Project-Based Learning  
And Technology Integration  
In a Constructivist classroom  

A Handbook for Fifth-Grade Teachers  

A Field Project Presented to the Faculty of the School of Education  
University of San Francisco  
In Partial Fulfillment of the requirements of the Degree of  

Master of Arts  
In  
Digital Media and Learning  

By  
Eleni Kalligeros  
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In

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Eleni Kalligeros

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Under the guidance and approval of the committee, and approval by all the members, this field project has been accepted in partial fulfillment of the requirements for the degree.

Approved:

John Bansavich, Ed.D.

Date

12-10-08
Name: Eleni Kalligeros

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Chapter 1

Introduction

Technology is becoming more and more prevalent in today’s schools (NCES 2005). Yet a group of educators and physicians suggest that technology poses a hindrance to a child’s education, as well as to their social development (Cordes & Miller, 2000). Educators are uneasy about implementing technology in their classrooms. (Andreson, 2005) and they believe that technology takes away time from other learning activities and lessons. According to Clements (1999), however, computer activities can increase achievement. With successful integration and instructor participation, a student can not only attain higher educational standards but will also develop necessary social skills (SRI, 2000).

Learning social skills is a basic component to communicating effectively with one another. Some educators and parents feel that technology will obstruct the development of this life skill. As indicated in the Alliance for Childhood report (2000), the authors believe that face to face interactions would benefit the students more than informational technologies (p.3).

Social skills develop through the interaction with others. Fosnot (2005) supports that we are social beings and do not “act alone” (p. 29). According to Piaget and Vygotsky, we adapt and learn from our past experiences (p.34). We share our work and expand our knowledge base by collaborating in groups. By adding digital media to a typical lesson, students will collaborate and seek assistance from peers. Technology will help develop these life skills (Hartley, 2007).
The constructivist learning theory states that “learning is an active process in which meaning is developed on the basis of experience” (Mergel, 1998, p.8). Students relate to situations differently, and they all have had varying life experiences. Project-based learning is a style of learning where students gain knowledge by questioning and researching instead of listening and drilling lessons. Project-based learning is different from the traditional lecture-based style in that it relies more heavily on group work and students experiences. Another helpful technique are webquests, where students are given a premade lesson online and they follow a “scavenger” like formula. According to Bernie Dodge, the founder of webquests, “WebQuests is an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the internet” (http://webquest.sdsu.edu/about_webquests.html). All of the directions and resources are provided to the student and they create a product at the end. This product can consist of anything from a Word document to a webpage. Webquests provide an example of authentic learning. According to Rule and Barrera (2008), authentic learning is student-centered and real-world driven. If educators incorporate this approach when integrating technology in a project-based environment, students will inevitably learn the necessary social skills. So by collaborating with one another in project-based learning, and by using technology as both a source of information and an active learning tool students learn from one another. This will help them become multi-faceted learners.

Statement of the problem

The National Center for Educational Statistics (NCES) in 2005 surveyed public schools in the United States and found that about fifty percent of public classrooms had at least one computer. Of these schools there was a computer for every three students.
Although this statistic varies by state, the evidence suggests that computers are already present in many classrooms across the United States. Also, there is an affordable way to provide students with a computer, updates, and software for school use, by utilizing free software. Teachers need to effectively integrate the resources they have at their disposal.

Today’s students have a diverse set of technology tools at their disposal. The skills they are taught in elementary school will help set the foundation for the rest of their lives. The increasing amount of computer use in classrooms has been criticized (Cordes & Miller, 2000). Greenspan (2000), the former director of the clinical Infant Development Program (a program where the mission is to improve the social and emotional aspects of a developing child) has associated computer use and project-based learning with our culture becoming more and more impersonal in children’s lives. Greenspan is a member of the Alliance of Childhood which studies the way children develop and states that computers are creating an “increasingly impersonal quality” in children’s lives (Cordes & Miller, 2000, p. 28). It is not only vital that parents and educators realize the importance of technology implementation but also that it does not hinder a child’s social growth if implemented effectively.

Background and Need

According to the study by The Alliance for Childhood (2000), “the benefits of computers for preschool and elementary school children were being vastly overstated” (p.1). The studies findings suggest that computers “may actually hamper young children’s intellectual growth” (p.2). Contrary to this report many studies have found the opposite effects of computer use in education. Computers are an excellent tool and can be useful in a problem-based classroom (Solvie and Kloek, 2007). Solvie and Kloek
conducted a research study combining a constructivist classroom and technology. They focused on creating class projects that targeted a Project-Based Learning (PBL) environment. If students are placed in pairs or groups, they will interact with one another. They will ask questions and help one another, and in this interaction they are fostering social skills that will help them communicate effectively throughout their lives. The computer enhances the student’s education, the sharply contrasting the findings in the Alliance report. Hartley (2007) remarked that “teachers can capitalize on social situations” (p.50) In other words educators can utilize situations that are already in place in the classroom, such as pair and group work, and incorporate technology. Students can then help one another when put in these classroom settings. Clements (1999) writes that “computers serve as catalysts for social interaction” (p.2). This is an interesting point of view in lieu of the negative reports that have come out on computer usage. He goes onto claim that when children are on computers they interact much more with each other than when doing a puzzle for example. This is an important observation, since parents and educators may be reluctant to introduce technology in the classroom.

Project-based learning utilizes more than just rote memorization in the classroom. Adding technology enhances a student’s knowledge base. Students interact with their peers especially when creating a product using computers. PBL reduces the amount of lecture time and students are able to discuss lessons in a group setting. Students become active learners and comfortable with using different forms of media. Clements also expresses that children prefer to work with a friend than alone. This in turn “fosters new friendships in the presence of the computer” (p.2). With such positive reports on
technology use educators should try to embrace technology instead of feeling that it thwarts achievement in the classroom.

Purpose of the Project

The purpose of this project is to create a handbook on how to implement technology effectively. If educators implement project-based learning using technology students will have a greatly enhanced education, and will learn valuable skills in the process.

Project Objectives

The objective of this project is to create a handbook that can be useful in any California fifth grade social studies class. The lessons will follow the California State social studies standards and are meant to supplement the materials already used in the classroom. The handbook is designed to serve as a working guide that any teacher can use, even if they have a minimal technology background. The lessons in the handbook will be supplemental, project-based, and technology-oriented lessons that can be used hand-in-hand with the district’s social studies curriculum.

Definitions of terms

*Constructivism:* Constructivism is the idea that learners build new knowledge upon the foundation of previous learning (Hoover, 1996). There are two simple ideas in this theory. The first is that learners come to new situations with the use of previous knowledge and they build upon that knowledge. The second is that the learning is not passive but active.
**Project-Based Learning:**  Project-Based Learning (PBL) is learning through problem solving. Students work in small groups and collaborate together to solve open-ended problems. The teacher acts as a facilitator, guiding the learning instead of lecturing. “They learn via contextualized problem sets and situations” (Rhem, 1998). The students tackle a question or problem together and find meaningful solutions. This forms a background for students to use as they get older and have to tackle problems in the real world.

**Webquest:**  A webquest is an interactive lesson created and taught entirely via the internet. The webquest model was developed by Bernie Dodge in 1995 at San Diego State University. The lesson introduces the subject being taught in a creative way to grab the student’s attention. Then the students go on a mini quest using the internet and reliable resources to research a certain topic. In the end they will create either a technology-based or traditional product to share with the class.

**Teacher-Centered Learning:**  Teacher-centered learning is classroom instruction in a more lecture-based style. The teacher is the focus of the lesson and she is the one that begins and ends every lesson. The classroom is normally much quieter because the students are working alone. This is the more traditional way of teaching.

**Student-Centered Learning:**  Student-centered learning or authentic learning is when the student initiates the problem solving. The lesson is constructed with an open-ended problem and the students (normally in pairs or groups) become investigators and create a
product. The classroom in a student centered environment is normally much noisier because it involves mainly group work.

Summary

Students are increasingly being exposed to technology in the classroom. Teaching in a constructivist classroom can be a challenge, but adding computer use to the curriculum can help students and instructors achieve lesson goals. Technology keeps changing and parents and educators are reluctant to take the leap into integrating technology in the classrooms. If used in conjunction with a lesson then computers can be a highly valuable learning resource and tool.

Throughout history different cognitive theories have developed in regard to teaching principles and learning abilities. Constructivists believe that learning is based on prior knowledge and that students use this knowledge to move forward. With a constructivist point of view and project-based learning, technology integration in the classroom should supplement the lessons being taught.
Chapter 2

If technology is integrated in a classroom effectively, a student’s education can be greatly enhanced. By combining computer use and project-based learning, students use technology as a tool rather than passively receiving information. The world is becoming more dependent on computer use and skills, combining this technology in a project-based classroom can foster curiosity and motivation (Rule & Barrera, 2008).

This literature review will explore the history and ideas of the constructivist learning theory. The goal is to comprehend constructivism’s model of learning to help create an understanding of technology use in today’s classrooms. Additionally it will discuss how project based learning with technology integration can help enhance a student’s education. This review also touches upon the negative aspect of technology integration and traditional viewpoint some educators take towards this subject. More significantly this review will examine the theory that technology implementation in a classroom will benefit and improve a student’s learning environment.

Constructivism: The Theory

Constructivism is a fairly recent learning theory. It essentially focuses on the learner’s experiences. “Cognitive development and a deeper understanding” is the focus of this theory rather than behaviors or skills as the goals of instruction (Fosnot, 2005, p. 10). Two of the leading theorists of constructivism are Lev Vygotsky and Jean Piaget. Both studied learning theories and child development. They exchanged ideas with each other when possible and learned from one another. Both Piaget and Vygotsky agreed that “we as human beings have no access to an objective reality since we are constructing our version of it, while at the same time transforming it and ourselves” (Fosnot, 2005, p.28).
In other words, learners interact with their surroundings and are continuously creating their realities.

