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Fall 2012

ITEC 7400 - 21st Century Teaching and Learning

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Public Service Announcement for Georgia Transportation after WWII

8th Grade Georgia History – Unit 8 – Post WWII Georgia

Abstract

The students will develop a 2-3 minute public service announcement for Georgia residents explaining the impact the transportation systems had on the economy post WWII. The students will show how the Interstate Highway System, Hartsfield-Jackson International Airport, Georgia's deep-water ports, or the railroads help drive the state's economy. They will assume the role of government officials by showing the citizens of Georgia, their audience, how these transportation systems benefit them. This authentic task will teach them all the aspects of how and why the transportation systems helped the state's economy.

Learner Description/Environment

Learners of this project will consist of 8th grade social studies or history students. These students will be a part of our one to one Macbook program. Every student will have his or her own Macbook pro to use for the project. These students will be more advanced in technology and using iMovie because of being a part of the ongoing one to one program. The project will take place in the regular classroom. The students are instructed to bring their Macbook pro and charger for the duration of this project because video production uses an extreme amount of battery power.

Time Frame

The time frame for the duration of this project is three weeks total.

First week, Monday through Friday, will consist of one hour per day, in class; students will research on the transportation system in Georgia post WWII. Students will use their Macbooks to access their textbook as well as the Darlington Library website to research the information in unit eight.

Second week, Monday through Friday, will consist of one hour per day, in class; students will organize information and plan a storyboard for their public service announcement. Third week, Monday through Friday, will consist of one hour per day, in class; students will use their storyboard to continue to research and begin to create a public service announcement with iMovie. They will also peer edit on Thursday and Friday that week as they continue to finish their project.

<u>Learner Performances</u>

The students should be able to exhibit memory of Unit 8 and the transportation system post WWII in Georgia by recalling fundamental facts, terms, basic concepts and answers about the unit.

Week one – Blooms' Level one and two – During the research period; the students should gain the knowledge and have good comprehension of the unit.

Week two – Blooms' Level three and four – During the organization week; students should be able to apply and analyze their knowledge of the unit while they organize and develop a storyboard of the material.

Week three – Blooms' Level five – Students will compile and organize the material putting them at the synthesis level by creating and designing the iMovie to express the transportation system in Georgia

<u>The "Hook" or Introduction</u>

This is how the project will be presented to the students:

Transportation! After WWII transportation became very important in Georgia. Pick one of the types of transportation systems in Georgia - The Interstate Highway System, Hartsfield-Jackson International Airport, Georgia's deep-water ports, or railroads and make a public service announcement on why your type of

transportation was most important. What affect did it have on the economy? What was its main purpose?

Process

The objectives of this project will be met over a three-week period. Students will research, plan and create for this process. The rubric and the peer-editing period will help to assess the student's achievement.

Week one – Students will research the transportation systems post WWII in Georgia and decide which one they would like to choose for their public service announcement. The teacher will be guiding the students in their research, showing and suggesting where to find the information. The teacher should also make suggestions on their choices and raise questions about the choice they made.

Week two – After completing the research, students will plan and create their storyboard. They will spend the week organizing their research and continuing their research if needed. Teachers should check the storyboards to make sure they are complete. They should guide the students to ensure completion of research and organization before the end of the week.

Week three – Students will take their organized storyboard and create and complete their public service announcement in iMovie. They will use their rubric as a guide for correct completion. Students will peer edit at this time, giving feedback and help to their classmates. Teachers will set up guidelines for peer editing and use the rubrics to assess the projects for accuracy and completion.

Product and Technology Resources/Management

The end product will be a public service announcement made in iMovie. The students will use their school assigned Macbook pro that has iMovie and iPhoto to edit, organize and create

pictures and movies. They will have filtered Internet access during school hours and will be given ample time during class periods to complete the work.

Week one – Research – Students will use web tools; such as Galileo, World Geography and Culture Online, Children's Literature Comprehensive Database, and their textbook in eBook form.

Week two – Organization and storyboard creation – Students will use many tools for this week. They will use Google document to organize and write their ideas down about transportation. They will share and collaborate this information with teachers and peers for peer editing later. They will use the web tool- http://scrumblr.ca/ for making the storyboard.

Week 3 – iMovie to construct the public service announcement.

Music – Students will use http://www.freeplaymusic.com. All songs are free to use in the project.

Photos – At least 15 photos – Students must use the website: http://creativecommons.org/ http://www.flickr.com/creativecommons/ You must site pictures that do not belong to you. Students my also take or draw pictures and scan them in.

