

# Good Morning & Welcome Back!

## Day 4

You are on your own again this morning to complete the daily morning activities: diary writing, email and site of the day.

### 1. Open your diary template:

Find the Training Resources folder on the desktop.  
Locate the Diary Template and double click on it to open it.

Respond to the diary question in the slide show.

Print 2 copies. Put one in your group folder and one in your notebook.

Save your document as "Day 4 Diary" in your folder.

### 2. Check your E-mail:

Open Netscape or Internet Explorer.

Click in the location box and type the following address: [www.eudoramail.com](http://www.eudoramail.com)  
(Press Enter)

Click inside the Login Name box and key in your login name.

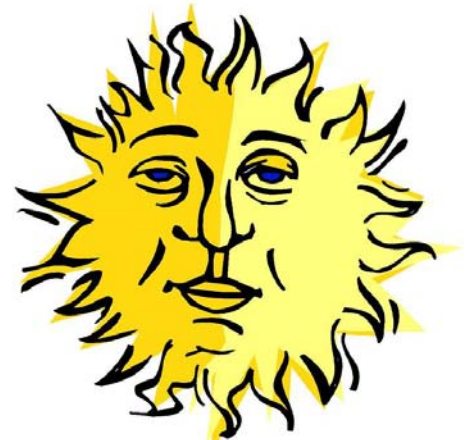
Click inside the Password box and key in your password.

Click on Enter.

Find the message from me, click on the underlined subject link to open it.

Read and reply to my E-mail if necessary.


### 3. View the "site of the day"



*" Be not afraid of going slowly,  
Be afraid of standing still."*

## The Road to Freedom, Taking the First Step

<b>Teaching Strategies Modeled</b>	<b>Technology Strategies Modeled</b>	<b>Instruction:</b> Essential Questions for Teachers: How do I use Timeline software to sequence historic events? How do I use timeline software to build a timeline slide show?
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		<p><b>Essential Question:</b> What were the key historic events that lead up to the revolutionary war? What events are happening today that are similar to what the British and Colonist went through?</p>  <p><b>Learning Standards (State of Michigan):</b> <b>Assessed:</b> <b>Social Studies Standards</b> Describe major factors that characterize the following eras in United States history: Revolution and the New Nation (1754-1815)</p> <p>All students will sequence chronologically the following eras of American History and key events within these eras in order to examine relationships and to explain cause and effect: Revolution and the New Nation (1754-1815)</p> <p>All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events.</p> <p><b>Materials:</b> Printed timeline and internet web sites</p> <p><b>Technology Connections:</b> Students will utilize Tom Snyder's Timeline slide show to explore the causes of the Revolutionary War. They will use Web sites to plot important events leading up to the Revolutionary war.</p> <p><b>Procedures</b> <b>Whole Group Work</b></p> <ol style="list-style-type: none"> <li>1. Students will view the slide show timeline as a whole group.</li> <li>2. Teachers will facilitate discussion about the events of the</li> </ol>
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		<p>timeline. If this is an introduction to these events, instructor should provide a basic overview of each event as the timeline progresses.</p> <ol style="list-style-type: none"><li>3. Explain to students that they will be using the same multimedia timeline to explore, discover and answer questions related to the events in the timeline.</li><li>4. Demonstrate for students how the timeline interface operates. Explain that they will be using the links provided to gather the information about the specific events. They should record their information on the timeline data collection sheet.</li><li>5. Allow students to access the timeline and web sites in a computer lab setting or by rotating them through your classroom computers.</li><li>6. Students will then create their own timeline of events using the Timeliner software.</li></ol> <p><b>Assessment:</b> Students will be evaluated on their completed timeline. Student product will also be evaluated based on timeline rubric.</p>
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## On the Road to Liberty Timeline Data Sheet