Piaget was born in Neuchâtel, Switzerland on August 9, 1896. At the age of eleven he published his first paper on the Albino Sparrow, in order to be taken seriously by adults. This paper was the beginning of his research career. He spent 75 years researching cognitive development and how knowledge is attained. Piaget believed that an organism adapts to its environment and that knowledge development is a biological process (Campbell, 2006). So, individuals interpret their current situation and adapt accordingly. Because he studied biology before human cognition, his theories were close to Darwin’s theories of adaptation.

Piaget believed in four different stages of cognitive development: the sensorimotor, preoperations, concrete operations and formal operations stages. The sensorimotor stage is from birth to about age two. In this stage an individual begins developing motor skills. For example, a child understands how to grab an object. In the preoperations stage the individual uses more intuition. This stage is between the ages of three to seven. The child now understands symbols and may use a broom as a horse. The concrete operations stage is from age eight to eleven and involves more concrete logical thinking. One of the most important occurrences in this stage is reversibility. Hence, children begin to understand that a poodle is a dog and a dog is an animal and that a poodle is an animal. Lastly there is the formal operations stage, when thinking takes on more abstract views. This is the stage in our lives when deductive reasoning and logical thoughts occur, for example. Piaget believed in assimilation, or adaptation and accommodation. He describes assimilation “as the acting on a situation with initial
organizing schemes-to make the situation similar to the present cognitive structures of the learner” (Fosnot, 2005, p.288). Individuals will reach for knowledge that is out of their grasp and encounter a new understanding of previous behaviors. The learner may become frustrated, so the teacher must act as a facilitator and questioner. In other words, the problem or lesson should have the highest possible outcome for the student so that they have a chance of reaching that goal, and the teacher needs to “structure discussions around big ideas and efficient strategies” (Fosnot, 2005, p.288).

Like Piaget, Vygotsky was also born in 1896, but in Czarist Russia. He believed that social interactions among individuals played an important role in cognitive development (Kearsley, 2008). He viewed children as individuals who learn distinctively and whose comprehension varies. He was a social constructivist who believed in the zone of proximal development, which reflects a child’s ability to understand and grow in comprehending scientific concepts. The zone of proximal development is similar to Piaget’s stages of development in that it depends on social contexts. The main difference is that Vygotsky does not assign age groups to the stages.

A child’s existing level of comprehension is a significant factor in understanding scientific concepts. For example, a child needs to grasp the concept of the past before history can be effectively taught. Vygotsky also felt that the most beneficial learning occurs when an adult leads the child to their highest potential. In this scaffolding process the adult acts as a guide and the child is encouraged to reach their highest performance level. Unlike Piaget, who believed a student can learn after development and interaction with their surroundings, Vygotsky’s theory stated that a child can learn before reaching a
developmental stage in their lives and emphasized the importance of social interactions. Both theories helped support the learning theory of constructivism.

Solvie and Kloek’s (2007) study investigated how to better understand technology integration and learning styles in a constructivist classroom. Thirty pre-service teachers volunteered to participate in the study. A pre-service teacher is a teacher that is still enrolled in a teacher education program. The teachers collaborated and worked individually while making use of the given technology. Data were then collected, and the researchers looked for correlations between the students learning styles, technology integration and the construction of knowledge.

Students were expected to connect their past experiences and knowledge to the authentic learning context. These concrete experiences were created to form a background of information. The students were also expected to share knowledge within a group setting. The teacher occasionally modeled what to do but mainly acted as facilitator. The technology used in this study included audio and video as well as electronic white boards and class web pages. These tools aided the students’ journal writing and organizing. The students using more reflective skills were encouraged to think from multiple perspectives. In order to organize their thoughts the students developed concept maps using Inspiration software. Using this software and creating concept maps the students were able to “meet their individual needs” (p.12). The students also used the concept maps to help organize what they would post on their wikis. The students were asked to compare six different approaches to reading instruction. Using the wiki the students were able to edit and collaborate online. The students
demonstrated their knowledge of the subject and problem without considerable amounts of teacher help.

The students were organized into three groups based on their assessment scores. The first group was above average, the second group was average, and the third was below average. The students were given assessment exams throughout the study. The exams were based on new and previously covered ideas about technology, about course being taught and consisted of short answer and essay questions. The scores reflected the students learning styles. The students also took a survey at two different times during the course about whether technology was helping them learn. All three groups believed that the tools were “assisting them in the construction of knowledge” (p.20). This survey assessed what the students in each different group believed was the best technology, so it is more subjective.

At the end of the study the researchers concluded that the video and modeling portions were most helpful to the students. The students in each group had different strengths and weaknesses and because of this were able to help each other. The balance of student and instructor relationship was also vital to the construction of knowledge. “The instructor provides tools and resources to support learning and also alters planned experiences to address learning needs of students” (p.16). The construction of knowledge stems from a student’s first beginnings of learning a new concept. Also because this was a constructivist classroom setting the teacher acted as a guide and provided scaffolding for the students. “Technology tools have the ability to address students’ learning needs in terms of learning style preferences, as students work as individuals and groups to construct knowledge” (p. 23). Helping students adapt to new learning environments and
the use of new tools is important as well as fostering students understanding of how “particular tools may support the construction of knowledge” (p.23)

The constructivist theories highlighted above form a basis for project or inquiry based learning in a classroom. Constructivist classrooms foster curiosity, where students actively assess their learning and teachers act as guides. Piaget touched upon the experiences of students and how they help form their level of understanding. Vygotsky on the other hand recognized the social interactions of children as being important to their learning and development. These theories are the backbone for integrating technology and for project-based learning.

Project-Based Learning in the Classroom

Project-based learning (PBL) is a style of learning and instruction that some teachers have adopted. PBL is an instructional approach unlike traditional teaching methods because there are no long lectures, drill work, and exams. Instead students are given problems to solve or projects to create by collaborating with their classmates. The teacher does not just hold the role of instructor but is the facilitator of learning. He or she becomes a mentor and advisor to the students, and fosters the creation of the students’ own ideas about a certain problem (Thomas, 2000).

Historically project-based learning began in the medical field. Students were given case studies and problems to research and collaborate on in small groups. PBL is now becoming more prevalent in elementary and secondary schools as a teaching method. According to Zumbach, Kumpf, and Koch (2004) students in a PBL environment do not only learn inert, declarative knowledge, but gain procedural knowledge. They concluded that students in the PBL class, when compared to the
traditional lecture-based learning, retained new knowledge and had stronger motivation to learn the subject.

This study was based on comparing PBL and multimedia compared to lecture-based learning in Germany. Most of the classrooms are still taught in the traditional lecture based style. The researchers created a PBL-unit dealing with the badger. The badger was chosen because many of the German children had never seen or heard of this animal. The lesson began with an interactive story using PowerPoint. The students walked through a forest and came upon a baby badger. The objective of the lesson was for them to “find out what kind of animal this is and learn how to behave upon encountering wild animals” (p.30). There were two classes that participated in this study. The first class was divided into groups of five and was given multimedia and a tutor to help grapple with the problem. The students in this group were introduced to the technology and they established guidelines on proper group communication. The children had previous experience using the computers to reduce the time spent teaching new concepts. Each group was monitored by one of the three tutors, so as to have help solving technical problems and navigation issues. The collaboration with teacher scaffolding is the basis for the PBL lesson. The multimedia added an extra resource for the students to use. The students were able to research using software the teachers provided. After the initial problem was developed, the students went to work using the computer program about badgers that was provided for them. The tutors, at certain key moments, asked questions to help the students gauge whether they were on track or not.

The second class was taught in the traditional lecture-based style. They had to accomplish the same objectives as the PBL group but did not use computers in the
process. A large portion of their lecture was a movie about badgers followed by a question and answer period. Multimedia (video) was present in both groups yet the computer technology was only introduced to one group.

Both groups scored well on the post tests that were given, but the PBL group showed higher intrinsic motivation, and better long term retention of the subject. Intrinsic motivation is an internal motivation compared to an external source. The students’ motivation was measured using a five-point scale that assessed how much time the students spent on the topic after the lesson was completed. PBL instruction challenges the traditional forms of learning, and adding technology can increase the level of understanding a student might achieve. The students were given three tests. The first was a pretest then post test and a follow-up test five weeks later. There was a difference between the pre and post test in both classes, because the subject was newly introduced to the students. They were measured on motivation, time spent out of class, knowledge acquisition, problem-solving, and certainty. The only significant increase between the two groups was in knowledge acquisition. The PBL group showed a higher retention of the knowledge compared to the lecture-based group. The lecture-based class had a lower score on the follow-up exam than the PBL class who had about the same score. The researchers were unclear as to whether the PBL group scored higher because of a deeper elaboration of the material or the additional time spent on the subject.

Students in a PBL classroom are given an ill-structured problem. Before they can begin dissecting the problem they need to understand it and perhaps put it in their own words (Belland, Glazewski, & Richardson, 2008). This study compared different evidence-based arguments on scaffolding. Evidence-based refers to previous research
done on this specific subject. They then will determine what research route to take and then they develop a claim (or hypothesis). Students may have difficulties finding evidence-based research so a scaffold can be in effect. The support can come from their teacher or peers. Belland et al. note that the “goal of scaffolding is two-fold: first to provide temporary support to students as they perform tasks that they have difficulty performing unaided, and second, to help students gain competency” (p.408). Students may need guidance during PBL, but once the support fades they should be capable of researching on their own. The hands-on experience of PBL is what will assist students in the future.

