

MITTEN



Showcase Program

December 15, 2004

School of Education
University of Michigan - Dearborn

Showcase of MITTEN Participant Projects
December 15, 2004, 4:30-6:30 p.m.

On the Showcase: As the term "Showcase" suggests, this event provides time for participants to share some of the fruits of their efforts initiated during their time with the MITTEN project. MITTEN participants have various roles, including student teachers and their active mentoring teachers, field supervisors of who observe student teachers during the internship phase, and faculty who are engaged in some way with the preparation of classroom teachers. Given this diversity of roles, it is not surprising that the pages of this program reflect the involvement of people from many institutions in the P-12 and post-secondary educational realms. In spite of the diversity of roles and home institutions represented, however, all are involved with MITTEN are in some engaged in the preparation of future educators in the nation's P-12 schools. All are interested in furthering effective use of instructional technology. And all are learners. This program is one way of documenting the progress of the Fall 2004 MITTEN members as they have worked to enhance their own technology proficiency.

Organization of the Program: MITTEN participants are engaged as members of one of five groups--called Networked Learning Circles--each having a different content focus. Accordingly, the NLCs form an organizing construct for this flier. As the table of contents below reflects, the NLCs are represented alphabetically according to the title of the NLC, beginning with the projects coming out of the Early Childhood Networked Learning Circle. Each of the program's five sections begins with the entry of the respective circle's student teacher/mentor teacher pairs, continues with the offerings by the higher education faculty engaged in the circle, and ends with Field Supervisor (arranged alphabetically, again, by student teachers' last names). Each entry summarizes the project itself, provides overviews of technologies used, and--to facilitate continuing communication and networking among MITTEN members--some contact information.

Thanks for your commitments of thought, energy, and time during the term. And thank you especially for your dedication as thoughtful and creative educators. Enjoy the Showcase!

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Early Childhood Circle

Title: From Caterpillars to Butterflies
First Grade Life Science Unit

Developed by/Contact information:

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Deanna Adams (Cooperating Teacher)
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Location: Howard Elementary School
Dearborn Public Schools
Dearborn, Michigan
(313) 827-6350

NLC Membership/Suggested length of instruction period/Other special note:

Early Childhood NLC - Fall 2004

Tech Tools Used:

Hardware and Software: eMac, Dell PC, digital camera, digital camcorder, scanner, printer, Appleworks, Microsoft Word, Microsoft PowerPoint, Kid Pix Deluxe, Kidspiration, Dell Picture Studio, Wayne County RESA Videostreaming

Narrative description/Overview:

First grade students enter with different levels of computer knowledge so our project began with a visit to the computer lab to assess skills. We then focused on science and the life cycle of the butterfly for our project. As an assessment tool we had the students draw a butterfly before and after the unit using Kid Pix. We used Kidspiration to create KWL charts, concept webs and life cycle diagrams. During the unit, students used digital cameras to track the life cycle changes from caterpillar to butterfly.

Integrating math into our unit, the students studied the symmetry of a butterfly and created a PowerPoint presentation entitled the Game of Symmetry. We completed our unit with a class play taken from an African Folktale called "The Giant Caterpillar." Students used a digital video camera to film our play.

Title: Using Technology for Teaching Assessment in Early Childhood Education

Developed by/Contact information:

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Location: University of Michigan-Dearborn, School of Education
Dearborn, MI 48128

NLC Membership/Suggested length of instruction period/Other special note:
Early Childhood NLC - Fall 2004

Tech Tools Used: PowerPoint, Ctools, Eres, Scanner, Digital Camera, and Digital Video

Narrative description/Overview:

In my third semester with Mitten, I have developed additional skills in the undergraduate and graduate early childhood teacher education program. During this past semester I used Ctools and Eres so that students were able to: a) download power point slides of class lectures, b) submit and receive graded assignments online, and c) access web-based readings, handouts and links. In the course, Developmental Assessment of the Young Child, I used the scanner to incorporate children's work samples in order to demonstrate the use of portfolio assessment. Digital video was used to teach students how to record observations of children's learning and development. Using technology allowed me to enhance my classroom teaching by showing early childhood education students actual examples of authentic assessment.

