

Discovering Communities – Vermont Folklife Center – Unit Plan  
 Submitted by Lauren Kelley Parren, Kristen Farrell, Scott Beckwith

<b>Unit Topic</b>	<p style="text-align: center;"><b><i>Being an Historian</i></b></p> <p style="text-align: center;">Submitted by: Lauren Kelley Parren, Kristen B. Farrell, and          Scott Evan Beckwith – Mt Abraham U M.H.S.</p> <p style="text-align: center;">Course of Study: United States History to 1900 A &amp; B full year          10<sup>th</sup> Grade Student- Mixed Ability- Random Grouping</p>
<b>Overview</b>	<p>We want to create the lens through which students will see that history is alive and learn the skills to critically investigate historic and ethnographic information. Students will recognize their place in the community, both historically and contemporarily, and begin a yearlong process of understanding how they are empowered to impact community. This will introduce the overarching course goals of self-discovery and the sustainability of humanity.</p>
<b>Enduring Understanding</b>	<p>History is alive and you can connect with it through a variety of lenses.</p>
<b>Essential Questions</b>	<p>How is history alive for you today?          In what ways have your community stayed the same or changed?          How can our global community learn about the uniqueness and commonality of our local cultural and historical communities?          What legacies of your community do you want maintained for future generations?</p>
<b>Focusing Questions</b>	<p>How am I a part of my community?          How do I detect history?          How do I access resources?          How do I evaluate resources?          How important is it to listen to our fellow community members?          How do cultural, historical, and societal changes affect our community?          What are ways to celebrate the values of a community?          How can I share my work with the larger community?          How can I solicit feedback and conversation about my work in an online community?</p>