Kim, Chung, and Kim’s (2001) study suggested that students generate knowledge on their own and this develops their reasoning skills, which in turn will assist them in thinking through problems more extensively (p.550). They defined PBL as “a context for students to learn critical thinking and problem solving skill” (p. 551). The student, as the researcher, is given a problem and asks questions to construct a more meaningful understanding of the problem. Next, they research and analyze the topic to come to conclusions based upon what they find. This cycle prepares students to think critically and analytically. The students take on an active role in their education instead of the traditional passive role of listening and memorizing. The student not only gains personal knowledge but also develops the necessary social skills needed to communicate in a team environment. By collaborating, the students form a social network that becomes stronger as the project moves on.

The role of the teacher in a PBL classroom is that of supporter or advisor. Instead of lecturing for the entire lesson the teacher is the facilitator of the learning. The students
may need a guide to assist them in the research, Belland et.al. (2007) called this soft scaffolding. Soft scaffolding is the “just in time” support, that helps students meaningfully partake in the execution of actions (p. 407). The teacher needs to be able to provide the proper type and amount of help that the student is looking for. It is not an easy task, but with the use of the Socratic method and metacognitive coaching, they encourage students to stretch their abilities (p.408).

In PBL the teacher acts as a guide and motivator. Kim et.al.(2001) noted that this role can be uncomfortable for some. It “requires a blend of creativity, ingenuity, and flexibility in its implementation” (p.554). The teacher questions and cues the students to think for themselves, instead of giving them all of the information. Framing the problem into a thought-provoking challenge is difficult for some teachers and may require additional training. The question can be framed differently if the students are unable to find meaningful research. The role of the teacher is important in prompting the students to form new ideas and to stay motivated.

Computer use in a PBL classroom and its social consequences

Project-based learning requires extra planning time by the teacher, so incorporating computers into the lesson can help the teachers reduce research time. By using the computers the students explore specific project-based topics and the teacher is free to guide the groups. According to the National Center for Educational Statistics (NCES) computers are increasingly present in today’s classrooms. In 2005 almost 50 percent of schools across the United States have at least one computer in the classroom. Technology in general can become the same as lecture-based learning. For example, drill and practice software helps increase certain rote skills, but the use of discovery-based or
student-centered software can enhance a student’s problem solving abilities (Clements, 1999). Computer use allows students with different learning styles to solve an open-ended problem by different methods.

Franklin (2008) noted that educators use computers on average, more for administrative and preparatory tasks. James Hartley (2007) called the integration of technology with traditional learning “adjunct instruction” (p.45). In other words, the teacher and the technology work together to create a “blended instruction” (p.45). Hartley continued by comparing different studies and teaching methods and how conversations between teachers and children are what form the “best” education for them. He reviewed current reports on different teaching methods in various settings.

One of the concerns about technology is that it may disrupt a child’s social development (Alliance for Childhood, 2000). Clements researched how students form new friendships and prefer to work together when presented with computer assignments. Hartley also discussed the point that learning is a social activity, whether students are learning from a lecture or in groups. Group work is a common occurrence in a classroom setting. Collaboration teaches students the basic social conventions to follow. Adding technology into group work will enhance the social and learning process. For example, using interactive whiteboards allows the students and teachers to network with one another. How to interact with a classmate is an important and basic skill students learn at a young age.

Teachers and students are held to higher standards now than years ago. Instead of focusing on memorization students must focus on thinking skills and how to incorporate technology (Rule & Barrera, 2008). In 2008, Rule and Barrera conducted a study in a
series of third grade science classrooms in the midwest. The purpose of the study was to find out the strengths and challenges when implementing different inquiry-based lesson approaches. The three teachers chosen were competent in the state’s technology standards. They all had been teaching for more than eight years and lived in the same rural community as their students. The teachers had volunteered two years prior to the study to be part of the group. The three third grade classes were randomly assigned to one of three teaching approaches. All three approaches were student-centered and involved inquiry-based skills. One of the main limitations of this study was that only three classrooms were studied and three different teachers were used. It can be difficult to distinguish different teaching styles.

Group one was a typical project-based learning group. They researched information using books and the internet and then “carefully planned a habitat for their bird of choice” (p. 8). This group used the Cognitive research trust or CoRT thinking skills technique. This technique is used all over the world and was designed by Edward de Bono who wanted to create a way to teach and promote thinking. The CoRT system consists of six groups with ten lessons in each. As outlined on Table 1, the Breadth level, or first group is what is used in this research project. The lessons outlined are set up to assist the student in critical thinking and solving of a problem. The CoRT thinking set assisted students to outline their research priorities, and to create a well developed habitat in the end. The students created a hummingbird habitat and “their emotional commitment of making the best habitat at the school was evidenced by their willingness and care of the habitats” (p. 8). The finished product was presented as a slide show of photographs.
Table 1

Edward de Bono
Creator of CoRT thinking model.

"simple, practical, clear, focused and serious." - Edward de Bono

<table>
<thead>
<tr>
<th><strong>Breadth lesson</strong></th>
<th>First set of lessons in CoRT model</th>
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<tr>
<td>Subjects Covered</td>
<td>Meaning</td>
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<td>PMI</td>
<td>Plus, Minus, Interesting</td>
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<tr>
<td>CAF</td>
<td>Consider all factors</td>
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<td>Rules</td>
<td>Create rules to adhere to</td>
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<td>C&amp;S</td>
<td>Consequence and Sequel</td>
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<td>Aims, Goals, Objectives</td>
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<td>Planning</td>
<td>Steps that need to be taken</td>
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<td>FIP</td>
<td>First important priorities</td>
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<tr>
<td>APC</td>
<td>Alternatives, Possibilities, Choices</td>
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<tr>
<td>Decisions</td>
<td>Other people’s views</td>
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Found on: http://www.edwdebono.com/index.html

The second group of students used a thematic approach. They made observations, mapped local bird habitats and in the end compiled their information in a class book.

Instead of the CoRT method this group used the Talents Unlimited thinking skills, outlined in Table 2. This approach is much more methodical than the PBL groups methods. As the students worked in teams they each chose different birds and created mini-books of information, artwork, and poetry. The finished product, like the first class, was also a slideshow, but instead of a real habitat the students had a comprehensive book to share.
Calvin Taylor
Creator of The Talents Unlimited thinking model

<table>
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<tbody>
<tr>
<td>Forecasting talent</td>
<td>Students make predictions (cause and effect skills)</td>
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<tr>
<td>Planning talent</td>
<td>Students plan what material they will need</td>
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<tr>
<td>Productive (creative) thinking talent</td>
<td>Promotes creative thinking</td>
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<td>Communication talent</td>
<td>With or without words (show and tell feelings)</td>
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<tr>
<td>Decision-making talent</td>
<td>Think of all options (Choose one and give many reasons as to why)</td>
<td></td>
</tr>
</tbody>
</table>

Found on: [http://inventors.about.com/od/creativity/a/Calvin_Taylor.htm](http://inventors.about.com/od/creativity/a/Calvin_Taylor.htm)

The third and final group used object-boxes. Maria Montessori was one of the first to successfully use object boxes to teach reading and writing skills. The student in essence matches corresponding words and pictures that associate with the subject being taught. The students in this classroom used the scientific approach of observing and hypothesizing. They studied bird-nesting habits and they used both library and internet resources as well. The students compiled their information into individual databases and graphed certain results as well. In the end, the students created a papier-mâché bird in a habitat that was then shared with other classes.

Although similar, the results of all three groups had some differences. In the PBL classroom the teacher had a difficult time planning because the end result was unknown to her. The CoRT approach helped students follow a loose guideline and helped teachers scaffold appropriately.

The Thematic approach integrated different subject areas. In other words, the students not only wrote and researched the subject but also created artwork and used the
internet. The students researched together but then created individual reports. Using the Talents Unlimited thinking skills the teachers were able to successfully integrate science, math, language arts, and art all into one lesson. The third and final classroom had certain activities that were carefully planned by the teacher. The students in this group also had an integrated lesson and thoroughly researched certain aspects of a bird’s habitat. Although the students were given specific topics, these topics then acted as catalysts for discussions and it helped them become more interested in different birds. The difficulty for the teacher in this group was the preparation of the materials and keeping them intact. Overall the three classes gained in knowledge of the subject, but the PBL group did show more enthusiasm and “greatest growth in curiosity” (p. 25). The incorporation of the thinking skills in the long run helped teachers scaffold and plan their units. The integration of technology in all three authentic learning situations was successful in increasing student’s vocabulary and introducing spreadsheets to the students. All three classrooms used technology so this study is limited in comparing traditional based teaching to PBL and technology integrated lessons. The teachers did express that all of their students were motivated which was shown by their “on-task behavior and verbal expressions” (p. 25). Each teacher had difficulty in the beginning of their lessons because of the different teaching styles that they had to learn. By the end of the unit the three approaches “helped the teachers organize their work and scaffold student learning in manageable steps” (p.26). The three thinking approaches challenged students to think differently and resulted in gaining knowledge of new bird facts.

