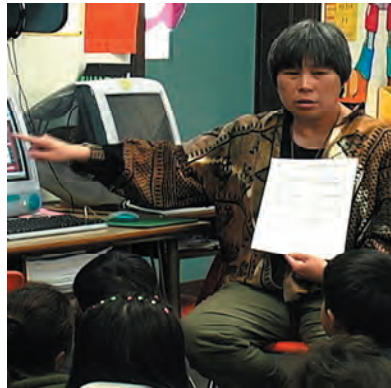


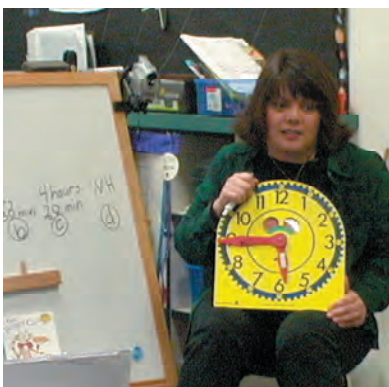
**A Collaborative Project**  
of the CalStateTEACH  
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**Preparing Tomorrow's  
Teachers for Using  
Technology Program**



**Portraits  
of  
Teaching**

Case Studies  
for  
Teacher Education  
in Grades K-8



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CSTEP products and web pages do not necessarily represent the policy of the Department of Education or imply endorsement by the Federal Government.

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## Introduction

While case studies have a long history of use in engineering, law, and business, their use in education is a more recent phenomenon that appears to hold some promise for bringing new practitioners into the profession of teaching.

When placed in classrooms to work and observe, pre-service teachers typically lack the experience base necessary to meaningfully observe the complex and rapid interactions that can occur. In addition, during their student teaching experiences, pre-service teachers lack a common experience upon which they can reflect with their fellow student teachers. This situation limits their ability to reflect on their own practice and also limits their opportunities to analyze the processes of teaching and learning more generally.

It is the intention of this series to provide common contexts to be shared by groups of pre-service teachers through which facilitators can highlight incidents and issues associated with classroom practice. It is hoped that through this process, pre-service teachers will better understand the complexity of the classroom, become better observers of classroom interactions, and learn to reflect on their own developing practice. <sup>1</sup>

### Using this Guide

The study questions included in this guide are designed to reflect the Teacher Performance Expectations (TPEs) as defined by the California Commission for Teacher Credentialing. They are provided as starting points for your students' in-depth analysis and reflection upon the events captured in these classrooms and upon their own practice.

In addition to Suggested Discussion Questions, support materials accompanying each multimedia case study include:

- A brief description of the classroom episode
- A complete lesson plan of the episode
- Available handouts provided to the students
- A floorplan of the classroom

As a facilitator, you will need to become familiar with the lesson plans and the activity of the students in these classrooms. Each classroom episode contains 15 to 20 minutes of edited video. While joined by the common thread of Technology Integration, the academic content addresses a range of disciplines.

<sup>1</sup> Bowers, J., Doerr, H., Masingila, J., McClain, K., : Making Weighty Decisions - A Video-based Case Retrieved January, 15, 2003 from San Diego State University website, <http://www-rohan.sdsu.edu/faculty/jbowers/overview.htm>



## **Suggested Discussion Topics**

The questions provided here are designed to focus the viewer's attention on the California Standards for the Teaching Profession, the related Teacher Performance Expectations, and their expression in the classrooms of experienced teachers.

Their application across a variety of classroom contexts is intended to develop a structured perspective for observing, analyzing, and reflecting upon classroom practice. While beginning with the observation of other teachers, it is hoped these skills will ultimately transfer to the viewer's own practice and professional development.

### **Making Subject Matter Comprehensible to Students**

#### **Specific pedagogical skills**

Which instructional activities helped students reach the identified instructional standards?

Were there any activities that did not support students in achieving the standards?

How does the use of technology impact students' achievement of identified standards?

How would you modify the lesson to make it more effective in regard to these issues?

### **Assessing Student Learning**

#### **Monitoring student learning**

How does the teacher monitor student progress during instruction?

How does the use of technology impact assessment of student learning?

How would you modify the lesson to make it more effective in regard to these issues?

#### **Interpretation and use of assessments**

In what ways does the teacher use and interpret assessment information?

How would you modify the lesson to make it more effective in this regard?

### **Engaging and Supporting Students in Learning**

#### **Making content accessible**

What evidence suggests that the teacher has prioritized and sequenced essential skills and strategies within the lesson?

How does the teacher vary instruction to support learning by all students?

How does the use of technology impact the accessibility of content for students?

How would you modify the lesson to make it more effective in regard to these issues?

#### **Student Engagement**

What strategies does the teacher use for ensuring active participation by all students?

How does the use of technology impact student engagement?

How would you modify the lesson to make it more effective in this regard?

#### **Developmentally appropriate practices**

Which instructional activities appear developmentally appropriate for the students?

Which instructional activities do not appear developmentally appropriate?

In what ways is the use of technology developmentally appropriate for these students?

How would you modify the lesson to make it more effective in this regard?

#### **Teaching English Language Learners**

What strategies does the teacher use that support comprehensive instruction for English Language Learners?

How does the use of technology impact instruction for English Language Learners?

How would you modify the lesson to make it more effective in this regard?

**Planning Instruction  
and Designing Learning  
Experiences**

**Learning about students**

What evidence suggests that the teacher is knowledgeable about the students' needs and abilities?

**Instructional Planning**

What evidence suggests that the teacher has established clear instructional goals?  
What strategies does the teacher use to connect content to the students  
prior learning?

What evidence suggests that the teacher has selected strategies, activities, and materials congruent with their instructional goals and appropriate for their students?  
How does the use of technology impact instructional planning for this teacher?

**Creating and Maintaining  
Effective Environments for  
Student Learning**

**Instructional Time**

What is the relationship between instructional variables i.e. teacher-directed or student-centered activities, individual, small group, or whole class instruction, and seatwork, computer-based, or hands-on activities?

What strategies does the teacher use for managing instructional time?

How would you modify the lesson to make it more effective in this regard?

**Social Environment**

What strategies does the teacher use to establish and maintain a positive learning environment?

How does the use of technology impact the social environment of the classroom?

What would you modify to enhance the social environment?

## Mike Price

Kindergarten  
Language Arts



Mike Price integrates technology into the everyday language experiences of his students by communicating via email with a kindergarten class in Paris, France. Mr. Price employs an email with their electronic pen-pals in France to engage students in word recognition and dictation activities. Because the correspondence is written in French, Mr. Price also relies on technology to assist in the translation.

Use of technology in the primary grades is a topic of great discussion among educators. You might want to observe how children of this age interact with technology and language and then begin to form your own perspective on this topic.

**Mike Price**

**Lesson  
Name:  
French Pen  
Pals**

**Grade Levels:**  
K

**Subjects:**  
Language Arts

**Lesson Description:** Using email as the medium, the students develop language, reading, and writing skills.

**State Standards**

**•Reading**

1. Word Analysis Fluency and Systematic Vocabulary Development: Concepts about print (1.1-1.6), Phonemic Awareness (1.7-1.13), Decoding and Word Recognition (1.14-1.16), Vocabulary and Concept Development (1.17-1.18)

2. Reading Comprehension: Comprehension and Analysis of Grade-Level Appropriate Text (2.2-2.5)

**•Writing**

1.0 Writing Strategies: Organize and Focus (1.1-1.3), Penmanship (1.4)

**NETS Student Standards**

Students demonstrate a sound understanding of the nature and operation of technology systems.

Students are proficient in the use of technology.

Students use technology tools to enhance learning, increase productivity, and promote creativity.

Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.

Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

**Lesson Materials**

Writing Journal, riddle bag (plain paper bag with the word riddle written on it), pencil

**Tech Materials**

Computer, Internet, CD-ROM, Scanner, TV, LCD Projector

**Computer Platforms**

Mac OS, Mac OS X, Windows 95/98, Windows NT/2000/XP

**Software**

CD: French vocabulary CD (Easy Language Bilingual Edition French/Anglais: <http://www.imisoft.com>) or a French/English Dictionary.

**Handouts:** none

**Lesson Objectives**

Using email as the medium the students develop language, reading and writing skills.

### **Lesson Steps**

Steps to reading an email from our french pen pals (fpp)

Teacher:

1. Receive message
2. Translate message (<http://www.freetranslation.com>)
3. Reword message so the students can understand it.
4. Print out message-make the font big enough for all students to see.
5. Put on chart and laminate it. This way the students can highlight the chart with highlighter pens. Also show the message on the TV above the easel with the message on it.

Students:

6. Read the message: See if the students know any words. Then they try to find new words.
7. Read message all together.
8. Respond to the message:

Message:

Hello,

We have a puzzle for you

It is something to eat.

Rabbits like to eat it.

It is orange.

What is it?