<p><b>ANESU Power Standards</b></p>	<p><b>Addison North East Supervisory Union Power Standards :</b></p> <p><b><u>Grade 10 U.S History A&amp; B: Being An Historian Unit</u></b></p> <p>These Power Standards will be assessed throughout this 6-8 week unit: <b>1b, 1c, 1g, 2b, 2c,4a</b></p> <p><b>Inquiry</b></p> <p><b>1. Students develop, conduct, analyze and/or communicate research by...</b></p> <ul style="list-style-type: none"><li>b. Locating relevant materials such as print, electronic, and human resources.</li><li>c. Describing evidence and recording observations using note cards, videotape, tape recorders, journals, or databases.</li><li>g. Choosing and using appropriate methods for interpreting information, such as comparing and contrasting, summarizing, illustrating, generalizing, sequencing, synthesizing, analyzing, <u>inferring</u>, <u>deducing</u>, and/or justifying</li></ul> <p><b>History (Continuity &amp; Change)</b></p> <p><b>2. Students show understanding of the link between the past, the present, and the future by...</b></p> <ul style="list-style-type: none"><li>b. Evaluating the credibility of differing accounts of the same event(s), and recognizing any existing bias in their own writing about historical events</li><li>c. Explaining why certain key events remain the historic consciousness and others do not</li></ul> <p><b>Civics</b></p> <p><b>4. Students show understanding of government, citizenship and a citizen’s role in society by...</b></p> <ul style="list-style-type: none"><li>a. Analyzing impacts of people’s actions as members of a global community.</li></ul>
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<p><b>Other Standards And Grade Expectation</b></p>	<p><b>Technology</b>  <b>21<sup>st</sup> Century Skills Foundation: ISTE Standards:</b></p> <p><b>2. Communication and Collaboration</b></p> <p>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.</p> <p>Students will demonstrate they have met the standard when they...</p> <p>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.</p> <p><b>Vermont Framework of Standards Vital Results 2000</b></p> <p>4.6 Understanding of Place</p>
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<p><b>Activities &amp; Assessments</b></p>	<p><b>1) The Art of Story Telling:</b>  <b>Purpose:</b> Students appreciate themselves and others as storytellers as they share a story to introduce themselves  <b>Activity:</b> Students share a story that will help the class get to know them, similar to our first day icebreaker at the Folklife Center Summer Institute. It could be a story about the origin of his/her name, perhaps how he/sh describes success or his/her most memorable learning experience. Perhaps, if time, a vox populi could be used to engage and introduce media.  <b>Assessment:</b> The importance of deep listening will be assessed with a simple attentive/not attentive checklist.</p> <p><b>2) Continuity and Change Activity with Town Green and Historic House on North St.</b>  <b>Purpose:</b> What can be seen when you look intentionally at a subject? Students should be able to have an opinion about this question after this activity.  <b>Activity:</b> Pre- drawing map of town and then a comparison of an actual map students draw after visiting the town center.  <b>Assessment:</b> Reflection Question to answer in a unified paragraph: Why did certain community sites stick out and others get forgotten when you compare your pre and post map?</p>
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<p><b>Activities &amp; Assessments (Continued)</b></p>	<p>Explain how you what you remembered may reflect what you value in your community.</p> <p><b>3) Note taking Engaging with Text Activity-</b> <b>Purpose:</b> Help with literacy focus for tenth grade and show the importance of reading for understanding and writing as a purposeful tool for greater understanding. <b>Activity:</b> Collaborate with literacy specialists to establish a template for note-taking for reading comprehension. Fieldwork note-taking will also be introduced to clarify how taking of notes should fit the intended purpose. Reading comprehension and fieldwork notes have although similar ends of understanding, but different means of reaching them. <b>Assessment:</b> Students receive a note taking template, to be used while researching final product.</p> <p><b>4) Recognizing Bias and Perspective-</b> <b>Purpose:</b> Students critically think to observe bias and perspective in interpreting an event, starting with their own biases. <b>Activity:</b> Reflection on one’s own biases, those of classmates, the town, state and nation. This reinforces the model of working from what is most local outward. Comparative reading to enhance the understanding of perspective and bias. Same topic different biases. We will use our reading specialist colleagues to help find an appropriate piece. <b>Assessment:</b> Discussion and evaluation of sources in the annotated bibliography of the final product. Connection to own biases that they must be aware of when they do their field work.</p> <p><b>5) Evaluation of Resources Activity- Students assess a variety of resources, print, electronic and human, about 19<sup>th</sup> and 20<sup>th</sup> century town histories.</b> <b>Purpose:</b> To further show perspective and bias to develop an understanding of strong and unsubstantiated opinions on a topic <b>Activity:</b> Students create their own list of what makes a useful resource. <b>Assessment:</b> This skill will be formally assessed in the final product annotated bibliography.</p> <p><b>6) Ethnography Workshop: Interview, Cold Call, Etiquette Expectation seminar with practice on peers and school community members.</b> <b>Purpose:</b> Teach the skills of interacting with community members <b>Activity:</b> Modeling and practice, similar to activity at the Folklife Summer Institute which included recorder/mike, Greg the interviewer, Michelle the interviewee, and the encouraged</p>
<p><b>Activities &amp;</b></p>	

<p><b>Assessments (Continued)</b></p>	<p>student audience interviewers. Resources about interviewing from Bowman and Sharrow in the reading binder will be provided.. Students will be instructed to let the story take them in any direction, to have it be organic in the sense he/she might get more information about a topic that does not answer the guiding question, or when one thinks the interview is over. This will help them distinguish folklore or ethnography from more formal historical or journalistic interview practice. They will be taught to let the story “unfold” naturally  <b>Assessment:</b> Skills of deep listening, observation and communication assessed with a checklist rubric.</p> <p><b>7) Cyber Citizenship Instruction and Application of use of on the Wiki.</b>  <b>Purpose:</b> Students need to understand the importance of cyber rules that help maintain safety and professionalism in the Web 2.0 world.  <b>Activity:</b> Small group station hands on workshop. Student roles of note taker, e-pal checker and news reporter described and initiated as part of class routine.  <b>Assessment:</b> If violations of cyber rules occur, access to the wiki is restricted. Tutorial and quiz of use will be put on the wiki.</p> <p><b>8) Collaboration Instruction and Introduction of Teamwork Rubric.</b>  <b>Purpose:</b> Being accountable to the group is an important skill future employers seek.  <b>Activity:</b> Student will assess themselves and peers while working on the final product. They will do it as a progress report in mid process and at the end when the product is submitted  <b>Assessment:</b> Wiki collaboration expectations given and assessment ongoing in the comment and page history function of the wiki.</p>
<p><b>Activities &amp; Assessments (Continued)</b></p>	<p><b>9) Introduction to Media Tools:</b>  <b>Purpose:</b> Teach important 21<sup>st</sup> century skills of media production in the areas of photography, audio and video.  <b>Activity:</b> Introduction to the media, with time for exploration and practice.  <b>Assessment:</b> The ability to use the media tools professionally during our field work . The ability to create a final product.</p> <p><b>10) Field Work visit. Basis for the Final Product</b>  <b>Purpose:</b> Students will discover living history when they</p>

engage and interact with community sites from each of the five towns in our supervisory union.