Technology Integration
The previous studies were all reporting on the positive effects of PBL and technology integration. There are individuals who believe technology integration will cause a negative effect on student achievement. The Alliance for Childhood (2000) produced a research report on the use of computers in education. Much of the report is based on research and studies previously done on computers and children’s health conducted by the researchers and data collected from the National Institute on Health. The President’s report on technology use in the United States (1997) was used, as well as reports from numerous other American health organizations. Phone interviews and classroom observations were also documented and referenced. The entire report informed the reader about the overuse of technology in the classroom. The researchers argue that “children need stronger personal bonds with caring adults,” also they “need time for active, physical play” (p.3). Other than the physical demands of computer use, the software readily available to a school may also be a setback. For example, it is very expensive to update software regularly.

One argument against computer use is the lack of human influence, and children in the early elementary stage need human contact and understanding in order to grow emotionally and intellectually. The Alliance claims that schools are pushing advanced technologies on children that are not cognitively developed yet to comprehend the abstract thoughts they create.

Many computer-based issues are related to musculoskeletal injuries. They allege that children lack proper exercise and that obesity is on the rise in the United States. This argument is hard to agree with since childhood obesity has been on the rise since before 1994 (the year the federal government began statistics on the subject). Greenspan, a
child-development expert from the National Institute for Mental Health, warned us that “an emphasis on computers in childhood exacerbates the tendency for our increasingly rushed and impersonal culture to harm the emotional development of children” (p.28). He is advising that our culture is rushing children through childhood.

Summary

This literature review attempted to show the relationship between problem-based learning and technology use, and how constructivism is the underlying theory. The way children develop and learn has been studied for years by many different theorists. Piaget and Vygotsky both understood that the learners’ experiences come into play. Although they both formed theories about the stages of development, Piaget took into consideration the learners environment and that they will inevitably adapt to a situation. Vygotsky on the other hand reflected that social interactions play an important part in a child’s developmental stages. These theories form the backbone of PBL. Teaching today reflects a need for problem solving and real world applications, thus a constructivist view point is helpful.

There are advocates against technology use and PBL in the classroom. Educators lack the time and resources to properly include technology in their classrooms. Money is an important issue regarding software and hardware in schools. Parents and instructors are concerned with standardized tests as well as student performance, instead of the quality of education they are receiving. Not understanding how to integrate the technology causes a dilemma in a classroom. Proper training can add to the depth of a student’s education by introducing them to new ideas and research methods.
Based on the studies stated above on PBL and technology integration, they show that when proper training and guidance are available, students may achieve a higher amount of enthusiasm and retention of a given subject. Further research is needed on this subject in order to fully understand the benefits of PBL in a constructivist classroom. Technology is evolving every day and research becomes outdated much faster in this field. This project aims to assist teachers in PBL classrooms integrate technology into their curriculum. The lessons can be used individually or as a unit and they all integrate technology easily for any teacher to use.
The constructivist learning theory focuses mainly on the learner’s experiences (Fosnot, 2005). Educators have applied this theory through project-based learning (PBL). PBL is a student-centered approach to learning (Kim, Chung, Kim, 2001). The teacher holds two main roles in a PBL classroom: that of mentor and guide. PBL expands a students’ role by involving them the decision making of what they are learning, thus fostering a sense of ownership of the knowledge. PBL is effective in developing students reasoning skills (Kim et. al., 2001). PBL will guide them to think problems through more extensively, and they become problem solvers and are shown and taught how to think critically and analytically.

Another aspect of PBL is the role of the teacher. The teacher acts as a guide throughout the lesson. She or he motivates the students and gently prods them into discussions. The students are active learners and work in a team setting which forms social and communicational skills (Solvie and Kloek, 2007).

In summary, students being taught in a project-based learning environment gain important social knowledge, such as communication and critical thinking skills. They work better in group settings and show a higher motivation to learn compared to students in a traditional lecture-based classroom.

Technology Integration

Computers are an excellent tool and can be helpful in a project-based classroom. Students, when placed in groups, must interact with one another which will then foster knowledge that will help them (Solvie & Kloek, 2007). Computers can help aide in the educational process. Research is made simpler if the students are familiar with using the
internet. Primary sources in history and science lessons are at the fingertips of educators. Adding technology to group work can enhance the social and learning process.

Technology is becoming more and more prevalent in today’s classrooms. Students are becoming more efficient in using technology. Even though drill and practice software is available and widely used, this primarily has the same effect as lecture based learning (Clements, 1999). Other computer software such as interactive white boards and appropriate internet sites are useful in PBL classrooms. Students with different learning styles can use computers to help them solve open ended problems by different methods (Solvie & Kloek, 2007).

In a PBL classroom teachers and technology work together to create a more efficient learning environment. Advocates of computer use in the classroom argue that technology may increase student achievement and motivation (Zumbach, Kumf, & Koch, 2004). Computers foster social skills that help students learn effective communication skills.

The Development of the project

The concept for this project was to develop a unit that integrated different technology in a middle school classroom. The American Revolution was an important time in our history and many primary sources can be found online. This unit focuses on how to integrate technology in a fifth grade Social Studies classroom. Educators are faced with the National Educational Technology Standards (NETS) and this unit is developed to help ease this integration. The national educational standards according to their web site (http://www.iste.org/AM/Template.cfm?Section=NETS) are there to help
teachers “measure proficiency and set aspirational goals for the knowledge, skills, and attitudes needed to succeed in today’s Digital Age” (NETS).

Planning of the Project

This project’s goal was to develop a curriculum unit suitable for fifth grade social studies in California. The unit focuses on the American Revolution portion of the fifth grade social studies standards. United States history is full of primary documents which can be accessed using technology, for example many primary articles from the revolution can be found in digital form. This project focuses on integrating different technology in an easy to use guide while adhering to California State standards.

The researcher began by selecting the grade level and appropriate topic. This topic was then dissected and ten key lessons were chosen. Each lesson covers a specific fifth grade California standard. The lessons were chosen because they each can be taught alone or as an entire unit. The NETS are also covered in each lesson.

The nest step in development was the creation of each individual lesson and materials. The lesson plan format is the same for each lesson so as to keep uniformity among the unit. Each lesson begins with the materials needed and time guidelines. The time is flexible depending on the teacher and class time allowed. The object of each lesson varies. Even though the students create products at the end of each lesson the PBL process is open-ended and each student will in essence learn differently. The students should research and discover answers on their own with guidance from their teachers and classmates. The lesson then lists the steps the teacher follows when teaching. Unlike the traditional lecture and modeling of an activity, the students are given a problem that they research. The teacher can model certain software or research methods before the lesson,
so as to familiarize the students with the technology being used. Each lesson ends with a student created product that utilizes technology in some form. A rubric to help the teacher assess the lessons is also included at the end of the lesson. This was formed using Rubistar.org, which creates custom rubrics for PBL based classrooms. These rubrics help assess project-based lessons that do not follow the conventional test assessment method. The web resources are for both the students and teachers. They provide links to software tutorials and lesson resources for the students. Even in PBL, assessment is important so that teachers can gauge how much students are retaining.

Summary

This project was designed for teachers that would like to incorporate technology into their classrooms. It provides a simple guide to integrating multimedia and project-based learning while following the California State Standards. The goal of a PBL classroom is to create a student-centered collaborative environment. By adding technology to each lesson a new component is added and brings a new skill to the table.

Teachers may struggle to create lessons that integrate technology. By adding a webquest or computer software to a lesson students and teachers are utilizing the resources given to them. It may seem hard at first for a teacher to change from the role of lecturer to that of guide but if a lesson is already well-organized and easy to follow, the transition should be fairly easy to grasp. The simple assessment rubrics provided for each PBL lesson and webquest also help ease the process of integrating technology into an everyday fifth grade classroom.
Chapter 4

The purpose of this project was to create a social studies unit that helps integrate technology in a fifth grade classroom. Since many classrooms are equipped with computers and internet access today teachers have to address the need to integrate them into their lessons. The California technology standards address the need to use technology but not how to integrate it successfully. This handbook is intended to ease the integration process by providing simple technology based lesson plans that cover part of the California Social Studies standards.

The ideal setting for this unit is in a project-based constructivist classroom, in other words, a classroom where the students are active learners. They collaborate in small groups, solving problems and creating products. Students learn social competence and are challenged to think for themselves. There are no long lectures and memorizing of facts. Instead the students develop skills that will help them throughout their lives by being guided by their teachers to create products instead of memorizing facts and taking tests.

Project guidelines

This project should take approximately four to six weeks to complete. Each lesson may take more than one class period to accomplish. During the first week the computer programs will be introduced. For example, how to create Word documents or PowerPoint presentations will be addressed. Another way to introduce the computer or technology component is to wait until the day of the lesson. The students may need to be newly introduced to the technology in order to use it successfully in the completion of the lesson. For example, if the product of the lesson is a website the students should be
introduced to Dreamweaver or comparable software before. An entire lesson may be
needed in order to effectively teach the students.

The Unit consists of ten lessons pertaining to the American Revolution. The first
lesson introduces the American Revolution to the students and that they will be using the
computer to complete their projects. The lesson begins with a KWL chart which outlines
what the students know, want to know, and would like to learn about the American
Revolution. This introduces the unit topic to the students. They are introduced to the
internet and researching with different online tools as well. After the initial introductory
lesson the students should be familiar with the internet.

The lessons are now split into nine lessons covering different aspect of the
American Revolution. Depending on how many computers are present, the lesson times
may vary, though one to two class periods should be sufficient. Each lesson opens with
an introduction then a scavenger-like hunt through the internet and closes with a
digitally-made product. The teacher can add or take pieces of each lesson and fit them
into their own units.

Each lesson has a rubric created for assessment purposes. This is helpful in
grading the final product. Assessment in a PBL classroom is ongoing throughout the
lesson. Group participation and interactions should be assessed the entire class period.
This can be difficult for teachers new to the PBL style of teaching because there are no
set guidelines.

