



2017 AMAZING AMERICAN STATES

A TWO-WAY INTERACTIVE VIDEOCONFERENCE STATE-TO-STATE EXCHANGE PROJECT FOR K – 3RD GRADE STUDENTS ACROSS AMERICA TO LEARN LITTLE OR UNKNOWN FACTS ABOUT WHAT MAKES THEIR STATE AMAZING

TEACHER INFORMATION PACKET





Amazing American States Project

Sponsored by TWICE
(Two Way Interactive Connections in Education)



Scheduling

Your class will be matched with a class from a different state in our great United States! Each class will exchange presentations about their state. Each connection is scheduled for **45 minutes**: 30 minutes for presentations (*15 minutes per class*); 15 minutes for exchanging information about respective schools and communities. You should also plan for 15 minutes before the presentation for establishing a successful connection.

Before you register, it is imperative for you to double check that:

1. There are no conflicts with your school's testing, vacation, and event calendars.
2. Other teachers in the building aren't signing up for the same time as you are.
3. You have technical support available for the time you have signed up for.

Registration Tasks

When you receive an email registration confirmation from TWICE, immediately check the date, time, and connection information to make sure it is correct. Checking this ahead of time will make the event smoother for everyone!

If you have to cancel for some reason, please cancel as soon as possible. Matches are done shortly after registration closes. **Once you are matched, your cancellation means disappointed students for your partner school. Please do everything possible to make sure you don't let your partner school down.**

Communicating With Your Assigned Partner in April

By April 17th, you will receive an email with information about your partner school. Immediately begin communicating with the partner teacher to confirm the date and time, and discuss the content of your respective presentations. The technicians and ITV coordinator should also be talking to your partner school about a test call. Teachers do not need to concern themselves with test calls and making the technical connections. This will all be done by the local intermediate school district.

Contact your partner teacher via email and/or phone to discuss the details of the event.

TWICE provides the registration, matching, and support materials for this event; however it is the responsibility of the partner schools to make their connection a successful educational event.

Scheduling Conflicts with Partner School

If for some unforeseen reason (i.e. school closing or unexpected illness), you are not able to connect on the date and time assigned to you, please work with your partnerschool to reschedule in May. Your connection will be just as successful and fun on another date!

If there are any reasons you can't connect on the day of the connection, please contact your partner school as soon possible to alert them. Remember that some students take buses a long distance to participate in the videoconference.

Planning Your Presentation

Teacher partners can make this event a successful experience for their students. Early on, they should discuss the agenda and plan an activity for the entire time and decide who will do each part of the agenda.

Introductions

The event begins with 15 minutes for connecting and introductions. If necessary, plan to arrive at your videoconference room early to set up, and orientate your students to the ITV room. Part of the fun of this event is the diversity of the students at each site.

Plan to highlight what is unique and interesting about your location in an introduction. Involve students. Show a map with your location. Share a few pictures of your area or school.

Presentations

The event continues with 15 minutes of presentation from each class. Consider what you will present.

- Will you involve the other class in your presentation?
- Is there a relationship between your state and your partner's state?
- What kind of visuals will you use to enhance your presentation about your state?
- Will students dress up in school colors or historical costumes?

Presentation ideas include the following:

- Skits/Role Playing
- Re-enacting a historical event that took place in your state
- Plays
- Raps
- Songs
- Illustrations by students, local artists, or world-known artists who create works of art about your state (*don't forget to check the format of your document camera first*)
- Game shows
- Student-Created Dramatizations

Extra Tips

- Be creative! The other class is looking forward to your presentation!
- Plan a variety of activities. The more action, music, visuals, etc. the better.
- Time your presentation to make sure it fits into the 15 minutes.
- Involve as many of your students as possible as well.

Question and Answer Time

The last 15 minutes of the connection is for questions and answers between the schools.

- Prepare your students to ask good questions.
- Learn about the different ways people live in the area of your partner school.
- Consider what kinds of questions could be asked based on their presentations.
- Practice asking a few questions.
- You may wish to have students prepare questions ahead of time on note card to ask during the videoconference.

A Few TRUE Facts to Get Things Started about the AMAZING UNITED STATES!

The fifty-one states that comprise the United States of American are truly awesome! Each state is known for its unique contribution to the culture, intelligence, resources and beauty of a great land. Below are just a few facts that may “get-the-wheels-turning” to put together a super presentation of students sharing the amazing features of one state who may be meeting students in another state for the very first time!

Alabama	George Washington Carver, who discovered more than 300 uses for peanuts
Alaska	The longest coastline in the U.S., 6,640 miles, greater than that of all other states combined
Arizona	The most telescopes in the world, in Tucson
Arkansas	The only active diamond mine in the U.S.
California	“General Sherman,” a 3,500-year-old tree, and a stand of bristlecone pines 4,000 years old are the world's oldest living things
Colorado	The world's largest silver nugget (1,840 pounds) found in 1894 near Aspen
Connecticut	The first American cookbook, published in Hartford in 1796: <i>American Cookery</i> by Amelia Simmons
Delaware	The first log cabins in North America, built in 1683 by Swedish immigrants
Florida	U.S. spacecraft launchings from Cape Canaveral, formerly Cape Kennedy
Georgia	The Girl Scouts, founded in Savannah by Juliette Gordon Low in 1912
Hawaii	The only royal palace in the U.S. (Iolani)
Idaho	The longest main street in America, 33 miles, in Island Park
Illinois	The tallest building in the U.S., Sears Tower, in Chicago
Indiana	The famous car race: the Indy 500
Iowa	The shortest and steepest railroad in the U.S., Dubuque: 60° incline, 296 feet
Kansas	Helium discovered in 1905 at the University of Kansas
Kentucky	The largest underground cave in the world: 300 miles long, the Mammoth-Flint Cave system
Louisiana	The most crayfish: 98% of the world's crayfish
Maine	The most easterly point in the U.S., West Quoddy Head ¹
Maryland	The first umbrella factory in the U.S., 1928, Baltimore
Massachusetts	The first World Series, 1903: the Boston “Americans” (became the Red Sox in 1908) vs. the Pittsburg Pirates (Pittsburgh had no “h” between 1890–1911)
Michigan	The Cereal Bowl of America, Battle Creek, produces most cereal in the U.S.
Minnesota	The oldest rock in the world, 3.8 billion years old, found in Minnesota River valley
Mississippi	Coca-Cola, first bottled in 1894 in Vicksburg
Missouri	Mark Twain and some of his characters, such as Tom Sawyer and Huckleberry Finn
Montana	Grasshopper Glacier, named for the grasshoppers that can still be seen frozen in ice
Nebraska	The only roller skating museum in the world, in Lincoln
Nevada	Rare fish such as the Devils Hole pup, found only in Devils Hole, and other rare fish from prehistoric lakes; also the driest state
New Hampshire	Artificial rain, first used near Concord in 1947 to fight a forest fire
New Jersey	The world's first drive-in movie theater, built in 1933 near Camden
New Mexico	“Smokey Bear,” a cub orphaned by fire in 1950, buried in Smokey Bear Historical State Park in 1976
New York	The first presidential inauguration: George Washington took the oath of office in New York City on April 30, 1789.

North Carolina	Virginia Dare, the first English child born in America, on Roanoke Island in 1587
North Dakota	The geographic center of North America, in Pierce County, near Balta
Ohio	The first electric traffic lights, invented and installed in Cleveland in 1914
Oklahoma	The first parking meter, installed in Oklahoma City in 1935
Oregon	The world's smallest park, <i>totaling 452 inches</i> , created in Portland on St. Patrick's Day for leprechauns and snail races
Pennsylvania	The first magazine in America: the <i>American Magazine</i> , published in Philadelphia for 3 months in 1741
Rhode Island	Rhode Island Red chickens, first bred in 1854; the start of poultry as a major American industry
South Carolina	The first tea farm in the U.S., created in 1890 near Summerville
South Dakota	The world's largest natural, indoor warm water pool, Evans' Plunge in Hot Springs
Tennessee	Graceland, the estate and gravesite of Elvis Presley
Texas	NASA, in Houston, headquarters for all piloted U.S. space projects
Utah	Rainbow Bridge, the largest natural stone bridge in the world, 290 feet high, 275 feet across
Vermont	The largest production of maple syrup in the U.S.
Virginia	The only full-length statue of George Washington, placed in capitol in 1796
Washington	Lunar Rover, the vehicle used by astronauts on the moon; Boeing, in Seattle, makes aircraft and spacecraft
West Virginia	Marbles; most of the country's glass marbles made around Parkersburg
Wisconsin	The typewriter, invented in Milwaukee in 1867
Wyoming	The "Register of the Desert," a huge granite boulder covering 27 acres with 5,000 early pioneer names carved on it

Tips to Make Your Presentation Run Smoothly

Prepare Your Materials with Your Facility in Mind

Maximize your facility's presentation capability. PowerPoint presentations work well in video conferencing. And if you stay within normal defaults for font size and background color selections, students at the distant site will have no problem seeing your presentation visuals.

If you are using the document camera in your ITV room, here are some rules you need to follow for maximum effect:

Aspect Ratio

Television is a horizontal medium, and vertical visuals do not work well. Currently, the aspect ratio for television is 4 units by 3 units of measurement. This ratio can be 4 inches by 3 inches, or 4 feet by 3 feet, but construction paper, design these materials within the aspect ratio.

Color Choices

Television doesn't like the color Red. It tends to make the signal "bloom". Stay away from **Red** as a background color choice when developing artwork. Television likes contrast. Black lettering on a royal blue background is a prescription for failure, however black lettering on a light blue background, or royal blue lettering on a yellow background work well for television. Whatever your choice, make sure there is a wide contrast between foreground and background in your color scheme.