The Yellow Class

9. Use the Riddle Bag to discover the letters in the puzzle word.

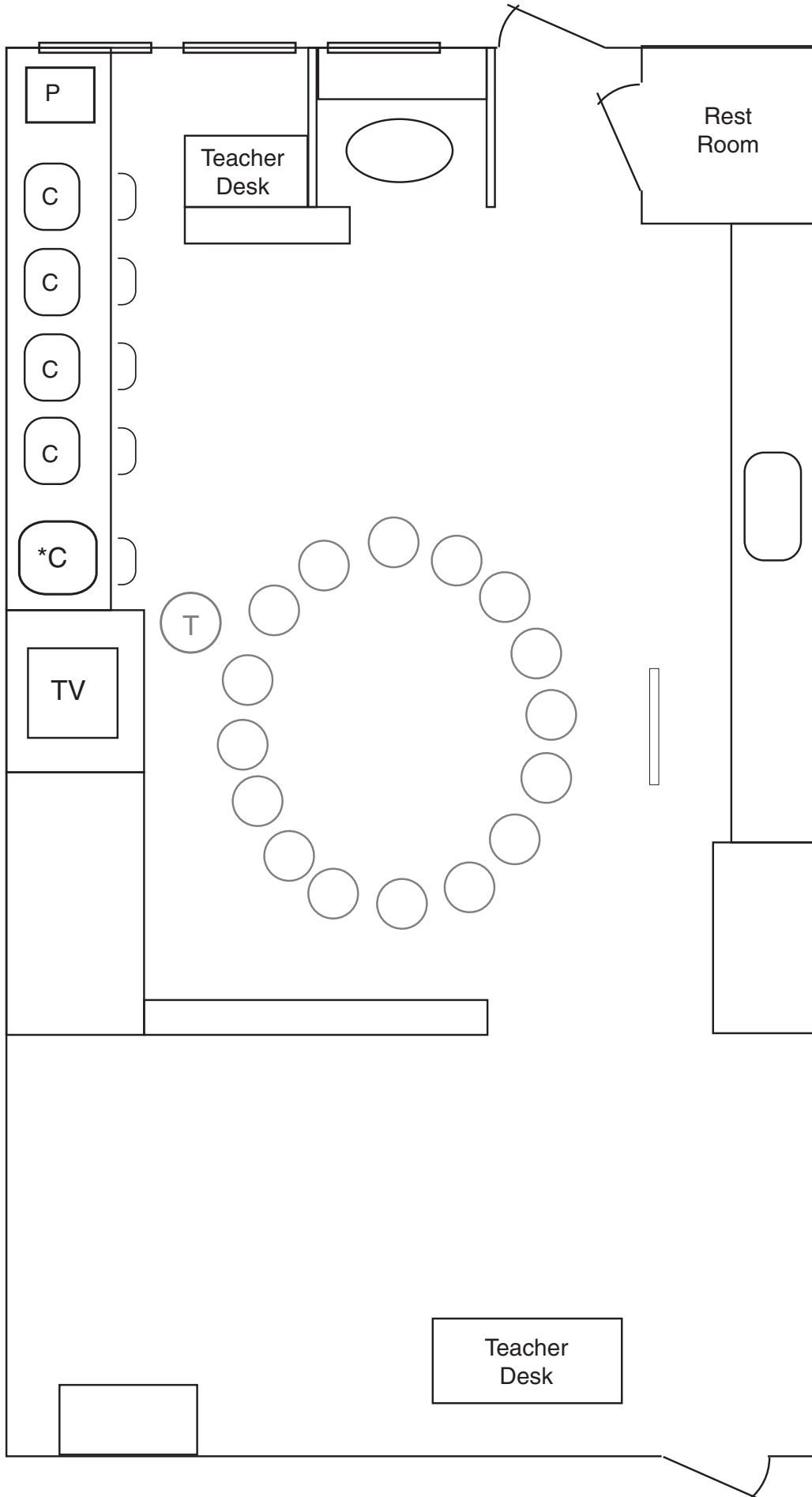
Steps to Sending and email message to our French Pen Pals (fpp)

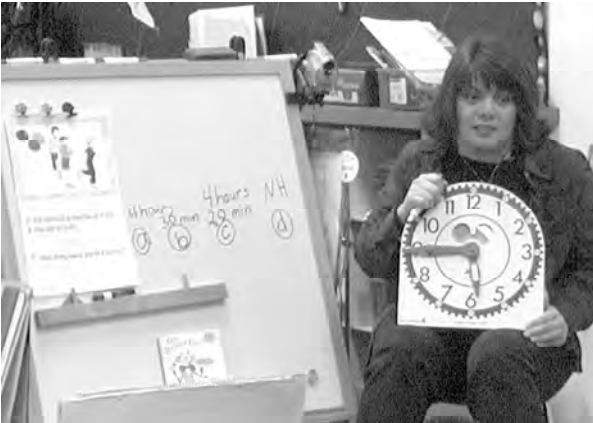
1. Whole group: students make a new message.
2. Message is developed using interactive writing techniques.
3. A riddle is sent in response to original French pen pals message.
4. Students write the message in their journals.
5. Two students are picked to copy their journal writing onto the email message during worktime (free choice time). All students will get a turn during the school year to copy the messages.
6. When the message is completed by the students the whole group comes together to send the message to our French pen pals.

### **Assessment:**

None provided

**Mike Price's  
Classroom  
Floorplan**





Kim Klindt uses technology as a tool to present students with multiple choice math problems in an interactive webpage. Students create math problems and enter them into a webpage template which has been saved as individual files on the school web server. Elements of the lesson address standards across the curriculum including the writing process, math applications, technology use, and SAT9 test preparation.

Ms. Klindt focuses on having students create problems appropriate for their grade level and ability level. A second focus is the students' choice of possible answers. Assessment of their understanding of multiple choice questions comes from the answer choices they provide. Improbable answer choices may show an incomplete understanding of the types of incorrect answers often used in multiple choice tests.

The activity results in a collection of student webpages that are combined to create an online quiz. As a culminating activity students complete the online quiz and solve each other's math problems.

Kim Klindt

## Lesson Name: Mathquiz Webpages

Grade Levels:  
2

Subjects:  
Math

### Lesson Description

Students create math problems appropriate for their grade level and ability level. Students use these problems to create a multiple choice interactive math web page.

### State Standards

1.0 Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000

2.0 Students estimate, calculate, and solve problems involving addition and subtraction of two-and three-digit numbers

3.0 Students model and solve simple problems involving multiplication and division

### NETS Student Standards

Students demonstrate a sound understanding of the nature and operation of technology systems.

Students are proficient in the use of technology.

Students use technology tools to enhance learning, increase productivity, and promote creativity.

Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

### Lesson Materials

paper, pencil, math manipulatives

### Tech Materials

Computer, Internet

### Computer Platforms

Mac OS, Mac OS X , Windows 95/98, Windows NT/2000/XP

### Software

Web page design software

### Handouts

None

### Web Links

[http://www.nhusd.k12.ca.us/EML/Second%20Grade/Mathquestions02/main\\_tiger\\_math.htm](http://www.nhusd.k12.ca.us/EML/Second%20Grade/Mathquestions02/main_tiger_math.htm)

### Lesson Objectives

1. Students will be able to design a math problem to be used on a web page which addresses the math standards for 2nd grade.

2. Students will be able to choose plausible multiple choice answers including the use of "NH" (for not here)

3. Students will be able to edit a preformatted web page; choose the background color, type their math problem and the possible answers onto the template.

## **Lesson Steps**

Prerequisites: Teacher must have experience in creating web programs and must be able to save files to a school server, etc.

### **Steps:**

First Day:

1. Teacher must save all buttons and images in the image file to be used on the template before beginning the page. Design the templates for students to use. One template will be their main page and the other two will be a "try again" and a "correct" which will show when the answer choices are made. make sure to create a folder for students to save their pages and have students save their pages simply with their firstname.html
2. Review what multiple choice questions are with class. Discuss reasonable and ridiculous answers. Discuss the types of mistakes we all make on multiple choice problems for example, using addition instead of subtraction.
3. Brainstorm different types of math strands and types of problems that may be used for the web page.
4. Give students a copy of the web page template to be used to write the rough draft on. Students can write their problem and answer choices on the handout.
5. Teacher helps students edit the story problem. Look for grammatical errors, punctuation, spelling, and appropriate answer choices. Early finishers can write a second problem.

### **Second Day:**

1. Show students where the template has been saved on the computer.
2. Show students how to change the color of the background. Show them where to type in their story problem and questions on the template.
3. Students type their problem and 4 answer choices onto the template and change the background color and fonts. Any student who finishes early can add another problem.
4. Teacher links all of the answer choice buttons to a "try again page or a "correct" page on each student page and then links all the student pages to the main classroom page.

