“Digging Deeper into Black History”

For further information contact…

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2007 - 2008 IDEA CATALOG OF EXCELLENCE

**PROGRAM OVERVIEW**

Black History Month provides a wonderful opportunity to teach students about research skills. So often students gravitate toward well-known leaders such as Dr. Martin Luther King, Jr., or Harriet Tubman for a research project on Black History. But there are plenty of other leaders with interesting lives and wonderful contributions.

This project was designed to encourage students to research someone new to them and share their discoveries with their classmates using Digital Storytelling. As the teacher models skills such as note taking, analysis and synthesis of information, citation, and creation of a product, students get a better understanding of the proper way to research and share a topic. As students practice these skills by creating and sharing a product, they become peer educators and evaluators.

**OVERALL VALUE**

Although this project was used for sixth grade social studies classes, it can be adapted for other grades with minor modifications. Students of all ages benefit from using technology to enhance their learning.

**LESSON PLAN TITLES**

- Uncovering Hidden Facts
- Getting Ready to Discover
- Finding and Sharing the Treasure

**MATERIALS**

These activities took place in a regular classroom. A laptop and LCD projector were used to show the video and model making a Digital Storytelling project. If a wireless laptop lab is not available, then students could work in a computer lab for research and production. A few student computers in a classroom would work well also.

Other technology items used are flash drives, United Streaming videos, Microsoft Movie Maker, Audacity program free download, and headphones with microphones. Composition books or spiral notebooks can be used for learning logs.

**ABOUT THE DEVELOPER**

A teacher with over twenty-five years of experience, Deb Gornoski has a B. A. degree in Elementary Education from the University of South Florida. She also has Middle School Integrated Curriculum Certification. She is currently a Social Studies teacher at Bartow Middle School.
Lesson Plan No 1: Uncovering Hidden Facts

**SUBJECTS COVERED**
Social Studies — Black history

**GRADES**
Sixth

**OBJECTIVES**
Students will…

… understand the contributions of the Buffalo Soldiers and the circumstances in which they had to work.

… understand that researchers are discovering new facts about the Buffalo Soldiers.

**MATERIALS**
- Laptop and LCD projector (or TV and DVD player)
- Learning logs (composition books or spiral notebooks)
- Paper and pencil for K-W-L chart

**SUNSHINE STATE STANDARDS**
SS.A.1.3.1: The student understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.

SS.A.1.3.2: The student knows the relative value of primary and secondary sources and uses this information to draw conclusions from historical sources such as data in charts, tables, and graphs.

**DIRECTIONS**
1. Do a K-W-L chart for Buffalo Soldiers.
2. Show video “Rediscovering America: Buffalo Soldiers.”
3. Complete the K-W-L chart.
4. Discuss the facts mentioned in the video, emphasizing that the men’s contributions have gone relatively unrecognized.

**EVALUATION/ASSESSMENT**
Use the worksheet for “Learning Log Questions on Buffalo Soldiers” to assess students’ understanding.

**EXTENSION**
Students can role-play Buffalo Soldiers performing their duties (protecting settlers or repairing buildings) while dealing with prejudiced people. Discuss how it feels to be the one receiving disrespect even when faithfully doing a job.

★ ★ ★
**SUBJECTS COVERED**
Social Studies and Language Arts

**GRADES**
Sixth

**OBJECTIVES**
Students will...

... understand research skills such as reading, summarizing, and citing sources.

... understand the steps necessary to make a Digital Storytelling project: making a story board, writing and recording a script, adding audio visuals to the project, sharing and evaluating the final product.

**SUNSHINE STATE STANDARDS**
SS.A.1.3.2: The student knows the relative value of primary and secondary sources and uses this information to draw conclusions from historical sources such as data in charts, tables, and graphs.

LA.A.1.3.4: The student uses strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report.

LA.A.2.3.1: The student determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.

LA.A.2.3.5: The student locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

**MATERIALS**
- Laptop and LCD projector
- "Websites about the Buffalo Soldiers" worksheet
- Movie Maker
- Audacity
- Headphones with microphones
- Flash drive or DVD-RW
- Rubric

**EVALUATION/ASSESSMENT**
Students orally review the steps for research and creation of a Digital Storytelling project by doing a Think-Pair-Share activity.

**EXTENSION**
Students create a "How To" project using PowerPoint or Digital Storytelling to review the steps.

**DIRECTIONS**
1. Refer to the “Websites about the Buffalo Soldiers” worksheet to access sites and demonstrate the steps of researching a topic.
2. Using the laptop and LCD projector, model taking notes, citing sources, using photos to make a presentation with Movie Maker, creating a script with Audacity, and saving the project to a flash drive or DVD-RW.
3. Encourage students to participate in demonstrating these steps.
“Digging Deeper into Black History” Deb Gornoski
Lesson Plan No 3: Finding and Sharing the Treasure

**SUBJECTS COVERED**
Social Studies and Language Arts

**GRADES**
Sixth

**OBJECTIVES**
Students will...

- use multimedia resources to create a Digital Storytelling project.
- properly cite all sources used in their research project.
- evaluate their projects using the provided rubric.
- reflect on their research project.
- share their final products for their research.

**SUNSHINE STATE STANDARDS**

SS.A.1.3.2: The student knows the relative value of primary and secondary sources and uses this information to draw conclusions from historical sources such as data in charts, tables, and graphs.

SS.A.1.3.1: The student understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.

LA.A.1.3.4: The student uses strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report.

LA.A.2.3.1: The student determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.