Year	Fact/Information	Source	Graphic Source
1764	<b>Sugar Act &amp; Currency Act- Beginnings of Colonial Opposition.</b> American colonists responded to the Sugar Act and the Currency Act with protest. In Massachusetts, participants in a town meeting cried out against taxation without proper representation in Parliament, and suggested some form of united protest throughout the colonies. By the end of the year, many colonies were practicing no importation, a refusal to use imported English goods.	<a href="http://rs6.loc.gov/ammem/bdsds/timeline.html">http://rs6.loc.gov/ammem/bdsds/timeline.html</a>	<a href="http://www.multied.com/Revolt/1764newtaxes.html">http://www.multied.com/Revolt/1764newtaxes.html</a>
1765	<b>Quartering Act &amp; Stamp Act- Organized Colonial Protest</b> American colonists responded to Parliament's acts with organized protest. Throughout the colonies, a network of secret organizations known as the Sons of Liberty was created, aimed at intimidating the stamp agents who collected Parliament's taxes. Before the Stamp Act could even take effect, all the appointed stamp agents in the colonies had resigned.	<a href="http://rs6.loc.gov/ammem/bdsds/timeline.html">http://rs6.loc.gov/ammem/bdsds/timeline.html</a>	<a href="http://www.multied.com/Revolt/stamptax.html">http://www.multied.com/Revolt/stamptax.html</a>
1768	<b>Massachusetts Circular Letter-</b> Samuel Adams wrote a statement, approved by the Massachusetts House of Representatives, which attacked Parliament's persistence in taxing the colonies without proper representation, and which called for unified resistance by all the colonies. Many colonies issued similar statements.	<a href="http://rs6.loc.gov/ammem/bdsds/timeline.html">http://rs6.loc.gov/ammem/bdsds/timeline.html</a>	<a href="http://www.multied.com/Revolt/british.html">http://www.multied.com/Revolt/british.html</a>
1770	<b>Boston Massacre</b> - The arrival of troops in Boston provoked conflict between citizens and soldiers. On March 5, a group of soldiers surrounded by an unfriendly crowd opened fire, killing three Americans and fatally wounding two more.	<a href="http://rs6.loc.gov/ammem/bdsds/timeline.html">http://rs6.loc.gov/ammem/bdsds/timeline.html</a>	<a href="http://www.multied.com/Revolt/Massacre.html">http://www.multied.com/Revolt/Massacre.html</a>
1773	<b>Tea Act-</b> By reducing the tax on imported British tea, this act gave British merchants an unfair advantage in selling their tea in America.  <b>Boston Tea Party-</b> When British tea ships arrived in Boston harbor, many citizens wanted the tea sent back to England without the payment of any taxes. The royal governor insisted	<a href="http://rs6.loc.gov/ammem/bdsds/timeline.html">http://rs6.loc.gov/ammem/bdsds/timeline.html</a>	<a href="http://www.multied.com/Revolt/Tea.html">http://www.multied.com/Revolt/Tea.html</a>

	on payment of all taxes. On December 16, a group of men disguised as Indians boarded the ships and dumped all the tea in the harbor.		
<b>1774</b>	<b>The First Continental Congress-</b> Twelve of the thirteen colonies sent a total of fifty-six delegates to the First Continental Congress. Only Georgia was not represented. One accomplishment of the Congress was the Association of 1774, which urged all colonists to avoid using British goods, and to form committees to enforce this ban.	<a href="http://rs6.loc.gov/ammem/bdsds/timeline.html">http://rs6.loc.gov/ammem/bdsds/timeline.html</a>	<a href="http://www.multied.com/Revolt/C ont.html">http://www.multied.com/Revolt/C ont.html</a>
<b>1775</b>	<b>Bunker Hill-</b> On June 12, British General Gage put martial law in effect, and stated that any person helping the Americans would be considered a traitor and rebel. When Americans began to fortify a hill against British forces, British ships in the harbor discovered the activity and opened fire. British troops -- 2,400 in number -- arrived shortly after. Although the Americans -- 1,000 in number -- resisted several attacks, eventually they lost the fortification.	<a href="http://rs6.loc.gov/ammem/bdsds/timeline.html">http://rs6.loc.gov/ammem/bdsds/timeline.html</a>	<a href="http://www.si.umich.edu/spies/print-bunkerhill-land.html">http://www.si.umich.edu/spies/print-bunkerhill-land.html</a>

