Brooklyn

Our Beloved Borough

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Program Outline and Overview

Overview and Major Goals of this Program:

The major goal of this program is to integrate technology, writing, and research with the social studies curriculum to boost the students' confidence and self-esteem. Our social studies curriculum is *Neighborhoods and Communities,* and this project focuses on the borough of Brooklyn. Technology helps to achieve program goals by enabling the students to gather appropriate research about their borough using the Internet and to create beautiful published documents to display their knowledge.

Target Students:

I used this program with a second grade class. However, it can be used with students from first grade and up. Depending on the grade level, you will need to find web pages that match the students' reading level or provide adequate support.

Standards

Below is a list of the New York City and State Standards this program meets:

- Make an oral presentation of project plans and findings to an appropriate audience (A2a)
- Write and format information for short publications (A2c)
- Use informational technology to assist in gathering, organizing, and presenting information (A3b)
- Read informational materials (E1c)
- Produce a report of information (E2a)
- Demonstrate an understanding of neighborhood and community (Brooklyn, New York) (NYS1)

Timeline:

Week 1-2:

The students go on neighborhood walks and take digital photographs of some of the things they see.

Week 3-4:

Students research their borough (Brooklyn) using the Internet. Topics they explore include Brooklyn's history, local attractions, and geography.

Week 4-5:

The students write about their topic, then edit and revise their work.

Week 5-7:

The students are taught how to use technology to publish their writing using PowerPoint, Publisher, and Microsoft Word software.

Week 8:

The students celebrate their accomplishments by inviting their families to a Technology Expo where their work is displayed.

Resources:

People & Places:

Brooklyn Historic Society

The Brooklyn Historic Society offers in-class visits, curriculum materials, and museum-teacher partnerships.

Call 718-222-4411 or

www.brooklynhistory.org/main/school_programs.html

Brooklyn Borough Hall

Marty Markowitz, Brooklyn Borough President

Call 718-802-3700 or http://www.brooklyn-usa.org

Brooklyn History Museum

The Brooklyn History Museum offers a variety of school programs that help teach students about Brooklyn's history and cultural diversity. In addition, they offer walking tours.

Call (718) 624 0890 or http://www.fieldtrip.com/ny/86240890.htm

Materials:

Computers

Internet Access

Printer

Paper

Microsoft Office Software

Books:

Flying Over Brooklyn by Myron Uhlberg

Brooklyn, Bugsy, and Me by Lynea Bowdish

Brooklyn Pops Up by The Brooklyn Public Library, et al.

Brooklyn Dodger Days by Richard Rosenblum

The Brooklyn Bridge (Building America) by Elaine Pascone

Websites:

http://www.thirteen.org/brooklyn/index.html

http://brooklynonline.com/history/hubbard.html

http://www.brooklynonline.com/bol/history/DUTCH/dutch.xhtml

http://www.brooklyn-usa.org/BrooklynFlag&Seal/Flag&Seal.htm

http://www.brooklyn-usa.org/history.htm

http://www.nycvisit.com/brooklyn_map.html

http://www.wynn.com/bol/images/brooklyn.map.gif

http://www.brooklynonline.com/history/battle.html

http://www.brooklyn-usa.org

Student Photographs

The following photographs were taken throughout the unit. They are provided to show samples of the students' work.

The students used research to create a PowerPoint presentation about the history of their neighborhood, Flatlands.

One group of students researched the many tourist attractions in Brooklyn. They used this information to create travel brochures.

The students worked together to research their topic.

These students are proud of the book they published.

Technology Lesson Plans

Aim: To use the Internet to gather information.

Materials Needed:

- Computers with Internet access
- Computer printer
- Computer task cards

Process:

1. Gather students around the computer for a mini-lesson.
2. Model how to double click on the Internet icon to get online.
3. Model how to click inside address bar, type website address, and click "go."
4. Model how to move across the page by scrolling or using the arrow keys.
5. Model how to print a page from the Internet.
6. Allow students the opportunity to practice on the computer.

Aim: To gather and insert graphics.

Materials Needed:

- Computers with Internet access
- Computer task cards
- Microsoft Word or similar program

Process:

1. Gather students around the computer for a mini-lesson.
2. Discuss the role of graphics in a document.
3. Model how to copy a graphic from a website and save it. Show the students that they must point to the graphic. Using the mouse, they must "right click," then move the mouse over the word "copy," and then click again.
4. Model how students can insert the graphic into a document. Using the mouse, they must click in the part of the document where they want the graphic. Then they must right click the mouse and click "paste."
5. Show the students that an alternate way to copy + paste is to use the icons on the toolbar.
6. Allow students the opportunity to practice on the computer.

Aim: To use Microsoft Word to create a book.

Materials Needed:

- Computer
- Computer printer
- Computer task cards
- Microsoft Word or similar program

Process:

1. Gather students around the computer for a mini-lesson.
2. Model for students how to insert text.
3. Model for students how to change font style, size, and color.
4. Model for students how to insert a border.
5. Review how to insert a graphic.
6. Allow students the opportunity to practice on the computer.
7. Students will type in the information they wrote to create their book.
8. Print the book and bind the pages together.

