

Trainer Notes

All days

Routine Tasks

Technology Management Strategy at Student Workstations:

Red cups - Give each participant a red cup to place on or beside the computer. The red cup will be used to indicate the need for help. Participants will be asked to put the red cup up on the computer when they need help. The trainer will use the red cup, saying cups up or cups down, to indicate when participants have finished a process during the lesson.

Kiosk:

There is a kiosk, created in PowerPoint, for each day of the training. Have this playing as the participants enter the training room. Here they will find the daily objectives, software used, daily assignments including the daily diary topic and any information the trainer wants them to have. Update before each training. Kiosks can be downloaded from the trainer web site at <http://www.i3forteachers.com/ssltraining>

Music:

Have a music CD playing as participants enter the room and are participating in the morning assignments.

E-Mail & "Sites of the Day":

Trainers send email messages to the participants each day after Day 1. The suggested messages can be found with the Trainer materials. You will be sending them an email that has questions pertaining to the reading assignments and several internet "Sites of the Day." These are general reference sites for teachers. Spend a few minutes each morning going over the sites to familiarize participants with them. Emails and "Sites of the Day" can be found on the trainer CD can be downloaded from the trainer web site at <http://www.i3forteachers.com/ssltraining>

Daily Diary:

Participants are asked to reflect in a daily diary. After day 1 this is completed as the participants arrive. It is part of the daily assignments listed on the kiosk. Daily Diary topics can be found with the Trainer materials. Each day participants will be asked to group share their daily diary reflections. After group share the leader of the day will report to the whole group what was discussed. This is a time for the trainer to understand what issues the participants are facing both in the training session and in their classrooms. The trainer will lead the discussions providing input on the "hot" topics. Daily Diary topics can be found on the trainer CD can be downloaded from the trainer web site at <http://www.i3forteachers.com/ssltraining>

Trainer Notes

All days

Routine Tasks

Professional Readings -

Daily participants are required to read from the appendix of the notebook. Questions regarding the readings are part of the email activity.

Day 1 - Appendix Page 1-7

Day 2 - Appendix Page 8-16

Day 3 - Appendix Page 17-24

Trainer Notes Day 4 Set-up Checklist

	Check the following website for any resources, templates, etc. you may need to teach i3 training. http://www.i3forteachers.com/ssltraining
	Check software: Microsoft Word, Internet Explorer or Netscape, Inspiration and Virtual Globe.
	Check the Internet links that will be used for the day to make sure they are active.
	Test log-ins.
	Update and start the Day 4 Kiosk on the Trainers workstation
	Kiosk update should include dates of trainings, time of classes, lunch break, other breaks, any other information that you want your participants to know.
	Check the workstation desktops for the presence of the participant folder.
	Place post-it notes and pen at each workstation.
	Place red cups at each work station - classroom management strategy or clips on laptops.
	Hang the Grouping charts.
	Assemble Sign-in sheets.
	Set up a crate for group folders.
	Check paper and ink in printers.
	Load music CD and have playing as participants arrive.
	Make sure that there is a video camera for every group of 4 participants. They will also need a blank tape.
	Load timeline template, graphics and data template on all machines

Trainer Notes Day 4 Agenda

- Welcome, Housekeeping, Day 3 Questions
- Journal and Email Activity
- The Road to Freedom, Taking the First Step
- Timeline Research Activity
- Declaring our Independence, Declaring our Story
- Video Production Activity
- Closing

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
(Press Enter)

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

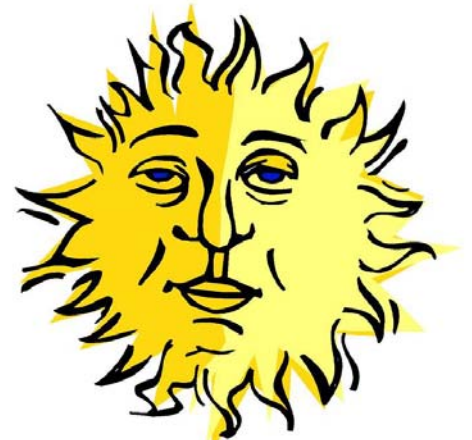
Click inside the Password box and key in your password.

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 - Day 4 - page 2

Trainer Notes -

This is a guided research activity that uses a Timliner template to guide students through the research process. We will be using the information from the research project to produce a multimedia timeline slide show using Timliner.