Facts – Students must include seven to ten facts about how transportation affected the economy in Georgia after WWII.

Voiceover – The facts must be used in the voiceover option in iMovie. Students must clearly state seven to ten facts about how transportation affected the economy in Georgia after WWII in the voiceover.

Video – The project must contain 30 to 45 seconds of live video. The video may contain the student talking, action about transportation, or anything to enhance the final project.

Credits and citation – Students will create a credit and citation page for the end of the movie. They may use PowerPoint and export it as a picture or some other creative way to make a final citation section.

Assessment – There will be two forms of assessment. Each student will have two peer editors that will fill out an assessment form fairly on how well their peer completed the work. The peers will be chosen randomly by the teacher, students will not choose their own peer editors. The second form of assessment will be a rubric; the teacher will watch the videos in class to see if all the requirements are met.

This project will have a high level of student engagement. Students will be engaged by using the technologies they love like iPhoto and iMovie. They will get to choose a form of transportation that interests them by researching on their Macbook.

During the research and organization week we will have an upper school US History teacher come in and talk about the importance of the transportation system. We will communicate via school email with them on their visits to the classroom, or Skype across campus. The students will also have an upper school student as a mentor they can email or Skype. The upper school history class will come and watch the student's end product. They will collaborate with these students to help them learn more about the transportation.

A Macbook pro is recommended for this project but a windows computer could also be used. Windows Moviemaker, iPads and tablets with movie making apps could also be used. If a school doesn't have much technology, I suggest putting students in groups instead of individual work and share technology resources. Teachers should also ask if anyone has technology they can bring to school; BYOD (bring your own device) can be very helpful. Almost any type of device can do this project if it has some moviemaking software available.

Student Skill Development:

Students will need to know the basic use of their Macbook pro as well as the programs iMovie

and iPhoto. They will have prior training in these programs. Teachers can do small projects first

for instance, they could have them do small slide shows in iPhoto and export them. They could

also have them work in groups on a smaller iMovie project, students learn well from each other.

They could use the online resources on YouTube or Apple has tutorials -

http://www.apple.com/findouthow/movies/ and basic Mac use -

http://www.apple.com/findouthow/mac/

If you have Windows computers you can use this link for MovieMaker -

http://windows.microsoft.com/is-IS/windows-vista/Getting-started-with-Windows-Movie-Maker

or basic windows - http://windows.microsoft.com/en-US/windows/how-to#2TC=windows8

Adaptations for Special Needs:

Students with limited site will use Apple's Accessibility options by allowing the computer to

zoom in on text and windows. They will also use the text to speak options in accessibility.

Students with limited hearing will have a peer that can help them with sound and any other

option/instruction that is not clear. We will also provide earphones for increased hearing ability.

ESL students will have the ability to change their keyboard and language on their computer to

help them with the language barrier.

Gifted students will have the option to do a more intense project. They could go into more of an

technology side and how it increased the economy. This would not require extra work but just a

more complex iMovie.

Students with less mobility will be allowed to use less video and more still pictures.

Assessment:

There will be three types of assessments; the students Google document will be graded for content and accuracy. It should contain all their research. The student's storyboard will contain of ideas for public service announcement this storyboard should have research components and how the movie will flow.

The peer editing will consist of two students that will peer edit each iMovie and share a Google document with the student and teacher.

The iMovie assessment will consist of the students following the rubric and handout to make sure all components are included in the presentation. Below are three handouts that will be given to each student at the beginning of the project.

iMovie Rubric Handout:

Multimedia Project : iMovie - Transportation

Teacher Name: **Cynde Reneau**

Student Name: _____

CATEGORY	4	3	2	1
Organization	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentaion content.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people\'s ideas (giving them credit), but there is little evidence of original thinking.	Uses other people\'s ideas, but does not give them credit.
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.

Student Project Handout:

Unit 8 – Post WWII Georgia – Transportation

Project

Transportation! After WWII transportation became very important in Georgia. Pick one of the types of transportation systems in GA - The Interstate Highway System, Hartsfield-Jackson International Airport, Georgia's deep-water ports, or railroads and make a public service announcement on why your type of transportation was most important.

Calendar

Week 1 – Research, Using web tools; such as Galileo, World Geography and Culture Online, Children's Literature Comprehensive Database, and their textbook in eBook form.

Week 2 – Organization and Storyboard creation – You will use many tools for this week. They will use Google docs to organize and write their ideas down about transportation. You will share and collaborate this information with teachers and peers for peer editing later. You will use the web tool- http://scrumblr.ca/ for making the storyboard.

