

Lesson Title: How Are They Smart?**Teacher:** Cherrie Sneed**Subject:** Social Studies**Grade:** 5**Lesson Duration:** 120 minutes**Lesson Outcome Statement:**

1. Students will create a brief biography of a famous African American using Microsoft Publisher for the completed project.
2. Students will use the Internet to research information on their choice.
3. Students will learn the 7 areas of intelligence and decide, “How their person is smart” based on Howard Gardener’s areas of intelligence.
4. Students will decide how their black American is smart. Students will post the names of their figures on wall displays labeled with the 7 intelligences.
5. Students will save a graphic of their Black History Figure to a desktop folder.
6. Students will create a Publisher Document:
 - a. Type a short biography
 - b. Import a graphic
 - c. Use a handout that describes placement of information, size and font selections.
7. Students will print a copy for a wall display.
8. Students will present their Black History Figure to the class using an LCD projector.

Technology Standards Addressed:

- 1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.
- 4. Use general-purpose productivity tools and peripherals to support personal productivity, premeditate skill deficits, and to facilitate learning throughout the curriculum.
- 5. Use technology tools (e.g., multimedia authoring, presentation, web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.
- 6. Use telecommunications efficiently and effectively to access remote information and communicate with others in support of direct and independent learning and for pursuit of personal interests.
- 8. Use telecommunications and on-line resources (e.g., email, online discussions, Web environments) to participate in collaborative problem-solving activities to develop solutions or products for audiences inside and outside the classroom.

Teacher Procedures:

1. Students will select a black history figure from a display of names on the video projector. They may also submit a name that is not on display. Each student will

- select a different name so that over 100 famous black Americans will be presented in this project.
2. Students will begin Internet research for the person they have chosen using google.com, yahooligans, or the websites designated on the fifth grade page of the [Ashley River Web Site](#).
 3. Students will take notes of the most important dates and events of the person's life.
 4. Based on Howard Gardner's areas of intelligence students will label their black history figure with one of Gardener's 7 intelligences. This information will be included in the subtitle of the biography.
 5. Students will save a graphic of their famous Black American to their folder.
 6. Students will open a publisher document and will use a handout to create their layout. (See enclosed handout)
 7. Students will select their own design from the Publisher Library and will choose a heading layout that includes title, text, and image.
 8. Students will type a short biography in Publisher.
 9. Students will import a graphic of the black American they researched.
 10. Students will save their biography to their portfolio in my documents and also to a disk.
 11. Students will present their biography to the class using the LCD projector.
 12. A hall display will be the culmination of this project. It will be a matrix showing each of the Gardner Intelligences, with the Black History Figures rising in a bar graph above the axis that includes the intelligence titles.

Student-Centered Activities:

1. Students use the Internet for research.
2. Students use the computer to create a Publisher document.
3. Student use writing skills to create a biography.
4. Students import a graphic to Publisher.
5. Students save documents to disk and to portfolio.
6. Students present Publisher biographies to class using a LCD Projector.

Materials and Resources Needed:

1. Computer
2. Microsoft Publisher
3. Handout with layout and formatting instructions
4. Floppy diskette.
5. Paper and pencil
6. Printer

Student Assessment: Rubric

Assessment	Criteria
5	Student finds internet site in a reasonable amount of time and records information.
5	Student correctly uses the handout to create a Publisher document duplicating fonts and layouts required.
5	Student saves and imports a graphic to Publisher document.
5	Student completes Publisher document with reasonable amount of errors and assistance.
5	Student presents project to class.
25	Total Possible Points

Total Points earned in each category	Performance Rating
5	Excellent
4	Good
3	Satisfactory
2	Needs Improvement
1	Unsatisfactory
0	Not attempted

Extension/Enrichment/Follow-up Activities:

1. Those who finish may work to do a second biography or may research the history of African Americans on the Internet.
2. Early Finishers may read biographies on the Morning News show during Black History Month or present them to other classes.
3. Students may proofread with a buddy to help edit Publisher Documents