**Activity:** Students choose to visit a site from a list of possibilities for each of the five towns. Students deeply listen and observe with the guiding question for telling their media story: “In what ways have your community stayed the same or changed?”

Then students follow up their “deep hang” visit with an investigative opportunity with the town clerk and at least one historical society member at each of the 5 town clerk’s offices..

**Assessment:** Use the same checklist from the ethnography workshop seminar given earlier.

#### 11) **Final Summative Assessment is the Media Product**

**Purpose:** Students will show their understanding to an authentic audience

**Activity:** Choice of video, podcast, or slide show answering the two questions below:

How can our global community learn about the uniqueness and commonality of our local cultural and historical communities?

What legacies of our community do you want maintained for future generations?

**Assessment:** Permission slips signed by all participants in the ethnographic field trip; such as, people interviewed, photographed, filmed, recorded, etc. Product to be shared with historical societies and on the internet. Product completed- with annotated bibliography , Field and Resource Notes Collected with final product. Standards Based Rubric will be used

#### 12) **Student Sharing of Electronic Products-**

**Purpose:** Students will teach and learn from their classmates about their communities

**Activity:** Timed oral presentation

**Assessment:** Listening, Observation and Communication checklist used to assess

#### 13) **Final teamwork rubric assessment.**

**Purpose:** Summative assessment of collaboration

**Activity:** Students note growth of peers and self from the progress teamwork rubric

**Assessment:** Use the same rubric to show growth or inconsistency

#### 14) **Electronic Portfolio:**

**Purpose:** Over 100 colleges agree to use the electronic portfolio as an admissions qualifier. Students can put their learning from their work in this electronic portfolio.

**Activity:** Unified Paragraph reflection on “How is History Alive?” Add link to the final media project.

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	<p><b>Assessment:</b> Use the ANESU writing expectation format for an unified paragraph. Answer focusing questions. Fulfill link expectations.</p> <p><b>15) Internet Collaboration:</b>  <b>Purpose:</b> Students will share their work globally, engaging in dialogue with other classes and historical societies.  <b>Activity:</b> Students will select the appropriate media and key search terms to post their products (i.e., iTunes, YouTube, ePals, etc.)  <b>Assessment:</b> One student will check the web 2.0 collaborative sites daily as one of the student jobs. The small group that created the project will respond.</p>
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<p><b>Content &amp; Vocabulary</b></p>	<p><b><u>Historical Tools</u></b>  <i>Resources:</i>  <b>Primary Source:</b> Directly experienced. Eg. Diaries, Artifacts, Documents, Interviews  <b>Secondary Source:</b> Not directly experienced by the individual and interpreted by another- eg. Textbook  <b>Annotated Bibliographic Citation-</b> Proper MLA citation with a brief description of how the resource was helpful also describe the accessibility for the reader</p> <p><b><u>Historical Perspective</u></b>  <b>Culture:</b> A group of ideas we carry in our heads that shape how we see, understand and act in the world  <b>Individual Bias:</b> Based on class, age, gender, race, ethnicity, orientation, experience, education  <b>Prejudice:</b> An opinion or attitude that can be positive or negative, but is often negative and aimed at people who are not cultural “insiders.”  <b>Stereotype:</b> Am exaggerated belief that can be positive or negative but generalizes without allowing for differences.  <b>Cultural Competence:</b> Knowing the rules and following them well</p> <p><b><u>Continuity &amp; Change</u></b>  <i>Community Link</i></p>
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**Ethnography** : A method for studying culture where the researcher seeks to understand how things work and what they mean from an insider’s point of view,

**Folklore:** Involves a tradition that passes over time and through space and is not necessarily old.;in fact, it is often contemporary and dynamic. Most often transmitted orally.

**Etiquette Expectation:**

Professionalism,

Respect for visitors-Town Clerks, Historical Societies, Masons, etc.

