

Media Coordinator Collaborative Project/Unit Plan

Name: Karen Faulkenbury

School: Landis Elementary

Grade Level: ICC (grades 3-5)

Subject(s): Social Studies (Thanksgiving)

Approximate Time Needed: 5 - 45 minute periods

NCSCOS Objective(s):

Social Studies (grades 3-5)

5.01 Define and identify examples of scarcity.

5.02 Explain the impact of scarcity on the production, distribution, and consumption of goods and services. 5.03 Apply concepts of specialization and division of labor to the local community.

5.01 Explain different celebrated holidays, special days, and cultural traditions in North Carolina communities. 4.02 Explain when, where, why, and how groups of people settled in different regions of the United States. 4.03 Describe the contributions of people of diverse cultures throughout the history of the United States.

Information Skills 1.08 Select and use independently, both within and outside the school, a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia). 1.09 Recognize that ideas are produced in a variety of formats (print, graphical, audio, video, multimedia, web-based). 1.10 Identify characteristics and advantages of various media formats (print, graphical, audio, video, multimedia, web-based) for a specific task. 4.05 Gather information. 4.07 Organize and use information. 5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats (e.g., print, multimedia). 5.02 Produce media in various formats (print, graphical, audio, video, multimedia) appropriate to audience and purpose.

Technology 1.04 Recognize and discuss how Copyright Laws protect ownership of intellectual property and discuss consequences of misuse. Strand - Societal/Ethical Issues 1.11 Demonstrate appropriate use of copyrighted materials in word processing documents used for content projects/ assignments. Strand - Keyboard Utilization/Word Processing/Desk Top Publishing 1.12

Recognize and explain the advantages and disadvantages of using multimedia to develop content area projects/products. Strand - Multimedia/Presentation 3.06 Recognize, discuss, and establish ethical guidelines for use of personal and copyrighted media (e.g., images, music, video, content, language) in multimedia projects and presentations as a class/group. Strand - Multimedia/Presentation 2.12 Use student-generated rubrics to evaluate multimedia presentations for elements (e.g., organization, content, design, presentation, citation). Strand - Multimedia/Presentation

Essential Question: How were the Pilgrims and Native Americans life alike and different?

Project/Unit Summary: Using the ActivBoard and a Scholastic website students explore the difference between Pilgrim life and that of the Native Americans including housing, clothes, food, chores, school and games. An iPhoto book will be made to compare the two groups and their lives.

Activity	Person Responsible
Active board lesson	Media Coordinator
Make a chart of what was learned	Teacher
Begin iPhoto book	Media Coordinator
Finish iPhoto book	Teacher

Evaluation: iPhoto book should contain 6 pages comparing Pilgrim life to that of Native Americans.