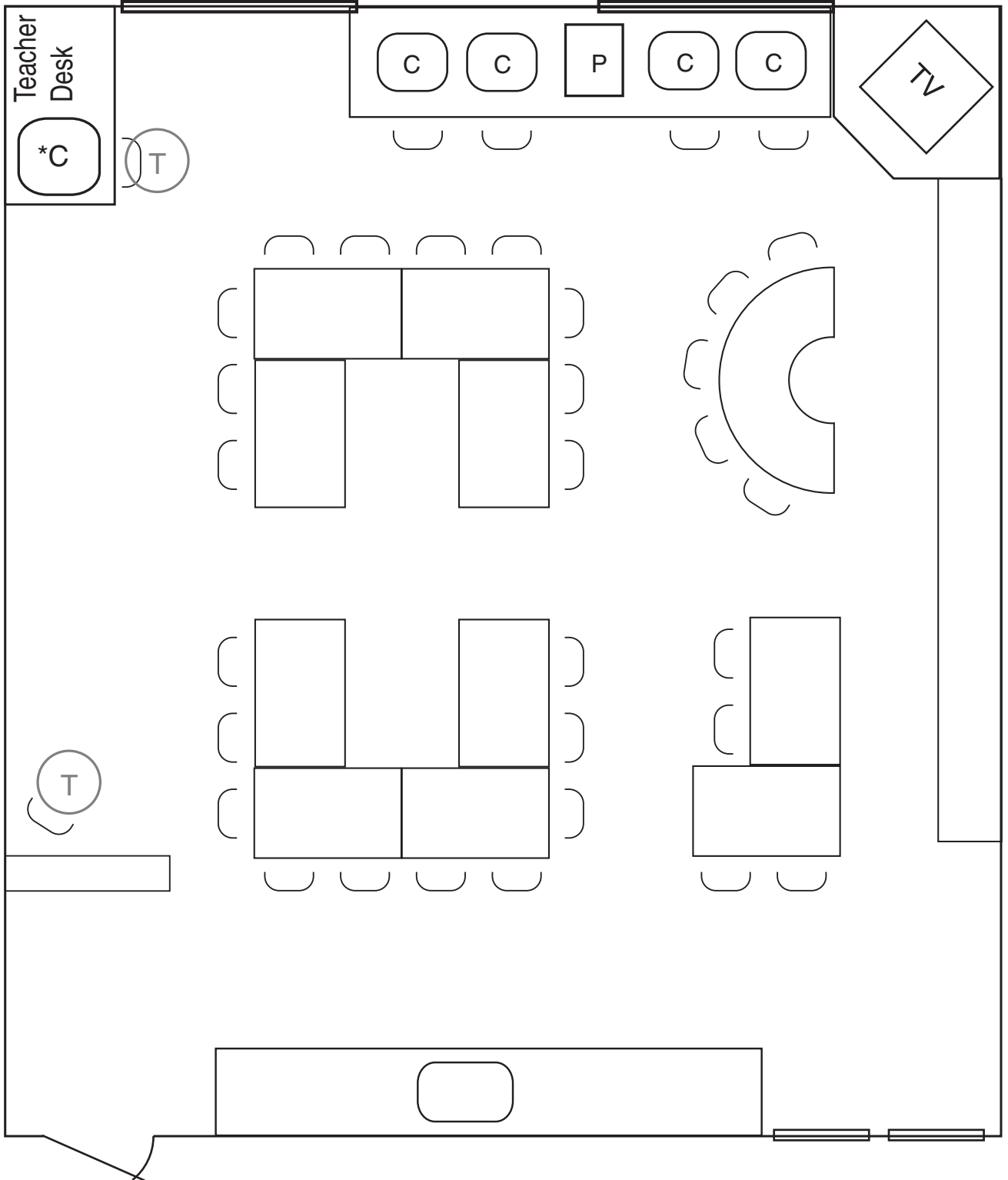
### **Follow-up Activities:**

1. Students go to each other's web pages and try to solve the problems.
2. Students design their own mathquiz in book form.
3. Students can draw pictures related to their problem which can be scanned and used as graphics for their web page.
4. Students can record their own voice reading the problem.
5. More advanced students can learn how to link the "correct" or the "try again" page.

### **Assessment:**

None provided

Kim Klindt  
Classroom  
Floorplan



## ManYee Desandies

Third Grade  
Language Arts/  
Social Studies



ManYee Desandies' Third grade class is comprised of 17 students representing a wide variety of language and ethnic backgrounds. Her classroom contains a substantial number of computers all of which are networked to the district-supported server.

Shortly before this activity was videotaped the class began an integrated language arts social studies unit on Sojourner Truth and the Underground Railroad. The activities presented here are a component of that unit. The class later completed follow-up assignments related to these activities as part of the unit.

Much of Ms. Desandies' work for this activity took place behind the scenes. In addition to designing and scheduling the instructional activities, she created many of the web pages with which her students are interacting. While observing this classroom episode, you may want to ask yourself how this extensive preparation and the use of technology changes Ms. Desandies' role in the classroom.



**ManYee  
Desandies**

## **Lesson Name: Underground Railroad 1**

**Grade Levels:**  
3 4 5 6

**Subjects:**  
Social Science

**Lesson Description:** Students will learn about the help and dangers encountered by runaway slaves on the Underground Railroad through simulation games.

### **State Standards Historical Interpretation**

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
3. Students identify and interpret the multiple causes and effects of historical events.

### **NETS Student Standards Technology Research Tools**

Students use technology to locate, evaluate, and collect information from a variety of sources.

### **Lesson Materials**

Books: Freedom Wings: Corey's Diary by Sharon Dennis Wyeth  
If You Traveled on the Underground Railroad by Ellen Levine

### **Tech Materials**

Computer Internet

### **Computer Platforms**

Mac OS, Mac OS X, Windows 95/98, Windows NT/2000/XP

### **Handouts**

Diary of a Runaway Slave

### **Web Links:** The Journey

<http://www.nhusd.k12.ca.us/alve/wow/Underground%20Railroad%202/journey.htm>

### **Files**

[Diary.pdf](#)

### **Lesson Objectives**

The students will learn about the help and dangers encountered by runaway slaves on the Underground Railroad through simulation games.

### **Lesson Steps**

Students will learn about the Underground Railroad by completing the 4 tasks as delineated on the task card on the website "The Journey" and complete a worksheet.

1. Learn some basic information and terminology about the Underground Railroad. Take a quiz.
2. Play 2 simulation games to experience the journey of a runaway slave on the Underground Railroad:
  - a. Play Addy's Escape
  - b. Play Escape to Freedom
3. Take a virtual tour of the Underground Railroad.
4. Read 2 books about the experience of the Underground Railroad:
  - a. Freedom's Wings: Corey's Diary by Sharon Dennis Wyeth
  - b. If You Traveled on the Underground Railroad by Ellen Levine.
5. Do the worksheet: Diary of a Runaway Slave.

### **Assessment:**

None provided

**ManYee  
Desandies**

## **Lesson Name: Underground Railroad 2**

**Grade Levels:**  
3 4 5 6

**Subjects:**  
Social Science

**Lesson Description:** Students will learn how quilt designs were used to convey secret messages to the runaway slaves on the Underground Railroad.

### **State Standards Historical Interpretation**

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
3. Students identify and interpret the multiple causes and effects of historical events.

### **NETS Student Standards**

#### **●Technology Research Tools**

Students use technology to locate, evaluate, and collect information from a variety of sources.

#### **●Technology Productivity Tools**

Students use technology tools to enhance learning, increase productivity, and promote creativity.

Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

#### **●Technology Communications Tools**

Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.

Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

### **Lesson Materials**

Books: Sweet Clara and the Freedom Quilt by Deborah Hopkinson,  
Eight Hands Round: A Patchwork Alphabet by Ann Whitford Paul

### **Tech Materials**

Computer, Internet, Printer

### **Computer Platforms**

Mac OS, Mac OS X, Windows 95/98, Windows NT/2000/XP

**Handouts** Quilt Template

### **Web Links:** The Codes

<http://www.nhusd.k12.ca.us/alve/wow/Underground%20Railroad%202/quilts.htm>

**Files** [Quilt\\_Template.pdf](#)

### **Lesson Objectives**

Students will learn about the quilt designs used to convey secret messages to runaway slaves on the Underground Railroad.

Students will create a quilt either on paper or on the computer.

### **Lesson Steps**

Students will complete the 5 tasks as delineated on the task card on the website The Codes.

1. Find out how quilts were used to convey secret messages.
2. Read *\_Sweet Clara and the Freedom Quilt\_* by Deborah Hopkinson.
3. Take a look at quilt patterns and their meanings.
4. Read *\_Eight Hands Round: A Patchwork Alphabet\_* by Ann Whitford Paul.
5. Create a quilt on paper (use handout) or on the computer (Instructions available by clicking on Task #5)

**Assessment:** None provided

**ManYee  
Desandies**

## **Lesson Name: Underground Railroad 3**

**Grade Levels:**  
3 4 5 6

**Subjects:**  
Social Science

### **Lesson Description**

Students will learn the role of the constellation The Drinking Gourd and the lyrics of songs in aiding the escape of runaway slaves.

### **State Standards**

#### **Historical Interpretation**

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
3. Students identify and interpret the multiple causes and effects of historical events.

### **NETS Student Standards**

#### **Technology Research Tools**

Students use technology to locate, evaluate, and collect information from a variety of sources.

Students evaluate and select new information resources and technological innovations based on their appropriateness for specific tasks.