**Ethnographic Field work Guiding Questions:**

How can our global community learn about the uniqueness and commonality of our local cultural and historical communities?

What legacies of your community do you want maintained for future generations?

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<b>Skills</b>	<p><b>Resultant Knowledge and Skill</b>  <b>Students will be able to...</b></p> <p><i>Problem Solve</i>  <i>Think Critically</i>  <i>Collaborate</i>  <i>Transfer Knowledge</i>  <i>Apply Information Technology skills- eg. Photostory, Podcast, Video to global settings</i>  <i>Cultural Competence: Knowing the rules and following them well</i>  <i>Evaluate resources</i>  <i>Communication effectively</i>  <i>Deep Listening (The Deep Hang)</i>  <i>Empathy</i></p> <p>*These skills will be incorporated into the rubric assessments for the appropriate activity listed in the Activity and Assessment page.</p>

<b>Annotated Bibliography</b>	<b>Suggested Resources</b>
<p><b>The following list is the town and historical society information for the 5 towns that comprise the Mt. Abraham U.M.H.S community. We have worked with some of these individuals in other learning opportunities and know they are eager to find a place in our school community as we try to reach out to them. We foresee these contacts as the foundation for our community outreach.</b></p> <p><b>Town of Bristol, VT Vital Information:</b></p> <p>Town website: <a href="http://www.bristolvt.net">www.bristolvt.net</a></p> <p>Town Clerk: Therese Kirby 453- 2486  <a href="mailto:bristoltown@gmavt.net">bristoltown@gmavt.net</a></p> <p><b>Bristol Historical Society</b>        Howden Hall Community Center, 19 West Street, Bristol, VT</p> <p>Mailing Address: <b>19 West Street, Bristol, VT 05443</b>        Email: <a href="mailto:lscoffin@gmavt.net">lscoffin@gmavt.net</a>        Phone: <b>802-453-3439</b></p> <p>Contact: Sylvia Coffin, president At various times a church, a store, and a school, Howden Hall has been restored for a variety of community uses. The historical society displays collections including photographs, maps, postcards, posters, and newspapers. Visitors by</p>	

appointment. Free. Handicap accessible

Bristol Historical Society website:

[www.museumusa.org/museums/info/1161712](http://www.museumusa.org/museums/info/1161712)

**Town of Lincoln, VT Vital Information:**

Town website:

[www.virtualvermont.com/towns/lincoln.html#contact](http://www.virtualvermont.com/towns/lincoln.html#contact)

Town Clerk: Sally K. Ober 62 Quaker St. 453-2980

**Lincoln Historical Society**

**18th Century Farmhouse & 19th Century Barn  
Museum, 88 Quaker Street, Lincoln, VT**

Mailing Address: **88 Quaker Street, Lincoln, VT 05443**

Email: [larrymasterson@gmavt.net](mailto:larrymasterson@gmavt.net)

Phone: **802-453-3371**

Contact: **Larry Masterson, treasurer**

The society has a collection of local artifacts in a restored  
18th-century farmhouse and a

19th-century barn in a meticulously landscaped  
setting. Exhibits change annually.

Activities include opening day festivities in May, a  
harvest festival in late September,  
and a pumpkin-carving contest in October.

Hours and Admission:

Memorial Day - October: 2nd and 4th Sunday, 1:00  
pm – 5:00 pm, or by appointment.

**Town of Monkton, VT Vital Information:**

Town Website: [www.monktonvt.com](http://www.monktonvt.com)

Town Clerk: Carmelita Burritt 453-3800

[monktonc@comcast.net](mailto:monktonc@comcast.net)

**Monkton Museum & Historical Society**

**Mailing Address:** 280 Monkton Ridge, North Ferrisburgh, VT,  
05473

**Phone:** 802-482-2277

**Contact:** Gill Coates, president.

The society does not own a building, but there is a small collection.  
Meetings are the third

Monday of each month at 7:00 pm at the Monkton town hall.

Current projects include gravestone

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transcription of all the stones in Monkton and preservation of the East Monkton Church.

Visitors by appointment.

**Town of New Haven, VT Vital Information:**

Town website: [www.newhavenvt.com](http://www.newhavenvt.com)

Town Clerk - Claire Van Buren 802 453-3516

**New Haven Historical Society**

**Mailing Address:** 89 North Street, New Haven, VT 05472

**Phone:** 802-453-3947

**Contact:** Betty Bell, president

There is no established museum. Meetings are the second Wednesday of every month at 7:00 pm at the New Haven Congregational Church.

