

# **Technology in the Early Elementary School Final Project Lesson Plan**

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## **Journey to America** Grades 1-8

The students will be working both together and in teams on a common goal: to form a travel agency and plan a 3-day trip to Washington, D.C. at the end of May 2006. They will research, evaluate, and agree on a budget, itinerary, and brochures to be presented to the school board for approval.

**Faith Integration:** This element will be evident in the cooperation which the students will develop over the course of the project. One of the most difficult aspects of planning a trip is agreeing on a common plan. Most of these students are related and there can be many problems agreeing on ideas. I would like to incorporate stories from the Bible that involve solving problems between conflicting personalities.

The story of Jacob and Esau could be addressed as an example of conflict resolution between two brothers. It had a positive conclusion and the students could use it as a model of compromise.

### **Curriculum Benchmarks:**

Basic Operations and concepts

- \* Students demonstrate a sound understanding of the nature and operation of technology systems.
- \* Students are proficient in the use of technology.

Technology productivity tools

- \* Students use technology tools to enhance learning, increase productivity, and promote creativity.
- \* Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

Technology research tools

- \* Students use technology to locate, evaluate, and collect information from a variety of sources.

Technology problem-solving and decision-making tools

- \* Students use technology resources for solving problems and making informed decisions.

### **Materials/Hardware/Software**

Software: Kid Pix CD, Microsoft Publisher, Powerpoint

Computer

Printer

Internet Access

Website: [www.kn.sbc.com/wired/fil/pages/webjourneysh.html](http://www.kn.sbc.com/wired/fil/pages/webjourneysh.html)

Examples of brochures

### **Teacher/ Student Preparation**

The teacher will discuss the possibility of a class trip to Washington, D.C. in the spring with the students. Examples of brochures will be passed out to all students to give them ideas of how brochures can be set up.

The Project will be discussed and the class will review the rules of

surfing the Internet.

Each student will review the Kid Pix CD and show that they are able to use the tools in the program.

A CEO will be elected before the project begins and the class will be divided up into "Task Teams." Each team will be in charge of one aspect of the project and will report their progress to the CEO. The CEO will be in charge of all final decisions and present the conclusions to the school board for approval.

## **Activities**

These are available at:

<http://kn.sbc.com/wired/fil/pages/webjourneysh.html>

This project will take place over 18 weeks and will conclude with two presentations. The first will be to the teacher, as the class will show their findings to her before presenting them to the school board for final approval.

## **Follow-up Activities**

1. Following approval of the class trip, the students will work on ways to earn the funds needed to take the trip.
2. While on the trip, the students will keep a journal of their adventures and take pictures of the places they will visit.
3. After returning, the students will put together a slide show, using drawing and pictures taken from the places visited in Washington D.C. This will be presented at the graduation program in June 2006.

## **Assessment/Evaluation**

The assessment will be made by the teacher and the school board. The rubric will be attached to the final presentation for the benefit of the school board members.

<p><b>Group Planning -- Research Project : Washington D.C. Class Trip</b></p> <p>Teacher Name: <b>Ms. Riley</b></p> <p>Student Name: _____</p>	

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Group Timeline	Group independently develops a reasonable, complete timeline describing when different parts of the work (e.g., planning, research, first draft, final draft) will be done. All students in group can	Group independently develops a timeline describing when most parts of the work will be done. All students in group can independently describe the high points of the timeline.	Group independently develops a timeline describing when most parts of the work will be done. Most students can independently describe the high points of the timeline.	Group needs adult help to develop a timeline AND/OR several students in the group cannot independently describe the high points of the timeline.

	independently describe the high points of the timeline.			
Delegation of Responsibility	Each student in the group can clearly explain what information is needed by the group, what information s/he is responsible for locating, and when the information is needed.	Each student in the group can clearly explain what information s/he is responsible for locating.	Each student in the group can, with minimal prompting from peers, clearly explain what information s/he is responsible for locating.	One or more students in the group cannot clearly explain what information they are responsible for locating.
Plan for Organizing Information	Students have developed a clear plan for organizing the information as it is gathered and in the final research product. All students can independently explain the planned organization of	Students have developed a clear plan for organizing the information in the final research product. All students can independently explain this plan.	Students have developed a clear plan for organizing the information as it is gathered. All students can independently explain most of this plan.	Students have no clear plan for organizing the information AND/OR students in the group cannot explain their organizational plan.

	the research findings.			
Quality of Sources	Researchers independently locate at least 2 reliable, interesting information sources for EACH of their ideas or questions.	Researchers independently locate at least 2 reliable information sources for EACH of their ideas or questions.	Researchers, with some adult help, locate at least 2 reliable information sources for EACH of their ideas or questions.	Researchers, with extensive adult help, locate at least 2 reliable information sources for EACH of their ideas or questions.
Ideas/Research Questions	Researchers independently identify at least 4 reasonable, insightful, creative ideas/questions to pursue when doing the research.	Researchers independently identify at least 4 reasonable ideas/questions to pursue when doing the research.	Researchers identify, with some adult help, at least 4 reasonable ideas/questions to pursue when doing the research.	Researchers identify, with considerable adult help, 4 reasonable ideas/questions to pursue when doing the research.

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