### **Lesson Materials**

Books: *The Drinking Gourd* by F. N. Monjo & *Follow the Drinking Gourd* by Jeanette Winter

### **Tech Materials**

Computer, Internet

### **Computer Platforms**

Mac OS, Mac OS X, Windows 95/98, Windows NT/2000/XP

### **Handouts**

Secret Meanings

### **Web Links:** The Drinking Gourd

<http://www.nhusd.k12.ca.us/alve/wow/Underground%20Railroad%20/drinkinggourd.htm>

### **Files**

[Secret\\_Meaning.pdf](#)

### **Lesson Objectives**

Students will learn the role of the constellation The Drinking Gourd and the lyrics of the song in aiding the escape of runaway slaves on the Underground Railroad.

### **Lesson Steps**

Students will complete the 4 tasks as delineated in the task card shown on the site "The Drinking Gourd" and a worksheet.

1. Read the book *The Drinking Gourd* by F. N. Monjo.
2. Read the book *Follow the Drinking Gourd* by Jeanette Winter.
3. Read an explanation of the song on the website.
4. Listen to the song and learn to sing it.
5. Complete the worksheet "Secret Meanings".

### **Assessment:**

None provided

**ManYee  
Desandies**

**Lesson Name:  
Underground  
Railroad 4**

**Grade Levels:**  
3 4 5 6

**Subjects:**  
Social Science

**Lesson Description**

Students will learn about Harriet Tubman and her role in the Underground Railroad.

**State Standards**

**Historical Interpretation**

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
3. Students identify and interpret the multiple causes and effects of historical events.

**NETS Student Standards**

**Technology Research Tools**

Students use technology to locate, evaluate, and collect information from a variety of sources.

**Lesson Materials**

Books: *\_A Picture Book of Harriet Tubman\_* by David Adler, *\_Wanted: Dead or Alive\_* by Ann McGovern, *\_Harriet and the Promised Land\_* by Jacob Lawrence

**Tech Materials**

Computer, Internet

**Computer Platforms**

Mac OS, Mac OS X, Windows 95/98, Windows NT/2000/XP

**Handouts**

Letter to Harriet

**Web Links:** Harriet Tubman

<http://www.nhusd.k12.ca.us/alve/wow/Underground%20Railroad%202/harriet.htm>

**Files**

Letter\_to\_Harriet.pdf

**Lesson Objectives**

Students will learn about Harriet Tubman and her role in the Underground Railroad.

**Lesson Steps**

Students will complete the 4 tasks as delineated on the task card on the website: Harriet Tubman.

1. Read two different time-line biographies of Harriet Tubman. Compare and contrast.
2. Read a poem, "Harriet and the Promised Land" by Jacob Lawrence.
3. Read more resources about Harriet Tubman's life and take a quiz.
4. Read *\_A Picture Book of Harriet Tubman\_* by David Adler or read *\_Wanted: Dead or Alive\_* by Ann McGovern (a summary version is available on the web by clicking summary).

**Assessment:**

None provided

**ManYee  
Desandies**

## **Lesson Name: Underground Railroad 5**

**Grade Levels:**  
3 4 5 6

**Subjects:**  
Social Science

### **Lesson Description**

Students will learn what life was like for slaves who made it to the North as compared to their life as slaves.

### **State Standards**

#### **Research, Evidence, and Point of View**

1. Students differentiate between primary and secondary sources.
2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

### **NETS Student Standards**

#### **Technology Research Tools**

Students use technology to locate, evaluate, and collect information from a variety of sources.

### **Lesson Materials**

Books: \_Meet Abby: an American Girl\_ by Melodye Benson Rosales or any other book in the Abby series of the American Girls Collection

### **Tech Materials**

Computer, Internet

### **Computer Platforms**

Mac OS, Mac OS X, Windows 95/98, Windows NT/2000/XP

### **Handouts**

Letter from Addy  
Addy's World

### **Web Links:** Freedom

<http://www.nhusd.k12.ca.us/alve/wow/Underground%20Railroad%202/freedom.htm>

### **Files**

Letter\_from\_Addy.pdf  
Addys\_World.pdf

### **Lesson Objectives**

Students will learn what life was like for slaves who made it to the north and to freedom.

### **Lesson Steps**

Students will complete the 3 tasks delineated in the task card on the website Freedom, and one or both worksheets.

1. Explore Addy's world in the North.  
Worksheet: Take notes of various items found in the different rooms in Addy's new house, and explain what they are.
2. Read about the life of a young slave boy.  
Compare and contrast with Addy's new life.
3. Read \_Meet Addy: an American Girl\_ by Melodye Benson Rosales.
4. Pretend to be Addy and write a letter back to your friends on the plantation, telling them about your new life in the North.

### **Assessment:**

None provided

**ManYee  
Desandies**

## **Lesson Name: Underground Railroad 6**

**Grade Levels:**  
3 4 5 6

**Subjects:**  
Social Science

### **Lesson Description**

Students will review the concepts and vocabulary about the Underground Railroad.

### **State Standards**

#### **Historical Interpretation**

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
3. Students identify and interpret the multiple causes and effects of historical events.

### **NETS Student Standards**

#### **Technology Research Tools**

Students use technology to locate, evaluate, and collect information from a variety of sources.

### **Lesson Materials**

#### **Tech Materials**

Computer, Internet

#### **Computer Platforms**

Mac OS, Mac OS X, Windows 95/98, Windows NT/2000/XP

#### **Handouts**

Wordsearch Sheet

#### **Web Links**

Fun Stuff | <http://www.nhusd.k12.ca.us/alve/wow/Underground%20Railroad%20/funstuff.htm>

Puzzlemaker | <http://puzzlemaker.school.discovery.com/>

Word Turtle | <http://www.funbrain.com/detect/>

#### **Files**

Word\_Search.pdf

### **Lesson Objectives**

Students will review the concepts and vocabulary about the Underground Railroad.

### **Lesson Steps**

Students will complete 1 to 6 tasks as delineated in the task card on the website Fun Stuff.

1. Take an engaging online quiz about the life of Harriet Tubman.
2. Watch a movie about the Underground Railroad.
3. Do some fun crossword puzzles about the Underground Railroad.
4. Click on the Harriet Tubman Quilt to review vocabulary, then take the quiz.
5. Review a word list of important words about the Underground Railroad. Using the words on the list, create a word search on paper or on the computer, at the website Word Turtle or PuzzleMaker.
6. Play the Mancala game, a game from Africa brought over by the slaves.

### **Assessment:**

None provided

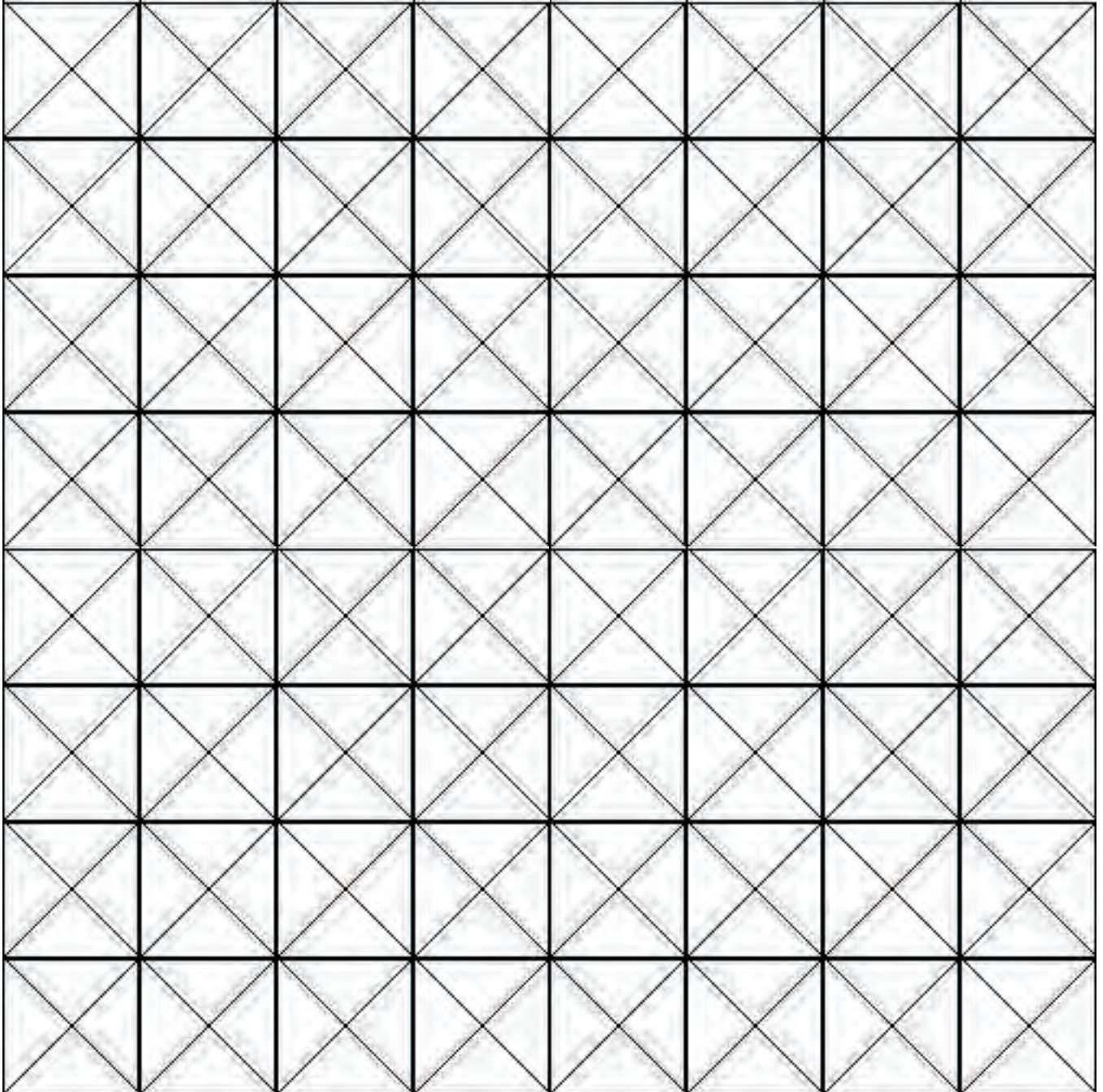
Name: \_\_\_\_\_ **DIARY OF A RUNAWAY SLAVE**

You are a runaway slave, trying to make it to freedom on the Underground Railroad. Use what you know about the journey to make some entries in your diary. Did you get some help? Did you meet with some danger?

Day 1	
Day 2	
Day 3	
Day 4	
Day 5	
Day 6	
Day 7	
Day 8	

Name: \_\_\_\_\_

# QUILT TEMPLATE



Name: \_\_\_\_\_

**SECRET MEANINGS**

In the song "Follow the Drinking Gourd", some of the words or phrases have secret meanings. Can you tell what they are?

Word or Phrase in the song	Secret Meaning

Name: \_\_\_\_\_

## LETTER TO HARRIET

You are a runaway slave on the Underground Railroad.  
You learn about the one they call "Moses". What would you want to tell her,  
to let her know that you admire her and thank her for what she has done?

Dear Harriet,

Name: \_\_\_\_\_

## ADDY'S WORLD

Addy's First Home	Addy's Bedroom
Mrs. Golden's Kitchen	Sixth Street School
The Church Fair	Mrs. Ford's Dress Shop

Visit each place and record the special things you find and what they are.

Place: _____	

Name: \_\_\_\_\_

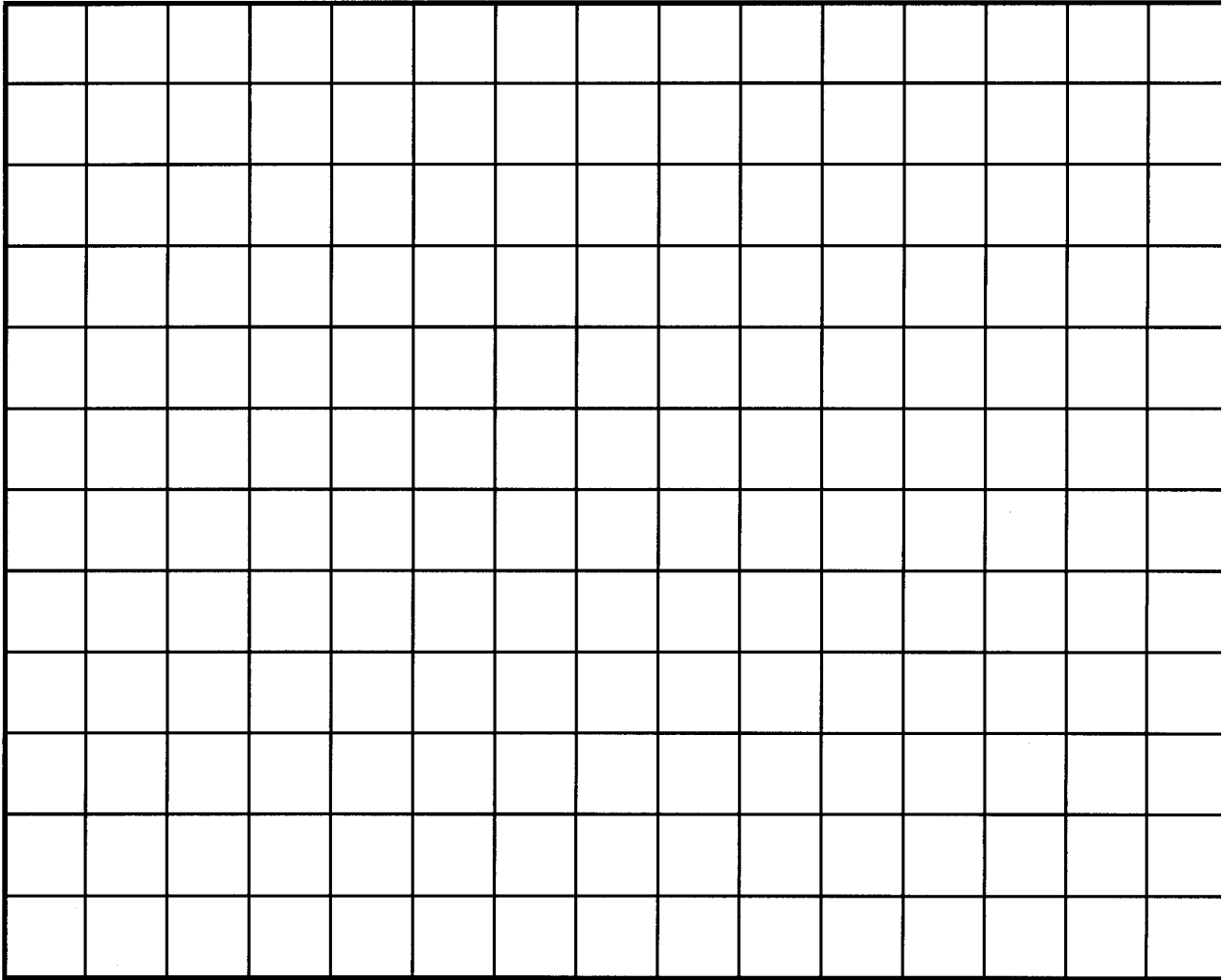
## LETTER FROM ADDY

You are Addy. You have escaped to freedom. Your life in the North is different from the life you used to know as a slave on the plantation. Write a letter to your friends to explain about your new life.

Dear \_\_\_\_\_,

Name: \_\_\_\_\_

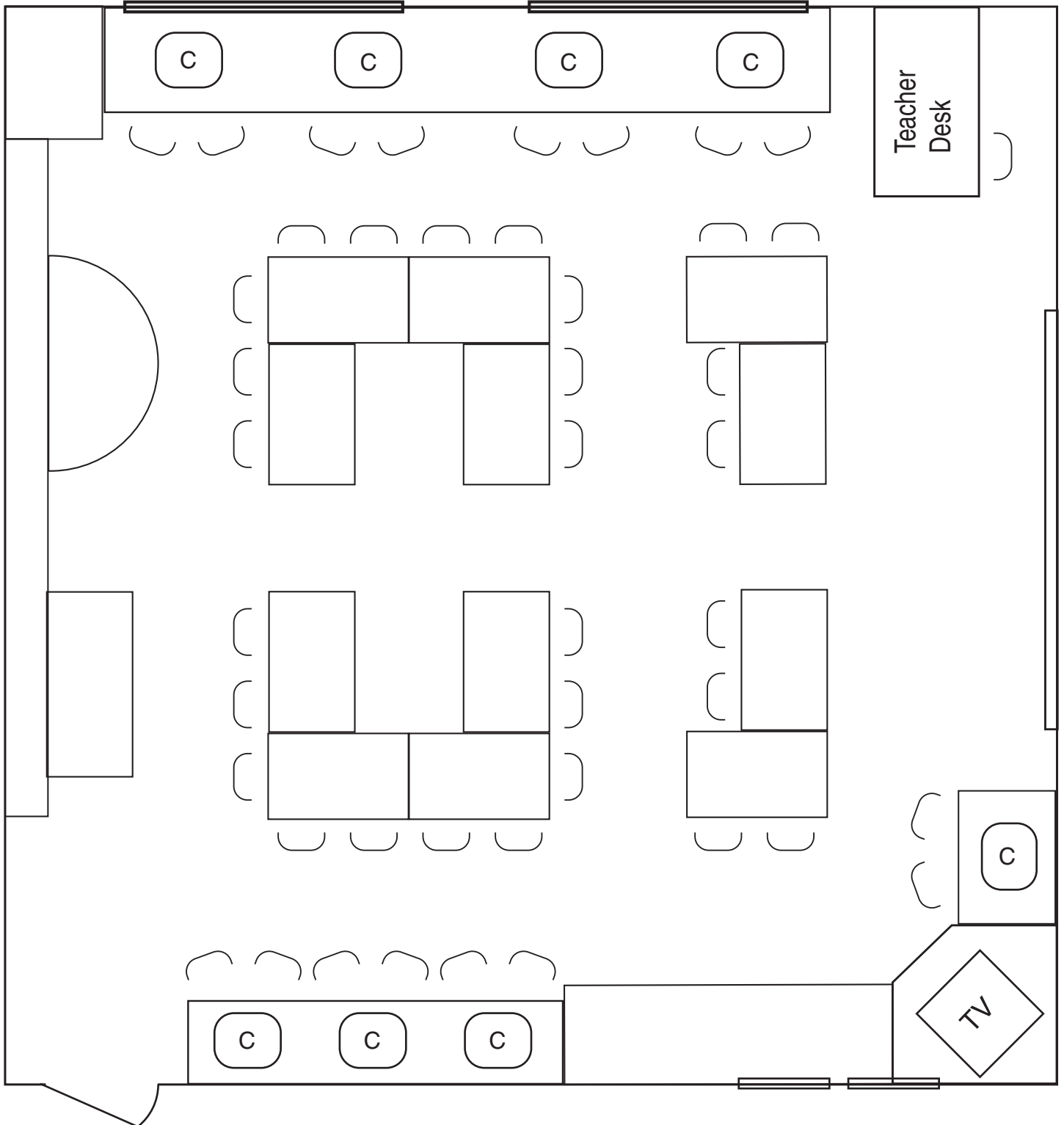
## WORD SEARCH



## WORD LIST

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

ManYee  
Desandies  
Classroom  
Floorplan





Seth Horwitt teaches a self-contained fourth grade class at a K-6 elementary school. A former technician in the biomedical industry, Mr. Horwitt has been teaching since 1998.