Document Cameras

When using a document camera to present artwork for your presentation, select 8 1/2 x 11 paper or construction paper. Follow the aspect ratio and color choice guidelines discussed above. Number your artwork pages in order that they will be presented. Place the stack of artwork under the document camera.

Organize Your Students

Many times teachers choose to have their students present in small groups of three or four students. If this is your choice, it is important to have the students be organized. Your first consideration is seating within the facility. For presenting in small groups, have your students sit together in their group on the day of the presentation. This eliminates much time

spent gathering the students from all over the room. Make certain that the students know the order of presentation so they are ready when their turn arises.

Testing, Testing, One, Two, Three

Audio is the biggest problem we face in video conferencing especially with younger elementary students.

If you are using a distance learning classroom that has ceiling mounted microphones be sure students are underneath the microphones and have students speak in a loud voice.

Rehearse, Rehearse, Rehearse!

Do some test runs in your classroom. Make certain each student knows his or her role in the presentation and when to take their turn. Time the presentation to see if it fits within the timeframe allotted. If it doesn't, try to edit the presentation.

Finally, Take Pride in your Students



Social Studies and English/Language Arts Curriculum Framework and Standards

Note: Each of the benchmarks listed below are appropriate for various elementary levels.

Social Studies

Strand I. Historical Perspective

3. Place major events in the early history of the United States in chronological order.

Strand II: Geographic Perspective

Content Standard 1: All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements. (People, Places and Cultures)

3. Locate and describe the major places, cultures, and communities of the nation and compare their characteristics.

Content Standard 2: All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them. (Human/Environment Interaction)

3. Describe the major physical patterns, ecosystems, resources, and land uses of the state, region, and country and explain the processes that created them.

4. Explain how various people and cultures have adapted to and modified the environment.

Content Standard 3: All students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them. (Location, Movement and Connections)

1. Describe major kinds of economic activity and explain the factors influencing their location.

2. Describe the causes, consequences, routes and movement of major migration to the United States.

3. Explain how transportation and communication link people and communities.

4. Describe some of the major movements of goods, people, jobs and information within Michigan and the United States and explain the reasons for the movements.

Content Standard 4: All students will describe and compare characteristics of ecosystems, states, regions, countries, major world regions, and patterns and explain the processes that created them. (Regions, Patterns and Processes)

1. Draw sketch maps of the community, region, and nation.
2. Describe places, cultures, and communities in the United States and compare them with those in other regions and countries.
6. Describe the geography of major United States regions, compare the regions, and explain the processes that created them.

Strand IV: Economic Perspective

Content Standard 2: All students will explain and demonstrate how businesses confront scarcity and choice when organizing, producing, and using resources, and when supplying the marketplace. (Business Choices)

3. Examine the historical and contemporary role a major industry has played in the state of Michigan and the United States.

Content Standard 5: All students will describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government. (Trade)

3. Describe how businesses are involved in trade as producers, distributors, importers, and exporters.

Strand V: Inquiry

Content Standard 1: All students will acquire information from books, maps, newspapers, data sets and other sources, organize and present the information in maps, graphs, charts and timelines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information. (Information Processing)

1. Locate information about local, state and national communities using a variety of traditional sources, electronic technologies, and direct observations.
2. Organize social science information to make maps, graphs and tables.
3. Interpret social science information about local, state, and national communities from maps, graphs, and charts.

Content Standard 2: All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology. (Conducting Investigations)

1. Pose a social science question about Michigan or the United States.
2. Gather and analyze information using appropriate information technologies to answer the question posed.
3. Construct an answer to the question posed and support their answer with evidence.

Language Arts

Content Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.

1. Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state or country.
3. Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively.

Content Standard 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

2. Identify and use the kinds of resources that are most useful and most readily available for the particular questions or topics they wish to investigate. Examples include knowledgeable people, field trips, tables of contents, indexes, glossaries, icons/ headings, hypertext, storage addresses, CDROM/ laser disks, electronic mail, and library catalogue databases.
3. Organize and analyze information to draw conclusions and implications based on their investigation of an issue or problem.
4. Using multiple media develop and present a short presentation to communicate conclusions based on the investigation of an issue or problem. Examples include charts, posters, transparencies, audio tapes, videos, and diagrams.

Technology

Content Standard 2: All students will use technologies to input, retrieve, organize, manipulate, evaluate, and communicate information.

1. Interpret, analyze and evaluate information with the assistance of technology (voice, data, video, graphics, etc).
2. Use search strategies to locate and retrieve information electronically.
3. Retrieve and communicate information using a technological system (voice, data, video, graphics, etc).
4. Evaluate information received through technologies.

Content Standard 3: All students will apply appropriate technologies to critical thinking, creative expression, and decision making skills.

Use technologies to organize thoughts in a logical process (voice, data, video, graphics, etc).