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1775		<a href="http://rs6.loc.gov/ammem/bdsds/timeline.html">http://rs6.loc.gov/ammem/bdsds/timeline.html</a>	<a href="http://www.si.umich.edu/spies/print-bunkerhill-land.html">http://www.si.umich.edu/spies/print-bunkerhill-land.html</a>

**Timeline: Causes of the War**

Teacher name: Floyd Braid


Student Name \_\_\_\_\_

<http://rubistar.4teachers.org/index.shtml>

CATEGORY	4	3	2	1
<b>Spelling and Capitalization</b>	Spelling and capitalization were checked by another student and are correct throughout.	Spelling and capitalization were checked by another student and were mostly correct .	Spelling and capitalization were mostly correct, but were not checked by another student.	There were many spelling and capitalization errors.
<b>Content/Facts</b>	Facts were accurate for all events reported on the timeline.	Facts were accurate for almost all events reported on the timeline.	Facts were accurate for most (~75%) of the events reported on the timeline.	Facts were often inaccurate for events reported on the timeline.
<b>Fonts and Colors</b>	The use of font styles and colors is consistent and shows a logical pattern. It helps organize the material.	The use of font styles and colors is consistent and shows a logical pattern for the most part. It helps organize the material somewhat.	The use of font styles and colors is consistent, but is not used effectively to organize.	The use of font styles and colors is not consistent OR detracts from the organization.
<b>Graphics</b>	All graphics are effective and balanced with text use.	All graphics are effective, but there appear to be too few or too many.	Some graphics are effective and their use is balanced with text use.	Several graphics are not effective.
<b>Dates</b>	An accurate, complete date has been included for each event.	An accurate, complete date has been included for almost every event.	An accurate date has been included for almost every event.	Dates are inaccurate and/or missing for several events.
<b>Time Use</b>	Classroom time was used to work on the project. Conversations were not disruptive and focused on the work.	Classroom time was used to work on the project the majority of the time. Conversations were not disruptive and focused on the work.	Classroom time was used to work on the project the majority of the time, but conversations often were disruptive or did not focus on the work.	Student did not use classroom time to work on the project and/or was highly disruptive.
<b>Resources</b>	The timeline contained at least 8-10 events related to the topic being studied.	The timeline contained at least 6-7 events related to the topic being studied.	The timeline contained at least 5 events related to the topic being studied.	The timeline contained fewer than 5 events.

## Declaring our Independence, Declaring our Story

<b>Teaching Strategies Modeled</b>	<b>Technology Strategies Modeled</b>	<b>Instruction:</b> Essential Questions for Teachers: How do I use video and the video production process in my classroom to foster team building and cooperation? How do I use digital video editing to compile video, pictures and sound into a multimedia presentation?
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		<p><b>Essential Question:</b> Why was the "Declaration of Independence" written? What does liberty look like?</p>  <p><b>Learning Standards (State of Michigan):</b>  <b>Assessed:</b>  <b>Social Studies Standards</b>            Describe major factors that characterize the following eras in United States history: Revolution and the New Nation (1754-1815)            All students will sequence chronologically the following eras of American History and key events within these eras in order to examine relationships and to explain cause and effect: Revolution and the New Nation (1754-1815)            All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events.</p> <p><b>Fine Arts:</b>            Produces video/film art that is based on concepts and ideas from other disciplines, such as language arts, social studies, science, and other arts.            Recognizes the role of video as an art form versus a personal record of one's life.            Identifies how the artists' choices in technique and style interrelate to produce an intended expression in video and film</p> <p><b>Materials:</b> Segmented "Declaration of Independence" or any historical text. Storyboards for planning and mapping the video production. A video camera, microphone and videotapes.</p> <p><b>Technology Connections:</b> Students will participate in the video</p>
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production process as they create visual interpretations and interviews based on the specific text.