Limitations

These lessons are intended to help ease technology integration into the traditional
classroom. Based on field tests of one of these lessons, two main limitations occurred,
the lack of computers and slow internet access. A classroom with only four computers for thirty students is not an ideal situation when integrating. Since groups need to rotate in order to use the computers the teacher has to create extra and relevant table work for the groups that are waiting their turn. This adds a new obstacle for the teacher to deal with in the middle of guiding the lesson. A slow internet server can cause problems as well. Students may become frustrated with having to wait for a page to load. This in turn can cause disruptive behavior from students who are bored.

Teachers can be prepared for technology malfunctions. In the case of the slow server a teacher should always have extra seat work for students. A relevant worksheet would suffice. If all else fails and the teacher is at a loss and needs something to occupy the students waiting they can always read a book. A book relevant to the lesson is ideal but any silent reading book is better than students disrupting the class. With a slow server, students using the computer could “share” the computers and each one looks up part of the lesson. For example, if the students are given a vocabulary sheet and asked to hunt down the answers they can share their individual answers with each other. Each student can look up a word and then they can walk from computer to computer. This cuts the loading time significantly and the students practice collaborating and teamwork.

Recommendations and Conclusion

It is highly recommended that there are enough computers for student use before implementing any of these lessons. An ideal classroom would have one computer per pair of students. This way one student can research and the other can write. That is not always doable in a classroom so having extra relevant work for the students to accomplish while waiting for their turn can be helpful. A fast internet server and browser
are imperative as well. Since the internet is used in every lesson the students and teachers need to trust that it will work and run smoothly.

Teachers new to PBL and technology integration may be overwhelmed at first. It is recommended for the teacher to participate in workshops or classes in order to familiarize themselves with new technology and software. PBL is not traditional in that students collaborate on problems and projects. A suggestion is for teachers to integrate PBL slowly into their classrooms. For example, they can begin with a traditional lecture-based lesson and end with a web-quest or computer relevant game. A mix between the two lesson structures may be the easiest way for a teacher to adapt to technology integration. A school technology instructor can be helpful and useful as well. They will know how to use certain software and can help the teacher beforehand. If a resource or technology specialist is not available there are many online tutorials for teachers and easy to use web-based lessons.

Project-based learning is different from traditional teaching in that students are more active in their education. Adding technology to PBL enriches the lessons even more, because a new skill (technology) is being incorporated. In a constructivist classroom, where students learn from each other and by solving problems on their own, PBL can easily be incorporated. With a little guidance from teachers and resources students can turn from being solely passive learners to actively participating in the learning process.
References


Cordes, C. Miller, E. & College Park Alliance for Childhood. (2000). Fool's gold: A critical look at computers in childhood, Alliance for Childhood, Maryland


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Introduction

The purpose of this Handbook is to create a ready to use guide for any fifth grade teacher to use. The teacher does not need to have an extensive technological background. Each lesson is designed with the teacher and students in mind. They are based on a constructivist and Project-Based classroom.

The constructivist viewpoint bases a student knowledge gain upon the foundation of previous learning. Also a constructivist classroom has active learners who all gain knowledge in unique ways. Group work is the main form of instruction with some modeling and lecturing by the instructor.

Project-based learning is a student centered instructional approach. The students are given an open ended problem and they are actively involved throughout the entire lesson. Normally in groups, students collaborate, therefore developing social skills. There are no drill lessons or memorizing of facts. Instead students are motivated by curiosity to solve the problem at hand. The learning is focused on thinking, exploring and explaining instead of memorizing details.

Teachers in a PBL classroom act as facilitators or advisors. They support the students by asking thought-provoking questions and providing useful feedback on their progress. The teacher questions the students to think about topics on a deeper level. This teaching style can be difficult for some educators. It takes creativity and time to master, yet with a little perseverance the students will benefit in the end.

The research in this paper concludes that PBL with technology integration enhances motivation in student learning. The studies show that students gain important
social and cognitive skills, apply higher level thinking, and are more enthusiastic than students from the traditional lecture based classrooms. Thus project based learning teaches students how to think individual, and work collaboratively, which in turn will benefit students as they grow.

Technology Integration

Digital media, especially computers, are becoming more common in today’s classrooms. When used in conjunction with PBL, computers become a valuable resource. When the computer is used as a learning tool by innovative instructors, the students gain a level of understanding that enables them to challenge traditional thinking and learning.

Lesson Format

Each lesson will adhere to California’s state standards for fifth grade and the National Educational technology Standards (NETS) are also covered but will not be posted. Each lesson will have a set of objectives and a lesson plan. This plan is to help the teacher guide the lesson. The steps in the project outline are to keep the class on a time schedule, and to also guide the lesson to an outcome. There is a mini lesson included at the beginning, which will introduce the technology to the teacher and then the student. All lessons will include a rubric and the teacher’s suggestions will be in parenthesis. At the end of the unit the students can create a reflection paper outlining the pros and cons of the unit and what they learned.
Lesson 1

Introduction to the American Revolution and the computer

Standards: NETS
Materials: KWL chart (provided), Revolution Worksheet (provided), computers for pairs or groups of three
Time: 30 minutes

Plan:
(Begin by asking students what they normally use a computer for)
Next introduce the American Revolution with KWL chart (Provided)
Go over what the students know and would like to know about the American Revolution.
Next hand out the vocabulary sheet (provided)
Go over the words with the students and then break them into pairs.
Have the students turn on the computers and log onto the internet.
Have them next research the vocabulary and “hunt” the definitions down, using the following websites
http://www.pocanticohills.org/revolution/revolution.htm
http://dictionary.reference.com/

Closing the lesson:
Bring the students back together
Discuss what they learned by completing the vocabulary worksheet. Go over the KWL chart to see if anything has changed or if they would like to learn anything else.

*Remember to save the KWL chart. When the unit is over the teacher can bring it out and fill in the L column.
<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I Know</td>
<td>What I Want to know</td>
<td>What I Learned</td>
</tr>
</tbody>
</table>
**Revolutionary Vocabulary (lesson 1)**

Directions: Using the resources provided please locate the definitions of the following words.

1. Red-coat

2. King

3. England

4. Colonies

5. Revolution

6. Battle

7. Victory

8. Surrender

9. Valley Forge

10. Boston

11. King George III

12. George Washington
Lesson 2  
*The Boston Massacre*

**Standards:** History 5.5  
**Materials:** Computers (already set up for students), newspaper template, newspaper example  
**Time:** 45 minutes to 1 hour  
**Prep:** bookmark the pages in the lesson, open up word and find the newspaper template. This will be the student’s final project and should be already set up for them.  
**Plan:**  
Introduce a primary document. Show students examples of primary sources. (ex. A diary, birth certificate, anything original from the time period)  
Next open up
http://www.earlyamerica.com/review/winter96/massacre/massacrepage1.htm  
Which is a primary document reporting on the events of the Boston Massacre.  
Pairs or groups should then read the following summaries of what happened during and after the Boston Massacre:  
http://cghs.dade.k12.fl.us/african-american/precivil/boston.htm  
The students should now be given time to discuss this event and evaluate the information they have just read. (The teacher should walk around and ask questions. Ex. What would it have been like to be alive during this time? What actually happened and how was it portrayed?  
The teacher is there to create inquiry and facilitate discussions)  
Next the students should open up the trial pages so that they can see the outcome of the Massacre.  
The following pages are summaries of what happened  
http://www.bostonmassacre.net/trial/trial-summary1.htm  
http://www.u-s-history.com/pages/h1249.html  
http://www.law.umkc.edu/faculty/projects/ltrials/bostonmassacre/bostonaccount.html  
(While the students are researching the teacher can walk around and prod discussions, and help guide the students to thinking about the consequences of the Boston Massacre.)  
**Final Product:**  
Students now should open up the newspaper template (example provided)  
They will then create an account of the Boston massacre as if they were Unbiased reporters.  
(the teacher should remind students to site their sources and to think like news reporters. If the students need help perhaps bring newspapers to school so that they have examples.)  
**Assessment:**  
Teacher should gage how students interacted during the lesson and Rubric provided
Boston Massacre

What really happened???

Enter text here

Place picture here
# Newspaper : A Newspaper Article

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articles - Purpose</td>
<td>The article establishes a clear purpose in the lead paragraph and demonstrates a clear understanding of the topic.</td>
<td>The article establishes a purpose in the lead paragraph and demonstrates understanding of the topic.</td>
<td>The article's purpose or lead paragraph are vague.</td>
<td>The article's purpose and lead paragraph are unclear or off topic.</td>
</tr>
<tr>
<td>Articles - Supporting Details</td>
<td>The details in the articles are clear, effective, and vivid 80-100% of the time.</td>
<td>The details in the articles are clear and pertinent 90-100% of the time.</td>
<td>The details in the articles are clear and pertinent 75-89% of the time.</td>
<td>The details in more than 25% of the articles are neither clear nor pertinent.</td>
</tr>
<tr>
<td>Who, What, When, Where &amp; How</td>
<td>The article adequately addresses the 5 W's (who, what, when, where and how).</td>
<td>90-99% of the article adequately addresses the 5 W's (who, what, when, where and how).</td>
<td>75-89% of the articles adequately addresses the 5 W's (who, what, when, where and how).</td>
<td>Less than 75% of the article adequately addresses the 5 W's (who, what, when, when, where, and how).</td>
</tr>
<tr>
<td>Articles - Interest</td>
<td>The article contains facts, figures, and/or word choices that make the articles exceptionally interesting to readers.</td>
<td>The article contains facts, figures, and/or word choices that make the articles interesting to readers.</td>
<td>The article contains some facts or figures but is marginally interesting to read.</td>
<td>The article does not contain facts or figures that might make it interesting to read.</td>
</tr>
</tbody>
</table>
Lesson 3

George versus George

Standards:  History 5.5
            Writing 1.0
            Written and Oral English language conventions 1.0

Materials:  Computers (already set up for students), poster paper, (excel), art supplies

Time:  45 minutes to 1 hour

Prep:  bookmark the pages in the lesson. And open excel

Pages:

George Washington
http://www.whitehouse.gov/history/presidents/gw1.html
http://sc94.ameslab.gov/TOUR/gwash.html
http://www.libertyskids.com/arch_who_gwashington.html

King George III
http://www.britannia.com/history/monarchs/mon55.html
http://www.americanrevolution.com/KingGeorge3rd.htm
http://en.wikipedia.org/wiki/George_III_of_the_United_Kingdom

Plan:

Introduce excel in the Microsoft suite. The students can create a table comparing the two leaders for later use.

