

New York State Academy for Teaching and Learning

Learning Experience Outline

Title of Learning Experience: The Erie Canal (Grade 4)

1. Learning Context (describe the purpose, objective, or focus of the learning experience, including):

* the learning standard(s) and the specific performance indicators being assessed:

English/Language Arts (ELA):

1. read, write, listen, and speak for information & understanding.
3. read, write, listen, and speak critical analysis & evaluation.

Mathematics, Science & Technology (MST):

3. understand mathematics & become mathematically confident by communicating & reasoning mathematically, by applying mathematics in real-world settings, & by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, & trigonometry.
4. understand & apply scientific concepts, principles, & theories pertaining to the physical setting & living environment and recognize the historical development of ideas in science.

Social Studies:

1. use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, & turning points in the history of the United States & New York.
3. use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live - local, national, & global - including the distribution of people, places, & environments over the Earth's surface.

* a description of where this experience fits in the school or course curriculum:

A portion of the NYS curriculum in Social Studies for Grade 4 includes local/state history. The construction of the Erie Canal figures strongly as a significant contributor to the economic & social development of NYS, as well as the United States.

* what students need to know and/or be able to do to succeed with this learning experience:

Student prerequisite skills will include those needed to create their "presentations" using *KidPix Studio Deluxe*. It's possible that students may also want to include images in their finished products via the use of a scanner and/or digital camera, and should therefore be comfortable with the use of those devices as well. Lastly, they will need to be able to use an Internet browser, such as *Nescape Navigator*, to help accumulate the information/documentation required to complete their assigned tasks.

2. Procedure (describe, in narrative form, the actions of students & teachers, and the interactions between & among students & teachers, including how the learning experience):

- * supports student progress toward attainment of the learning standards;
- * reflects current scholarship in your field & “best” classroom practice;
- * incorporates technology (when used) into instruction to enhance learning and to assess student performance:

The activities which the students must complete are organized following a cooperative learning model, in which I selectively divide the class into groups of 3-4 students, ensuring that the ability levels within the groups are heterogeneous, and that specific personality traits/learning styles will be complementary, not adversarial.

Different activities are organized by the teacher, requiring some to be done via direct access to the Internet, others to be completed via computer (but not requiring the Internet), and others that can be accomplished completely “off-line”. The groups will gather information specific to the needs of their final project, which will be a digital slideshow presentation describing in detail: how the Erie Canal was constructed; and, its economic benefits to both NYS and the United States in both the 19th and 20th centuries. At completion, each group shares its presentation with the whole class, following which the class will discuss those elements which were common in all or most of the presentations, as well as those which were unique to only one or two.

3. Instructional/Environmental Modifications (describe the procedures used to accommodate the range of abilities in the classroom, including students with disabilities, limited English proficiency, or bilingual students, such as):

- * instructional modifications made; and
- * physical modifications of the classroom setting:

The cooperative learning model is designed to accommodate for a range of student abilities/learning styles, providing an environment in which the students complement each other’s skills (or lack of skills). The physical configuration of the room should be set up in a manner which allows 3-4 students to work together on a variety of tasks.

4. Time Required (for each aspect of the learning experience, state the amount of time for:)

- * planning;
- * implementation (note the length of your class period, where appropriate, and the number of days to implement the experience); and
- * assessment:

The planning component of this lesson has taken an estimated 15 hours, spread over a two week timeframe, and occurring both during & after regular school hours. It should take the students 5 - 7 periods (45 - 60 minutes each) to complete the information-gathering phase, and an additional 5 - 7 periods to complete the presentation-creation phase. Evaluation of the presentations can occur during the classtime devoted to the sharing of them (an additional 1 - 2 class periods), as well as a limited amount of time after school.

5. Resources (please note any extraordinary or unique resources (human or material) needed to successfully complete this experience):

- * for the student; and
- * for the teacher:

- 1 computer with Internet access
- 1 additional computer (if possible) for creation of the slideshow presentations
- The following websites:
 - <http://www.albany.edu/gp/eriecanal.html>

- <http://www.csmonitor.com/durable/1998/10/20/f-p58s1.shtml>
- <http://www.canals.state.ny.us/canals/>
- <http://www.eriecanalvillage.com/>
- <http://www.syracuse.com/features/eriecanal/>
- <http://www.cnyric.org/cnyregion/Canal/>
- <http://www.cnyric.org/cnyregion/chitthome.html>
- <http://www.crisny.org/users/yollesj/>
- <http://www.history.rochester.edu/canal/>
- <http://204.97.3.30:8080/8525656c0065941f/a024191c67aca3e28525656c006594d4/877bbcf36ffb1d8b8525656d005a66e9?OpenDocument>
- <http://www.docfilm.com/erie1.htm>
- <http://www.nycanal.com/>
- <http://www.nps.gov/cuva/towptag.htm>
- *The Erie Canal* (Jack Reber; 1991); Trillium Press, Inc.
- *Cobblestone: the History Magazine for Young People*; Volume 3 Number 10; October 1982; "The Erie Canal"

6. Assessment Plan (describe the):

- * manner in which students are involved in developing assessment criteria, maintaining an awareness of their progress, & reflecting on their work;
- * techniques used to collect evidence of student progress toward meeting the learning standards' performance indicators (e.g. observation, group discussions, journal writing, use of alternative testing techniques); and
- * tools used to document student progress (e.g. scoring guides, rating scales, checklists). Please submit these tools.

7. Student Work (send three or four samples of student work):

- * that reflect different levels of student performance; and
- * include comments reflecting the basis for teacher's assessment.:

8. Reflection (please offer personal comments on the learning experience):

- * why this lesson was developed for the specific learning standard(s) and performance indicator(s);
- * what you learned from implementing this lesson; and
- * how the lesson was reviewed by peers prior to submission and what you learned from the review: