

2003

# Developmental process and outcome of McKinley K-5 Elementary School "Portrait of America 2001-2002" multimedia CD-ROM

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## Recommended Citation

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# Developmental process and outcome of McKinley K-5 Elementary School "Portrait of America 2001-2002" multimedia CD-ROM

## **Abstract**

McKinley K-5 Elementary School created and mass-produced a multi-media CDROM correlating with the Social Studies Standards and Benchmarks of Muscatine Community School District. Each grade level designed and developed lyrics and music about the related grade level curriculum. Some classes created a multimedia presentation while others gave a fine arts program. This was a student-centered, hands-on activity that was formed during the 2001-2002 school year.

Developmental Process and Outcome  
of McKinley K-5 Elementary School  
*Portrait of America 2001-2002*  
Multimedia CD-ROM

A Graduate Project  
Submitted to the  
Division of Educational Technology  
Department of Curriculum and Instruction  
In Partial Fulfillment  
Of the Requirements for the Degree  
Master of Arts  
UNIVERSITY OF NORTHERN IOWA

by

Cheryl Edwards

Spring 2003

This Project by: Cheryl Edwards

Titled: Developmental Process and Outcome of McKinley K-5 Elementary  
School *Portrait of America 2001-2002* Multimedia CD-ROM

has been approved as meeting the research requirement for the  
Degree of Master of Arts.

June 30, 2003

Date Approved

June 30, 2003

Date Approved

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## Abstract

McKinley K-5 Elementary School created and mass-produced a multi-media CD-ROM correlating with the Social Studies Standards and Benchmarks of Muscatine Community School District. Each grade level designed and developed lyrics and music about the related grade level curriculum. Some classes created a multimedia presentation while others gave a fine arts program. This was a student-centered, hands-on activity that was formed during the 2001-2002 school year.

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## Introduction

McKinley K-5 Elementary School located in Muscatine, Iowa created a multimedia CD-ROM in which the students and teachers brainstormed, developed, planned, produced, generated, and distributed the CD-ROM in six months time. Students were video taped performing various attributes to grade level specific curriculum. Two grade levels created slideshow presentations introducing information learned throughout the year, to be included on the CD-ROM. The Civics and Historical Standard and Benchmarks for the Social Studies curriculum were the backbone in the creation of the CD-ROM. Riley (1994) states, “the arts prepare students for the workplace” (p. 6) and was an essential criteria to the success of the project. The Fine Arts Curriculum believes “the arts demand high standards, analytical thinking, creative thinking, practice, discipline, teamwork, and follow through -- all qualities that employers say they need in workers” (Riley, 1994, p. 6). Through research, multiple levels of skill, and a new challenge, McKinley faculty and students were inspired to prevail an innovative territory. The reason for this challenging project was to produce a new innovative medium to display students’ talent and curriculum standards and benchmarks for the community and school board. In today’s technological world, students need to be preparing for assorted positions in development and advertisement. Portrait of America CD-ROM contributed to this important type of innovative medium. This paper will explain, in details the trials and tribulations of this process.

## Methodology

McKinley Elementary teachers united together to create an innovative method designed to modernize the Social Studies curriculum. As one educator felt:

My day in the classroom at Hampton Township High School in Pittsburgh consisted of a schedule nearly identical to that of the day before: review the previous day's lesson, go over the homework, teach the new lesson and summarize it, then circulate through the class as students practiced similar problems. Next day, my students seated quietly in their rows, I would begin the process again. (Dickensheets, 2001, p. 40)

Many educators feel after years of teaching the same basic format, it is time for a fresh change. This is exactly what *Portrait of America* represents. As research shows, students who have control over their own learning feel more responsible to their studies and contribute more to their education.

Numerous studies have confirmed that technology tools positively affect academic achievement across all major subjects and grade levels. When used appropriately, these tools not only impart knowledge, they improve students' motivation and self-esteem. Research further demonstrates that important concepts -- whether learned from a lecture, TV or CD-ROM -- can be successfully reinforced through hands-on activities. (Products, 1997, p. 78)

Based upon these studies, McKinley staff decided to create a different approach to the Social Studies Standards and Benchmarks guided by the Muscatine School District.

### Management

The three head coordinators, the media specialist, art, and music teachers, brought the idea to the staff in late August 2001. The main concern throughout the meeting was the capabilities of equipment. The district purchased a digital video camcorder for each building the previous year. Thus, providing the capabilities to video record the students. Also, video-editing software was provided through the district. Because of this purchase, McKinley Elementary invested in a single computer to provide a dynamic processor, sufficient memory, fire wire, and CD-burning paraphernalia. The elementary technology coordinator recommended software to create the CD for purchase. Once the capabilities of the equipment were established, the teachers delightedly agreed to the project.

Based upon the suggestion of the Media Specialist, Art and Music teachers in creating a CD-ROM, the staff brainstormed ideas on an overall theme for the project. This area was most difficult for it needed to expand to curricula areas for all kindergarten to fifth grade students. After numerous discussions, Portrait of America was the chosen theme. At each grade level students study topics dealing with the United States, whether it be the seasons, history, landmarks, or occupations. Each category correlates with Muscatine Community School District standards and benchmarks. With a theme in place with content designed by grade level, it was now possible to begin developing sub-topics to include.

Once the theme was chosen, the three head coordinators met with each grade level teachers for sub topic strategies. Everyone who participated was enthusiastic, affecting the success of the final product. Each teacher suggested concepts to include in the content. The main focus for every teacher was each student participating in the production whether it be through research, designing the layout, contributing skills, or producing the end product. To coincide with countless educators beliefs of teaching methods, students gain knowledge by having an active participation in learning. As the 2001 Teacher of the Year, Edward Heffernan, Fairfax County Public Schools explained:

Students who feel they are part of the learning process are more apt to become excited about learning. By taking a hands-on approach to learning, I have found that all students, regardless of their academic levels, can be successful. Instead of talking to my class about Native American life, I take them into the woods and ask them to tell me what they would use for their shelter, food and clothing. When teaching about the rain forest, we make one in the classroom (Inspiring words for educators 2001, p. 1).

## Design

The design of the CD-ROM is student-centered and reflective of the school's philosophy. Once the focus of every child will participate was established, the teachers were able to develop concepts for the students to choose. Because, the younger children need direction, the teachers created the content for them and the children contributed in other ways. For example, the kindergarten and first grade students created the props and costumes for their section of the CD-ROM.

In general, each grade level contributed the various themes the United States of America offer, such as the national monuments, pride in the US flag, ancestry and heritage. The kindergarten curriculum deals with the weather seasons. Because of the timing of the year and the development of the CD-ROM, the kindergarten teachers choose to utilize the Winter Season Unit for their portion of the project. The first grade teachers choose the Agriculture and Farming units for the children to develop their section. Second grade took a piece of their curriculum dealing with famous Presidents, George Washington and Abe Lincoln and the symbolism of the United States flag. Third grade and fourth grades utilized their large units of Famous Americans, where third grade focused on the Native Americans and fourth grade students were able to choose any Famous American they wanted to research. The fifth grade explored National Monuments and the current affairs of the year, such as, September 11, 2001 and the Olympics.

## Development

The kindergarten curriculum deals with the four weather seasons, “the student understands the physical and cultural characteristics of specific places and regions” (Muscatine community school district social studies committee, 2000, p. 4). Because the majority of the development of the CD occurred during the cold season, the teachers decided a winter theme was best. On the first snowfall, McKinley Elementary School scheduled a forty-five minute time period in which every grade level created a snow sculpture. Students provided the materials from home and the school provides the food coloring for texture. Many six year olds are delighted to build snowmen, thus providing the concept for the kindergarten theme. In the youngest grade students also learned about how various cultures live in the colder climates. Students created a large igloo, consisting of one-gallon milk cartons, which controls a fourth of the room space for a month. Students were able to crawl, play, and have reading and napping privileges in this area. This provided a simulation for students to understand how others live. The most challenging portion for the kindergarten section was the development of the music. With the guidance of the music teacher, the students created their own lyrics and music piece. Kindergartners provided most of the lyrics, however because of the age situation the music teacher created the music portion for the students. Due to the weather dependency of the kindergarten’s project, they were the first to complete their portion of the project, which consisted of a 3-month timeline.

First grade's curriculum was more difficult in making decisions because students are introduced to other countries at this level. The Social Studies Standards and Benchmarks include, "the student understands the physical and cultural characteristics of specific places and regions" (Muscatine community school district social studies committee, 2000, p. 3). An agricultural unit, which correlates with the Muscatine rural community, is part of the curriculum. According to the Muscatine Chamber of Commerce (1996), "The Muscatine Island with its 30,000 acres of rich bottom land has been known in the markets throughout the Midwest and east for its sweet corn, cantaloupes, watermelons, potatoes and tomatoes, with the famous Muscatine Melon being perhaps the most recognized" (p. 8).