Aim: To use Microsoft Publisher to create a postcard.

Materials Needed:

- Computers with Internet access
- Computer printer
- Computer task cards
- Microsoft Publisher or similar program

Process:

1. Gather students around the computer for a mini-lesson.
2. Model for students how to choose a project from the menu. Show them how to choose a postcard.
3. Model for students how to change the template design.
4. Review how to insert graphics.
5. Review how to insert text.
6. Allow students the opportunity to practice on the computer.

Aim: To use Microsoft Publisher to create a brochure.

Materials Needed:

- Computers with Internet access
- Computer printer
- Computer task cards
- Microsoft Publisher or similar program

Process:

1. Gather students around the computer for a mini-lesson.
2. Model for students how to choose a project from the menu. Show the students how to choose a brochure.
3. Discuss the format of the brochure. Show the students how to move from one panel of a brochure to the next.
4. Model for students how to change the template design.
5. Review how to insert graphics.
6. Allow students the opportunity to practice on the computer.

Aim: To use PowerPoint to create a slides for a slide show.

Materials Needed:

- Computers with Internet access
- Computer printer
- Computer task cards
- Microsoft PowerPoint or similar program

Process:

1. Gather students around the computer for a mini-lesson.
2. Model for students how to choose a layout from the menu.
3. Model for students how to change layout once they choose a layout.
4. Model for students how to insert text and graphics.
5. Allow students the opportunity to practice on the computer.

Aim: To create a PowerPoint presentation.

Materials:

- Computers with Internet access
- Computer printer
- Computer task cards
- Microsoft PowerPoint or similar program

Process:

1. Gather students around the computer for a mini-lesson.
2. Model for students how to insert sounds/music.
3. Model for students how to change the background.
4. Model for students how to program slide transitions.
5. Model for students how to program slide animation.
6. Model for students how to play a slideshow.
7. Allow students the opportunity to practice on the computer.

Language Arts Lesson Plans

Aim: To identify the characteristics of a nonfiction text.

Materials needed:

- Nonfiction big book or book, preferably related to the topic
- Chart paper
- Magic markers

Process:

1. Gather students in the reading area.
2. Read a nonfiction big book.
3. Discuss the characteristics of a nonfiction text. (For example, it provides real information, facts, a table of contents and index, and has captions and diagrams)
4. Tell the students that good readers read all of these elements to gather information from a book.
5. List the characteristics of nonfiction text on the chart paper. Display the chart in the classroom.

Aim: To identify the main idea from a nonfiction text.

Materials needed:

- Nonfiction big book or book, preferably related to the topic
- Chart paper
- Magic markers

Process:

1. Gather students in the reading area.
2. Tell students that when good readers are reading nonfiction books, they often pause to think about what they are reading. Good readers ask themselves "What is this passage about?" This is called the main idea.
3. Read a nonfiction big book.
4. Pause after each passage to discuss the main idea of each paragraph.
5. Ask students to find supporting details from the passage.

Aim: To distinguish between important and unimportant information in a nonfiction text.

Materials needed:

- Nonfiction big book or book, preferably related to the topic
- Chart paper
- Magic markers and highlighters
- Research gathered from the Internet and other nonfiction sources

Process:

1. Gather students in the reading area.
2. Discuss how authors include "unimportant" information in a text to make the book more interesting to read.
3. Read a nonfiction big book.
4. Pause to discuss important information.
5. Allow students the opportunity to practice this skill by re-reading their research and highlighting the important information.

Aim: To summarize important information.

Materials needed:

- Nonfiction big book or book, preferably related to the topic
- Chart paper
- Magic markers

Process:

1. Gather students in the reading area.
2. Discuss how good readers are able to summarize what they read.
3. Read a nonfiction big book.
4. Pause to summarize each passage.
5. Allow students the opportunity to practice this skill by re-reading their research and summarizing the information in their own words.

Aim: To revise writing.

1. Gather students in the reading area.
2. Discuss how good writers improve their writing by using interesting words and phrases.
3. Model by displaying examples of good opening sentences, closing sentences, or sentences with descriptive language.
4. Allow students time to revise their writing.
5. Walk around the room to confer and assist students.

Aim: To edit writing.

1. Discuss how good writers improve their writing by editing the spelling and sentence structure.
2. Model by displaying examples of sentences with spelling or structure errors.
3. Correct the errors with the students.
4. Allow students time to edit their writing.
5. Walk around the room to confer and assist students.

Aim: To write in response to literature.

1. Read *Flying Over Brooklyn* by Myron Uhlberg.
2. Ask students to write their own version of the story.
3. Encourage students to include Brooklyn facts in the story.
4. Allow students time to revise and edit their stories.
5. Publish stories in book format using Microsoft Word.
6. Take a digital photo of each student and insert the picture in the "About the Author" page.

Social Studies Lesson Plans

Aim: To introduce the theme, Brooklyn.

1. Create a K-W-L chart.
2. Ask the students what they know about Brooklyn. List their responses in the K section.
3. Ask the students what they wonder about Brooklyn. List their responses in the W section.
4. When the unit is complete, you will return to this chart to ask students what they learned about Brooklyn and list their responses in the L section.

Aim: To identify the characteristics of a neighborhood.

1. Discuss the neighborhood where your school is located. What is the name of the neighborhood? Where is it located on the map?
2. Take a walking tour of your neighborhood. Take digital photographs.
3. Discuss the special characteristics of the architecture found in this neighborhood.
4. Students can write about a particular building and insert the photograph in the document.
5. Students can create models of buildings.

Aim: To create a map of the neighborhood.

1. Discuss the streets surrounding the school.
2. Take another neighborhood walk.
3. Discuss the important places found near the school.
4. Create a map of the neighborhood. Include the school, stores, restaurants, and other places of interest. Include a map key.

Task Cards

The following pages contain the task cards that were used for this project. The purpose of the task cards was to guide the students during the research part of the project. The cards provided the students with a web page related to the topic and questions that focused the students' attention on important information.

A copy of each of the task cards was printed and kept in the computer area. Because I created the cards using Microsoft Word, I was able to leave the task card document opened on the computer. The children were able to click on the web address and were directly connected to the web page.

While the main topic of this unit is Brooklyn, many activities focused on the history of the Flatlands neighborhood. The task cards can be adapted to fit the needs of your students. You can use these task cards as a guide and create cards for other locations.

Brooklyn
Research Cards

1. Go to: http://www.thirteen.org/brooklyn/index.html
2. Click on interactive map. Then click on the Flatlands section.
3. Answer the following questions:
   a) When was Flatlands settled by the Dutch?
   b) What was the original name of Flatlands?
   c) What happened to the town during the Revolutionary War?
   d) In what year was Flatbush Avenue built?

Brooklyn
Research Cards

1. Go to: http://brooklynonline.com/history/hubbard.html
2. Read the page and answer the following questions.
   a) Why did the Dutch settlers like the land in Nieuw Amersfoordt (Flatlands)?
   b) What did Andreas Hudde do in 1636?
   c) What did the town center around?
3. Copy the pictures of the map and Hubbard Place.

Brooklyn
Research Cards

1. Go to:
http://brooklynonline.com/history/hubbard.html
2. Read the page and answer the following questions.
    a) What is the only road remaining from the early Dutch settlers?
    b) Where is Hubbard Lane located?
    c) Who was Hubbard Lane name after? Why?
    d) Why is Hubbard Lane special?

Brooklyn
Research Cards

1. Go to:
http://www.brooklynonline.com/bol/history/DUTCH/dutch.xhtml
2. Read about the Flatlands Dutch Reform Church and answer the following questions:
    a) Where is the Church located?
    b) Who formed the Church?
    c) When was the Flatlands Dutch Reform Church formed?
    d) Why is it difficult to read the tombstones in the cemetery of the Dutch Reform Church?
    e) Why is the Dutch Reform Church special?
3. Copy and paste the photos of the church.

Brooklyn
Research Cards

1. Go to:
http://www.brooklyn-usa.org/BrooklynFlag&Seal/Flag&Seal.htm
2. Read the page and answer these questions:
    a) What picture is on the seal of Brooklyn?
    b) What do the words on the seal say?
    c) Why does the seal have the date 1898?
3. Copy and paste the picture of the seal.
4. Copy and past the picture of the flag.

Brooklyn
Research Cards

Go to: http://www.brooklyn-usa.org/history.htm
Read the page and fill in the blanks.

1. Indians known as the _____ or _____ lived in Brooklyn before the European Settlement.
2. The Town of Brooklyn becomes the City of Brooklyn in _____.
3. New York City was formed on January 1, _____.
4. The first mayor of New York City was _____.
5. What other important facts did you learn about Brooklyn?

Brooklyn
Research Cards

1. Go to: http://www.nycvisit.com/brooklyn_map.html
   Then copy and paste the map of Brooklyn.
2. Go to: http://www.wynn.com/bol/images/brooklyn.map.gif
   Then copy and paste the map of Brooklyn.

Brooklyn
Research Cards

Go to:
http://www.brooklynonline.com/history/battle.html

1. Print the page website.
2. List the important facts you learned about the Battle of Brooklyn.

Brooklyn
Research Cards

1. Go to: http://www.brooklyn-usa.org
2. Click on "Welcome to Brooklyn."
3. List ten facts you learned about Brooklyn.

Brooklyn
Research Cards

1. Go to: http://www.brooklyn-usa.org
Click on "Welcome to Brooklyn.
2. List ten facts you learned about Brooklyn.

Brooklyn
Research Cards

1. Go to: http://www.brooklyn-usa.org/cultural/cultural.htm
2. Click on the different places to visit in Brooklyn.
3. List five facts about each place.

Brooklyn
Research Cards

1. Go to: http://www.brooklyn-usa.org/cultural/Points.htm
2. Click on the different places to visit in Brooklyn.
3. List five facts about each place.

Brooklyn
Research Cards

1. Go to: http://www.brooklyn-usa.org/cultural/Historic.htm
2. Click on the different places to visit in Brooklyn.
3. List five facts about each place.