Week 3 – iMovie to construct the public service announcement.

iMovie must consist of:

Music – Use http://www.freeplaymusic.com (any length)/ You may use any song with words as well as long as you use less than 30 seconds and site your work at the end.

Photos – At least 15 photos – Free to use or taken by you. http://creativecommons.org/ http://www.flickr.com/creativecommons/ You must site pictures that do not belong to you.

Facts – You must include 7 – 10 facts about how transportation effected the economy in Georgia after WWII.

Voiceover – The facts must be used in the voiceover.

Video – 30-45 seconds of live video. The video may contain you talking, action about transportation, or anything to enhance your final project.

Credits and Citation – Create a credit/citation page for the end of your movie. You may use powerpoint and export it as a picture or some other creative way to make a final citation section.

Presentation

Google Doc – Organization of research for project. Must include 10 facts, pictures and information about the chosen form of transportation. Google Doc must be shared with 2 peer editors and teacher.

Storyboard – Link for storyboard must be in your Google doc you share with your teacher. Choose a file name with your name in it, example: http://scrumblr.ca/CyndesTransportationProject

Peer Editing – Students will create a Google Doc and share it with the student they are editing and the teacher. It must include; Student's Name, Transportation chosen, mistakes you see, and suggestions.

iMovie – See Rubric

Google Document Peer Editing Guidelines Handout:

Create a Google document and share it with the student they are evaluating and the teacher. The document should contain the following:

Google document file name – Student's last name you are evaluating, your last name and period number. (Example – ReneauSmith8)

Google document contents – When peer editing you should answer these questions in your Google document:

What are your initial thoughts about the public service announcement?

What did you like most about the movie?

What did you like least about the movie?

What could be improved, if anything?

Did you see any mistakes that can be fixed?

Did the student meet all the requirements for the rubric? If not what did they miss?

Supporting Materials:

Storyboard maker - http://scrumblr.ca/

Apple Tutorials - http://www.apple.com/findouthow/mac/

http://www.apple.com/findouthow/movies/

Windows Tutorials - http://windows.microsoft.com/is-IS/windows-vista/Getting-started-with-

Windows-Movie-Maker http://windows.microsoft.com/en-US/windows/how-

to#2TC=windows8

Pictures - http://www.flickr.com/creativecommons/

Music - http://www.freeplaymusic.com

Standards Assessed:

Georgia Standards –

History:

SS8H10 The student will evaluate key post-World War II developments of Georgia from 1945 to

1970.

a. Analyze the impact of the transformation of agriculture on Georgia's growth.

b. Explain how the development of Atlanta, including the roles of mayors William Hartsfield

and Ivan Allen, Jr., and major league sports, contributed to the growth of Georgia.

c. Discuss the impact of Ellis Arnall.

Geography:

SS8G2 The student will explain how the Interstate Highway System, Hartsfield-Jackson

International Airport, Georgia's deep-water ports, and the railroads help drive the state's

economy.

a. Explain how the four transportation systems interact to provide domestic and international goods to the people of Georgia.

b. Explain how the four transportation systems interact to provide producers and service providers in Georgia with national and international markets.

c. Explain how the four transportation systems provide jobs for Georgians.

Economics

SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.

SS8E2 The student will explain the benefits of free trade.

b. Explain how the four transportation systems from SS8G2 contribute to Georgia's role in world trade.

ISTE NETS-S Standards –

Creativity and Innovation- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students:

a. apply existing knowledge to generate new ideas, products, or processes.

b. create original works as a means of personal or group expression.

c. use models and simulations to explore complex systems and issues.

Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

c. develop cultural understanding and global awareness by engaging with learners of other cultures.

d. contribute to project teams to produce original works or solve problems.

Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information.

Students:

a. plan strategies to guide inquiry.

b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

d. process data and report results.

Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Students:

a. identify and define authentic problems and significant questions for investigation.

b. plan and manage activities to develop a solution or complete a project.

c. collect and analyze data to identify solutions and/or make informed decisions.

d. use multiple processes and diverse perspectives to explore alternative solutions.

Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Students:

a. advocate and practice safe, legal, and responsible use of information and technology.

b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

c. demonstrate personal responsibility for lifelong learning.

d. exhibit leadership for digital citizenship.

Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

Students:

a. understand and use technology systems.

b. select and use applications effectively and productively.

c. troubleshoot systems and applications.

d. transfer current knowledge to learning of new technologies.