Call for hours and admission.

**Town of Starksboro, VT Vital Information**

Town website: [www.starksboro.org](http://www.starksboro.org)

Starksboro Town Clerk	Cheryl Estey	453-2639
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**Starksboro Historical Society**

**Mailing Address:** 2174 Big Hollow Road, Starksboro, VT 05487

**Website:** [www.starksborohistoricalsociety.org](http://www.starksborohistoricalsociety.org)

**Email:** [ruthbee@gmavt.net](mailto:ruthbee@gmavt.net)

**Phone:** 802-453-3469

**Contact:** Ruth Beecher, secretary.

Starksboro Historical Society President: Jim Lockridge-865-1140

This society, formed in 2005, does not have a museum.

The society meets the 4th Thursday of every other month at 7:00 p.m. at the town hall. Call or email for hours and admission.

**Each of the 5 towns have a published book on their town histories that we have in our Mt. Abe library, but I was unable to access them for this submission. Each book is written by a variety of townspeople over a period time with some additional reprinting. Photographs and lists of notable people of the town are included.**

**These are some additional community members we would like to tap into as ethnographic resources.**

**Earl Bessette**

He is a long time New Haven farmer, who has produced a film about his farm and written a history of New Haven. Rich in stories about the community.

**Rick Desorda**

He is our Social Studies supervisor, but also grew up in Bristol and has been teaching since 1975. He knows a lot of town history and people who have been and are active in the community.

**Eugenie Doyle**

She is a Monkton farmer who has grown up on her family farm and has recorded its history. She is a local historian.

**Larry Giles/Mr.Donald Lathrop 453-3034**

Both of these long time Bristol community members are actively involved in the Greenwood Cemetery Board and have been helpful understanding the context of the community in its relationship to the cemetery over its 197 year history. They work as a team, which is why we put them together.

**Gerald Heffernan**

He grew up on a farm in Starksboro and has lots of knowledge of the community, but he also currently serves as Vice President of the Bristol Historical Society

**Ray “Butch” Huizenga**

He is a Monkton farmer who has supplemented his farming with a job at Mt. Abraham. He has a lot of knowledge of the community

**Roger Layn**

He is the multigenerational owner of the Layn Farm in Monkton and has a lot of knowledge of our community.

**George Smith**

He grew up in the town of Bristol and has many stories about his 70 years as an active town participant.

**The following is a list of potential businesses from the 5 towns students can choose from to visit for our fieldwork.**

Businesses:

Lincoln

Forest Futures (consultants)  
Paul Florenza (photographer)  
Lincoln Gap Landscaping  
Lincoln General Store  
True North Consultants (midwife)  
Harris and Harris (energy consultants)  
Old Hotel (Bed and Breakfast)  
Lincoln Applied Geology

Monkton

Farrell Lea Farm  
Cobble Creek Nursery  
Norris Berry Farm  
Shelburne Woodworking  
DuPont’s Auto  
GreenTree Reality  
Monkton General Store

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New Haven



Knits and Bolts (retail store)

Dirt Works

CrossRoads B+B

Roland's Place

Addison County Field Days

Lincoln Peak Vineyards

Elgin Spring Farm

Misty Knoll Farm



Starksboro



Co op Pre school

Dave's Taxidermy

Russell Farm

Village Store



Bristol



Bristol Fitness

Vermont HoneyLights

Bristol Antique Shop

Bristol Animal Hospital

Bristol Financial Services

Mountain Greens

Merchant's Bank

Cubber's

Dark Star Productions



**Greg Sharrow** – Vermont Folklife Center – The  
Mentor for Us ALL!!

**Additional Resources:**

Albers, Jan. Hands on the Land A History of the  
Vermont Landscape. The Orton Family  
Foundation, Rutland: 2000.

This resource written by our recent interviewee  
Jane Albers, is a great resource for historical  
understanding in place-based learning.

Shafir, Rebecca Z., The Zen of Listening: Mindful Communication in the Age of Distraction.

Theosophical Publishing: Illinois, 2000.

