



Gnoming Across Virginia



Created by Cheryl Phillips

4th Grade



Objective:

The standards for fourth grade students include an introduction to the heritage and contributions of the people, history and places of Virginia. This project is intended to help students continue to developing map skills and demonstrate an understanding of the five regions of Virginia.

Introduction:

The possibilities for using animation with students are endless! This project uses animation as a helpful tool to engage students in a meaningful learning experience. It puts student 'in' the project as they discover ways to visually represent what they are studying. This also is a brilliant way to allow the more introverted students to communicate what they have learned by sharing their animations with teachers, parents or peers.

It does take a bit of commitment on the part of the student, but most agree it's a wonderful project that teaches more than just history and geography. By integrating technology skills,

Time Frame:

4 – 5 45 minute classes

Introduction to our Gnomes

In the Library: Read to the students: *Good Night, Garden Gnome* by Jamichael Henterly

In the Computer Class: Historical events, Geography and Physical Characteristics of the 5 Regions of Virginia.

Materials

5-10 pictures of significant historical places of each of the regions.

Multimedia Program (PowerPoint, Pixie, Google Docs, or any number of programs using the iPad or mobile device) See resources.



Overview of project

You will put together an animation using a multimedia program such as PowerPoint, Google Presentation, Pixie,

Student will also need a photo editing program like Pixie 3, Image Blender, Microsoft Photo Editor or any program that will allow you to edit pictures.

- We will collect pictures using Google Images.

Your Photo Story must include the following:

- Collect Five to ten (5-10) pictures from each region of Virginia. If you cannot get to a historic place and take the picture yourself, you will use Google Images
- The regions include: Coastal Plain, Piedmont, Blue Ridge Mountains, Ridge and Valley, Appalachian Plateau.
- These three pictures must represent a place of historical significance in the state of Virginia.
- Each picture must have the gnome and a script explaining the location and the essential knowledge, including for that region.
- ** You may include personal photos if you have them.
- At least 5 Transitions
- One sound clip
- Must show evidence of using picture tools
- Call-outs must be included with your gnome. – See sample





Standards

Colonization and Conflict: 1607 through the American Revolution

VS.3 Knowledge of the first permanent English settlement in America by a) explaining the reasons for English colonization; b) describing how geography influenced the decision to settle at Jamestown; c) identifying the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement; d) identifying the importance of the General Assembly(1619) as the first representative legislative body in English America; e) identifying the importance of the arrival of Africans and women to the Jamestown settlement; f) describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival; g) describing the interactions between the English settlers and the native peoples, including the contributions of Powhatan to the survival of the settlers.

VS.4 Knowledge of life in the Virginia colony by a) explaining the importance of agriculture and its influence on the institution of slavery; b) describing how the culture of colonial Virginia reflected the origins of European (English, Scots-Irish, German) immigrants, Africans, and American Indians; c) explaining the reasons for the relocation of Virginia's capital from Jamestown to Williamsburg to Richmond; d) describing how money, barter, and credit were used; e) describing everyday life in colonial Virginia.

VS.5 Knowledge of the role of Virginia in the American Revolution by a) identifying the reasons why the colonies went to war with Great Britain as expressed in the Declaration of Independence; b) identifying the various roles played by whites, enslaved African Americans, free African Americans, and American Indians in the Revolutionary War era, including George Washington, Thomas Jefferson, and Patrick Henry, and James Lafayette; c) identifying the importance of the Battle of Great Bridge, the ride of Jack Jouett, and the American victory at Yorktown.

Virginia: The Land and the Native People

VS.2 Demonstrate knowledge of the geography and early inhabitants of Virginia by: a) locating Virginia and its bordering states on maps of the United States; b) locating and describing Virginia's Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau; c) locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, Rappahannock River, Lake Drummond, and the Dismal Swamp); d) locating three American language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia; e) describing how American Indians related to the climate and their environment to secure food, clothing, and shelter; f) describing how archaeologists have recovered new material evidence through sites including Werowocomoco and Jamestown; g) identifying and locating the current state-recognized tribes.



NETS

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes
- b. Create original works as a means of personal or group expression
- c. Use models and simulations to explore complex systems and issues
- d. Identify trends and forecast possibilities

2. Communication and Collaboration

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.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- 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

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. Process data and report results

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- a. Identify and define authentic problems and significant questions for investigation
- b. Plan and manage activities to develop a solution or complete a project
- c. Collect and analyze data to identify solutions and/or make informed decisions
- d. Use multiple processes and diverse perspectives to explore alternative solutions



PowerPoint Rubric

Name _____

Directions: The following rubric will be used to evaluate your PowerPoint Presentation. Your teacher will circle the appropriate box, which reflects your mastery level.

Criteria	Needs PowerPoint Help (1 point)	PowerPoint Beginner (2 points)	PowerPoint Literate (3 points)	PowerPoint Pro (4 points)
Content	Meets two of criteria listed	Meets three of the criteria listed	Meets four or five of the criteria listed	Meets all six criteria listed
Appearance	Meets only two criteria listed	Meets only three criteria listed	Meets four or five criteria listed	Meets all six criteria listed
Graphics	Meets only two criteria listed	Meets four of the criteria listed	Meets five or six of the criteria listed	Meets seven or eight of the criteria listed
Multimedia	Only one transition	Two transitions and at least one sound effect are present	Three to four transitions and two sounds are present	Five or more transitions or sounds are present and appropriate
Presentation	Meets only one criteria listed	Meets two of the criteria listed	Meets three or four of the criteria listed	Meets all five criteria listed
			TOTAL POINTS: (out of 20 possible points)	

Additional Comments:
