Native American Interactive Slide Show

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Overview of Program

The major goal of this program is to integrate the Fourth Grade Social Studies Curriculum with technology to make learning fun for the students. The program focuses on the fourth grade, however this can be done with grades three through eight with limited changes. It is implemented by alternating class lessons and independent/cooperative group work time at various stations, and is divided into three phases. Students are taught how to research using books, encyclopedia software programs, and the Internet. They then take that research and create a Native American Interactive Slide Show using HyperStudio.

This program allows students to work cooperatively and, in turn, teaches them to problem solve with each other and use task management. It teaches the students that there is more than one way to obtain and give information. The program gives the children plenty of time to gain independence and feel success, yet allows instructional and facilitating time as well. Students will feel self-satisfaction when they see what they are capable of and how much they have done.

There are a few ways to assess the students’ work. During the research phase, they must have sufficient notes and printouts in their folders. While they are working on the slide show, the teacher can walk around the room and view the work in progress. The final assessment is the presentation of the completed slide show.
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**Timeline** *(This is based on seeing the students once a week for 45 minutes)*

September:
- Lesson 1 – Introduction to the program giving a brief overview
- Lesson 2 – Choose partners, make folders, and set up note sheets
- Lesson 3 – Give lesson on note taking and incorporate one research station, such as books

October:
- Lesson 4 – Using the Grolier Encyclopedia CD and the Internet
- Lesson 5 – Begin research stations and facilitate to keep students on track
- Lesson 6 – Rotate research stations
- Lesson 7 – Rotate research stations

November:
- Lesson 8 – Rotate research stations
- Lesson 9 – Allow students to go to a research station where they did not get enough info
- Lesson 10 – Allow students to go to a research station where they did not get enough info  
  (Be sure students know this is the last day of research)
- Lesson 11 – Introduction to HyperStudio

December:
- Lesson 12 – Detailed lesson on HyperStudio--allow time for students to experiment
- Lesson 13 – Students begin designing on paper their ideas for the slide show
- Lesson 14 – Students continue designing on paper until completed and edited

January:
- Lesson 15 – At this point, some groups will be ready to transfer their paper designs to the computer
- Lesson 16 – Facilitate while groups work with HyperStudio
- Lesson 17 - Facilitate while groups work with HyperStudio
- Lesson 18 - Facilitate while groups work with HyperStudio

February:
- Lesson 19 – Give more detailed information on HyperStudio and take time to deal with any concerns, problems, or questions
- Lesson 20 – Continue to facilitate while groups work with HyperStudio
- Lesson 21 – Students should complete their presentations

March:
- Lesson 22 – Show presentations to the class and discuss
Lesson Plans

(The lesson plans provided are sample lessons that focus on whole class instruction. They can be modified to meet the needs of individual students and/or teachers.)
Lesson 1: Introduction to Program

Objective: To explain and motivate students

Time Required: Approximately 40 minutes

Advanced Preparation: If available, hook up a projector to the computer that will be displaying the information. It is possible for the students to sit around one computer.

Materials Required: Computer with Internet access, Grolier Software, and books
(Having sample projects is a plus)

Procedure: Explain to the children that they will be using three different methods to research their topic on Native Americans and then putting that research into a slide show. If possible, show examples. If you don’t have student examples, show teacher-made examples of a folder and note sheets (see pages 11&12). Then give a brief overview of the use of the Grolier Encyclopedia Software and the Internet. Finally, show an example of a final presentation using HyperStudio. (If no example is available, show how they would begin creating their slide show in HyperStudio.)

Activities: If time permits, allow students to experiment with the research stations (books, Grolier, and Internet)
Lesson 2 – Choose Partners, Make Folders, and Set Up Note Sheets

Objective:  To motivate and prepare students for research

Time Required:  Approximately 40 minutes

Advanced Preparation:  List of research topics (see page 10); books on Native Americans; table baskets with pencils, crayons, and markers; and construction paper placed on tables

Materials Required:  Light-colored construction paper; pencils, crayons, and markers

Procedure:  Allow children time to partner up and discuss which topic they would like to research. They can look through the books to help familiarize themselves with topics. Once they have chosen a specific topic to research, they make note sheets and a folder that they can decorate.

Activities:  It is important to allow students the time to look through the books and decorate their folders because this increases their interest.
Lesson 4 – Using the Grolier Encyclopedia CD and the Internet

Objective: To explain how the Grolier Encyclopedia CD should be used for research

Time Required: Approximately 40 minutes

Advanced Preparation: If available, hook up a projector to the computer that will be displaying the information. It is possible for the students to sit around one computer.

Materials Required: Grolier Encyclopedia CD and a computer

Procedure: Place the Grolier CD in the computer and show the students step-by-step how to get the information they will need. Explain that they need to use the “articles” section; then type in “Native Americans” in the search box. When they find their article, show how to use the “outline” section to find their exact topic. It is important for the children to see that they don’t need to read the entire article to find what they need; otherwise, they may feel overwhelmed.

After the students feel comfortable with Grolier, begin explaining Internet use. This can be done in any way that works best for you and your students. In my lesson, I explained how to use search engines such as www.yahooligans.com or www.google.com. However, if you prefer giving exact websites for them to go to, that can be done also.

Activities: If time permits, allow children to experiment with Grolier and the Internet.
Objective: To have students plan and get ideas for their final presentation

Time Required: Approximately 40 minutes

Advanced Preparation: None

Materials: Plain drawing paper, pencils, and students work folders

Procedure: Explain to the students that they now need to search through all of their notes and highlight or underline the information they want to use. They then transfer that information onto paper and illustrate it. This is the time to explain that they need to have a Reference Page that tells exactly where they got their information.

Activities: Design and illustrate at least three pages and a Reference Page
Sample Worksheets
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Native American Research Topics

Arts and Crafts

Ceremonies

Clothing

Housing

Hunting
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Class ___________      Date_________________________

Books

Topic:

Title________________________________________

Author______________________________________

Title________________________________________

Author______________________________________
Resource List

The following two websites are good search engines for the students to use:
www.yahooligans.com
www.google.com

Grolier Encyclopedia Multimedia CD

Books on Native Americans

Speaker from Native American Museum

HyperStudio Software
Student Work Samples
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Over 2,000 separate languages were spoken by Native American people at the time of European contact. Approximately 1,500 of these existed in South America.

Books
Title: North American Indians
Author: Joel T. Sutions
Uses sign language to talk, also uses sound effect.

Title: The American West
Author: Brian Williams.
They spoke the same language, many languages were spoken on the plains.
Shawn and Jason
4-303
Language
American Indian

American Indians lived in the north.
They used sound effects to talk.
Some Indians spoke the same language.

Next page
They used sign language to talk. They spoke over 2,000 languages. Their languages are as diverse as there are numerous.
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References

Grafet Multimedia Encyclopedia Deluxe CD
Http://sciway.net/hi/indians/language.html

North American Indians by Felix Sutton

The American West by Brian Williams