### **Procedures-Management-Time**

This is dependant on the number of students and number of teams in a class. The actual production phase of the project (students shooting footage) will vary depending on the number of cameras you have and how many teams can shoot simultaneously. If the footage can be shot in an area where the teacher can monitor several groups as they shoot footage in the same area the process will take a shorter amount of time. It may be beneficial to have only small groups of your students doing videos at any given time.

### **Steps of the Lesson:**

*These steps should be done together as a whole group first. After the complete pre production process has been finished students will be organized into teams and given a choice of text selected by the teacher.*

1. Introduce students to the idea of analyzing & deconstructing text. As a whole group activity, analyze the text that students have read and or studied. Read the text out loud to students. Ask students to try to visualize the text as they hear the words. Instruct them to think about sounds as well. Re-read the text again. Using the blackboard or butcher paper, to keep a complete record of the development process. Create a list of images and sounds that come to mind when the text is read. Re-read the text and list more words. You are only looking for images and sounds not the theme or meaning of the text.
2. Now we want to try to get at the overall message or meaning of the text. Start by creating a graphic organizer on the board or butcher paper. Draw a circle in the middle of the paper that depicts the theme or message. Read the text line-by-line and prompt students to extract the meaning or the message from each line. Create subgroups on paper for each line or grouping of lines and write student comments. Using the same organizer, add the

<p><b>Whole Group Instruction</b></p>	<p>words from the first list. Re-read the text again and have students add any other images, sounds or ideas they get from the text. Have students share how they would visually interpret the text or specific sections of the text.</p> <ol style="list-style-type: none"> <li>3. Create a visual/audio timeline for the text. Use this timeline to organize the flow of images and sound for the video. This will be the final roadmap of when and what will happen on the screen. Plot times for video sequences and audio segments. You may need to read and time certain portions of the text to establish duration of segments. Use the timeline to create the shot list.</li> <li>4. Create a visual/audio timeline for the text. Use this timeline to organize the flow of images and sound for the video. This will be the final roadmap of when and what will happen on the screen. Plot times as well how long each segment is. You may need to read and time certain portions of the text to establish duration of segments. Use the timeline to create the shot list.</li> <li>5. Divide the class into teams and give them a choice of text selected by the teacher.</li> <li>6. Show students an example of video created by previous students.</li> <li>7. Each student creates a brainstorming web focusing on themes of the text.</li> </ol>
<p><b>Whole Group Instruction</b></p>	<ol style="list-style-type: none"> <li>8. Students compare their webs with their group members. They pull together the thoughts and ideas of all members onto a group web.</li> <li>9. Using the skills modeled in the whole group activity, students deconstruct the text and translate the theme and feel of the text into images and sounds.</li> <li>10. As a group, students create a video map, plot images and create audio for the video. Students create a shot list for</li> </ol>

<p><b>Cooperative Teams</b></p>		<p>their team.</p> <ol style="list-style-type: none"> <li>11. Introduce students to the production jobs. What does the director do? The actors? The videographer? The sound person? The assistant?</li> <li>12. Present basic techniques of videography to the class and camera operations and rules. This will vary depending on the specific equipment you are using.</li> <li>13. As a group, student's stage and film images for video.</li> <li>14. As a group, students record voice over for video onto images.</li> <li>15. Present video.</li> </ol> <p><b>Assessment:</b> Students will be evaluated on their participation and management of group work. Student product will also be valuated based on video project rubric.</p>
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## Planning a Production Project



What is the purpose of my project?

How will video enhance my project and improve communication of my ideas or information?

What equipment will I need? (Remember audio and lighting equipment.)

Where will the taping take place?

Do I need to make arrangements for the space? If so, how and with whom?

Who will need to be involved - students, faculty, staff, community members? How do I enlist their cooperation?

What is the schedule for production?

## Video Projects

**Video Poetry:** Have students deconstruct a work of poetry into images. Combine the images, narration of the poem, and music on videotape to produce a video poem.

**Video Letters:** Give students a topic for a letter-writing project (i.e., a letter to someone they will never see again). Students prepare an image list from their letters and combine the images with a narration of the poem.

