army” (A multi-media presentation). Teachers will select presentation based on what their resources. William discuss's the lives of men and women in that trade and its impact on our state. Part II: Students will be asked the question: Which Michigan trades were so essential to people in Michigan’s history that they must be remembered by people today and in the future? They will discuss words like “jobs” and “trades” and what equipment are used for those jobs and trades. Students will discuss what museums are, what their purpose is, what kind of behavior is used in a museum. They will then go on a 1 hour field trip to the local museum taking notes of interesting artifacts and tools used in different trades.</p>				
<p>Assessments</p>	<p>Formative Assessments (During Project)</p>	<p>Quizzes/Tests</p>		<p>Practice Presentations</p>	
		<p>Journal/Learning Log</p>	<p>X</p>	<p>Notes</p>	<p>X</p>
		<p>Preliminary Plans/Outlines/Prototypes</p>	<p>X</p>	<p>Checklists</p>	<p>X</p>
		<p>Rough Drafts</p>		<p>Concept Maps</p>	<p>X</p>
		<p>Online Tests/Exams</p>		<p>Other:</p>	
	<p>Summative Assessments (End of Project)</p>	<p>Written Product(s), with rubric: _____</p>	<p>X</p>	<p>Other Product(s) or Performance(s), with rubric: _____</p>	<p>X</p>
		<p>Oral Presentation, with rubric</p>	<p>X</p>	<p>Peer Evaluation</p>	
		<p>Multiple Choice/Short Answer Test</p>		<p>Self-Evaluation</p>	<p>X</p>
		<p>Essay Test</p>		<p>Other:</p>	
<p>Resources Needed</p>	<p>On-site people, facilities:</p>	<p>Bill Jamerson, Knowledgeable Technology Coaches, Computer Lab</p>			
	<p>Equipment:</p>	<p>Cameras, Computers</p>			
	<p>Materials:</p>	<p>Internet, Office Package, Video & Picture Editing Software</p>			
	<p>Community resources:</p>	<p>Farwell Museum, Artifacts and Community Members</p>			
<p>Reflection Methods</p>	<p>(Individual, Group, and/or Whole Class)</p>	<p>Journal/Learning Log</p>	<p>X</p>	<p>Focus Group</p>	<p>X</p>
		<p>Whole-Class Discussion</p>	<p>X</p>	<p>Fishbowl Discussion</p>	
		<p>Survey</p>		<p>Other:</p>	

PROJECT TEACHING AND LEARNING GUIDE

Project: Creating a virtual trade museum about trades in historical Michigan.	Course/Semester:
<p style="text-align: center;">Knowledge and Skills Needed by Students to successful complete culminating products and performances and do well on summative assessments</p>	<p style="text-align: center;">Scaffolding Materials Lessons to be Provided the project teacher, other teachers, experts, mentors, community members</p>
Introduction	Bill Jamerson: http://www.billjamerson.com/ Sample Project: http://www.geolit.org/rushranch/
Journal & Notetaking	Mini lesson on journal and notetaking http://www.educationworld.com/a_lesson/03/lp322-03.shtml
Team work Skills	Mini lesson on working as a team
How to use rubric	Mini-lesson on how to use a rubric
Technology Skills	View mini “how to” videos about using Prezi, Open Office, Microsoft Office

PROJECT CALENDAR

Project:

Start Date:

PROJECT WEEK ONE

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Students attend Bill Jamerson presentation life in historical Michigan</p>	<p>Students complete mini journal & Notetaking lesson. Students go to Museum</p>	<p>Students will start research 3 trades</p>	<p>Students will start research 3 trades</p>	<p>Mini-lesson on how to use a rubric. Students will write storyboard/rough draft about the 3 trades following rubric</p>

PROJECT WEEK TWO

Day 6	Day 6	Day 8	Day 9	Day 10
<p>Students will revise rough draft about the 3 trades following rubric</p>	<p>Mini-lesson working as a Team. Students will begin group discussion on trades.</p>	<p>View Virtual Museum. Students provided with presentation rubric. Students as a team will decide on 1 trade to present per student</p>	<p>Students shown where to find the help videos. Students will begin work on presentations.</p>	<p>Students work on presentations.</p>

PROJECT WEEK THREE

Day 11	Day 12	Day 13	Day 14	Day 15
<p>Students work on presentations.</p>	<p>Students work on presentations.</p>	<p>Students complete presentations.</p>	<p>Students present</p>	<p>Students present</p>