LA.A.2.3.5: The student locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

**DIRECTIONS**

1. Distribute rubric and suggested websites for research.
2. Divide students into small groups or partners.
3. Allow students to decide on a person to research. Encourage them to choose someone they have not previously studied.
4. Provide two to three days for students to use computers to research a person, cite sources, and create a Digital Storytelling project. Encourage students to mentor those who experience trouble with any steps.
5. Have students reflect on their project using the “Reflections” worksheet.
6. Allow time for students to self evaluate their final product.
7. Students share what they learned by presenting their final product with their classmates.
8. As students present their product to the class, have their peers use the “Evaluation” worksheet. Insist on providing positive feedback as well as suggestions.

**EVALUATION/ASSESSMENT**

Students use the rubric for self evaluation and peer evaluation of final products. Individually, students reflect on their project.

**EXTENSION**

Share students’ Digital Storytelling projects via the school news broadcast as part of a school wide celebration of Black History Month.

**MATERIALS**
- Computers with Internet access
- List of suggested website sources
- Flash drive or DVD-RW
- Movie Maker
- Audacity
- Headphones with microphones
- Rubric
- “Reflections on My Black History Project” worksheet
- “Evaluation of Black History Projects” worksheet

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Learning Log Questions on Buffalo Soldiers

Directions: Answer these questions in your learning log. Restate each question so that it makes a statement. Use complete sentences.

1. Who are the Buffalo Soldiers?

2. What contributions did the Buffalo Soldiers make during the post-Civil War days?

3. How were they treated?

4. Why did they keep working under these conditions?

5. Compare and contrast Buffalo Soldiers with modern day police. How are their jobs similar/different? How do people treat them?
Websites about the Buffalo Soldiers

Buffalo Soldiers and Indian Wars [http://www.buffalosoldier.net/](http://www.buffalosoldier.net/)


The Buffalo Soldiers [http://www.nps.gov/archive/fols/Buffalo_Soldier/body_buffalo_soldier.html](http://www.nps.gov/archive/fols/Buffalo_Soldier/body_buffalo_soldier.html)

Lesson Two Storyboard
**Evaluation of Black History Projects**

Name _____________________________________________ Date ______

1. Topic ____________________________________________

<table>
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<th>Product</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
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Comments ____________________________________________

2. Topic ____________________________________________

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Comments ____________________________________________

3. Topic ____________________________________________

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Comments ____________________________________________

4. Topic ____________________________________________

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</table>

Comments ____________________________________________

**Websites for the Black History Project**

- For a list of 200 notable Black leaders: [http://www.biography.com/blackhistory/](http://www.biography.com/blackhistory/)
- Seventy-three transcripts of oral histories of slaves completed between the years 1936-1938: [http://memory.loc.gov/ammem/snhtml/snhome.html](http://memory.loc.gov/ammem/snhtml/snhome.html)
- Research sites provided by the Polk County School Board: [www.polk-fl.net](http://www.polk-fl.net)
Reflection on My Black History Project

Student__________________________________________________Topic__________________________________________________

1. Why did you choose this topic?__________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

2. Why is this person important to history students?_________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

3. What did you like best about your project?_______________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

4. What was the hardest challenge for you?_________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

5. What would you do differently next time?________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

6. Tell what grade you believe you earned and provide evidence to support your decision.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
### Rubric for Black History Project: Digital Storytelling

Partners ________________________________

Topic _______________________________ Period ___________ Date ___________

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<tr>
<th>Category</th>
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<th>Very Good 3</th>
<th>Developing 2</th>
<th>Emerging 1</th>
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<tbody>
<tr>
<td><strong>Storyboard</strong></td>
<td>The story is easy to follow and shows significant planning.</td>
<td>The story is complete, yet lacking depth.</td>
<td>The story is difficult to follow.</td>
<td>There is no evidence of a storyline.</td>
</tr>
<tr>
<td><strong>Content for Digital Story</strong></td>
<td>The digital story is grade level appropriate and engaging for students.</td>
<td>The digital story is completed, yet the content is not grade level appropriate.</td>
<td>The digital story needs more details added.</td>
<td>The digital story meets the minimum requirements.</td>
</tr>
<tr>
<td><strong>Soundtrack</strong></td>
<td>The soundtrack supports the digital story.</td>
<td>The soundtrack needs some editing.</td>
<td>The soundtrack takes away from the presentation.</td>
<td>There is no soundtrack.</td>
</tr>
<tr>
<td><strong>Reflection Activity</strong></td>
<td>The assignment clearly demonstrates opinions and reflection on the topic.</td>
<td>The assignment clearly demonstrates reflection on the topic.</td>
<td>The assignment aligns to the topic yet it does not include personal reflection.</td>
<td>The assignment does not align to the topic.</td>
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Comments: ______________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

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Lesson Three Storyboard

Presentation Topic ___________________________ Name ___________________________

Visual

Dialog ___________________________

Storyboard

Presentation Topic ___________________________ Name ___________________________

Visual

Dialog ___________________________

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Citation for Internet Sites

Web address of site: ____________________________________________

Person or company responsible for it: __________________________________

Date you accessed the information: _____________________________

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Web address of site: ____________________________________________

Person or company responsible for it: __________________________________

Date you accessed the information: _____________________________

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Web address of site: ____________________________________________

Person or company responsible for it: __________________________________

Date you accessed the information: _____________________________

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Web address of site: ____________________________________________

Person or company responsible for it: __________________________________

Date you accessed the information: _____________________________

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Web address of site: ____________________________________________

Person or company responsible for it: __________________________________

Date you accessed the information: _____________________________
# Materials Budget

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<td>Wal Mart</td>
<td>Flash Drive 1G</td>
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<td>DVD RW 15 pack</td>
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Teacher's Name: **Deb Gornoski**  
School: **Bartow Middle School**

Subtotal: $202.43  
Tax if applicable  
Shipping if applicable  
Total Budget Amount: $202.43