His class, like most others in his district, is made up of students with diverse backgrounds and abilities.

In this classroom episode, Mr. Horwitt engages his students in a study of volcanoes that combines research and writing with science content. After brainstorming research questions as a group, students move to the school computer lab to conduct research using the Internet. Students then return to their classroom to begin writing an expository essay on the subject.

Seth Horwitt

## **Lesson Name** **Internet Research:** **Classification of** **Volcanoes**

### **Grade Levels**

4 5 6 7 8

### **Subjects**

Language Arts Science

### **Lesson Description**

Students will use the Internet to research a topic using a website that has been pre-selected by the teacher. Students will take notes, draw pictures and collect as much information on the topic as possible. Once collected, this information can be used in a variety of ways, but this lesson will deal primarily with Directed Writing activities. The topic for this lesson is volcanoes, however the protocol described herein will work with any topic provided that a web site with developmentally appropriate content can be identified.

### **State Standards**

#### **Content Standards for the 4th Grade**

##### **●Reading**

2.0 Reading Comprehension

2.1 Structural Features of Informational Materials

2.2 Use appropriate strategies when reading for different purposes

##### **●Science--Earth Science**

a. Students know some changes in the earth are due to slow processes, such as erosion, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.

##### **●Writing**

1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.

1.2 Create multiple-paragraph compositions:

a. Provide an introductory paragraph.

b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.

c. Include supporting paragraphs with simple facts, details, and explanations.

d. Conclude with a paragraph that summarizes the points.

e. Use correct indentation.

1.3 Use traditional structures for conveying information

### **NETS Student Standards**

Students use technology to locate, evaluate, and collect information from a variety of sources.

Students use technology tools to process data and report results.

Students evaluate and select new information resources and technological innovations based on their appropriateness for specific tasks.

### **Lesson Materials**

pencil, paper, markers, chart paper, a variety of books about volcanoes

### **Tech Materials**

Computer, Internet, Overhead Projector

### **Computer Platforms**

Mac OS, Mac OS X, Windows 95/98, Windows NT/2000/XP

### **Web Links**

<http://volcano.und.nodak.edu/vw.html>

### **Lesson Objectives**

1. Students will be able to read the information presented on the web site and identify/summarize key facts for each of the three types of volcano (shield, composite, cinder cone)

2. Students will be able to create a topic sentence for a paragraph about a specific type of volcano.
3. Students will be able to organize the facts collected on the web site into detail sentences to create a paragraph.
4. Students will be able to organize paragraphs into a multi-paragraph essay with an introductory paragraph.

### **Lesson Steps**

\* In a classroom of 32 students I would imagine that one would need at least 4 computers with highspeed connections to the Internet. That way, 8 kids could work as partnered-pairs on the web sites while the rest of the class could be researching the same topic using more conventional sources of information such as text books, small readers or even historical fiction. With 4 rotations all the kids in the class would have the opportunity to work on the Internet.

### **Steps:**

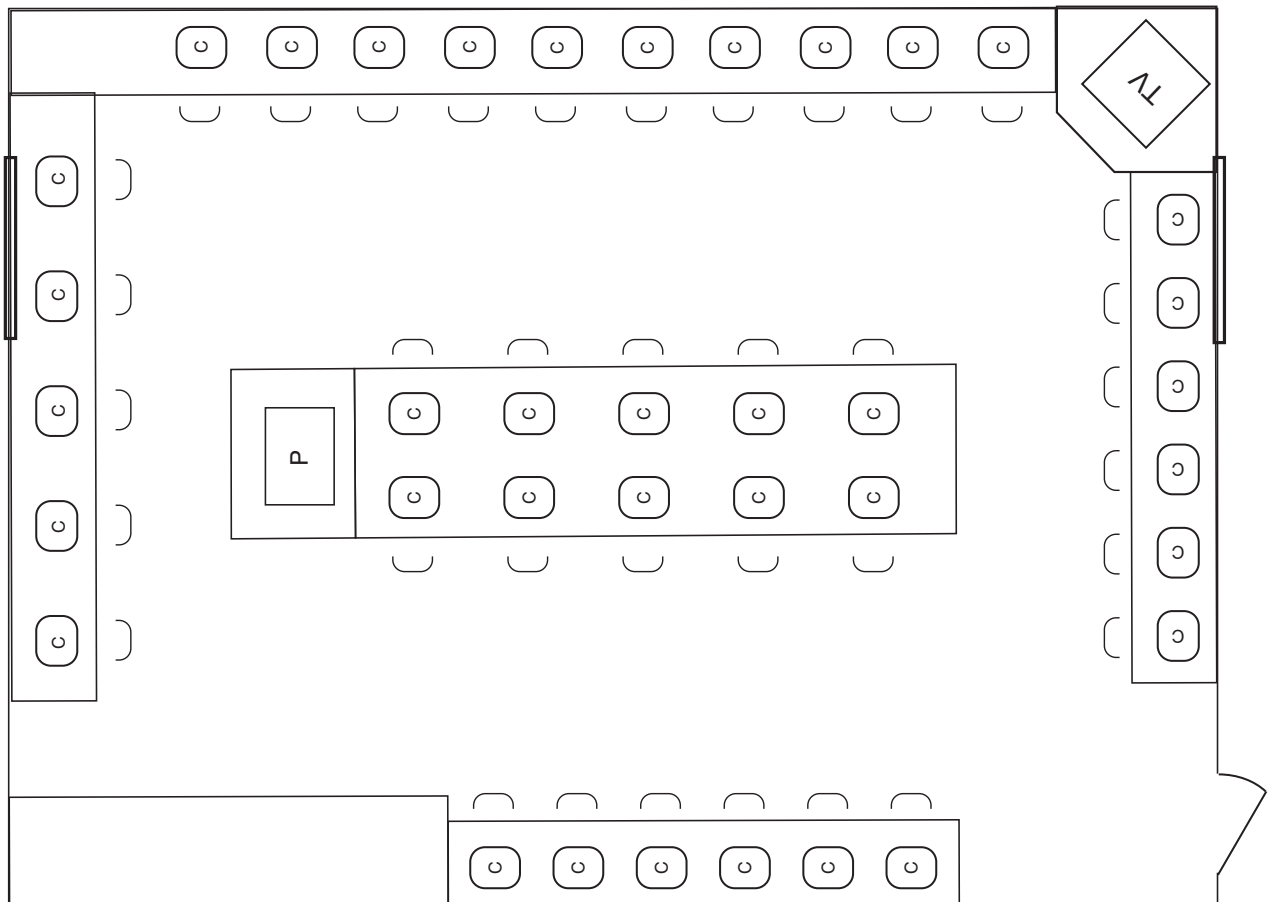
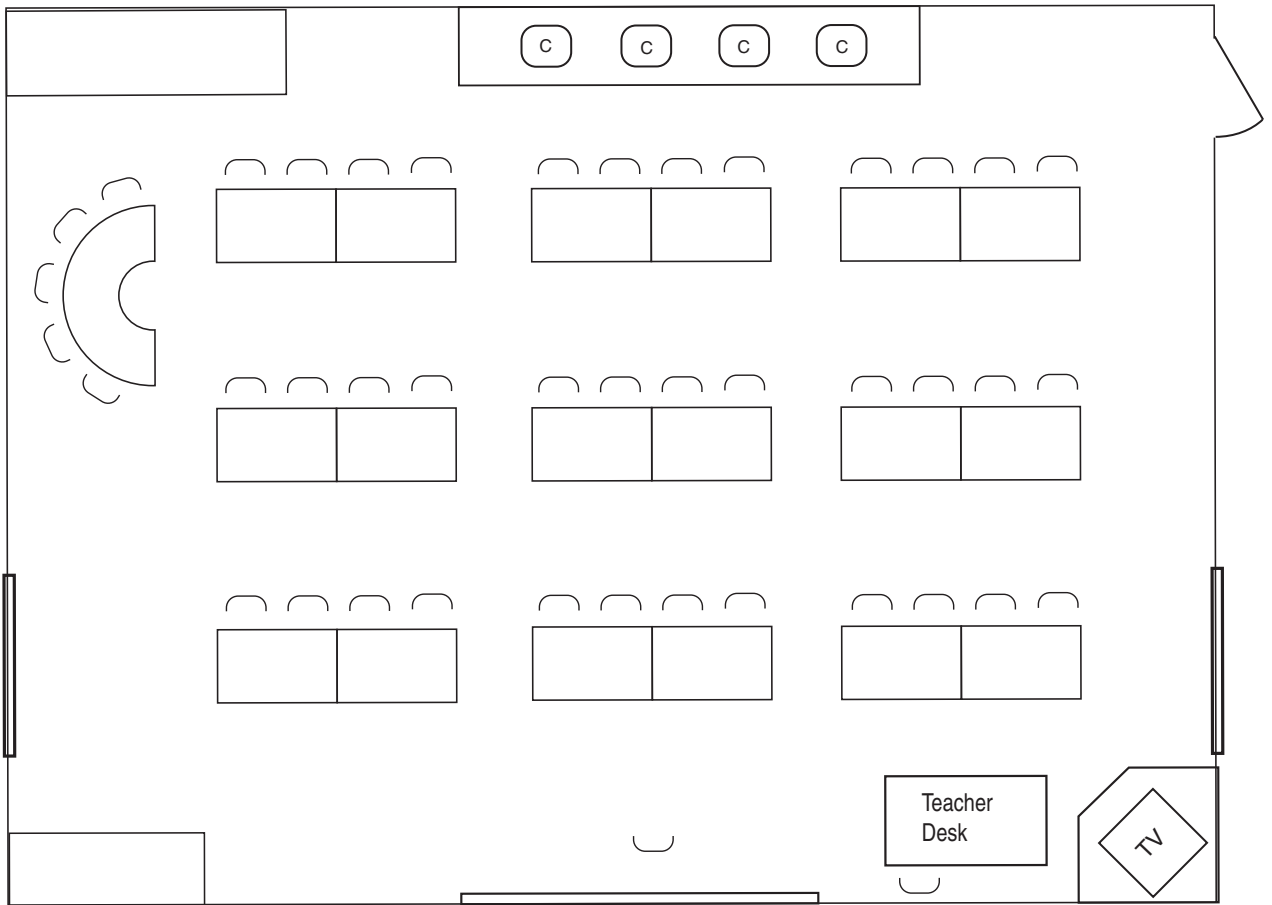
1. Students have been given ample time to hone basic skills with regard to the use of a computer. The class has a good understanding of volcanism and has been given examples of each of the three types of volcanoes during whole class read alouds and discussions.
2. Students are shown the volcano web site and given some brief information about how to navigate through it. Kids are then either, as a whole class or in smaller groups, given time to collect facts on each of the three types of volcanoes, with a special emphasis placed on one of them. I usually start with an emphasis on shield volcanoes.
3. Once the facts have been collected, the overhead projector is used to do a modified version of Interactive Writing.
4. The class negotiates the text which is written by the teacher on the overhead and the students copy it as a "reference paragraph" to serve as a model for subsequent paragraphs to be written.
5. Once a topic sentence is chosen, facts supporting the topic sentence are offered by the class. Before each supporting fact or "detail sentence" is accepted by the class and teacher, there is a discussion about why or why not the fact may fit in that spot in the paragraph. In doing so, the teacher is modeling fluidity and teaching how one detail sentence should relate to the next.
6. Once the class has generated a paragraph together, the students write their own.
7. Once the students have a good grasp of this research procedure, this lesson can be repeated as many times as the teacher would like using different subject matters.