The Road to Freedom, Taking the First Step

Teaching Strategies Modeled	Technology Strategies Modeled	Instruction: 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?
------------------------------------	--------------------------------------	---

		<p>Essential Question: 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>Learning Standards (State of Michigan): Assessed: Social Studies Standards 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>Materials: Printed timeline and internet web sites</p> <p>Technology Connections: 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>Procedures Whole Group Work</p> <ol style="list-style-type: none"> 1. Students will view the slide show timeline as a whole group. 2. Teachers will facilitate discussion about the events of the
--	--	--

The Road to Freedom - Day 4 - page 3

Notes

		<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">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.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.5. Allow students to access the timeline and web sites in a computer lab setting or by rotating them through your classroom computers.6. Students will then create their own timeline of events using the Timeliner software. <p>Assessment: Students will be evaluated on their completed timeline. Student product will also be evaluated based on timeline rubric.</p>
--	--	---

The Road to Freedom - Day 4 - page 4

Timeline Data Sheet

Notes

On the Road to Liberty Timeline Data Sheet

Year	Fact/Information	Source	Graphic Source
1764	Sugar Act & Currency Act- Beginnings of Colonial Opposition. 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.	http://rs6.loc.gov/ammem/bdsds/timeline.html	http://www.multied.com/Revolt/1764newtaxes.html
1765	Quartering Act & Stamp Act- Organized Colonial Protest 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.	http://rs6.loc.gov/ammem/bdsds/timeline.html	http://www.multied.com/Revolt/stamptax.html
1768	Massachusetts Circular Letter- 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.	http://rs6.loc.gov/ammem/bdsds/timeline.html	http://www.multied.com/Revolt/british.html
1770	Boston Massacre - 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.	http://rs6.loc.gov/ammem/bdsds/timeline.html	http://www.multied.com/Revolt/Massacre.html
1773	Tea Act- By reducing the tax on imported British tea, this act gave British merchants an unfair advantage in selling their tea in America. Boston Tea Party- 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	http://rs6.loc.gov/ammem/bdsds/timeline.html	http://www.multied.com/Revolt/Tea.html

The Road to Freedom - Day 4 - page 5

Timeline Data Sheet

Notes

	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.		
1774	The First Continental Congress- 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.	http://rs6.loc.gov/ammem/bdsds/timeline.html	http://www.multied.com/Revolt/C ont.html
1775	Bunker Hill- 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.	http://rs6.loc.gov/ammem/bdsds/timeline.html	http://www.si.umich.edu/spies/print-bunkerhill-land.html

The Road to Freedom - Day 4 - page 6

Timeline Data Sheet

Notes

On the Road to Liberty Timeline Data Sheet

Year	Fact/Information	Source	Graphic Source
1764		http://rs6.loc.gov/ammem/bdsds/timeline.html	http://www.multied.com/Revolt/1764newtaxes.html
1765		http://rs6.loc.gov/ammem/bdsds/timeline.html	http://www.multied.com/Revolt/stamptax.html
1768		http://rs6.loc.gov/ammem/bdsds/timeline.html	http://www.multied.com/Revolt/british.html
1770		http://rs6.loc.gov/ammem/bdsds/timeline.html	http://www.multied.com/Revolt/Massacre.html
1773		http://rs6.loc.gov/ammem/bdsds/timeline.html	http://www.multied.com/Revolt/Tea.html
1774		http://rs6.loc.gov/ammem/bdsds/timeline.html	http://www.multied.com/Revolt/Cont.html
1775		http://rs6.loc.gov/ammem/bdsds/timeline.html	http://www.si.umich.edu/spies/print-bunkerhill-land.html

The Road to Freedom - Day 4 - page 7

Timeline Rubric

Notes

Timeline: Causes of the War

Teacher name: Floyd Braid

Student Name _____

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


CATEGORY	4	3	2	1
Spelling and Capitalization	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.
Content/Facts	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.
Fonts and Colors	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.
Graphics	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.
Dates	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.
Time Use	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.
Resources	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 - Day 4 - page 8

Notes

Declaring our Independence, Declaring our Story

Teaching Strategies Modeled	Technology Strategies Modeled	Instruction: 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?
------------------------------------	--------------------------------------	---

		<p>Essential Question: Why was the "Declaration of Independence" written? What does liberty look like?</p>  <p>Learning Standards (State of Michigan): Assessed: Social Studies Standards 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>Fine Arts: 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>Materials: Segmented "Declaration of Independence" or any historical text. Storyboards for planning and mapping the video production. A video camera, microphone and videotapes.</p> <p>Technology Connections: Students will participate in the video</p>
--	--	--

