

TABLE OF CONTENTS

| | |
|--|----|
| Introduction | 4 |
| Managing Technology | |
| The One-Computer Classroom | 5 |
| The Multi-Computer Classroom | 8 |
| The Computer Lab | 12 |
| Writing a Grant | 15 |
| Unit 1: Home Sweet Home | |
| • What Every Home Needs...A Database Activity | 18 |
| • My Home Survey...A Database Activity | 22 |
| • Your Dream Bedroom Floor Plan...A Drawing Activity | 26 |
| • On the Street Where I Live...A Map Drawing Activity | 29 |
| Unit 2: Family Ties | |
| • Family History Quilt...A Drawing Activity | 32 |
| • Family Facts Survey...A Spreadsheet Activity | 34 |
| • Snapshot Book...A Painting and Writing Activity | 38 |
| • Family Tree...An Art Activity | 42 |
| • Family Time Line...A Data Collection Activity | 45 |
| • My Family...A <i>HyperStudio</i> Project | 48 |
| Unit 3: School Days | |
| • Class Birthday Book...A Book Writing Activity | 53 |
| • Class Favourites...A Database/Spreadsheet Activity | 58 |
| • A Postage Stamp...A Drawing Activity | 64 |
| • Welcome To Our Classroom Book...A Cooperative Group Activity | 66 |
| • A Picture Map of the Classroom...A Drawing Activity | 70 |
| • A Bioglyph...A Drawing Activity | 73 |

TABLE OF CONTENTS *(cont.)*

Unit 4: Global Connections

- Where Do We Come From?...A Spreadsheet Activity 77
- Multicultural Cookbook...A Writing Activity 80
- What Is A ...? Poem...A Slide Show Activity. 82
- Multicultural Calendar...An Internet Research Activity 86
- Peanuts and People...A Multidimensional Activity 88
- Foreign Language Number Book...A Book Writing Activity 93

Unit 5: All Around Town

- A Town Postcard...A Writing Activity 96
- Our Town ABC Book...A Book Writing Activity 98
- Assembly Line...An Art Activity. 100
- Our Town Map...A Mapping Activity 102
- Pizza, Computers and Kids...A Cross-Curricular Unit 104

Appendices

- Integrated Lesson Plan 125
- Alternative Assessments 126
- Computer Journal Template 127
- HyperStudio Storyboard 128
- Slide Show Storyboard 129
- Internet Resources Database 130
- Learning Journal Database 131
- My Technology Learning Journal 132
- Directions for Self-Checking Skill Sheets 133
- Venn Diagram Template 134
- How to Create Stationery Files 135
- Sample Social Studies Project Rubric 137
- Social Studies Internet Links 138

INTRODUCTION

Schools are moving into the Information Age, and the computer is becoming an essential classroom tool and resource. Successful students in the 21st century will need the abilities to think critically, engage in problem solving, and possess interpersonal skills to work effectively in cooperative groups. In addition, they will need to be highly literate and know how to use technology to access and organise information.

Integrating Technology into the Social Studies Curriculum (Primary) is a 140-page resource book that provides strategies and activities for integrating technology skills into the years 1–4 social studies curriculum. These integrated lessons allow teachers to incorporate computer work into their existing curriculum. After all, what teacher has the time available in the instructional day to add a new subject area? Not only would this be difficult, if not impossible, it would not be in the best interest of students. Research shows that an integrated curriculum is much more valuable. Therefore, the foundation for this book, infusing technology skills into the curriculum, is a more meaningful approach to teaching and learning.

The activities in this book are designed to incorporate computer technology and learning experiences from many disciplines and to place them in the context of the real world. As students work through these activities, they will interact with computers as a part of their everyday classroom experiences and work cooperatively and actively on real-world tasks. Each section contains instructional strategies, a computer application, specific social studies concepts, related Internet sites and extended activities.

Prior to the lessons, *Integrating Technology into the Social Studies Curriculum (Primary)* provides information on managing computers in the classroom, whether it be a one-computer classroom, multi-computer classroom, or lab setting. It also includes realistic ways to group students for instruction and practice, as well as positive ways to manage behaviour. In addition, successful tips for writing and obtaining grants are discussed.