**Opinion:** Record a series of "on-the-street" reactions to a single question on a school, community, national or world issue. You may want to use clips from other sources to get a national or global opinion.

**Family Story:** Gather family photographs, maps, vacation brochures and other family documents to record an oral history. Include interviews with family members. Incorporate these tapes into a multicultural presentation for a PTA meeting or for special viewing in the media center.

**How To:** Write, produce and direct a "how-to" videotape on some helpful skill such as using a computer, checking out a book, operating a video camera, or cooking your favorite dish. These can be circulated through the school media center.

**Video Lessons:** Produce a series of student/teacher-made video lessons to guide small group or individual learning activities in classroom and take-home situations.

**Video Report:** Research and produce a video report, applying more current information to a text topic using related video and visuals with a voice-over narration. Include interviews with local authorities on the topic.

**A Day in the Life:** Use a camcorder with a time-lapse feature to record the day's activities in locations such as the library, gym, administration office, science lab, classroom, etc.

**A Day With...:** Record events in the day of a teacher, administrator, coach, media specialist, secretary, janitor, athlete or other school member. Obtain the subject's permission before planning your video.

**Project Diary:** Videotape the daily progress on a long-term school project, then include the tape as part of the finished product. Planning of the school's homecoming festivities, student government elections or the producing of a school play.

**Public Service Announcements:** Produce public service announcements to play over the school's closed-circuit television system. Don't confuse these with announcements or reminders of events and specific dates (see commercial). PSA's are meant to address social & ethical concerns of the community/society. They are usually 10 to 30 seconds long and very specific about their message. For instance, the "This is your brain. This is your brain on drugs" or the NBA stars reading letters from abused children.

**School News:** Produce a school news program combining national, state, local and school news items. This can be a weekly or monthly project. It's helpful to work in conjunction with the journalism club or school newspaper group combining the schools news gathering/reporting resources.

**Commercial:** Make a commercial for the school media center, counseling office or clinic to advertise some material or service available for students and teachers. This can also be the culmination of a unit on advertising. After studying how and why commercials are made students can invent a product and produce an advertising campaign that includes a commercial.

**Video Pen Pals:** Just like regular pen pals but with video. Video can also be used as a culmination of a Pen Pal project with a group of students from a different school, state, or country. Have both groups produce a video about their school, culture and student interests. Then exchange the tapes.

## Visualizing Liberty

Each member of your team will be responsible for producing a video on one of the segments below. When finished with taping you will be editing all the segments together into one video.

<b>Segment 1</b>	When, in the course of human events, it becomes necessary for one people to dissolve the political bonds which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation
<b>Segment 2</b>	That whenever any form of government becomes destructive to these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed.
<b>Segment 3</b>	But when a long train of abuses and usurpations, pursuing invariably the same object evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security.
<b>Segment 4</b>	We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.

**Life is Fine**

Langston Hughes

I went down to the river,  
I set down on the bank.  
I tried to think but couldn't,  
So I jumped in and sank.

I came up once and hollered!  
I came up twice and cried!  
If that water hadn't a-been so cold  
I might've sunk and died.

*But it was Cold in that water! It was cold!*

I took the elevator  
Sixteen floors above the ground.  
I thought about my baby  
And thought I would jump down.

I stood there and I hollered!  
I stood there and I cried!  
If it hadn't a-been so high  
I might've jumped and died.

*But it was High up there! It was high!*

So since I'm still here livin',  
I guess I will live on.  
I could've died for love--  
But for livin' I was born

Though you may hear me holler,  
And you may see me cry--  
I'll be dogged, sweet baby,  
If you gonna see me die.