Students should be broken into groups or pairs.

They will now be given a bookmarked collection of websites so that they can fill out a comparison chart of George Washington and King George III

The students can fill out the chart (which is just two columns on a paper) any way they feel is correct. They are the investigators.

Next the students should open up Microsoft Word and write a short Biography of each leader. (This is why the students should be in pairs because they can each have a task.)

After the short biographies are done the students will move onto the art portion of the project.

Given a poster board and art supplies the students will create a poster depicting the differences and similarities of the two leaders. (How they are depicted is up to the students but the teacher should walk around checking progress.)

Closure:

Share products with the class. Compare the different posters and have a class discussion about what they learned and interesting facts about each leader. (Teacher should act as moderator)

Rubric provided
## Making A Poster : George Washington versus King George III

Teacher Name: **Ms. Kalligeros**

Student Name: ________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use of Class Time</strong></td>
<td>Used time well during each class period. Focused on getting the project done. Never distracted others.</td>
<td>Used time well during each class period. Usually focused on getting the project done and never distracted others.</td>
<td>Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.</td>
<td>Did not use class time to focus on the project OR often distracted others.</td>
</tr>
<tr>
<td><strong>Graphics - Originality</strong></td>
<td>Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display.</td>
<td>One or two of the graphics used on the poster reflect student creativity in their creation and/or display.</td>
<td>The graphics are made by the student, but are based on the designs or ideas of others.</td>
<td>No graphics made by the student are included.</td>
</tr>
<tr>
<td><strong>Required Elements</strong></td>
<td>The poster includes all required elements as well as additional information.</td>
<td>All required elements are included on the poster.</td>
<td>All but 1 of the required elements are included on the poster.</td>
<td>Several required elements were missing.</td>
</tr>
<tr>
<td><strong>Knowledge Gained</strong></td>
<td>Student can accurately answer all questions related to facts in the poster and processes used to create the poster.</td>
<td>Student can accurately answer most questions related to facts in the poster and processes used to create the poster.</td>
<td>Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.</td>
<td>Student appears to have insufficient knowledge about the facts or processes used in the poster.</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>There are no grammatical mistakes on the poster.</td>
<td>There is 1 grammatical mistake on the poster.</td>
<td>There are 2 grammatical mistakes on the poster.</td>
<td>There are more than 2 grammatical mistakes on the poster.</td>
</tr>
<tr>
<td><strong>Attractiveness</strong></td>
<td>The poster is exceptionally attractive in terms of design, layout, and neatness.</td>
<td>The poster is attractive in terms of design, layout and neatness.</td>
<td>The poster is acceptably attractive though it may be a bit messy.</td>
<td>The poster is distractingly messy or very poorly designed. It is not attractive.</td>
</tr>
</tbody>
</table>
Lesson 4

Battles of Lexington and Concord

"I only regret that I have but one life to lose for my country." George Washington

Standards: History 5.6.1
Materials: Power point software, Paul Revere poem, questionnaire
Time: 45 minutes to one hour
Plan: Begin by reading the following poem to the students.
Paul Revere’s Ride, By: Henry Wadsworth Longfellow
http://poetry.eserver.org/paul-revere.html
This poem is about Paul Revere. (Ask the students why Paul revere is so important.)
Next have the students read a short biography about Paul revere so that they can understand what really happened and who he really was.
Now the class will move onto the battles of Lexington and concord. (Paul revere introduced the lesson)
Now each pair of students will research the following sites about Lexington and Concord. Why were these battles so important? Etc. (Students can use the following web sites or research materials in the library)
The students will fill out a questionnaire on each of the battles. (This is why they are in pairs)
When the students are done they will create a power point presentation of what they found out.
(Throughout the lesson the teacher should help guide the research and ask questions. For example: why is this battle significant?)
Lexington and concord web sites:
http://www.theamericanrevolution.org/battles.asp
http://www.theamericanrevolution.org/battles/bat_lex.asp
http://www.kidport.com/reflib/usahistory/AmericanRevolution/LexingtonBattle.htm

Closing the lesson:
Bring the students back together
Have each group present their power point presentations.
Revisit the KWL chart and fill in more of it.

References for the teacher:
Power point tutorial
http://www.bcschools.net/staff/PowerPointHelp.htm
Rubric provided
Questionnaire

Where did the battle occur?

How did it begin?

What happened during the battle?

Who were the leaders of the British? Patriots?

What was the outcome of the battle?
Multimedia Project : Photoshop poster

Teacher Name: Ms. k

Student Name: ________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
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<th>2</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Attractiveness</td>
<td>Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.</td>
<td>Makes good use of font, color, graphics, effects, etc. to enhance to presentation.</td>
<td>Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.</td>
<td>Use of font, color, graphics, effects etc. but these often distract from the presentation content.</td>
</tr>
<tr>
<td>Requirements</td>
<td>All requirements are met and exceeded.</td>
<td>All requirements are met.</td>
<td>One requirement was not completely met.</td>
<td>More than one requirement was not completely met.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>No misspellings or grammatical errors.</td>
<td>Three or fewer misspellings and/or mechanical errors.</td>
<td>Four misspellings and/or grammatical errors.</td>
<td>More than 4 errors in spelling or grammar.</td>
</tr>
<tr>
<td>Originality</td>
<td>Product shows a large amount of original thought. Ideas are creative and inventive.</td>
<td>Product shows some original thought. Work shows new ideas and insights.</td>
<td>Uses other people's ideas (giving them credit), but there is little evidence of original thinking.</td>
<td>Uses other people's ideas, but does not give them credit.</td>
</tr>
<tr>
<td>Content</td>
<td>Covers topic in-depth with details and examples. Subject knowledge is excellent.</td>
<td>Includes essential knowledge about the topic. Subject knowledge appears to be good.</td>
<td>Includes essential information about the topic but there are 1-2 factual errors.</td>
<td>Content is minimal OR there are several factual errors.</td>
</tr>
</tbody>
</table>
Lesson 5

Important Events

Standards: History 5.65
Materials: Fact worksheet, Events dates for each group (given below), word processor
Time: 45 minutes to one hour

Plan:
Begin by breaking the classroom into 4 groups. Each group will then be given one of the
dates below and a fact sheet.
For the next half-an-hour have the students research the date they were given and outline
the answers on the fact sheet.
The students then should regroup and discuss with each other what happened on their day
and why that would be important to the revolution.
December 16, 1773
April 19, 1775
July 4, 1776
October 17, 1777 and October 19, 1781
September 3, 1783
The students will then create a short summary using a word processor about their event.
(The teacher should be sure to go over plagiarism rules and how to paraphrase.)

Closing the lesson:
Bring the students back together
Have each group present their summaries to the class. Leave time for questioning

References for the teacher and students:
December 16, 1773
http://www.eyewitnessstohistory.com/teaparty.htm
April 19, 1775
July 4, 1776
http://en.wikipedia.org/wiki/Independence_Day_(United_States)
http://americanrevwar.homestead.com/files/DECLARA.HTM
October 17, 1777
http://www.u-s-history.com/pages/h1306.html
October 19, 1781
http://www.pbs.org/ktca/liberty/chronicle_yorktown1781.html
September 3, 1783
http://www.kidport.com/reflib/usahistory/americanrevolution/treatyparis.htm

Rubric provided
Important Events
Of the
American Revolution

Who:

What:

Why:

Where:

When:

How:
# 6+1 Trait Writing Model: Important Revolutionary War Events

**Teacher Name:** Ms. Kalligeros

**Student Name:** ________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
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</thead>
<tbody>
<tr>
<td>Focus on Topic (Content)</td>
<td>There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.</td>
<td>Main idea is clear but the supporting information is general.</td>
<td>Main idea is somewhat clear but there is a need for more supporting information.</td>
<td>The main idea is not clear. There is a seemingly random collection of information.</td>
</tr>
<tr>
<td>Grammar &amp; Spelling (Conventions)</td>
<td>Writer makes no errors in grammar or spelling that distract the reader from the content.</td>
<td>Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.</td>
<td>Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.</td>
<td>Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.</td>
</tr>
<tr>
<td>Accuracy of Facts (Content)</td>
<td>All supportive facts are reported accurately.</td>
<td>Almost all supportive facts are reported accurately.</td>
<td>Most supportive facts are reported accurately.</td>
<td>NO facts are reported OR most are inaccurately reported.</td>
</tr>
<tr>
<td>Sequencing (Organization)</td>
<td>Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.</td>
<td>Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.</td>
<td>Some details are not in a logical or expected order, and this distracts the reader.</td>
<td>Many details are not in a logical or expected order. There is little sense that the writing is organized.</td>
</tr>
<tr>
<td>Capitalization &amp; Punctuation (Conventions)</td>
<td>Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.</td>
<td>Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.</td>
<td>Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.</td>
<td>Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.</td>
</tr>
</tbody>
</table>
Lesson 6