Students enthusiastically brainstormed opinions for planning the routines, costume designing, and music. Students decided upon a square dance, comedic routine, and the songs revolved around watermelons and corn. The teachers assisted the students with the joke telling routine. Comparable to a country style television show, similar to a former program called, Hee-Haw, the students hid behind corn stalks and jumped up to tell their riddle. The art teacher coordinated the assembling of the corn stalks. The fourth grade class developed and created the set for the first grade. Through a discussion, the music teacher assisted the first graders with the music portion of the CD-ROM. The grade level consisted over 30 students, in which case both sections created their own song. One section sang about the maturation process of corn, while the other section represented watermelon. Also, this class was able to create the melody of the music

utilizing the software, Band in a Box. Under the direction of the music teacher, the students learned the basics of music theory, half, quarter, and whole notes. Through this program, students created the music they sang. In first grade, they learn about various aspects of agricultural community, including recreational aspects. The students wanted to learn a square dance for their routine. None of the other grade levels had an additional section, however due to the zealously of the students, it was accepted. The first grade section included, two songs, a coral reading, a riddle scene, and a square dance.

The second grade consisted of a more abstract theme than the other sections. The teachers wanted to represent the colors of the flag and patriotism. In which case, the three sections of second grade divided the colors and each class discussed that color in more length than the other colors. From the book *The American Flag*, it states:

The Continental congress of 1777 did not leave a written record of why it chose the colors red, white, and blue. But five years later, in 1782, those same colors were chosen for the Great Seal of the United States. At that time, Congress stated that red was for heartiness and courage. White was for purity and innocence. And blue was for vigilance, perseverance and justice. (Jordan, 2003, p. 21)

The curriculum about George Washington contributed to this learning avenue. According to Standard Four of the Muscatine community school district social studies committee, “the student understands how democratic values came to be, and how they have been exemplified by people, events and symbols” (Muscatine community school district social

studies committee, 2000, p. 27). This includes recognizing American symbols such as George Washington as the “father of our country” and the national flag, which was reflected in the lyrics of the music. The music teacher engaged the students in conversation on the knowledge of red, white, and blue as in what the colors represent in their lives, the symbolism of the flag, and basic objects of each color. From this discussion, each section developed a song. The second grade section representing white, delved into the stars and astronauts and the possibilities of living on another planet someday. They also developed abstract thoughts of how each person is a star and is unique. The teachers’ group discussion prior to the students’ input had a certain mind set on what type of lyrics the children would use, however the students transformed the creative flow into an unsurpassed situation. The project was truly student centered.

In third grade, the curriculum delivers Native American history; “the student understands the history of a local community and how communities in North America varied long ago (Muscatine community school district social studies committee, 2000, p. 25). Utilizing Art class, pupils designed and constructed pueblos, using photographs in the background design for the layout of the third grade page on the CD-ROM. The third grade music portion differed from the others, as they wanted to incorporate instruments. Utilizing tambourines, sticks, and drums, the students created an authentic Native American musical environment. The students were divided into two groups, with each grade section, producing lyrics that were researched for information on four regional Native American tribes.

The Extended Learning Program (ELP) teacher participated in the next sequence for the third grade. By researching the regional Native Americans, selected students created a slideshow presentation of the topic. The ELP teacher grouped the students by capabilities in which some located the information, others illustrated the photographs, and the rest vocalized the facts into the computer. Students designed the layout, utilizing storyboards organized by the media specialist. Since the third grade unit portion was a collaborative effort, the section has the slideshow and the music routine, which seems little compared to the other pages, however it demonstrates extensive knowledge of Native Americans.

Fourth grade curriculum consisted of standards and benchmarks of famous and historical people in society. Standard 4 states, "The student understands how democratic values came to be, and how they have been exemplified by people, events, and symbols" (Muscatine community school district social studies committee, 2000, p. 27). Normally, in addition to Americans, students may research foreign political advisors. However, keeping with the Portrait of America theme, the teachers decided to reduce the list to only Americans. Abe Lincoln, Booker T. Washington, Charles Lindbergh, Helen Keller, Rosa Parks, Cesar Chavez and Sacagawea are a few examples among the prospective list. In the regular classroom setting, the students traveled from each grade level, dressed as the character they researched, and gave a brief synopsis of "Who am I?" Due to CD storage constraints, these narratives were not able to be on the CD-ROM. The Media Specialist

suggested a simulation of the *Miss America* pageant in which the students, dressed in costumes would speak into a microphone and introduce him or herself.

The music teacher coordinated the fourth grade students into three sections. One section created an introduction song about American people. The second group sang about famous Americans and their importance to the culture. The last song represented ethnical and moral standards of people's actions. The process was done by the music teacher directing the students to key words and phrases and from there the students composed the lyrics. Utilizing *Band in a Box* software, the students composed the music also. The fourth grade segment divulges American society and explained the reasons how and why it exists in today's world.