\* I should mention that ideally I would love to have the students identify the Internet resources that they find most valuable on their own and not use a "pre-selected" site. Unfortunately, I have found that this can take too much time. When I have allowed my class free reign I invariably find myself doing a lesson on what makes a good site and what makes a poor site for gathering data, rather than focusing on the content matter of my teaching objectives. I want to be certain that I am using technology to support the lesson and my overall teaching objectives rather than making the technology itself BE the lesson.

### **Assessment:**

None provided

**Seth Horwitt  
Classroom  
Floorplan  
(top)  
Lab (below)**



## Dana Eaton

Fifth Grade  
Social Studies



Dana Eaton teaches fifth grade in a self-contained classroom equipped with multiple computers. As part of a social studies unit on the American Revolution, however, Mr. Eaton uses a single computer and role-playing software to promote discussion and critical thinking.

Prior to this activity, students have read six newspaper articles from 1771 through 1774 located on the Internet. They also created a “Road to Revolution” poster. In this classroom activity, students are assigned roles as political advisors in a hypothetical country torn by political unrest. Students must gather facts, discuss alternatives, and make recommendations to the country’s president about appropriate courses of action.

Throughout the activity, Mr. Eaton moves students between whole class and small group configurations as he leads and monitors discussions. He utilizes the software program to generate circumstances that guide the class through various scenarios based upon their decisions.

Dana Eaton

**Lesson Name:  
Revolutionary Wars -  
Decisions/Decisions**

**Grade Levels:**

5

**Subjects:**

Social Science

**Lesson Description**

Students role-play the governor of Catalan, the eastern province of Democ, students must decide whether or not to support a revolutionary movement among some of Catalan’s citizens. Using facts and background information from the American Revolution and other revolutions around the world, students must decide how to bring the situation under control. (from Tom Snyder)

**State Standards**

5.5 Students explain the causes of the American Revolution.

5.6 Students understand the course and consequences of the American Revolution.

**NETS Student Standards**

Students understand the ethical, cultural, and societal issues related to technology.

Students practice responsible use of technology systems, information, and software.

Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

Students use technology resources for solving problems and making informed decisions.

Students employ technology in the development of strategies for solving problems in the real world.

**Lesson Materials:** Activity Guides

**Tech Materials**

Computer, TV

**Computer Platforms**

Mac OS, Windows 95/98

**Software**

Tom Snyder - Decisions/Decisions 5.0 Revolutionary Wars

**Handouts**

Student Guidebooks (provided with software)

**Lesson Objectives**

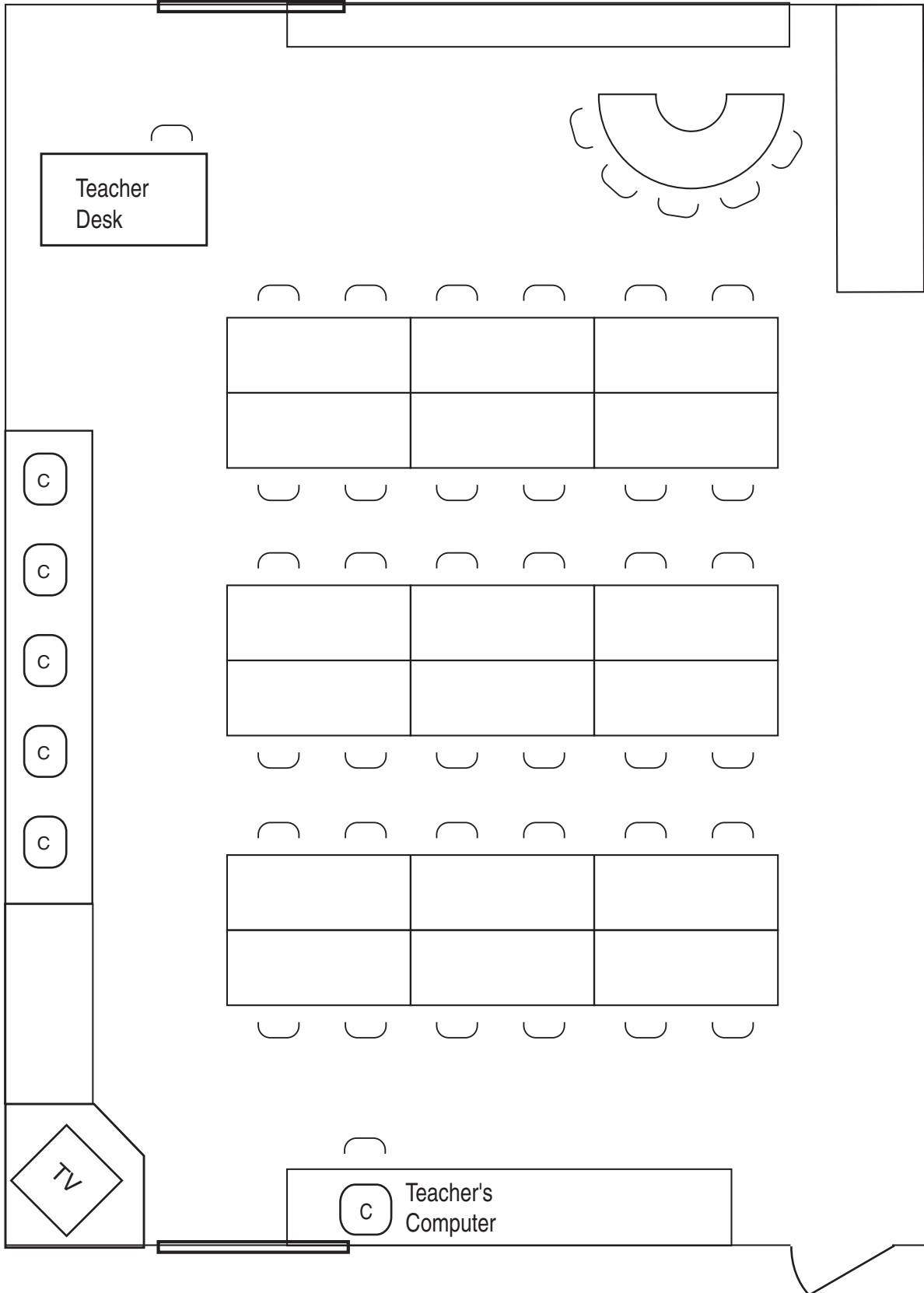
At the completion of the simulation, students should better understand the causes of and the consequences of the American Revolution.