The book concludes with valuable forms to assist teachers in integrating technology. Samples include computer journal templates, storyboards, databases, self-checking skill sheets, rubrics and related Web sites.

Enjoy!

WHAT EVERY HOME NEEDS ... A DATABASE ACTIVITY

A home needs certain things to be a good place to live. For example, homes need beds for sleeping and windows for sunlight. Do they need a TV in every room? What about a microwave?

Years: 2–3

Duration: 40 minutes

Instructional Objective: Students will categorise given examples of household items into those that are needs and those that are wants. Then they will enter data into a simple database template.

Materials: teacher-created database template, page 19; copies of item cards and think sheets, pages 20 and 21

Computer Software: *ClarisWorks* or *Microsoft Word*

Procedure:

Before the Computer:

Ask the students to imagine that they are moving into an empty house and can only bring one thing from their old houses. Discuss the concept of needs vs. wants. Have them discuss what they would bring and why, and record their ideas on the 'Home Sweet Home Think Sheet' on page 21.

On the Computer:

Put the students into cooperative groups of four. Assign each group the following tasks: card reader, presenter, recorder, and computer operator. Give each group the set of home item cards on page 20. Tell the students that the card reader will read each card. The group will need to decide if the item is absolutely necessary (a need) or if they could live without it (a want). The computer operator will enter the name of the item on the database template and either yes (if the item is absolutely necessary) or no (we could live without it). After the data has been entered, the computer operator will sort the data to list those things that are needs and those that are wants. The recorder will record the group's results on the 'Home Sweet Home Think Sheet' on page 21.

After the Computer:

The presenter will present the group's results. The teacher should host a discussion as to why certain items are needs and why others are wants.

Extended Activity:

Have students cut pictures from magazines and catalogues to make a poster that illustrates 'What Every Home Needs'.

HOME SWEET HOME THINK SHEET

Group Members: _____ Date _____

Quick Talk

Pretend that you are moving into a new house. You can only bring one item with you. What would it be and why? _____

Data Collection

Our list of items that are absolutely necessary (needs): _____

Our list of items that we could live without (wants): _____

Reflection

What have you learnt about needs and wants?

A need is _____

A want is _____

MY HOME SURVEY ... A DATABASE ACTIVITY

Most of us spend a lot of time at home. We know our homes well - or do we? Do you know how many windows and doors are in your home? How wide is your bedroom?

Years: 2–4

Duration: three 30–40 minute sessions

Instructional Objective: The students will record details about a home, enter data into a database template, and search a database to answer questions about homes.

Materials: teacher-created database template, page 24; copies of data collection and think sheets, pages 23 and 25

Computer Software: *Inspiration*, *ClarisWorks*, *Microsoft Word*

Procedure:

Before the Computer:

Discuss why shelter is one of our three basic needs. Use a program such as *Inspiration* to make a concept web. It will clarify what things are important about shelter, no matter where it is, how it looks or how many people live in it. Have students brainstorm the parts and details that make up a home, such as doors, windows, colour etc. Explain that all homes are different and that each home has many different parts and details.

Explain that before students can work on a computer database, they will need to survey their homes and complete the 'My Home Survey' on page 23 for homework.

On the Computer:

The next day, lead a discussion about the results of the 'My Home Surveys'. Using page 24 as a sample, the teacher and students should create a 'My Home Survey' database template. Elicit the fields for the database by asking the students to name the parts of a home, such as doors, and details, such as colour. Have each student enter the data from his or her survey into the class database. Then, demonstrate how to perform a database search.

After the Computer:

Divide the students into groups of four. Have them search the 'My Home Database' to answer questions on the 'My Home Survey Think Sheet' on page 25.

Extended Activity:

Make a house book. Write a definition and draw an illustration for words that have 'house' in them. Use words such as doghouse, bird house, houseboat, playhouse, lighthouse, Government House, doll house, tree house. Discuss why some of the words are compound words and some are not.