Laura Aldridge, Brandy Beavers, Lindsey Beck, and Patricia Richardson
Engaged Learning Project

Title of Project: Smithsonian Project
Subject(s): Social Studies, English Language Arts, Student ISTE Standards
Grade Level(s): 5th
Abstract:

   The Smithsonian Museums of History have endured a destructive fire and many artifacts and historical materials have been lost. Our school has been chosen to research and recreate these important historical artifacts for the museum. Students will research a particular historical figure from our American history provided to them by the teachers from a list of choices. Teacher developed webquests will serve as the framework for online research. Then, students will develop a Glogster to share with visitors to the museum. A differentiated variety of artifacts will be produced depending on the students' learning style including various artforms, musical recordings, performance, graphing, engineering, modeling, creative writing, two dimensional art, and public speaking.. Students will assume the role of archivist and historian so others will learn from their presentation. They present their work to the entire school, the school board, superintendent, and parents during an annual Smithsonian Museum Day. During this time, students share their learning with young students, students of their own age, and adults.

   Fifth grade students in our system attend the Sixth Cavalry Museum in the fall. Museum curators make every effort to engage and welcome student partnerships. Therefore, we will be partnering with the museum to make an online exhibit through their website. Students will use a combination of Jing and SeeSaw to record their project video. These videos will be judged by museum curators. We will invite all fifth graders in the system to develop a project video to compete. The top winners from each school will be published on the museum website exhibit for a year until the next year's students compete for the top spots.

Learner Description/Context:

   The student population for our county which is located in a rural area of North Georgia is 93% Caucasian, 4% African American, 2% Hispanic, 0.4% Asian, 0.3% American Indian and Alaska Native and 0.3% other. Many of our students have unstable home environments. Our county has a high transient rate as well. Over 80% of our students receive free or reduced meals, which is an indicator that we have a high poverty level in our county. Therefore a majority of students do not have access to technology or the internet at home.

   This project occurs at the end of the year following the completion of the Social Studies standards. All fifth grade students complete a project. Students with disabilities have alternative choices that are differentiated for their particular needs. Students work on their projects using one to one Chromebooks to complete their particular webquests. Schools with limited technology can complete the informational webquests in groups of students. Following the webquests, students produce a Glogster as a group.   Teachers build the excitement for this project all year, so parents and students are prepared to participate well. For students who do not have the home support, teachers and parent volunteers serve as mentors to help complete the artifact production at school.

Time Frame:

   This project is broken into five phases. Phase one includes research and note taking through webquests. Phase two includes brochure development and publishing. Phase three includes artifact production. Phase four includes presentation preparation. Phase five is presentation. These five phases take place over the course of 12-13 school days.

Standards Assessed:

Social Studies

SS5H3 The student will describe how life changed in America at the turn of the century.

SS5H4 The student will describe U.S. involvement in World War I and post-World War I America.

SS5H5 The student will explain how the Great Depression and New Deal affected the lives of millions of Americans.

SS5H6 The student will explain the reasons for America's involvement in World War II.

SS5H8 The student will describe the importance of key people, events, and developments between 1950-1975.

English Language Arts

ELAGSE5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELAGSE5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

ELAGSE5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

ELAGSE5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ELAGSE5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

ELAGSE5W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 5.)

ELAGSE5W6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

ELAGSE5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

ELAGSE5W8: Recall relevant information from experiences or gather relevant information from print and digital sources;summarize or paraphrase information in notes and finished work, and provide a list of sources.

ELAGSE5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ISTE Student Standards

1c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

1d Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

4a Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

4b Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

6b Students create original works or responsibly repurpose or remix digital resources into new creations.

6c Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

6d Students publish or present content that customizes the message and medium for their intended audiences.

Learner Objectives:

    The learners will be able to research a particular historical figure from our American history standards provided to them by the teachers from a list of choices. The students will research and recreate these important historical artifacts for the museum.

Students will be able to:
- Research historical figure using webquest
- Record specific information on historical figures using the investigation document
- Collaborate with peers to produce a Glogster presentation
- Record the Glogster presentation with Jing
- Share presentation on SeeSaw

The "hook" or Introduction:

    Students will be introduced to this project as research specialists. We will provide them with a scenario. The Smithsonian has been damaged in a fire. Many valuable pieces of history destroyed within minutes. The students have been chosen to replicate lost artifacts of history related to various exhibits in the museum. First, the student must become an expert on who the person was, what their accomplishments were, and how they impacted history.