## **Lesson Steps**

1. The whole class sits facing the monitor.
2. Review the decisions that have been made by the class up to that point.
3. Review the class goals that were decided at the onset of the simulation.
4. Play the video from the current decision they have to make. Review any key vocabulary that is important to the scenario.
5. Review key vocabulary words for each of the four ambassador groups.
6. Ensure that all groups know their word and remind them that they have only five minutes to learn their word and discuss what they are going to teach when they return to their smaller group.
7. Break the class into four advising groups. Monitor groups to ensure participation. Allow individuals to make choices, but they must be based on group process.
8. Return class to teams of four. Allow each ambassador to advocate their position for one minute.
9. Allow two minutes of discussion and debate towards group consensus.
10. Allow one minute for final decision and return whole class to monitor.
11. Ask individuals to share with class both the process that took place and what debates ensued during the process.
12. Vote on the decision to be made.
13. Ask students to predict what the possible consequences of their decision might be. Remind them to look at the choices they didn't make.
14. Play video of simulation based on class decision.
15. Quick discussion on actual consequences of decision.
16. Preview tomorrow's choices and vocabulary.

NOTE- Entire simulation takes approximately five sessions.

Dana Eaton  
Classroom  
Floorplan



## JoAnne Zachariades

Eighth Grade  
Science



JoAnne Zachariades teaches science in a large urban middle school. In the course of a typical day Ms Zachariades has contact with approximately 150 seventh and eighth grade students. As with all classes in her district, the students represent extremely diverse language and ethnic backgrounds.

Ms Zachariades' classroom is well equipped with both science and technology resources. Each station includes a full lab table, science tools, and a networked computer.

Ms Zachariades' class has recently begun a research unit on the solar system. Students are required to conduct research on a single planet using print and electronic resources. After completing their research, students must produce a multimedia presentation using Microsoft PowerPoint, a travel brochure highlighting the characteristics of their planet, and a three-dimensional model of the planet. To accomplish this task, Ms Zachariades has decided to have the students work collaboratively in groups. As a culminating activity, each group will review and assess the work of all other students in the class.

In addition to the use of technology, it may be of interest to pay close attention to the dynamics of these self-selected co-operative groups.

**JoAnne  
Zachariades**

## **Lesson Name: Planetary Tour**

### **Grade Levels**

8

### **Subjects**

Science

### **Lesson Description**

Teams of students learn about objects in the solar system and work on stations for a solar system “tour”. The stations include a travel brochure, scale model, artwork, and a multimedia stack to describe and compare planets, natural and man made satellites, comets, and asteroids,

### **State Standards**

Earth in the Solar System (Earth Science)

Students know that stars are the source of light for all bright objects in outer space and that the Moon and planets shine by reflected sunlight, not by their own light.

Students know the appearance, general composition, relative position and size, and motion of objects in the solar system, including planets, planetary satellites, comets, and asteroids.

### **NETS Student Standards**

1. Basic operations and concepts

a. Students demonstrate a sound understanding of the nature and operation of technology systems. Students are proficient in the use of technology.

2. Social, ethical, and human issues

a. Students understand the ethical, cultural, and societal issues related to technology.

b. Students practice responsible use of technology systems, information, and software.

c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3. Technology productivity tools

a. Students use technology tools to enhance learning, increase productivity, and promote creativity.

b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

### **Lesson Materials**

\_Messages From Space, The Solar System and Beyond\_

by Kevin Beals, John Erickson, and Cary Sneider

Lawrence Hall of Science 2,000.

Books, photos and print material on each of the planets PBS video “Beyond Planet Earth”

### **Tech Materials**

Computer, Internet, TV, VCR, Overhead Projector

### **Computer Platforms**

Mac OS

### **Software**

HyperStudio, PowerPoint or other multimedia presentation software

### **Handouts**

Photocopy pgs 59-76 and pg 79-80 of \_Messages From Space\_.

### **Web Links**

NASA Kids | <http://Kids.msfc.nasa.gov/>

StarChild | <http://starchild.gsfc.nasa.gov/docs/StarChild/StarChild.html>

The Nine Planets | <http://www.nineplanets.org/>

Your Weight on Other Worlds | <http://www.exploratorium.edu/ronh/weight/>

**Files**

[Planetary\\_Tour.sea](#)

[Plan\\_TourWIN.exe](#)

**Lesson Objectives**

Students will be able to

- identify two factors that keep the planets in their orbits
- compare and describe the main features of the planets
- explain how Pluto differs from the other outer planets
- describe how planets reflect sunlight

**Lesson Steps**

1. This unit begins with the introductory video, PBS "Beyond Planet Earth." Students are directed to observe and compare the various planets and to identify what is needed for life to exist on a planet.
2. The post video discussion has students share what is needed for life. The teacher then poses the question " What planets in our own solar system, other than Earth, might be able to sustain life?" After students share their ideas, the project is introduced
3. The class is divided into 9 planetary expert groups and the students are given examples of travel brochures to observe. The teacher leads a brief discussion on reasons for travel (adventure, education, fun, culture, history, etc.) Students look at the viewpoints of the various brochures. The teacher then hands out the guidelines for the Solar System Travel Brochure using pg. 60 of Messages From Space and explains that each group will learn about a planet and then design a Travel Brochure for that planet. In addition, the scale model project is introduced using the Messages From Space Lesson plan. Finally, multimedia presentation software is introduced and the students are instructed to prepare a Power Point slideshow on their planet using the Internet and the print material as their resources.
4. Students then move to their lab stations and assign jobs.
  - Planetary Astronomer (makes sure facts are included, correct and cited)
  - Technology Specialist (learns the program and how to manage files from teacher, and makes sure everyone in the group has equal opportunity to use the computer)
  - Art Director (designs and builds model)
  - Tour Director (project director, facilitates group, makes sure all are on task and able to complete assignment and sets up the station on the final day.
5. Each day students work in pairs, with half of the group on the computer and half designing and building the scale model or working on the travel brochure.
6. On the final day students use a chart (pg. 80) to record information about each planet as outlined in Messages From Space . Students rotate through each of the stations about every 5 minutes.
7. Students then return to their desks to have a discussion and to answer various questions about the planets as outlined in Messages From Space pg. 78.

**Assessment:**

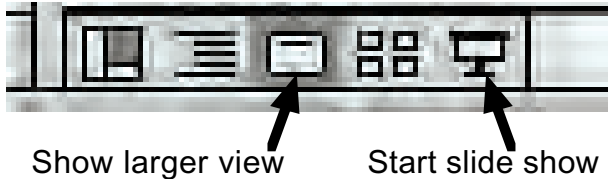
None provided

# Using Power Point Slide Show

## TO SHOW SLIDE SHOW:

From the menu: Slide show: View show

Or from the toolbar at the bottom of the slide window, click on:



## TO ADD PICTURES FROM INTERNET:

On a web page, click and hold mouse down over a picture, drag to “copy image”

On PowerPoint, pull down Edit menu to paste.

Drag one of the corners to enlarge the picture.

To move a picture:

Put mouse over the picture, when the hand appears, drag it move it.

## CHANGING TEXT:



Click to get  
formatting palate  
to change font  
and size.

Make view of slide  
bigger or smaller.

## CHANGE THE COLOR OF THE BACKGROUND:

From the FORMAT MENU, choose: “ Background”

## MOVING BETWEEN SLIDES: During the slide show:

To move to next slide: click mouse on slide

To end slide show: click mouse on last slide

ADVANCED FEATURE: TO ADD A BUTTON to move to a different card (in case you need to move back), with the slide showing that you want button to be on, pull down the Slide Show menu to “Action button”

Use the menu to choose what you want, or to link to a slide other than those listed, choose “custom” then choose “hyperlink to...”. Choose “slide” to choose any of the slides in you presentation.

TITLE

Group Members:  
Tour Director:  
Planetary Astronomer:  
Tech Coordinator:  
Art Director:

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SURFACE

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GRAVITY

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EXPLORATION

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## SOURCES OF INFORMATION

List All:  
URL's of web pages  
Bibliography of books with page numbers

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JoAnne  
Zachariades  
Classroom  
Floorplan