While planning the fifth grade portion of Portrait of America, the head coordinators, art, music teachers and media specialist had a grand finale vision. Due to personal and family emergencies, this vision was reluctantly reduced to a wonderful finish. In the fifth grade curriculum, students' Social Studies standards and benchmarks (Muscatine community school district social studies committee, 2000) include knowledge and basic "understanding of location of place, geographic features and patterns of an environment" (p. 3). Thus, the committee of teachers decided upon utilizing the landmark unit done each year. Students research national landmarks from a selected list of landmarks of the United States to prepare a presentation, including visual graphs of the specific landmarks. To incorporate this subject into the CD-ROM, the students debated on a multi-media presentation style. Using the Internet, a group of ten students found

photographs of the identified landmarks. Each group was in charge of digitally photographing another group's picture. During art class, utilizing the software *Adobe Photoshop*, selected students were in command of digitally retouching the photographs to merge the landmark photo and the group photo. The students manipulated the images to create a new photo, which gives the appearance the students actually traveled to the landmark, while in reality they did not.

Throughout this time period, students also researched facts on the various landmarks to compose a voice over on the CD-ROM. Once all eleven landmarks were presented, the media specialist guided the students on how to present the material. After discussion, the students voted upon a game situation, in which a map of the United States would be the focal point and the consumer by random would find each factual landmark page.

In music class, the fifth grade's brainstorming segment turned into a realistic presentation of the past year's events. Instead of creating lyrics on the importance of the landmarks in society, the students voted to vocalize the situation America endured in the past year. From 9/11 to the Olympics to society's responsibility of the environment, the students expressed their emotions clearly. The songs' melody is not upbeat compared to other grade levels, however the somberness leads the audience to focus on the words of the music. This portion of the project reinforces the mission of this CD-ROM to be student-centered in its development. The fifth grade did a phenomenal job of representing their theme.

After the planning and filming of the project, the media specialist's job was to organize, edit, produce, and distribute the project. Utilizing district owned software, *Video Wave*, the media specialist combined, sliced, and cut each grade level's music piece and routine(s). Through the organization of grade level folders, each film piece was saved onto a computer. Over the course of time, unused pieces were deleted to create space for additional film. Overall, nineteen segments were created, from the original thirty. Once a piece was ready, the media specialist inserted those clips into another software program called, Media Chance Multi-Media Builder. See the storyboard for more information on the layout of the project (Appendix B).

MultiMedia Builder is a Windows-based multimedia authoring system that allows you to create auto-run, Multimedia Applications on CD-ROM. This software gave the media specialist the ability to insert video from all grade levels created on various formats, although the project consisted primarily of the .mpg format. Also, clipart, graphics, animated features, and background coloring were available with this program. In the Portrait of America CD-ROM, the media specialist created a main menu incorporating links and buttons. These links and buttons were also used to activate the movie clips and teacher morph pictures.

The teachers' morph pictures were created using an older software program, *Morph 1.3*, which is currently unavailable for purchase. Students drew and colored a portrait of their teachers from a copy of a school picture. Utilizing the morph software,

the art teacher was able to create a morph sequence of the teacher. This was done to display another aspect of students' work throughout the year.

After months of preparing, organizing, and editing, the CD-ROM was ready for production. This was done with the help of the Technology Coordinator of the elementary buildings. A demo CD-ROM was created and tested by a selected group of students. Through this beta test, corrections were made and a final burn of the CD-ROM was produced. The Technology Coordinator and Media Specialist prepared 150 CDs in a day by utilizing the self-constructed 5 CD-burn tower at the main technology office. Little complications were had, and only ten CD-Rs were ruined. The production of the CD-ROM went quite smoothly.

During this production, the Art teacher and Media Specialist created labels. The Art teacher developed a CD-ROM label and the Media Specialist created the jacket cover for the CD-ROM jewel case. The picture on both covers came from the brainstorming of the teachers to recreate a human flag. All 350 students formed the United States flag while sitting on the high school stadium bleachers, holding a red, white, or blue construction piece of paper. While this seems like a easy task, it entailed an hour and half of production time to create the human flag. The students did a fine job in practicing the patience, as did the teachers. This picture was noted by many parents and customers with many words of praise.

## Utilization

Once production was completed, distribution of the multi-media CD-ROM was highly anticipated for those anxiously awaiting patrons. Sales went quickly and fifty more *Portrait of America* CD-ROMs were prepared. The Art teacher developed a promotion flier to all parents and members of the surrounding community for the sale. The developers underestimated the distribution of the CD-ROM as the project was well received by the community. To this day, parents and community members express exuberance to the magnitude of the ability to view their children through the computer.