Title: PowerPoint as an Advertising Tool

Developed By/Contact information:

Janice Cataldo (Faculty)

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Location:

Henry Ford Community College
Dearborn, MI

NLC Membership/Suggested length of instruction period/Other special note:

Early Childhood NLC – Fall 2004

Technology Tools Used:

PowerPoint Software

Narrative description/Overview:

My work focused on using PowerPoint as an advertising tool, and the implementation of Power Point to develop marketing strategies.

Language Arts Circle

Title: Defining Loyalty with Ponyboy Curtis:
A Thematic Unit based on *The Outsiders*, a novel by S.E. Hinton

Developed by/Contact information:

Patricia Moroz (Student Teacher)
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Ann-Marie Konyha (Cooperating Teacher)
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(734) 416-2990

Location: Central Middle School
Plymouth-Canton Community Schools
Plymouth, Michigan

NLC Membership/Suggested length of instruction period/Other special note:
Language Arts NLC - Fall 2004

Tech Tools Used: Microsoft Word, Microsoft Publisher, Inspiration, Book on cassette, Television and DVD, Radio and CD music, Internet, LCD projector, Overhead projector, Microsoft Front Page

Narrative description/Overview:

As we read *The Outsiders* by S.E. Hinton, we focused on character development and the theme of loyalty. These were our focus questions as we developed the unit:

- *What is loyalty?
- *What are the beliefs and values of loyalty?
- *How does loyalty affect behavior?
- *How do authors portray loyalty?

As result of reading the novel, students developed a general sense of the theme of loyalty and were able to internalize this concept by making personal connections to the novel. Students were able to discuss situations in novels and real life where loyalty cannot be easily defined or interpreted. It was our hope that by exploring this theme, student's behavior would in turn model the beliefs and values of loyalty.

Title: The Scarlet Letters and Observing Dearborn High

Developed by/Contact information:

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David Atkins (Cooperating Teacher)
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(313) 827-7235

Location: Dearborn High School
19501 Outer Drive
Dearborn, MI 48124

NLC Membership/Suggested length of instruction period/Other special note:

Language Arts NLC - Fall 2004

Tech Tools Used: Microsoft Word and similar word processing programs, Adobe InDesign CS and 2.0, Adobe Acrobat, various Internet Search Engines, scanner, digital camera(s), printer

Narrative description/Overview:

In reading Nathaniel Hawthorne's *The Scarlet Letter*, my 11th grade American Literature class used technology to express their creativity and place the story in different contexts through an exploration of different cultures. A group exercise, ABC poetry was met with enthusiasm and creativity. The WebQuest, Hunt and Peck, was a success as well, with students really gaining a grasp of the power and problems of Internet search engines. The research Project, Culture Contrast, helped illustrate the impact of Hester's act and how that same act is received in other cultures.

In Journalism, students helped to create a website for the school paper, as well as make a page for each staff writer of Dearborn High's *The Observer*. Using Netscape Composer, students learned how to update this site and archive issues of the school paper, as well as reach a wider audience while reducing printing costs for the paper.

Title: DINOSHOW

Developed by/Contact information:

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Kathi Sawyers (Cooperating Teacher)
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Location: Howard Elementary School - Grade 2
Dearborn School District
Dearborn, MI

NLC Membership/Suggested length of instruction period/Other special note:

Language Arts NLC - Fall 2004
2-3 weeks time frame

Tech Tools Used: Macintosh computers:
Appleworks word processing
WebQuest: <http://www.lauriefowler.com/dinoshow.html>
Yahooligans
Digital Cameras
Video camera

Narrative description/Overview:

In determining the focus of our MITTEN project, Mrs. Sawyers and I decided that our students needed practice in both researching informational texts, and in using the writing process for developing an informational report. We wanted the students also to focus their reports for an oral presentation, providing facts for both informational purposes as well as engaging their audience. Because the second grade students were to have an upcoming unit on dinosaurs, we decided it would be an ideal opportunity to integrate science with language arts and technology.