Process:

    Students will be in charge of their own learning as they become **historians** in their own right. They will be given a list of historical figures in which they will **choose** a person who interests them. The individuals on the list will include those studied during the fifth grade year linking the project to the social studies content **standards**. They will be provided Webquests that will guide the information they obtain (In this proposal, only four are included as examples of Webquests designed for the greater project). They will independently complete a graphic organizer while they **research**. This is will **deliberately bridge** the webquest information to the **product design**. After finishing, they will group up with other students who have also chosen that historical figure. They will **collaborate** together while completing a Glogster together. The Glogster will include evidence of the three main learning objectives of the project: brief biography, list of accomplishments, and explanation of historical impact. Students will be required to include text and video in the Glogster as a base for their **creativity**. By minimizing the requirements to text and video, students are given the chance to **remix** a variety of technological tools and content. Because Glogster doesn't have voice over recording capabilities, they will create an informational video using Jing screen capture (an online application). The screen capture file can then be shared on SeeSaw for students to add to their portfolio, share with parents, and make a QR code for sharing with the museum.

    Before sharing the projects for museum judging, students will participate in online **feedback**. Students will be **partnered** with other fifth grade classes from around the county. Students will give **constructive feedback** to peers. Groups can then use this information to **inform** their next steps and make corrections and improvements prior to the final submission.

    All students participating in the Smithsonian Project are on a one-to-one technology ratio with a Chromebook. There are five phases in the Smithsonian Project. There will be five formative assessments in which student work will be checked by the teacher at natural gateway points.   The students will have a suggested timeline of when each phase should be completed; however, students are encouraged to work at their own pace with learning about their figures.

Product:

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The students will be completing a note-taking graphic organizer throughout their research. They will use these graphic organizers to be able to complete a Glogster about their assigned exhibit. They will put the Jing screen recording videos that they have created using onto SeeSaw. Once published to SeeSaw, multiple representations of the screencast can be accessed (link, hyperlink, QR code). The screencasted Glogsters will be judged by curators of the museum. The top winners will be able to have their Glogster and videos shared on the museum website. http://6thcavalrymuseum.org/home0.aspx The Chickamauga Battlefield is a part of our county. Therefore, history is a rich subject in our area. Our county is currently producing an initiative for natural and historical tourism. The museum's website will generate large traffic because of the new historical and tourism initiatives. This means that the student projects have potential to have a broad audience.

     Finally, the product will be assessed using a teacher-created rubric. The rubric will measure standards based content, elements of technology production and publishing, and student creativity.

Technology Use:

     Each student will be equipped one to one with a digital tool: chromebook, iPad, or other laptops and tablets. These machines will allow students to access the main project website. The website will house all the directions and links for project completion. The website will link to webquests, recording and planning documents where students collaborate on Google Docs, Glogster, and SeeSaw for the final publishing phase of the videod Glogster. These elements of technology used in this project support a **collaborative** learning environment through the use of Google Docs and Glogster. Students become **teachers** of history as they produce videos for the museum. The technology supports a **student directed** approach by requiring them to take ownership of their own learning during webquests and Glogster design.

References and Supporting Material:

     The materials used in this project have been developed in a tandem course (ITEC 7450). A master website was built to house the webquests designed in that course, the project directions, and links for Glogster, Jing, and SeeSaw.

     Students will complete this project entirely on the Chromebook. All content information, graphic organizers, presentation, and publishing tools are housed online through the main website and Google Drive.

Main Website
https://sites.google.com/walkerschools.org/engaged-learning-group-project/home

Websites used in webquests are as follows:

Babe Ruth

Babe Ruth. (n.d.). Retrieved July 5, 2018, from https://baseballhall.org/hall-of-famers/ruth-babe

C. C. (n.d.). 99 Cool Facts About Babe Ruth. Retrieved July 5, 2018, from https://www.si.com/mlb/strike-zone/2013/07/12/99-cool-facts-about-babe-ruth

Hughes, E. R. (n.d.). Sports: Breaking Records, Breaking Barriers | Babe Ruth | Smithsonian's National Museum of American History |. Retrieved July 5, 2018, from http://amhistory.si.edu/sports/exhibit/superstars/ruth/index.cfm

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Smiley, B. (2014, July 11). 25 classic Ruth photos on 100th anniversary of his MLB debut. Retrieved July 5, 2018, from https://www.foxsports.com/buzzer/story/25-classic-photos-of-babe-ruth-on-the-100th-anniversary-of-his-major-league-debut-071114

