

State Symbols of Michigan

Michigan History
Grades 3-4

Description:

The student will create a slide show using KidPix. This slide show will culminate a study of the symbols of the state of Michigan.

Faith Integration:

- ? Discuss the diversity of creation within our state.
- ? Discuss how God is in control of the "kings of our earth."

Curriculum Benchmarks:

The student will be able to:

- ? Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.
- ? Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum.
- ? Use technology tools (e.g. multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.

Materials:

Books:

- ? Marsh, C. (2001). My first book about Michigan. Gallopade International.
- ? McConnell, D. (2002). Our Michigan adventure. Michigan: Hillsdale Educational Publishers, Inc.
- ? Wargin, K. (1999). M is for Mitten: A Michigan alphabet book. Michigan: Sleeping Bear Press.

Hardware/Software:

- ? Computer
- ? Scanner
- ? Digital Cameras (preferably 1 camera/group of 3 students)
- ? KidPix Deluxe 3, Broderbund

Teacher Preparation:

- ? Obtain all necessary materials.
- ? Copy pages 5, 6, 7, 8, 9, 10, 11, 13, 15, 16, 19, and 30 from My First Book about Michigan. Pages may be legally copied for classroom use. (Noted on page 1 of book).
- ? Create "reminder" sheets for students explaining how to do various activities on the computer (i.e. saving to a folder, accessing a file, scanning a picture, etc.)
- ? Arrange for a field trip to state capital and/or museum. (Do this as much as a year in advance due to the popularity of such activities.)
- ? Create cooperative groups for students.

Student Preparation:

The student must know how to:

- ? Take a picture with a digital camera.
- ? Access picture folder on digital camera via computer.

- ? Copy picture from digital camera to My Documents folder on computer.
- ? Scan picture into computer using available scanning software.
- ? Save scanned picture in the My Documents folder.
- ? Access all saved files from My Documents folder.
- ? Import backgrounds on KidPix.
- ? Use all basic KidPix functions (i.e. inserting and resizing pictures, stamping, drawing, etc.)
- ? Save KidPix pictures in My Documents folder.
- ? Create a KidPix slideshow.

Activities/Procedures:

Note: These activities may take several days to complete. Set and work at own pace.

- ? Introduce Michigan and its symbols by reading first two chapters of *Our Michigan Adventure*.
- ? After intro, focus on one or two symbols per day until all have been covered. Use reproducible activity pages from *My First Book about Michigan*.
- ? If available, gives students opportunities to photograph different state symbols (i.e. state tree on school playground, state flag in front of school or office building next door).
- ? Allow students to scan completed activity pages or copy pictures from digital camera onto computer for later use in KidPix slide show.
- ? Culminate state symbol lessons with trip to the state Capitol and/or museum. If at all possible, arrange for governor or congressperson to read *M is for Mitten: A Michigan Alphabet Book* to class. Don't forget the cameras on the field trip!!
- ? Students will compile photographs and activity sheets into organized "stories" of the study of Michigan's state symbols.

Assessment/Evaluation:

Note: The following rubric was created on Rubistar to assist in the evaluation of the final slide show. Activity sheets and other participatory assignments can be assessed individually.

CATEGORY	4	3	2	1
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
Sequencing of Information	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card.	Most information is organized in a clear, logical way. One card or item of information seems out of place.	Some information is logically sequenced. An occasional card or item of information seems out of place.	There is no clear plan for the organization of information.
Originality	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 cards.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.

Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
Text - Font Choice & Formatting	Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Background	Background does not detract from text or other graphics. Choice of background is consistent from card to card and is appropriate for the topic.	Background does not detract from text or other graphics. Choice of background is consistent from card to card.	Background does not detract from text or other graphics.	Background makes it difficult to see text or competes with other graphics on the page.
Use of Graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
Digital Camera Use	Picture is high quality. The main subject is in focus, centered, and of an appropriate size compared to other objects in the picture.	Picture is good quality. The main subject is not quite in focus, but it is clear what the picture is about.	The pictures are of marginal quality. The subject is in focus but it is not clear what the picture is about.	No picture taken OR picture of poor quality.
Effectiveness	Project includes all material needed to gain a comfortable understanding of the topic. It is a highly effective study guide.	Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements. It is an adequate study guide.	Project is missing more than two key elements. It would make an incomplete study guide.	Project is lacking several key elements and has inaccuracies that make it a poor study guide.
Cooperation	Group delegates tasks and shares responsibility effectively all of the time.	Group delegates tasks and shares responsibility effectively most of the time.	Group delegates tasks and shares responsibility effectively some of the time.	Group often is not effective in delegating tasks and/or sharing responsibility.

Activity Sheets:

To use the activity sheets in your classroom, please purchase *My First Book about Michigan* by Carole Marsh. They can then be legally copied for use in your classroom.