Benjamin Franklin

Standards: History 5.5.4
Materials: Word processors, video cameras, i-movie (or comparable program) for students to create a movie or slideshow, biography worksheet
Time: 45 minutes to one hour (this lesson may take two to three days to complete)

Plan:
Begin by placing students in groups of 3 or 4.
Next ask students if they have ever used i-movie before.
If no then conduct a mini review lesson of how to insert pictures and video into the program as well as other text features. (this should take less than half an hour)
Now that the students are acquainted with the media the teacher can introduce Benjamin Franklin.
(A video or clip is a good introduction to any topic)
http://www.earlyamerica.com/ben-movie.htm
Now that you have introduced Franklin the students can break off into groups. Using the internet they will fill out a worksheet that will help them organize their thoughts.
Next the students can either gather pictures using Google images or Flicker or they can video themselves as news reporters talking about the life of Benjamin Franklin.
Which ever method they choose they should then upload everything to i-movie.
Adding text details will show the teacher that they learned important information about Franklin’s life.
(While they are working the teacher should walk around and assess the student’s collaboration and help keep them on track. Also as they are creating their final projects the teacher can assess the student learning by how much information they retain and how much effort they put into their final projects.)
*If the students finish early they can write an extra credit biography on Benjamin Franklin on the template provided.

Closing the lesson:
Bring the students back together
Have each group present their video’s to the class (The teacher can write down the similarities and differences so that the students can see)

Rubric provided

References for the teacher:
i-movie tutorial
http://www.apple.com/ilife/tutorials/#imovie
Biography Template

1. Early Life
   a. When and where born
   b. Family
      i. Brothers/Sisters
      ii. Parents work
      iii. Interesting Facts
   c.

2. School Life—Education
   a. Schools attended and Where

3. Young Adult Years
   a. Early Success/failures
   b. Early Experiences-What inspires/challenges them?
   c. Goal and Dreams
   d. Discuss in detail what important events or happenings did this person achieve

4. Older adult years (if they have reached this)
   a. Success/failures
   b. Experiences-What inspires/challenges them?
   c. Goal and Dreams

5. Experiences
   a. Travel
   b. Marriage and Children
   c. Happy and/or unhappy events
   d. How did these events change his/her life?

6. What has been their impact on their own society? (Have they improved or changed society in anyway?)

7. What has been their impact on their own society? (Have they improved or changed society in anyway?)
# Multimedia Project: Benjamin Franklin i-movie

**Teacher Name:** Ms. Kalligeros

**Student Name:** ________________________________

<table>
<thead>
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<tbody>
<tr>
<td>Presentation</td>
<td>Well-rehearsed with smooth delivery that holds audience attention.</td>
<td>Rehearsed with fairly smooth delivery that holds audience attention most of the time.</td>
<td>Delivery not smooth, but able to maintain interest of the audience most of the time.</td>
<td>Delivery not smooth and audience attention often lost.</td>
</tr>
<tr>
<td>Attractiveness</td>
<td>Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.</td>
<td>Makes good use of font, color, graphics, effects, etc. to enhance the presentation.</td>
<td>Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.</td>
<td>Use of font, color, graphics, effects etc. but these often distract from the presentation content.</td>
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<tr>
<td>Requirements</td>
<td>All requirements are met and exceeded.</td>
<td>All requirements are met.</td>
<td>One requirement was not completely met.</td>
<td>More than one requirement was not completely met.</td>
</tr>
<tr>
<td>Organization</td>
<td>Content is well organized using headings or bulleted lists to group related material.</td>
<td>Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.</td>
<td>Content is logically organized for the most part.</td>
<td>There was no clear or logical organizational structure, just lots of facts.</td>
</tr>
<tr>
<td>Content</td>
<td>Covers topic in-depth with details and examples. Subject knowledge is excellent.</td>
<td>Includes essential knowledge about the topic. Subject knowledge appears to be good.</td>
<td>Includes essential information about the topic but there are 1-2 factual errors.</td>
<td>Content is minimal OR there are several factual errors.</td>
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Lesson 7
French Connection

Standards: History 5.6.3
Materials: Photoshop, worksheet
Time: one to two hours
Plan:
In pairs students will explore the French connection during the American Revolution.
Have students look over the following page to get an overview of what the day’s lesson will be about.
http://www.libertyskids.com/arch_who_mlfayette.html
(this site can also be used with any of the other lessons.)
Next open up Photoshop on the computers and show students how to use the program.
Open up a simple picture and then paste others into and on it. Also show them how to use the filter gallery. (If the teacher needs assistance in how to use Photoshop a guide is provided below.)
Now that the students have the background of the lesson they will research the French and how they assisted the American colonists.
The teacher should hand out worksheets to each of the students so that they can have a place to organize their thoughts.
After about an hour the students should move onto creating a poster using Photoshop. If they need assistance the teacher should feel free to help them.
(During this time the teacher should walk around and help facilitate the learning process, for example if a student is stuck on an idea, ask a question to help them move onto another subject that might interest them.)
The following websites are helpful resources for the students.
http://en.wikipedia.org/wiki/France_in_the_American_Revolutionary_War
http://people.csail.mit.edu/sfelshin/saintonge/frhist.html
http://www.americanrevolution.com/his_win_ind_yorktown.html
http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/revolut/francoam_1
http://www.americanrevolution.org/frcon.html

Closing the Lesson:
Bring the students together and have them print their finished products.
Next have them present the products to the class. Leave time for open discussions and questions.

Rubric provided

Photoshop tutorial
http://www.usfca.edu/classes/AuthEd/dml/spring08/curriculumunit.ek/homepage/references/photoshop.html
French Connection

Notes:

Leaders: (a little bit about them)

Events:

Important information:
Multimedia Project: Photoshop poster

Teacher Name: **Ms. k**

Student Name: _______________________________________

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<td>Mechanics</td>
<td>No misspellings or grammatical errors.</td>
<td>Three or fewer misspellings and/or mechanical errors.</td>
<td>Four misspellings and/or grammatical errors.</td>
<td>More than 4 errors in spelling or grammar.</td>
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<tr>
<td>Originality</td>
<td>Product shows a large amount of original thought. Ideas are creative and inventive.</td>
<td>Product shows some original thought. Work shows new ideas and insights.</td>
<td>Uses other people's ideas (giving them credit), but there is little evidence of original thinking.</td>
<td>Uses other people's ideas, but does not give them credit.</td>
</tr>
<tr>
<td>Content</td>
<td>Covers topic in-depth with details and examples. Subject knowledge is excellent.</td>
<td>Includes essential knowledge about the topic. Subject knowledge appears to be good.</td>
<td>Includes essential information about the topic but there are 1-2 factual errors.</td>
<td>Content is minimal OR there are several factual errors.</td>
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Lesson 8
Women of the Revolution

Standards: History 5.6.3
Materials: computer, word processor, worksheet
Time: 45 minutes to one hour

Plan:
Begin by showing the following video clip.
http://www.earlyamerica.com/molly_pitcher.html
Now the students should be motivated to learn about the women of the American Revolution.
After the video, hand out the provided worksheet. The students will research either on their own or in pairs one of the following women.
Deborah Sampson
Molly Pitcher
Sybil Ludington
Nancy Morgan Hart
The following sites have a plethora of information on these women.
http://score.rims.k12.ca.us/score_lessons/women_american_revolution/
http://www.geocities.com/heartland/plains/1789/women.html
http://www.amERICANrevolution.org/women.html
http://colonialancestors.com/revolutionary/women.htm
http://gardenofpraise.com/ibdsamp.html
http://en.wikipedia.org/wiki/Deborah_Sampson
http://www.answers.com/topic/sybil-ludington
http://www.geocities.com/heartland/plains/1789/sybil.html
http://www.earlyamerica.com/molly_pitcher.html
http://www.geocities.com/heartland/plains/1789/hart.html
http://en.wikipedia.org/wiki/Nancy_Hart
After the students read about their famous woman they will use the provided template (or one of the teachers choosing) to create a biography of the woman.
(The teacher should explain the proper way to write a biography. Ex. Sequence, introduction, body, conclusion, etc.)

Closing the Lesson:
Bring the students back together.
Have each student share their work to either a group or the entire class (depending on how much time is left)
Leave time for a group discussion and questions.