T. (2017, January 19). Babe Ruth Documentary. Retrieved July 5, 2018, from
https://www.youtube.com/watch?v=Ezg9pWVYIOM

W. (2012, July 11). Babe Ruth Biography: Boston Red Sox to NY Yankees. Retrieved July 5, 2018, from
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George Washington Carver

B. (2008, April 29). George Washington Carver. Retrieved July 1, 2018, from
https://www.youtube.com/watch?v=emER1W_OIsA

B. (2012, January 09). George Washington Carver - Scientist & Inventor | Mini Bio | BIO. Retrieved July 1, 2018, from https://www.youtube.com/watch?v=sdz8XTNttdc

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George Washington Carver | Scientist, Inventor, and Teacher Video. (n.d.). Retrieved July 1, 2018, from
https://gpb.pbslearningmedia.org/resource/americon-vid-george-w-carver/video/

George Washington Carver. (n.d.). Retrieved July 1, 2018, from
https://nmaahc.si.edu/object/nmaahc_2012.107.32

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Kettler, S. (2016, April 12). 7 Facts on George Washington Carver. Retrieved July 1, 2018, from
https://www.biography.com/news/george-washington-carver-facts-national-peanut-month

Rosie the Riveter

American Women in WWII [Video file]. (n.d.). Retrieved July 5, 18, from
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Flashback: Supervising Women Workers During WWII [Video file]. (n.d.). Retrieved July 5, 18, from
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Katz, B. (18, January 24). The Unsung Inspiration Behind The "Real" Rosie the Riveter. Retrieved July 5, 18,
from https://www.smithsonianmag.com/smart-news/naomi-parker-fraley-real-rosie-riveter-has-died-96-
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the-riveter

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https://www.gettyimages.com/photos/rosie-the-
riveter?sort=mostpopular&mediatype=photography&phrase=rosie the riveter

Rosie The Riveter WWII Home Front. (n.d.). Retrieved July 5, 18, from
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The Wright Brothers

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facts-about-the-wright-brothers-434030147654

Biography: The Wright Brothers. (2017, November 20). Retrieved from
https://www.biography.com/video/wright-brothers-biography-video

Ohio's Inventors. (n.d.). Retrieved from http://www.oplin.org/famousohioans/inventors/puzzler.html#bios

The Wright Brothers. (n.d.). Retrieved from https://airandspace.si.edu/exhibitions/wright-brothers/online/

The Wright Brothers - First Flight. (2017, March 04). Retrieved from https://www.biography.com/video/the-
wright-brothers-first-flight-12887619856

Wright Brothers Biography. (n.d.). Retrieved from http://www.notablebiographies.com/We-Z/Wright-Brothers.html

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What modifications have you made since you submitted your "idea" for feedback?

We have added a Glogster presentation instead of a paper-based brochure. Students will also be partnered with other fifth grade classes so that peer feedback can inform and improve the products. We also made this project into a contest for our entire system's fifth grade. We will be choosing the top winners from the county and they will be able to post their presentation and videos on the museum website as an exhibit that will run annually. New winners will be chosen each year. The museum website with links to the winners' presentations will be shared through the system's social media outlets: Facebook, Twitter, and Instagram. Links could also be shared through our county's municipal website and chamber of commerce in conjunction with the historical and tourism initiatives.

Which indicators of Engaged Learning will be high in this lesson and Why?

Collaborative Learning would be high because students will be working as a group to complete their Glogster presentation and screencast. Students will be presented as **teachers** and as they become **historians** and help others to learn in formal context. Because of Walker County's rich historical heritage, the project reaches into **local funds of knowledge** demonstrating it's **cultural responsiveness**. Based on the coaching that we received on our idea, we decided to make this project an **annual contest**, county-wide among fifth grade students in partnership with one of our local history museums. This supports the assessment indicator that makes this project now a **seamless/ongoing** event. This activity will also be **standards based** linking students to historical figures studied in the social studies standards.

Which indicators would you like to strengthen?

We have worked hard to strengthen the indicators that we found to be weak in our idea. We need ideas on how to make the project multi-disciplinary. We would love feedback on any other indicators that you think need strengthened.

What LoTI level do you think this lesson would be and Why?

Level 6- Students share their products with their classmates, the school, parents, and the community. The outside audience greatly extends due to our partnership with Sixth Cavalry Museum. The students chosen for this award will have their projects displayed on the Cavalry website for a year. This will become an ongoing project for upcoming fifth graders. Student products and artifacts are high quality, there is a rich technological integration

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that is efficient and appropriate for the task, and students demonstrate their skills at using technology to create original products.