

## Grade 4 Project

# Propose a Texas Monument

### Student Page

A state landmarks group has called for Texans to make suggestions for a new Texas monument. The monument could represent an event, a group of people, or a milestone in Texas history. Your task is to come up with a plan for the new monument. Your plan could include graphs, diagrams, drawings, spreadsheets, sound, video, and more. Make a presentation to your class describing your suggestions to the landmarks group. Explain why the event you've chosen deserves a monument.

## Get Started

1. **What do we know?** Within your group, brainstorm events, groups of people, or milestones that might deserve a monument. Use graphic organizer software to map out your thinking. Add monuments you have seen, read about, or heard about to the list.
2. **What do we want to know?** Work with your group to think of what you want to find out to get your project done. You might list finding out about certain events in Texas history, researching monument designs, and so on.
3. **How do we get our work done?** List tasks that your group needs to do to complete the project. Your list will not be complete now. But you can add to it later. Decide what each group member will do and start a timeline so that the project will be completed on time. You will add to and change your timeline later as the work progresses.
4. **Check in** Share your timeline and task list with your teacher to make sure you are on the right track.

## Investigate

1. **Gather Information** Use online and offline research tools to gather information about your topic. What kinds of monuments currently exist? What historical event or milestone would you like to explore? Take notes of important facts and record your sources.

Use these Web sites to get started with your research:

- Monument Hill  
<http://www.tpwd.state.tx.us/park/monument/monumenttext.htm>
- Sam Houston Statue and Visitor Center  
<http://huntsvilletexas.com/stvc.html>
- Honored Texans at the Texas State Cemetery  
<http://www.cemetery.state.tx.us/html/honored.htm>
- San Jacinto Battleground State Historic Site  
<http://www.tpwd.state.tx.us/park/sanjac/monu.htm>
- General Ignacio Zaragoza Statue  
<http://www.tpwd.state.tx.us/expltx/eft/goliad/landscape.htm>
- John F. Kennedy Memorial Plaza  
[http://www.jfk.org/Research/Kennedy\\_Memorial/Contents.htm](http://www.jfk.org/Research/Kennedy_Memorial/Contents.htm)
- Texas Monuments, Statues and Shrines  
[http://www.texasescapes.com/Texas\\_architecture/TexasMonumentsNStatues.htm](http://www.texasescapes.com/Texas_architecture/TexasMonumentsNStatues.htm)

2. **Decide on the Monument and Plan** Discuss your research with your group. As a group decide on what your monument will represent. Then make a plan about what you will create to show the state landmarks group. What will convince the landmarks group that they should build your monument? What can you do to show them? **Include at least three products, all of which use technology.** Here are some ideas:

- Map
- Brochure
- Drawings
- Graphs
- Model
- Multimedia presentation
- A report supporting your ideas

Update your project timeline and task list.

3. **Check in and Create Rubric** Review your plan with your teacher. Work with your teacher to create a rubric by which you will evaluate your project.

## **Communicate**

1. **Create Your Products** Work in your group to create your products. Check and revise your timeline often to make sure you are on track. Check in with your teacher along the way.

2. **Create a Summary** In addition to the products above, prepare a summary of your ideas. Include

- The name of your monument
- A description of what the monument represents and where it will be built

- A statement about why your group thinks the monument is important for Texas
- An illustration of the monument

3. **Present Your Results** Prepare a presentation for your class. Share your summary and your other products.

## ***Reflect***

1. **What have we learned?** What have you learned about Texas history and the role of monuments from your work? From the presentations of other groups?
2. **How did we work?** Reflect on the process as well as your finished presentation. What worked well? What would you do differently next time?
3. **Check the Rubric** Use your rubric to help you evaluate your project. How would you score your project? Share your results with your teacher.

## Teacher Page

# Propose a Texas Monument

### Teacher Overview

In this project students use online and offline research tools to investigate a worthy event, milestone, or group of people to recognize in a new Texas monument. They use various software applications and other technology tools to build a case for the adoption of their monument.

<b>SUBJECT</b>	<i>TEKS Students Will Meet</i>	<i>TEKS Students May Meet</i>
<a href="#"><u>Technology</u></a>	1A, 1B, 1E, 2A, 2D, 2E, 3A, 3B, 4A, 4B, 5A, 5B, 6B, 6C, 7B, 8A, 9A, 9B, 10A, 10B, 11A, 11B, 12A, 12B, 12C	5C, 6A, 7C
<a href="#"><u>Social Studies</u></a>	22E, 23A, 23B, 23C, 23D, 23E, 24A, 24B	3A, 3E, 4A, 5A, 5B, 22F
<a href="#"><u>Language Arts</u></a>	1A, 1C, 2A, 2D, 5A, 5D, 7A, 8B, 8C, 10A, 10B, 10F, 13C, 13E, 19A, 19F, 21A, 21B, 21D, 21E, 22A,	5B, 5F, 13F, 14B

### Objectives

- Research key events in Texas history
- Apply electronic research and evaluation skills
- Use technology tools to plan work and organize information and evaluate process and product
- Work in groups to answer real world questions
- Use presentation, word-processing, spreadsheet, and/or video software to communicate findings

### Technology Opportunities

This project provides opportunities for your students to develop skills in or demonstrate proficiency in the many technology applications. Some of the applications and skills your students might work with are

- **Electronic Research and Evaluation**
- **Presentation Software**
- **Word Procession Software**
- **Graphic Organizer Software**
- **Draw/Paint Software**
- **Spreadsheet Software**

## Preparation

- Determine how you will group the students for the project (self-choice, heterogeneous, and so on)?
- Gather any additional print or online resources that you think your students may need
- Preview the Internet resources listed on the student page.
- Customize the project as necessary for your classroom situation. For example:
  - define the kind or amount of research
  - define the product (such as a multimedia presentation only)

## Procedure

Below are some guiding questions and resources you might wish to share with students throughout the process of this project.

## Get Started

1. Introduce students to the problem.
  - Discuss with students what a monument is. Ask students to tell about monuments they have seen in your community and other monuments they may know about (the Alamo Cenotaph, the San Jacinto Monument, the Washington Monument, the Vietnam Veterans Memorial, and so on). Share any resources on monuments that you have gathered. *Why have people chosen to make these monuments? What are they for? How do they make people feel?*
  - Help students brainstorm a list of events and milestones in Texas history that might be deserving of a monument. You might use a projection device and graphic organizer software to help students categorize their ideas.
  - Discuss with students the elements of an effective proposal. *What do you think it would take to convince a landmarks group to build your monument? What makes an effective monument? What kinds of evidence do you think you would need to present to them?*
2. Work with students to help them organize their approach to the project. *How will you divide your responsibilities among the group?*
3. Help the students plan organize their work. *How will the group keep track of their work and make sure that it is completed on time?* Encourage students to use the following tools:
  - Calendar software or project planning software to set milestone dates
  - Chart to list milestones with a column for the team member(s) responsible and the date it is due

## **Investigate**

1. Guide students as they begin their research. *Where would be the best place to begin searching for information on Texas history and monuments? What kind of research will your group do? Will you use Internet resources, textbooks, encyclopedias, and more? Will the Texas Library Connection databases be useful for your research?* Remind students to use the links provided on the student page as a starting point.
2. Students may need some help evaluating the accuracy and objectivity of their research sources. *How can you determine if the research and information you've found is reliable and valid?*
3. Encourage students to narrow their topic down after their initial research. Possible questions for students to explore:
  - *Would you like to focus on early or recent Texas history?*
  - *Do you think there are any neglected events, milestones, or groups of people that deserve recognition?*
  - *Would you like to focus on state events or national events?*
  - *Do you think there is an existing monument that could be better designed? Or is there a monument that doesn't accurately reflect events? How could you change it?*
4. Guide students to tools that will help them organize their research. *How will you keep track of your resources? Will using a database or spreadsheet help you organize the information you've gathered?*

## **Communicate**

1. Help students determine how to present their findings. *How will your group present your information? How will your audience affect your means of communication?*
2. Students will benefit from working closely with tools to evaluate their work. You may wish to guide them through the steps of writing a rubric by sharing examples of successful rubrics with them *How will you measure the success of this project? What criteria should you and your teacher use to determine your group's score?*

## **Reflect**

1. Once students have completed their presentations, lead a class discussion on what students learned from the research and the presentations.
2. Have students reflect their group's process and project and on the role technology played in it:
  - *What worked well within your group? What would you do differently next time?*
  - *What tools helped you to complete your project?*
  - *How did technology help communicate the research findings?*
  - *What were some of the most effective presentations? What made them effective? (visual aids, etc)*

### **Assessment**

The following Process and Outcome rubrics can be used for all projects regardless of the technology students choose to use. Use a tool like Rubistar < <http://rubistar.4teachers.org/>> to build a rubric with your students specific to the items you wish to assess.

- 4 = Excelling
- 3 = Achieving
- 2 = Developing
- 1 = Beginning

### **Process Rubric**

	<b>Planning/Time Management</b>	<b>Contributions and Responsibilities</b>	<b>Cooperation and Teamwork</b>
<b>4</b>	I help the team plan and track our progress using technology tools.  I often suggest ways to improve the way we work together and plan.	I always complete my assigned work without having to be reminded. I often do more than what is expected of me by the group.	I listen to all of my group members and I try to help the group reach fair decisions
<b>3</b>	I participate in the planning and progress evaluation with the group.	I usually complete my assigned work and rarely need to be reminded	I usually listen to all of my group members points of view when trying to help the group reach fair decisions
<b>2</b>	I occasionally refer to a schedule or planning tool created	I usually need to be reminded to complete my assignments and often do	I usually agree with my friends rather than listening to all viewpoints

	by the team but don't always use it or follow it	not complete them	before reaching a decision
<b>1</b>	I rely on others on the team to keep me on track and do not take part in planning or evaluating progress	I rely on others to do most or all of the work for the group	I want things done my way and most often don't listen to other points of view

### Outcome

	<b>Research and Evaluation</b>	<b>Organization</b>	<b>Communication</b>
<b>4</b>	Used multiple online and offline resources and went above and beyond the materials that were provided  Information was evaluated for accuracy	Extremely well organized and easy to follow.  Organization enhances the presentation of the information	Effectively communicates findings in an engaging way using clear visual aids and technology  Demonstrates creativity and uniqueness
<b>3</b>	Used mostly resources found in classroom or online  Information was mostly accurate	Project nicely organized but has a few unclear points	Communicates findings with some visual aids and use of technology.  Demonstrated some creativity which enhances the project.
<b>2</b>	Did not use resources provided to their full potential.  Did not evaluate information for accuracy and may have used sources with factual errors	Some organization is evident but there are several unclear transitions or points	Uses few or no visual aids. Findings are not evident but not clearly communicated
<b>1</b>	Did little or no fact gathering. Did not use resources provided.  May have used	Format is difficult to follow and often confusing. The	Findings are not effectively communicated. Does not use technology appropriately to present a clear visual aid.

	sources with multiple factual errors		
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