The NteQ Model is very important in this lesson. Students will become actively engaged in their learning process by becoming the researcher while completing this lesson. In addition students will become more technologically competent.

This lesson can be incorporated in a cross-curricular event, or it can coincide with other history lessons. For example, as one decade in American history is studied, students can learn about what was going on in their town at the time. Depending on the teacher’s desire, the scope of this lesson can be broadened to cover an entire semester or term. The scope can also more limited to be less involved.

I. Instructional Goals (NTeQ Problem Specification)

- Students will learn more about their town’s history by researching local sources. The students will compile their research by using several forms of digital technology and present it in the form of an iMovie

II. Rationale

- It is important for students to learn how the past affects their present day lives. This lesson will give students many opportunities to use several types of technology such as digital video equipment to create a final project.

III. Objectives (NteQ Objection Specification)

- Given a particular time period, students will identify interesting or important events that occurred in their town.
- Given a particular time period, students will conduct and record interviews with townspeople who might be informed of knowledgeable about a particular time in the town’s past.
- After collecting research students will decide what type of technology will effectively exhibit their research.
- Students will make comparisons between the town’s past and present.

★ Students will be asked to help create objectives using the previous ones as guidelines.

IV. NteQ Problem-Solving Process

- Using the NteQ Problem-Solving Process will show students a step-by-step plan of the project.
V. Resources (NteQ Computer Functions)

★ Digital resources needed:
- Computer
- iMovie software
- Word processing software
- Digital video camera
- Scanner
- Printer
- Zip and floppy disks
- External firewire port (optional)

★ Other Resources:
- Notebooks for individual/group journals
- 35mm or digital camera
- Tip sheet for computer software
- School/District/County library
- Town Hall/Historical Society/ Town Museum
- Poster Board (optional)
- Craft Supplies (optional)
- Tripod for cameras
- Transportation to field trip locations

VI. Procedures

A. Readiness/Motivation for Lesson

1. Prerequisite Skills (NteQ Activities prior to computer use)
   - Students should have previous experience using equipment such as the computer, scanner, DV camera
   - Students should have previous experience using word processing and iMovie softwares
   - Students should have previous experience researching libraries, Internet and other historical records
   - Students should review interviewing techniques

★ These skills will have been learned and included in previous lessons. The teacher should review the skills they will need to complete the lesson. Necessary think-sheets will also be provided. Students will take part in a brainstorming and critical thinking session to decide what skills they believe they will need for the lesson.

B. Focus of Lesson

1. Students will be placed in teams. Each team will be given a designated time period to study (e.g. 1800s, 1900s, 1800-1850, etc.)
2. The class or individual groups will travel to the historical society, museum, town hall, library and other places of interest to collect
information on people, places and events from their specified time period.

3. As part of research, students will use digital video, digital cameras or 35mm cameras to record historical places throughout the town.

4. With instructor’s assistance, students will conduct interviews with local townspeople, museum curators, etc. These interviews will be recorded with a digital video camera.

5. If available, students can scan old photographs to incorporate in their iMovie as still shots (e.g. a photograph of a building or location in town from 1903 could be compared to a photograph the student took at the same place in 2003.)

6. Each group will submit a plan to the instructor explaining what will be included in their iMovie (Storyboard, script)

C. Assessment
   ★ A grading rubric will be used
      • Is the iMovie 3-5 minutes in length?
      • Did the group submit an iMovie plan?
      • Did the group include digital video and still shots in the movie?
      • Did the students create a script?
      • Did each student actively participate?

VII. Closure (NteQ Activities after using the computer)
   • The iMovies! Will be shown to the class, other classes, community groups or used as a part of a cross curricular project.

VIII. Adaptations
   A. The one-computer classroom
      • The length of iMovie can be reduced in length
      • Groups will rotate on the computer. As one group needs equipment, other groups can complete journals, iMovie plans, storyboards and scripts
   B. The 4-6 computer classroom
      • Groups can be reduced in size to 3-4 members
      • A rotation schedule can be implemented if necessary
   C. Computer Lab
      • Students can use the computer lab to keep electronic journals instead of using notebooks
      • The class can collectively use the Internet or CD ROMs to begin research. Then individuals will be able to compare research within their groups

IX. Assistive Technology Component/Modifications For Students With Disabilities
   • Work spaces and computer stations can be made handicap accessible
   • Tripods can assist students when using digital cameras
   • Keyboards, joysticks and other computer equipment can be modified for physically handicapped individuals.
• For this lesson it may be necessary to use handicap accessible transportation when traveling on field trips
• Scanners and printers should be located where they are accessible to all students