We found an ideal existing WebQuest, Dinoshow that suited our purposes. In developing our unit on dinosaurs, we were able to address many of the Michigan Standards and Benchmarks and the NETS*T.

Title: "To Infinity and Beyond": Taking My Courses into the 21st Century through Technology

Developed by/Contact information:

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Co-Director, ESL Endorsement Program
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Location: University of Michigan-Dearborn, School of Education
Dearborn, MI

NLC Membership/Suggested length of instruction period/Other special note:
Reading/Language Arts NLC, Winter 2004

Technology Tools Used:

To date, I have incorporated PowerPoint, other software programs, and the Internet into my teaching. I am in the process of putting a course online and creating a personal web page. These last two should be completed by the end of Winter 2005.

Narrative description/Overview:

This project continues to be a work in progress. However, my primary goal throughout has been to make better use of the technology that I already incorporate into my classroom instruction. Prior to moving into the new building, I had to take deliberate steps to include technology into my instruction. Consequently, I have not been consistent in when and how often I use technology. The MITTEN project has allowed me to review how I have used technology in the past; what I can do to improve my past usage to improve the quality of my instruction and student learning; and to create plan that will assure that technology is consistently an integral part of my instructional program. I plan to offer a course partially online during Summer Session I; this work is in the initial stages. Therefore, by the end of Winter 2005, I expect to have the course set up and have created a personal web page.

Title: Planting Seeds

Developed by/Contact information:

Ann Schumacher (Supervisor)
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Location: University of Michigan-Dearborn School of Education
Dearborn, MI

NLC Membership/Suggested length of instruction period/other special note:
Language Arts NLC - Winter & Fall 2004

Tech Tools Used: PC with Windows 95, Word 97, Front Page 2000

Narrative description/Overview:

New ideas grow from seeds just as new plants do. As a Student Teaching Supervisor, I have the opportunity to plant seeds for technology integration in secondary classrooms. My student teachers prepare lesson plans from my template posted on-line on a UMD virtual learning course site. They e-mail their initial lesson plans to me and I am able to give them immediate feedback. During the semester, we all participate in several on-line discussion boards.

For my cooperating teachers, I provide lists of teacher-recommended educational websites, specialized directories and search engines, and virtual math manipulatives, as well as information on educational software, and suggestions for classroom activities that incorporate technology to enhance learning. See my MITTEN e-portfolio for samples. From tiny seeds, mighty oak trees grow.

Math Circle

Title: Recycling Using Measurement for Mitten Math

Developed by/Contact information:

Katie Miller (Student Teacher)
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Marsha Hensley (Cooperating Teacher)
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Location: Garfield Elementary – 3rd Grade
Wyandotte Public Schools
Wyandotte, MI

NLC Membership/Suggested length of instruction period/Other special note:

Mathematics NLC - Fall 2004
Culminating project over 8-week period

Tech Tools Used: Microsoft word & Excel, Kidspiration, Laptop (iBook), projector, Digital camera, computer lab

Narrative description/Overview:

This unit was originally centered on several math GLCE's. However, the unit is actually encompassing all areas of the curriculum; math, science, social studies, and language arts. The unit consists of three projects: a measurement chart, an at-home recycling project, and the construction of a class web page.

The first full week of class a recycling area was set up in the back of the classroom. We had a whole-group discussion and constructed a graphic organizer on what materials we could recycle. Every Friday the students measured the recycling collected in the bin. They measured the length, width, and height of the recycling in both centimeters and inches. The students then filled in a class chart for six weeks. With this information we constructed charts, graphs, and written responses of the data. From this collection of data, we used technology (Excel, Kidspiration, Word, and Front Page) to deepen the student's understanding of measurement. As a culmination, an at-home recycling project was implemented. Volunteers helped as our class input their recycling data into Excel to make a class total graph and then sort their recycling materials. Students loved using a real-world example to measure, estimate, and organize information!

