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<b>Title:</b>	<b>Mardi Gras Parade Research</b>
Grade Levels:	3 <sup>rd</sup> -4 <sup>th</sup>
Curriculum Areas:	🖥️ Social Studies
Measurable Objectives:	<ul style="list-style-type: none"> <li>🖥️ TSW research information on a specific Mardi Gras parade using websites given.</li> <li>🖥️ TSW create a trading card using a Power Point template including a picture and information on their Power Point.</li> <li>🖥️ TSW share their trading card with class mates.</li> </ul>
LA Content Standards:	<ul style="list-style-type: none"> <li>🖥️ {SOC.3.16} Identify and compare customs, celebrations, and traditions of various cultural groups in Louisiana</li> <li>🖥️ {SOC.3.54} Describe the importance of events and ideas significant to Louisiana's development</li> <li>🖥️ {SOC.3.57} Identify cultural elements that have contributed to our state heritage (e.g., Mardi Gras, Cajun/Creole cooking)</li> <li>🖥️ {SOC.4.62} Identify and explain cultural elements that have contributed to our national heritage</li> <li>🖥️ {SOC.4.63} Identify how dance, music, and arts of various cultures around the world reflect the history, daily life, and beliefs of the people</li> </ul>
Technology Standards:	<ul style="list-style-type: none"> <li>🖥️ {TEC.K-4.E} Use a variety of developmentally appropriate resources and productivity tools (e.g., logical thinking programs, writing and graphic tools, digital cameras, graphing software) for communication, presentation, and illustration of thoughts, ideas, and stories (e.g., signs, posters, banners, charts, journals, newsletters, and multimedia presentation.)</li> <li>🖥️ {TEC.K-4.J} Use technology resources to assist in problem-solving, self-directed learning, and extended learning activities.</li> <li>🖥️ {TEC.K-4.B} Use accurate and developmentally appropriate terminology (e.g., cursor, software, hardware, pull down menu, window, disk drive, hard drive, CD-ROM, laser disc) when referring to technology.</li> </ul>
Technology Connection:	🖥️ <b>Computer</b>

	<ul style="list-style-type: none"> <li> Power Point</li> <li> Presentation Station</li> <li> Internet</li> <li> Printer</li> </ul>
Procedures:	<ul style="list-style-type: none"> <li> <b>Modeling:</b> TTW show students a model trading card (on the computer and a printed sample) and read the information on the card. TTW explain what needs to be included on the card (picture of route or images of past parade, date founded, historical events for that parade).</li> <li> <b>Guided Practice:</b> TTW guide students to the resource list in the template folder. TSW use the approved sites for each parade to conduct their research. TTW show some sample sites and how to find important historical information on the parades. TTW also show students how to insert a picture from the Internet.</li> <li> <b>Independent Practice:</b> TSW use the websites provided for their assigned parade and conduct their research. TSW record their notes on paper (paraphrasing information). TSW will then complete the Mardi Gras Parade trading Card.</li> <li> <b>Review:</b> TTW print their card and share in groups of four. Each group will choose one card to present. Each group will present one card.</li> <li> <b>Closure:</b> TTW give feedback on each group's choice.</li> <li> <b>Early Finisher:</b> If students finish early then student can rotate around the lab using sticky notes to give feedback using the carousel feedback Kagan structure. If not this would still be a great structure to use when you get back to class so students have an opportunity to see each others work,</li> </ul>
Materials:	<ul style="list-style-type: none"> <li> Computers</li> <li> Power Point</li> <li> Website list</li> <li> Internet</li> <li> Printer</li> <li> Paper and pencil (note taking).</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li> Projects</li> <li> Guided Practice</li> <li> Individual Practice</li> <li> Teacher Observation</li> </ul>
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