Declaring our Independence - Day 4 - page 9

Notes

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

Declaring our Independence - Day 4 - page 10

Notes

<p>Whole Group Instruction</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"> 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. 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. 5. Divide the class into teams and give them a choice of text selected by the teacher. 6. Show students an example of video created by previous students. 7. Each student creates a brainstorming web focusing on themes of the text.
<p>Whole Group Instruction</p>	<ol style="list-style-type: none"> 8. Students compare their webs with their group members. They pull together the thoughts and ideas of all members onto a group web. 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. 10. As a group, students create a video map, plot images and create audio for the video. Students create a shot list for

Declaring our Independence - Day 4 - page 11

Notes

<p>Cooperative Teams</p>		<p>their team.</p> <p>11. Introduce students to the production jobs. What does the director do? The actors? The videographer? The sound person? The assistant?</p> <p>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.</p> <p>13. As a group, student's stage and film images for video.</p> <p>14. As a group, students record voice over for video onto images.</p> <p>15. Present video.</p> <p>Assessment: Students will be evaluated on their participation and management of group work. Student product will also be valuated based on video project rubric.</p>
---------------------------------	--	---

Declaring our Independence - Day 4 - page 12

Planning a Production Project

Notes

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?

Declaring our Independence - Day 4 - page 13

Video Projects

Notes

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.

Declaring our Independence - Day 4 - page 14

Video Projects

Notes

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.

Declaring our Independence - Day 4 - page 15

Visualizing Liberty

Notes

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.

Segment 1	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
Segment 2	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.
Segment 3	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.
Segment 4	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.

Declaring our Independence - Day 4 - page 16

Poetry Example

Notes

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!

Declaring our Independence - Day 4 - page 17

Video Map

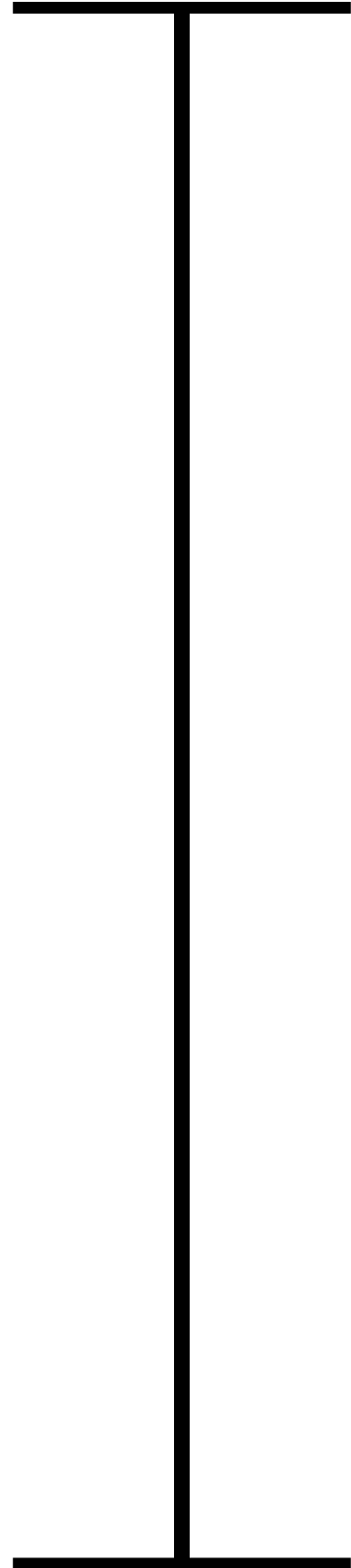
Notes

Video Map

Project Title:

Group:

Images



Audio

Declaring our Independence - Day 4 - page 18

Video Shot List

Notes

Declaring our Independence - Day 4 - page 19

Peer Evaluation

Notes

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

Declaring our Independence - Day 4 - page 20

Peer Evaluation

Notes

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:

Declaring our Independence - Day 4 - page 21

Self Evaluation

Notes

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

Declaring our Independence - Day 4 - page 22

Self Evaluation

Notes

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:

Declaring our Independence - Day 4 - page 23

The Video Production Process

Notes

The Video Production Process

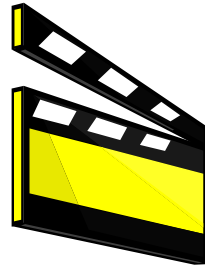
Pre Production

- 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 - Day 4 - page 24

Notes

Web Harvest Sheet



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

URL	Title	Description

Daily Closure

Trainer Notes -

- Recap the day.
- Take questions that participants have.
- Assign Homework
- Have participants straighten up their area.
- Shut down computers