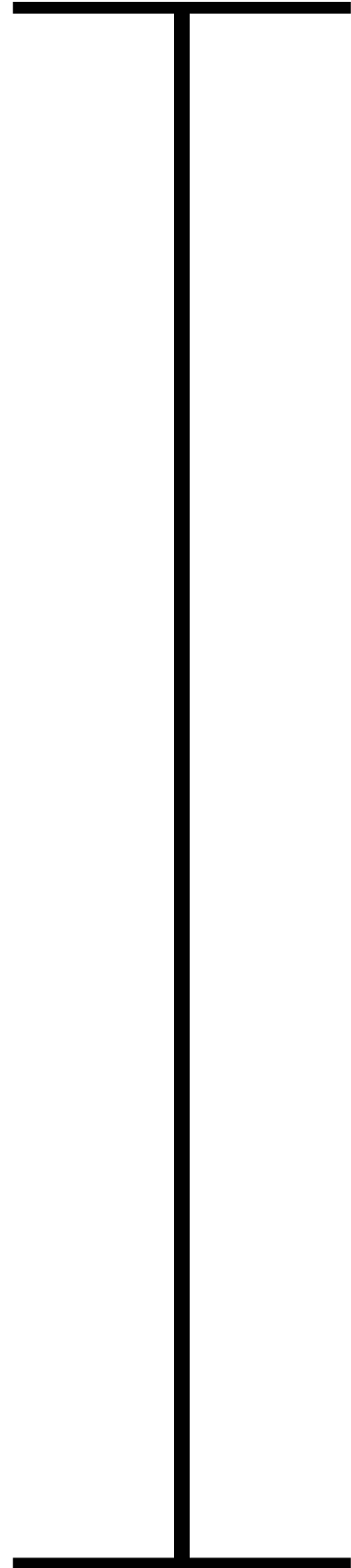
*Life is fine! Fine as wine! Life is fine!*

**Video Map**

**Project Title:**

**Group:**

**Images**



**Audio**



## Collaborative Learning: Peer Evaluation

Your Name:

Peer Evaluator:

Rate the ability of your peer to contribute to collaborative learning by circling the most appropriate response.

1. **In collaborative groups, they are cooperative (prepared, good attitude, etc.).**

Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree

2. **In collaborative groups, they are responsible (take on fair share of work, follows through, dependable).**

Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree

3. **In collaborative groups, they get off-task easily.**

Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree

4. **In collaborative groups, they are organized.**

Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree

5. **In collaborative groups, they communicate well with my group members.**

Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree

6. **In collaborative groups, they are helpful (ready and willing to share info.).**

Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree

7. **In collaborative groups, they respect other's feelings.**

Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree

**8. In collaborative groups, they are open-minded.**

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

**9. In collaborative groups, they are able to build consensus.**

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

**10. In collaborative groups, they participate equally in discussions.**

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

**11. In collaborative groups, they are able to fulfill all group roles.**

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

Comments:

## Collaborative Learning: Self Evaluation

Your Name:

Rate your ability to contribute to collaborative learning by circling the most appropriate response.

**1. In collaborative groups, I am cooperative (prepared, good attitude, etc.).**

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

**2. In collaborative groups, I am responsible (take on fair share of work, follows through, dependable).**

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

**3. In collaborative groups, I get off-task easily.**

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

**4. In collaborative groups, I am organized.**

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

**5. In collaborative groups, I communicate well with my group members.**

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

**6. In collaborative groups, I am helpful (ready and willing to share info.).**

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

**7. In collaborative groups, I respect other's feelings.**

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

**8. In collaborative groups, I am open-minded.**

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

**9. In collaborative groups, I am able to build consensus.**

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

**10. In collaborative groups, I participate equally in discussions.**

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

**11. In collaborative groups, I am able to fulfill all group roles.**

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

Comments:

## The Video Production Process

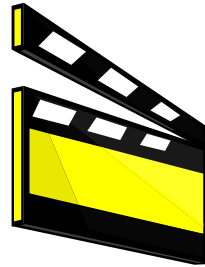
### Pre Production

- Develop a theme
- Brainstorm ideas, images and sounds
- Create a video map
- Prepare script
- Prepare a shot list
- Assign jobs
- Scout locations
- Organize props & costumes



### Production

- Organize location & equipment
- Shoot footage
- Review & re-shoot footage



### Post Production

- Review all footage
- Edit footage
- Add sounds
- Add special effects
- Present video



# Web Harvest Sheet



Use this sheet to record URLs that you want to remember for later use.

URL	Title	Description