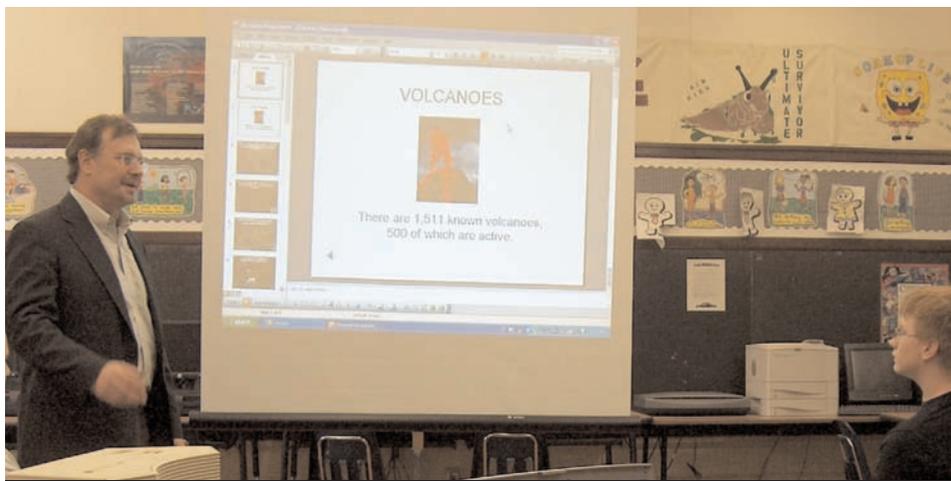


# THESE LESSONS ARE IN THE BAG

Using students to create interactive media kits for teachers helps this district provide everyone with new skills.



Mike King explains to students how teachers can use the media kits the students help put together for them.

**W**hen it comes to implementing new technology, Mike King, director of technology for the Enid Public School District, in Enid, OK, believes in covering all the bases. Last year, in anticipation of the district-wide implementation of interactive whiteboards, King went beyond offering classes to his media specialists and nearly 500 teachers on how to integrate technology in the classroom and design interactive lessons. He also called on at-risk students, enrolled in the district's alternative high school, to help teachers make the most of their new whiteboards, especially by incorporating various forms of digital media when using them.

King knew teachers would be more eager to use Discovery Education *unitedstreaming*—which the district had already been using—if they had ready-to-use, interactive lessons they could easily plug into their curriculum. Guided by King and Melissa Dennis, Enid's Alternative Academy director, 30 juniors and seniors began the 2005-06 school year developing "media kits." Each media kit is built around an objective and features an activity and a wrap-up assessment. Because the kits use PowerPoint to deliver information, teachers can easily tailor each lesson to meet their students' individual needs. King stored the kits on CDs and distributed 30 of them to teachers at the start of

the 2006-07 school year. He plans to make the kits available on individual media servers located at each school.

"This was our first experience working with *unitedstreaming* this extensively, so it really gave us a sense of the depth of knowledge and materials the technology could provide," King says. In addition, he says, teachers in the district loved the ease of use of the media kits.

Working on the media kits also was a great benefit for the students. Not only did they feel good about being able to contribute to the district's educational program in a meaningful way, they also learned about the teaching profession and mastered a new set of technological skills that may help them secure better careers.

"This is a group of students that isn't normally excited about education," says King. "By the time the class was over, they became so engaged by the technology they wanted to learn more."

—Denise Willi

## Educator featured in this article

### Mike King

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## ADVICE&TIPS

From Mike King

### Training is Key

Provide lots of training in various formats well before people start using new technology. If you plan to create media kits, make sure teachers know how to use *unitedstreaming*. In our district, we train key people in each of our schools who then train all of the teachers in their schools. We've also had our DEN Field Manager help us host a special event before the school year began to give teachers ideas on integrating *unitedstreaming* in the classroom.

### Provide Enough Structure

Give teachers a guide to help them get started if they're still timid after training. We provide teachers with a CD of 12 essential elements for developing a whiteboard lesson, and we give them a storyboard template, which includes tutorials on how to create these, which we post on our website. We also offer guides that cover where to find multimedia resources and copyright laws.

### Keep Learning Fun for Everyone

Enlist students' help in creating guides and tutorials. We allow special-needs students the freedom to choose a topic for the media kits. *unitedstreaming* has a wonderful research feature that allows a user to type in a keyword and receive dozens of selections in different fields of study. No matter what topic students chose, it fit into our K-12 curriculum. Because the topic was of high-interest, students never lost interest.



# STARS AND STRIPES FOREVER

**M**arch 3 marks the 76th anniversary of the “The Star-Spangled Banner” officially becoming our country’s national anthem. On that day in 1931, Congress passed the bill, which President Herbert Hoover signed into law. Francis Scott Key wrote the lyrics of the song—originally as a poem—after witnessing the attack on Fort McHenry, in Baltimore, Maryland, by British ships in Chesapeake Bay during the War of 1812. This lesson helps you teach your students to understand the meaning and importance of Key’s words and his inspiration to write the poem. To extend the lesson, go to [www.unitedstreaming.com](http://www.unitedstreaming.com) and search the keywords “Star-Spangled Banner” and “National Anthem.”

**Grades:** 3–5

**Curriculum Focus:** Social Studies

Social Studies Skills and Processes: Students will use reading, writing, and thinking processes and skills to gain knowledge and understanding of historical events.

## **Student objectives:**

- Students will interpret the figurative language of the first verse of “The Star-Spangled Banner” to create an illustration.
- Students will rewrite the first verse using their own words.

## **Materials needed:**

- Hard copy of “The Star-Spangled Banner” lyrics
- Inspiration to use as a graphic organizer
- Drawing paper, crayons, markers

## **Lesson:**

1. As a discussion starter, play the audio of “The Star-Spangled Banner” for the class from *unitedstreaming*. Ask students if they know the song, where they have heard it, under what circumstance, etc. Continue the discussion with a K-W-L chart on the national anthem.
2. View the video clip “The Star-Spangled Banner.”
3. Divide students into small groups and distribute hard copies of the lyrics to “The Star-Spangled Banner.” Ask the

- groups to read the first verse of the poem.
4. Have the class do a Think-Pair-Share activity to brainstorm ideas regarding what they think the words represent.
5. Students will rewrite the first stanza of the poem in their own words.
6. Students will create a visual or illustration that represents the scene created by words in the stanza.

## **Assessment:**

Check students’ understanding based on the accuracy of their interpretations and visuals.

## **Closure:**

Have students share their interpretations of the first verse of the poem.

## **Extending the Lesson:**

Students can use the first verse of the national anthem as a start for a short report on the attack on Fort McHenry. Have students pretend to be reporters interviewing Francis Scott Key. The first verse is a description of what he saw happen during the attack on the fort.