Title: Discovering Geometry

Developed by/Contact information:

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Location:

Monroe Elementary School

Wyandotte Public Schools

Wyandotte, MI 48192

(734) 246-8334

NLC Membership/Suggested length of instruction period/Other special note:

Mathematics NLC - Fall 2004

Tech Tools Used:

Digital Camera, KidPix Software, Kidspiration Software, Microsoft Excel, Microsoft PowerPoint, LCD Projector

Narrative description/Overview:

Geometry is often a difficult concept for the students to understand, so we decided to use this topic as our unit. We used technology to augment lessons taken from our 4th grade Unite 1 in the University of Chicago Everyday Mathematics Curriculum. The lessons were first taught from the book and then enhanced using different forms of technology.

Lesson 1 - Angles: Students created a picture, using KidPix to draw and label acute, obtuse, and right angles on their own. They also identified these angles in a digital image.

Lesson 2 – Polygons: Students created a web using Kidspiration listing the different characteristics of polygons. They also imported pictures to demonstrate these characteristics.

Lesson 3 – Counting Shapes: Students used digital cameras to photograph geometric shapes in real life situations. These were printed for display.

Lesson 4 – Graphing Shapes: Students uses Microsoft Excel to create a graph indicating the number of shapes they found while taking digital pictures. They used the pictures from Lesson 3 to enhance their graphs.

Lesson 5 – Electronic Quizzes: Students created an electronic quiz using Microsoft PowerPoint. The quiz had to include at least two slides and links to correct answer/wrong answer slides.

Title: An Introduction to Statistics with emphasis on Microsoft Excel

Developed by/Contact information:

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Location: International Academy
Bloomfield Hills Public Schools
Bloomfield Hills, MI

NLC Membership/Suggested length of instruction period/Other special note:

Mathematics NLC - Fall, 2004
Duration of unit: Approximately 3 weeks

Tech Tools Used: TI-83 Plus Graphics Display Calculator with LCD projector, Dell PC with projector, Microsoft Excel, Microsoft PowerPoint, Microsoft Word, Overhead Projector, Internet

Narrative description/Overview:

When I was in high school, I studied a unit on statistics armed with a pencil, paper, ruler and calculator. Creating histograms and scatter plots by hand was a tedious task, especially when the goal of the unit was based on analyzing and comparing data from those graphs. Any emphasis placed on the actual creation of the graphs related to properly labeling the axes, charts and, when applicable, the intervals, all of which can also be done, albeit much more easily and quickly, using Excel.

The first lesson was an introduction to Microsoft Excel, during which I discussed with students Excel's capabilities with respect to performing calculations, organizing data, creating tables and graphs, and referencing cells. Using Microsoft PowerPoint, on which I presented my lessons, and the computer laboratory for follow-up Excel work sessions, students found related data values on the internet and completed two projects, one of which was based on creating histograms and relative frequency histograms, and the other of which focused on analyzing bivariate data. Students' discoveries and analyses were presented to the class using Microsoft PowerPoint.

Title: Technology in the Secondary Mathematics Classroom

Developed by/Contact information:

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Location: Roosevelt High School
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Wyandotte, Michigan 48192

NLC Membership/Suggested length of instruction period/Other special note:

Mathematics NLC
Semester One, 2004

Tech Tools Used:

Hardware:

- ✓ Desktop Computers: Windows
- ✓ Digital Camera
- ✓ Graphing Calculators
- ✓ Texas Instruments Calculator-Based Ranger: CBR
- ✓ Data Projector

Software:

- ✓ Geometer Sketchpad
- ✓ MS Excel
- ✓ MS Word
- ✓ Inspiration
- ✓ Fathom
- ✓ PowerPoint
- ✓ Internet
- ✓ Web based Question Board

Narrative description/Overview:

The objectives of this project were to integrated technology as a means of enhancing the content and to design lessons that would engage students. We wanted all students to benefit from applying technology; therefore, activities were not limited to a certain unit of material, but spanned the curriculum of that subject matter. Technology was implemented where suitable with the topic of instruction for each course: Algebra One, Geometry, and Advanced Placement Calculus. We often incorporated activities into current lessons and used the technology in place of past practices. As a result, each of our classes had technology-based lessons included as part of their course work.

Title: Gee..... I'm a Tree! - A 4th Grade Geometry Unit

Developed by/Contact information:

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Katherine Snyder (Cooperating Teacher)
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Location: Yake Elementary School
Woodhaven-Brownstown School District

NLC Memberships/Suggested length of instruction/Other special note:
Math NLC - Fall 2004

Tech Tools Used: Laptops computers, Digital cameras, Hot Dots,
Microsoft PowerPoint, Microsoft Word, LCD
Projector, Microsoft Photo Editor

Narrative description/Overview:

In almost every math textbook, the geometry chapter is normally toward the end of the book. It is also a "If we have time" chapter. We also know that most students fear geometry tremendously. We decided to try to make the students' fear of geometry turn into confidence and fun. If the students' feared geometry coming into fourth grade, our mission was to make sure that they left fourth grade thinking that geometry was interesting and exciting. We took into consideration that students love and enjoy technology, so what better way to teach geometry than to integrate technology. We decided to incorporate technology into our geometry unit so that way the students would conquer their fears and associate success, fun, and learning with geometry. Our goal was to teach geometry in the most entertaining way possible by using information from the new math textbook, the old math textbook, and then finally integrating technology. At the conclusion of our unit, we had integrated technology into five lessons and had 27 students successfully demonstrate their knowledge of geometry using technology and applying their own creativity to make this unit a complete success.

Title: Technology to Enhance Mathematics Experiences for Pre-service Elementary Teachers

Developed by/Contact information:

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Location: Henry Ford Community College
Dearborn, MI 48128

NLC Membership/Suggested length of instruction period/Other special note:
Mathematics NLC - Fall 2004

Tech Tools Used: U-Compass
E-Manipulatives

Narrative description/Overview:

This semester, I used U-Compass as a site to inform students of course assignments and to provide the handouts I use in class. This mini-step toward incorporating a distance-learning tool into my teaching will be followed by increased use to the tool during the Winter 2005 semester along with Eluminations, a tool that will allow for the delivery of asynchronous mini-lessons that will supplement the course instruction.

Title: Motivation Makes A Difference: Involvement Strategies for Novice Teachers

Developed by/Contact information:

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Location: School Of Education, University of Michigan-Dearborn and Teacher Education, Team 3 Internship Program (Seaholm H.S. in Birmingham, MI (Michigan State University).

NLC Membership/Suggested length of instruction period/Other special note:

Mathematics NLC - Fall 2004, Science NLC - Fall 2004, and Social Studies NLC - Fall 2004

Tech Tools Used: Microsoft Power Point and Word Templates, Virtual Learning Tool (Course Website), Digital Photography, Front Page, Various Websites (including WebQuest.org)

Narrative description/Overview:

The project will integrate the effective use of technology to foster and support educative learning experiences for student teachers. The focus on the content of the on-line Internet resources is student teachers' management of involvement strategies, including cooperative learning, effective teaching models and preparation for the job search. Development of an on line calendar and of student teaching events and assignments will help facilitate organizational skills. Use of teacher recommended web sites and on-line discussions, professional articles and resources will enhance lessons and management of the curriculum for student teachers' instruction and lesson planning in the focus content of science and mathematics. Seminar presentations will be supported through several Power Point presentations, digital photography, lesson plan templates, effective teaching models, and job search activities.

Science Circle

Title: A Scientific Rainforest Exploration

Developed by/Contact information:

Catherine Avis (Student Teacher)
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Melanie Flood (Cooperating Teacher)
Email: Melanie.Flood@apps.k12.mi.us

Location: Bennie Elementary
Allen Park Public Schools
Allen Park, MI

NLC Membership/Suggested length of instruction period/Other special note:

Science NCL - Fall 2004
The time frame for this unit is about four weeks.

Tech Tools Used: Microsoft Word, Kidspiration, Power Point, Internet, digital camera, scanner, LCD projector, zip file, laptop computer, computer lab.

Narrative description/Overview:

Our project focused on how a scientist gathers, organizes and presents information. We used the Internet to gather information on specific areas of the Rainforest. We then used Kidspiration to organize their ideas in web form. The students then prepared Power Point presentations to show the information they had gathered. We took it another step and the students presented their information with a laptop using a LCD to parents. The students were given rubrics to help guide them towards the end goal. All lessons were focused on increasing the use of technology to enhance learning.

Title: Sound & Light Unit

Developed by/Contact information:

Megan Rudolph (Student Teacher)

Email: mrudolph@hotmail.com

Leslie VanHauter (Cooperating Teacher)

Location: Chormann Elementary School
Southgate Public Schools

NLC Membership/Suggested length of instruction/Other special notes:

Science NLC - Fall 2004. The project was conducted throughout the ten weeks devoted to completing the Sound & Light Unit. The lessons were completed by our 2/3 multi-age classroom. The large spectrum in abilities that the multi-age classroom offers allowed us to utilize technology as a tool to both assist in learning and display excellence in comprehension.

Tech Tools Used:

Digital Camera, Kidspiration, LCD Projector, Microsoft Excel, Microsoft PowerPoint, Microsoft Word, Scanner

Narrative description/Overview:

We began the school year by teaching a unit about sound and light. The students were examining the defining characteristics of these two topics. We utilized the MITTEN lessons to enhance this unit by incorporating technology into the following lessons. For our first lesson, the students created a web displaying all of the sounds that they heard on the school playground using Kidspiration software. This aided in the students discovering that sound sources can be found anywhere. Our second lesson was designed to allow the class to create a PowerPoint presentation demonstrating the new knowledge that they gained after visiting the Detroit Science Center. This lesson provided the students with the opportunity to display their final product to the principal and their parents. During the third lesson, the students used Microsoft Word to edit and revise a reflection about the Detroit Science Center. For the fourth lesson, the students participated in a WebQuest that examined the important role the Sun plays within their lives. Beyond the use of technology, the WebQuest provided the students with an opportunity to work in cooperative groups. For the fifth and final lesson, the students created a Microsoft Excel graph based on data collected. The graphs displayed a visual representation of how our shadows change throughout the course of one day.

Title: Technology as a Tool to Develop Effective Elementary Science Education Teachers

Developed by/Contact information:

Gail R. Luera (Faculty)
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Location: University of Michigan-Dearborn, School of Education
Dearborn, MI

NLC Membership/Suggested length of instruction period/Other special note:
Science NLC - Fall 2004

Tech Tools Used: Hardware:
Laptop computers with Internet access, digital cameras, scanners, digital projector, Pasco Pasport Probeware
Software:
DataStudio, PowerPoint, EndNote, Mozilla, FrontPage, Microsoft Access

Narrative description/Overview:

My projects this term focused on developing projects for a specific class (Science Capstone) and on work that will benefit the science education program in general at UM-D. Technology projects for the Capstone course included creating a PowerPoint poster template for student research posters, writing instructions so students know how to use the large format printer, and loading an EndNote bibliographic database onto the University server. The database contains misconception literature that students can use when developing their action research project. In conjunction with other faculty, I also created and taught lesson plans, which use laptop computers and Probeware to teach students about a “big idea” in science such as energy, scale, systems and models. Additional technology projects address aspects of the science education program in general. These focused on updating the Science Electronic Portfolio component descriptions, rubrics and submission instructions, cataloging digital photographs that document student work and activities, and mentoring science education faculty in their use of technology in the classroom.

Social Studies Circle

Title: Exploring Empathy Strategies with Second Step

Developed by/Contact information:

Amy Korenchuk (Student Teacher)

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Location:

Thorne Primary School
Westwood Community Schools
Dearborn Heights, Michigan
(313) 292-2440

NLC Membership/Suggested length of instruction/Other special note:

Social Studies NLC, Fall 2004

Tech Tools Used:

We used Inspiration 6, KidPix, PowerPoint and Graph Club software. We also used a digital video camera.

Narrative description/Overview:

The project we created was based on the Second Step curriculum used at our school. Second Step is a violence prevention program that consists of lessons grouped by a variety of concepts. We teach the empathy lesson group in the fall so that is what our focus was.

