

Community Project

District Mapping using Rubicon Atlas Software

Unit Overview-The Monkton Central School community has been shaped by its children. Students will interview past and present students to learn about the cultural history of the students.

Essential Questions and Big Ideas-How can ethnography help us learn who we are and how the Monkton Central School community changed over the years?

Content-what are primary sources, the concept of community, active listening (interviewing) tech (tech vocabulary)

Skills-listening, photography, teamwork, videography, audio skills, non-fiction writing

Individual/ Group Project

Tech project where students will create a multi-media presentation about "who they are". The presentation will be will include photos taken by the students and include narration. A checklist will be used to assess the multimedia presentation.

Assessment Method:

Individual/ Group Project

Assessment Description:

This is tech project where students will create a multi-media presentation about "who they are". The presentation will be will include photos taken by the students and include narration. A checklist will be used to assess the multimedia presentation.

[Individual/ Group Project](#)

- Tech project where students will create a mulitmedia presentation about "who they are". The presentation will be will include photos taken by the students and include narration. A checklist will be used to assess the multimedia presentation.
- **Power Social Studies, Grade 5, Power Social Studies Inquiry**
 1. **Students develop, conduct, analyze and/or communicate research by...**
 - a. (1) Asking relevant and focusing questions that will lead to independent research based on what they have seen, what they have read, what they have listened to, and/or what they have researched [\[X\]](#)
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 - b. Identifying the difference between primary and secondary sources. [\[X\]](#)

- c. (4) Identifying and locating information needed including primary and secondary sources [\[X\]](#)
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- d. (5) Collecting evidence and recording observations using note cards, videotape, tape recorders, journals, or databases [\[X\]](#)
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- e. (6) Explaining the relevance of their findings (So what?) by asking follow-up questions, by proposing additional research. [\[X\]](#)
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- f. (7) Developing and giving oral, written, or visual presentations for various audiences. [\[X\]](#)
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- **History**
- **2. Students show understanding of the link between the past, the present, and the future by...**
- b. (9) Identifying multiple perspectives in historic and current events [\[X\]](#)
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- **VT: Communication, VT: Grades 5-8 , Information Technology**
- **information Technology**
- **1.18 Students use computers, telecommunications, and other tools of technology to research, to gather information and ideas, and to represent information and ideas accurately and appropriately.**
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- **VT: GE: Information Technology, VT: Grades 5-6, Communication**
- **IT5-6:4 Students demonstrate the use a variety of media and formats to communicate information and ideas effectively to multiple audiences by... Multi-Media**
- Creating a linear or non-linear presentation including title slide, graphics, text, voice, sound related to topic, scanned or digital photo, animation, bibliography and table of contents. [\[X\]](#)

Formative Assessment-teacher observations, individual student biographies which we will build-on as we learn about our greater community.

Learning Activities- one on one interview skills, how to write a open-ended question, how to use Photostory 3 for Windows, how to take pictures with color and balance, personal essays

Resources-Community Members: Lil Cota, Bonnie Huizenga, the three generations of Macentires, Tracy family, Burrit Family, Cousino Family, Doris Brace