City Citing

Grade Cluster - K-2

NETS-S – 5 - Digital Citizenship

Quick Look:

As a part of their study of the United States, students explore four Northeast cities and create a brochure, demonstrating their learning. Along the way, the students, and their teacher, learn about copyright and fair use of digital materials.

Scenario:

On the first day back to school from a vacation break, students in Mr. B.'s class are buzzing with news of where they had traveled. "I can't believe I was really INSIDE the Statue of Liberty," Joey exclaims.

"That's so cool! My aunt and uncle live in Boston and we all went on a tour of Fenway Park! That's where the Red Sox play baseball," Emma replies.

The excitement continues as the students gather in the morning meeting circle and take turns sharing their vacation adventures. "I wish I knew more about Washington, D.C.! Terry makes it sound so interesting," Chloe says. She tells the group that she stayed in Vermont for vacation, but would like to learn more about where others traveled. The class agrees that it would be a fun project to learn about some big cities, since they are so different from places in Vermont. Mr. B. uses the *interactive whiteboard* to bring up a map of the United States, using Google's *safe search* for images. The group decides to study four major cities in the Northeast part of the country - Boston, New York City, Washington D.C. and Philadelphia. They decide on four teams, each made up of three students, who would be responsible for learning about one of the cities, and then sharing their learning with their fellow classmates. Mr. B. uses Google Earth to project a quick tour of each of the four cities, making sure that the street view is selected so that the students can see the actual buildings. Students take turns selecting images to view in each of the cities (6a). Now they are even more excited to learn about their chosen location.

The students get busy, opening their netbooks and using a *safe search* to research facts about their city (6a, b). A couple of students begin to copy and paste information from their web sites into a word processing document (6b). Mr. B. doesn't want to dampen the current excitement of learning, but knows that he must prepare a lesson on copyright for the next day.

That evening, Mr. B. visits the web to refresh his memory on legal and ethical use of digital materials. He finds some helpful personal resources. (See below.)

The next day, the students are again anxious to continue their learning about the Northeast cities. They gather in their morning meeting circle and talk about their

research from the previous day. Two students share that they had copied and pasted facts directly from web sites and were all finished the project. Mr. B begins a discussion of plagiarism. He uses the *interactive whiteboard* to show the class two videos:

What is Plagiarism? (http://www.youtube.com/watch?v=4P05vgxDoPU)
User Rights, Section 107 Music Video (http://www.youtube.com/watch?v=8tWhKeb-fUQ)

A discussion ensues, and all students become aware that copying material is a form of stealing and is just not ok. The group decides to rewrite their information, using just the most important words from the original piece in their own writing. They place the completed paraphrased information in a template for a three-column brochure that Mr. B has prepared using Google Docs or *Microsoft Word* (5b, 6d). The teams decide that each member will be responsible for learning about two places in their chosen city. Mr. B shows the class a few resources that help the children properly cite the source of their information (5a). (See below.) Mr. B has added links to these resources on the class web site for easy access.

The students use Creative Commons to find copyright free images for their brochures (5a). After more research, the teams work together to merge their findings together into one brochure for each of the four cities (5b, 5c, 6d). During art class, the children create murals of their city's skyline, carefully adding the specific places they had researched. The students are excited to share their city projects with family, friends and schoolmates, so Mr. B. arranges for a sharing time. Each group will demonstrate their learning by projecting and explaining their brochures and artwork (6a).

The city interest continues so Mr. B uses ePals to locate schools in each of the researched cities. He arranges for times to Skype with students in these cities. The children in all the locations are happy to share information about their respective hometowns. They promise to continue to connect with each other on other projects throughout the school year.

When sharing day rolls around, the class proudly presents their city research projects to schoolmates, family and friends. An important piece of the sharing time is a discussion of what the class has learned about respecting the rights of ownership for material that is on the Internet (5d). This is a lesson that will stay with each child for quite a long time.

The city murals are displayed in the hall, with color copies of the completed brochures nearby for all to enjoy.

Mr. B's Personal Resources for Digital Citizenship
1) Finally ~ The End of Copyright Confusion Has Arrived (http://copyrightconfusion.wikispaces.com/)
2) Fair Use for Media Literacy Education (http://www.youtube.com/watch?v=lIU0JNCc3tM)
3) Code of Best Practices in Fair Use for Media Literacy Education (http://www.centerforsocialmedia.org/resources/publications/code_for_media_literacy_education/)

4) [Fair Use for Media Literacy Education: Video Case Study, P.S. 124, Media Literacy, Copyright, and Fair Use](http://www.youtube.com/watch?v=VoCnzVZ1phY) (http://www.youtube.com/watch?v=VoCnzVZ1phY)

Class Resources for Citing Sources
1) http://www.hobbyhorsebooks.com/biblio.html
2) http://nausetschools.org/research/works2.htm
3) http://www.openc.k12.or.us/citeintro/citeintro.php?Grd=Elem
4) http://elementary.oslis.org/resources/cm/mlacitationse

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Student Standards – The following NETS-S are noted in the Scenario:
     5. Digital Citizenship – A. B, C, D
     6. Technology Operations and Concepts – A, B, D

Teacher Standards –Teachers who teach this unit address the following NETS-T:
1. Facilitate and Inspire Student Learning and Creativity - A, C, D
2. Design and Develop Digital-Age Learning Experiences and Assessments – A, B, C
3. Model Digital-Age Work and Learning – A, B, C, D
4. Promote and Model Digital Citizenship and Responsibility – A, B, C, D
5. Engage in Professional Growth and Leadership – A, B

Content Grade Expectations

The scenario writer has identified the following content grade expectations that s/he felt might be assessed in this scenario. In most of these scenarios, there may well be opportunities to assess other or additional content grade expectations across a variety of disciplines. If you are interested in developing a unit or lessons based on the following scenario, and you don't see any grade expectations in your content area, we encourage you to capture the ideas presented in the scenario and make it your own by adding components that address the grade expectations you are most interested in assessing.

Visual Arts Skill Development
A1-2:1 Students demonstrate PERFORM/COMMUNICATE skills in visual arts by…
- Participating in group art activities (e.g., mural, group drawing).

Writing Grade Expectations: Grade 2
Standard 5.13: Responding to Text

Writing in Response to Literary or Informational Text
W2: 6 In response to literary or informational text, students make and support analytical judgments about text by…
- Using references to text to support a given focus.

Standard 1.19: Research

Informational Writing: Reports

W2: 8 In reports, students organize information by…
- Using a given organizational structure (e.g., template, frame, graphic organizer).

W2: 10 In reports, students demonstrate use of a range of elaboration strategies by…
- <u>Including</u> details/information relevant to topic and/or given focus.

History and Social Sciences GEs: **Grades 1 – 2**
Inquiry
H&SS1-2:7 Students communicate their findings by…
- Speaking, using pictures, (including captions) or creating a simple report or "painted essay" containing a focus statement, details, and conclusions.

H&SS1-2:14 Government & Society
Students act as citizens by…
- Describing what it means to be a responsible member of a group.
- Demonstrating positive interaction with group members (e.g., working with a partner to complete a task).
- Participating in setting and following the rules of the group, school, community.