There were five lessons in our project. They were based on the concepts of preferences, intentions, cause and effect and fairness, with one culminating activity. Some of the technology we used in the lessons had been experienced by our students and some had not. Therefore, the lessons provided a mix of strengthening students' usage of known technology and introducing new and exciting technology experiences, all of which was beneficial to our class.

Title: Communities: A Third Grade Social Studies Unit

Developed by/Contact information:

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Location: Garfield Elementary School
Wyandotte Public Schools
Wyandotte, MI

NLC Membership/Suggested length of instruction period/Other special note:

Social Studies NLC - Fall 2004
The suggested length of instruction is approximately eight weeks.
Many of the technology-based lessons took more than one session
in the computer lab, so scheduling adequate lab time is crucial.

Tech Tools Used: Microsoft Word, PowerPoint, FrontPage, and Publisher;
Kidspiration; KidPix; digital camera; LCD projector; flash drive;
and color laser printer

Narrative description/Overview:

In the Wyandotte school district, a large portion of the third grade social studies curriculum is devoted to the topic of communities. Through a combination of traditional and technology-based lessons, the students have gained a deeper understanding of what constitutes a community. They have explored the three main types of communities (urban, suburban, and rural), along with exploring various aspects of their own community of Wyandotte. They also have compared their community to communities in other regions and parts of the world.

Our goals for the technology in this unit were to engage and motivate the students, accommodate a variety of learning styles, and provide another outlet through which the students could express their learning. With those goals in mind, we created five technology-based lessons that involved the use of a variety of software programs and the Internet. Students used Kidspiration to create graphic organizers for the three types of communities, and they used KidPix to design flags for Wyandotte. They used PowerPoint to create a virtual field trip, and they completed a WebQuest on an assigned community. Finally, the students used the information they gathered in the WebQuest to design a brochure for their assigned community.

Title: 5th Grade Economics

Developed by/Contact information:

Joanne Gilbert (Student Teacher)
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Gail Maloney (Cooperating Teacher)
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Location: Allen Elementary School
Plymouth-Canton Community Schools
Plymouth, MI

NLC Membership/Suggested length of instruction period/Other special note:

Social Studies NLC - Fall 04

Tech Tools Used: Hardware: Computers, television, digital camera
Software: Internet, PowerPoint, Inspiration, Kidspiration, Excel, Acrobat Reader.

Narrative description/Overview:

This unit is designed to introduce the fifth graders to economics. They have not had much about economics before, so I did not want to dive in too deeply. In addition, I had to take into consideration time constraints-I will only see each class for 45 minutes twice a week-and the fact that I cannot be in the computer lab all the time for all the classes. I decided that it would be easier to use technology with my homeroom. The topics we covered were resources, scarcity, price, and choices.

Title: Teaching Social Studies with Technology

Developed by/Contact information:

Julie Taylor (Faculty)

Location:

University of Michigan-Dearborn, School of Education
Dearborn, MI

NLC Membership/Suggested length of instruction period/Other special note:

Social Studies NLC – Fall 2004

Tech Tools Uses:

Geographic Information Systems (GIS), Timeliner 5.0, Microsoft Excel, Inspiration and Power Point

Narrative description/Overview:

Student teachers enrolled in social studies methods at the University of Michigan-Dearborn have been developing projects and assignments for middle and high school students involving the use of technology. They have creatively used a variety of programs and software, including Microsoft Excel, Inspiration, Power Point, and Geographic Information Systems, to enhance their teaching of history, economics, civics, and geography. I will be sharing some of their work and discussing how technology has become part of instruction in social studies methods.

MITTEN

MITTEN is funded through US Department of Education's

Preparing Tomorrow's Teachers to use Technology (PT3)

initiative. PT3 grants support innovative program improvements

to prepare technology-proficient educators for 21st century

schools. Through this initiative, MITTEN project will receive

\$919,453 from U.S. Department of Education, which is 49%

of the total cost of the project. Fifty-one percent (\$956,995)

of the total cost of the project will be financed by nonfederal

sources.

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