This is an interesting resource to help with the “deep hang”

Stilgoe, John. Outside Lies Magic: Regaining History and Awareness in Everyday Places, Walker & Co., 1998.

This inspiring work leads one to realize the importance of place- based learning.

<http://www.uvm.edu/landscape/>

Landscape Change Program

This comprehensive site will allow our students to engage in local placed based research as they engage with great photography

<http://www.uvm.edu/histpres/links.html>

This is the link to the UVM Historic Preservation Resources

**Resource List  
US History 10  
(technology component)**

**Film:** Windows MovieMaker

Books:

Buechler, John. Microsoft Windows Movie Maker 2: Do Amazing Things (Bpg-Other) (No. 2) Microsoft Press, 2004. This is an easy to understand book to move beyond the basics of Movie Maker, including photos of screen shots.

Ozer, Jan. Microsoft Windows Movie Maker 2 (Visual QuickStart Guide) (Paperback). Peachpit Press, 2004. A very visual quick start guide to the basics of Movie Maker.

Web pages:

From Microsoft itself, a web page of help filled with quick videos to teach, encourage and inspire folks new to film making. It links to free downloads and upgrades., as well as a comprehensive help section.

<http://www.microsoft.com/windowsxp/using/moviemaker/>

On YouTube: Movie Maker Video Editing Tutorial. I prefer video tutorials like this one so I can see the screen shots of the work I will attempt.

<http://www.youtube.com/watch?v=JZXK68NS7gU>

**Sound:**Audacity

Books:

Richardson, Will. Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms. Corwin Press 2008.

Web Pages:

<http://audacity.sourceforge.net/manual-1.2/tutorials.html>

I use this comprehensive series of tutorials in my workshops with teachers. It allows for self-pacing, repetition and review.

Here is a link to a wiki that has more advanced information in it, such as saving to iTunes. I hadn't explored this resource before this week, so this will be added to my own wiki on professional development.

<http://wiki.audacityteam.org/index.php?title=Tutorials>

**Images:** PhotoStory

Books:

Bull, Glenn (editor). Teaching with Digital Images: Acquire, Analyze, Create, Communicate. ISTE 2005.

Web Pages:

Tutorial: A step-by-step tutorial with easy to understand text combined with multiple screen shots.

<http://millie.furman.edu/mlt/tutorials/photostory3/index.htm>

For those who prefer a video version, this is a good one on YouTube:

<http://www.youtube.com/watch?v=06MFnTRqcKM>

It is a little quick, but the pause button allows you to view the screen and take it more slowly. I wish they had talked about copyright when discussing downloading images.

**Global Community:**

Pbworks.com: last year's US History wiki is at

<http://ushistory10.pbwiki.com>. We've learned a lot since setting that up! Next year we'll be able to keep most of the

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<p>wiki private, but will open a page to the public that has links to the student final projects. That page has a comment section on it, so people will be able to dialogue with students about their work. An interesting class lesson will be to assign tags, or key words, to their projects so Internet search engines will be able to locate their work.</p> <p>iTunes: <a href="http://www.apple.com/itunes/whatson/podcasts/">http://www.apple.com/itunes/whatson/podcasts/</a> We may post some audio clips to this free, internationally known podcasting site.</p> <p>epals: <a href="http://www.epals.com/">http://www.epals.com/</a> Lauren has an account on this site which allows teachers to collaborate on projects and to have students give each other feedback from across the globe.</p> <p>voicethread: <a href="http://voicethread.com/">http://voicethread.com/</a> This is a free site allowing for easy dialogue about projects. Especially powerful with just one photograph and short text which ends in a question.</p> <p>YouTube: <a href="http://www.youtube.com/">http://www.youtube.com/</a> The granddaddy of film sharing and commenting. Luckily it isn't blocked at our school, but it is at many, so we'll also post to TeacherTube: <a href="http://www.teachertube.com/">http://www.teachertube.com/</a></p>	
<p><i>See Activities and Assessment for progression of seminars and scaffolding activities.</i></p> <p>Electronic Portfolios Wikis for Collaboration of Ideas among a Team and to an authentic audience Field Work ( Interviews, Business) Differentiated Skill Groups-Roles in the Classroom Media Access: Video,Audio, Photo Story Writing and Reading Literacy Skills Instruction</p>	<p><b>Learning Opportunities/ Instructional Strategies</b></p>