Rubric provided
Women of the American Revolution

1. What is her name?

2. When was she born?

3. Where did she live?


5. What happened to them after the war?

6. Please write down any interesting facts as well that you uncovered.
### 6+1 Trait Writing Model: Women of the American Revolution

**Teacher Name:** Ms. K

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<tr>
<td><strong>Grammar &amp; Spelling (Conventions)</strong></td>
<td>Writer makes no errors in grammar or spelling that distract the reader from the content.</td>
<td>Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.</td>
<td>Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.</td>
<td>Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.</td>
</tr>
<tr>
<td><strong>Accuracy of Facts (Content)</strong></td>
<td>All supportive facts are reported accurately.</td>
<td>Almost all supportive facts are reported accurately.</td>
<td>Most supportive facts are reported accurately.</td>
<td>NO facts are reported OR most are inaccurately reported.</td>
</tr>
<tr>
<td><strong>Conclusion (Organization)</strong></td>
<td>The organization is strong and leaves the reader with a feeling that they understand what the writer is &quot;getting at.&quot;</td>
<td>The organization is recognizable and ties up almost all the loose ends.</td>
<td>The organization is recognizable, but does not tie up several loose ends.</td>
<td>There is no clear organization, the paper does not flow properly.</td>
</tr>
<tr>
<td><strong>Sentence Structure (Sentence Fluency)</strong></td>
<td>All sentences are well-constructed with varied structure.</td>
<td>Most sentences are well-constructed with varied structure.</td>
<td>Most sentences are well-constructed but have a similar structure.</td>
<td>Sentences lack structure and appear incomplete or rambling.</td>
</tr>
<tr>
<td><strong>Support for Topic (Content)</strong></td>
<td>Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.</td>
<td>Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.</td>
<td>Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.</td>
<td>Supporting details and information are typically unclear or not related to the topic.</td>
</tr>
<tr>
<td>Sequencing (Organization)</td>
<td>Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.</td>
<td>Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.</td>
<td>Some details are not in a logical or expected order, and this distracts the reader.</td>
<td>Many details are not in a logical or expected order. There is little sense that the writing is organized.</td>
</tr>
</tbody>
</table>
Lesson 9
Valley Forge

Standards: History 5.6
Materials: computer, poster paper, art supplies
Time: 45 minutes to one hour (may take two class periods)
Plan:
Begin by opening the following pages on the computers
http://www.libertyskids.com/arch_where_valleyf.html
The students now have an idea of what happened in Valley Forge.
Pair the students up and explain that they are going to create a diary and poster of the
events that happened during that harsh winter.
The following websites will help with finding information
http://www.ushistory.org/valleyforge/
http://en.wikipedia.org/wiki/Valley_Forge
http://americanrevwar.homestead.com/files/valley.htm
http://www.nps.gov/history/logcabin/html/vf.html
http://www.youtube.com/watch?v=hFRRorYsDoE
http://www.ushistory.org/valleyforge/kids/index.html

The student should create (no template provided) a series of diary entries as if they were a
soldier stuck in Valley Forge during the “coldest” winter.
After that has been completed (students should work in pairs and this may take an entire
class period) the students will take the information they have gathered and create posters
of what happened.
The posters and diaries should reflect each group’s creativity and differences.

Closing the Lesson:
Bring the students back together after the two lessons.
Have them read different entries from their diaries. (The teacher can create a class diary
and put all of the entries together)
After they read the diaries have them share their posters with the class
Leave time for discussions and questions

Rubric Provided
### Making A Poster: Valley Forge

**Teacher Name:** Eleni Kalligeros

**Student Name:** ________________________________

<table>
<thead>
<tr>
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<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use of Class Time</strong></td>
<td>Used time well during each class period. Focused on getting the project done. Never distracted others.</td>
<td>Used time well during each class period. Usually focused on getting the project done and never distracted others.</td>
<td>Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.</td>
<td>Did not use class time to focus on the project OR often distracted others.</td>
</tr>
<tr>
<td><strong>Graphics -Clarity</strong></td>
<td>Graphics are all in focus and the content easily viewed and identified from 6 ft. away.</td>
<td>Most graphics are in focus and the content easily viewed and identified from 6 ft. away.</td>
<td>Most graphics are in focus and the content is easily viewed and identified from 4 ft. away.</td>
<td>Many graphics are not clear or are too small.</td>
</tr>
<tr>
<td><strong>Labels</strong></td>
<td>All items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.</td>
<td>Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.</td>
<td>Several items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.</td>
<td>Labels are too small to view OR no important items were labeled.</td>
</tr>
<tr>
<td><strong>Required Elements</strong></td>
<td>The poster includes all required elements as well as additional information.</td>
<td>All required elements are included on the poster.</td>
<td>All but 1 of the required elements are included on the poster.</td>
<td>Several required elements were missing.</td>
</tr>
<tr>
<td><strong>Attractiveness</strong></td>
<td>The poster is exceptionally attractive in terms of design, layout, and neatness.</td>
<td>The poster is attractive in terms of design, layout and neatness.</td>
<td>The poster is acceptably attractive though it may be a bit messy.</td>
<td>The poster is distractingly messy or very poorly designed. It is not attractive.</td>
</tr>
</tbody>
</table>
Lesson 10
Surrender

Standards:  History 5.6
Time:  two to three class periods
Plan:
Hand out the Newspaper article about the end of the revolution
Once the students have finished reading the article explain to them that they will be creating a webpage based on all of their previous lessons and adding the surrender part to the end.
Begin by opening Dreamweaver and pairing the students.
Give a simple tutorial of Dreamweaver. (The teacher should be familiar with the software prior to the lesson, a tutorial is given below.)
Make sure the students grasp the software and how to use it properly. (This may take up an entire lesson period. Perhaps the students can create a biography page of themselves to add later to their sites for practice.)
After the initial lesson have the students explore the following sites.
Yorktown
http://members.tripod.com/mr_sedivy/america9.html
http://www.history.com/reference/encyclopedia/viewArticle?id=200893
http://www.pbs.org/ktca/liberty/chronicle_yorktown1781.html
Treaty of Paris
http://www.earlyamerica.com/earlyamerica/milestones/paris/
They will now have background information on how the Colonists won and what happened during the Treaty of Paris.
They can begin the next lesson by collecting all of the information from the previous lessons. (If the teacher wants this to be a separate lesson than skip this step.)
They should upload, scan and type in the information from the previous lessons.
Next they can make a part about the surrender.
Websites should have pictures and be in sequential order. They should also be organized. How they are created is up to the partners.

Closing the lesson:
Bring the students together.
If possible upload the websites and show on a projector.
Have each group present their creation as well as discuss the highs and lows of the unit.

Rubric Provided

Dreamweaver tutorial
http://www.haverford.edu/acc/docs/software/dreamweaver/welcome.htm
### Web Site Design: American Revolution

**Teacher Name:** Ms. Kalligeros

**Student Name:** ________________________________

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<tbody>
<tr>
<td>Color Choices</td>
<td>Colors of background, fonts, unvisited and visited links form a pleasing palette, do not detract from the content, and are consistent across pages.</td>
<td>Colors of background, fonts, unvisited and visited links do not detract from the content, and are consistent across pages.</td>
<td>Colors of background, fonts, unvisited and visited links do not detract from the content.</td>
<td>Colors of background, fonts, unvisited and visited links make the content hard to read or otherwise distract the reader.</td>
</tr>
<tr>
<td>Graphics</td>
<td>Graphics are related to the theme/purpose of the site, are thoughtfully cropped, are of high quality and enhance reader interest or understanding.</td>
<td>Graphics are related to the theme/purpose of the site, are of good quality and enhance reader interest or understanding.</td>
<td>Graphics are related to the theme/purpose of the site, and are of good quality.</td>
<td>Graphics seem randomly chosen, are of low quality, OR distract the reader.</td>
</tr>
<tr>
<td>Links (content)</td>
<td>All links point to high quality, up-to-date, credible sites.</td>
<td>Almost all links point to high quality, up-to-date, credible sites.</td>
<td>Most links point to high quality, up-to-date, credible sites.</td>
<td>Less than 3/4 of the links point to high quality, up-to-date, credible sites.</td>
</tr>
<tr>
<td>Layout</td>
<td>The Web site has an exceptionally attractive and usable layout. It is easy to locate all important elements. White space, graphic elements and/or alignment are used effectively to organize material.</td>
<td>The Web pages have an attractive and usable layout. It is easy to locate all important elements.</td>
<td>The Web pages have a usable layout, but may appear busy or boring. It is easy to locate most of the important elements.</td>
<td>The Web pages are cluttered looking or confusing. It is often difficult to locate important elements.</td>
</tr>
<tr>
<td>Spelling and Grammar</td>
<td>There are no errors in spelling, punctuation or grammar in the final draft of the Web site.</td>
<td>There are 1-3 errors in spelling, punctuation or grammar in the final draft of the Web site.</td>
<td>There are 4-5 errors in spelling, punctuation or grammar in the final draft of the Web site.</td>
<td>There are more than 5 errors in spelling, punctuation or grammar in the final draft of the Web site.</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Learning of Material</td>
<td>The student has an exceptional understanding of the material included in the site and where to find additional information. Can easily answer questions about the content and procedures used to make the web site.</td>
<td>The student has a good understanding of the material included in the site. Can easily answer questions about the content and procedures used to make the web site.</td>
<td>The student has a fair understanding of the material included in the site. Can easily answer most questions about the content and procedures used to make the web site.</td>
<td>Student did not appear to learn much from this project. Cannot answer most questions about the content and the procedures used to make the web site.</td>
</tr>
<tr>
<td>Interest</td>
<td>The author has made an exceptional attempt to make the content of this Web site interesting to the people for whom it is intended.</td>
<td>The author has tried to make the content of this Web site interesting to the people for whom it is intended.</td>
<td>The author has put lots of information in the Web site but there is little evidence that the person tried to present the information in an interesting way.</td>
<td>The author has provided only the minimum amount of information and has not transformed the information to make it more interesting to the audience (e.g., has only provided a list of links to the content of others).</td>
</tr>
<tr>
<td>Cooperative Work</td>
<td>Partners show respect for one another's ideas, divide the work fairly, and show a commitment to quality work and support for each other.</td>
<td>Partners show respect for one another's ideas and divide the work fairly. There is commitment by some members toward quality work and support of one another.</td>
<td>Partners show respect for one another's ideas and divide the work fairly. There is little evidence of a commitment toward quality work in the group.</td>
<td>Partners argue or are disrespectful of other's ideas and input. Criticism is not constructive nor is support offered. The work is mostly done by one or two people.</td>
</tr>
</tbody>
</table>
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