## Evaluation

In hindsight the most problematic issue for the project of this nature is knowledge of everyone's ability. A few participants eagerly agreed to develop portions of the project without the technological skill, which resulted in the project's deadline being delayed twice. This area should be noted that the head coordinators of the project, Media Specialist, Art and Music teachers intervened and took control of the issue. While in the mist of the project, this type of issue hampers success. A better approach would be to recognize the abilities of each member of the team prior to assigning responsibilities.

## The Project

Portrait of America is a multi-media CD-ROM project, based upon curriculum related activities, created by the students and staff of McKinley K-5 Elementary. Each grade level, designed, created and performed a certain task based on the grade's Social Studies Standards and Benchmarks. These performances were designed and executed during the school year '01-'02, and distributed of May '02. Utilizing an assortment of software developed for digital photo, video editing, and developing multi-faceted programming, the CD-ROM was a complete success. *Media Chance Multimedia Builder*, a multimedia authoring system, was the main programming used to create this elaborate project. *Internet Explorer*, *Hyper Studio*, *Microsoft Office PowerPoint*, *Adobe PhotoShop*, *VideoWave* and *Band in a Box* were also contributing factors to this CD-ROM.

The Media Specialist, Art and Music teachers coordinated the initial start up of the project. The teachers finalized the overall theme; Portrait of America and the students decided what performances and activities to do. In Art class, all students created props, costuming and other items for background scenery, which reinforced the Art curriculum. Through Music, each grade scripted the lyrics and created the music for each song, by utilizing the software *Band in the Box*. The Media Specialist, applying *VideoWave*, *Multimedia Builder* and *Adobe PhotoShop*, video taped, edited and developed the overall presentation of Portrait of America. Each specialized subject area teachers were intricate components of the creation of the CD-ROM.

All students participated in the development and execution of Portrait of America. Children used some form of technology to either retrieve their information, present, and/or compose each piece. The students in third and fifth grade created their own multimedia-presentations, in which the students utilized *Microsoft PowerPoint*, *Adobe PhotoShop*, *Hyper Studio*, the digital-camera and scanner to create their slideshows.

The kindergarten's curriculum involves the weather seasons. Each child participated in creating a winter song and simulated a creation of a snowman and igloo. The students, in music class, produced a song about winter clothing and outdoor play. With the assistant of *VideoWave* software, the movie clip time warped the children designing the snowman and igloo.

The first grade's Social Studies standards and benchmarks include the understanding that the physical environment of a given region affects the economy. In part, Muscatine's economy is based on agriculture—the growing of both corn and watermelon.

Students in this video presentation dressed as farmers. They performed a square dance. The children composed and sang a song that demonstrated their knowledge of planting seeds, watching seeds grow, and eating the food produced from the seeds planted. Some students recited jokes and riddles about corn. Other students participated in a choral reading about watermelons. Students demonstrated their artistic talents by making the props needed for the video.

The second grade standard was to understand the role of being a participatory citizen. We focused on showing respect for the American flag, a symbol of our country. Each class composed and wrote a song about the meaning of one of the flag's colors. Then the students performed an abstract display making various formations using the three colors of the U.S. flag. The students, with the direction of our music teachers, developed three music pieces. Each music piece had a color theme of red, white, or blue. The students learned about the process of creating and presenting these music pieces.

Third grade's standards and benchmarks include the Native American heritage. The students' designed Adobe houses and replicas of Native Americans, in Art class. They researched various tribes and created a *HyperStudio* multi-media slide presentation on their findings. In Music, they described four tribal chiefs through chanted song, implementing their instruments of tambourines, maracas and drums.

Fourth grade's curriculum concentrates on the famous American people throughout history. Individually, students researched assorted characters, designed their costumes, and wrote a report. In a large group, they created three songs describing America's integrity. Due to the abundant volume of students we were unable to include the speeches each child gave about their famous American. However, we included video clips of their stroll, dressed in costumes, and every song.

Fifth grades standards and benchmarks include famous landmarks throughout the United States. Every child researched a landmark and contributed facts into a game

sequence for others to play. The students digital photographed themselves and superimposed them into a picture of the landmark, using *Adobe PhotoShop*. The songs created by the fifth grade include the past year's events and current political issues.

Other events found on the CD-ROM include, a dedication page to the current principal whom is relocating to a new position, a welcome page including a voice over of the students cheering, the home page, a credits page and a morphing of every teacher's school photograph. Every child in each class drew a portrait of his/her teacher based upon the teacher's school pictures. The Art teacher picked the best portrait in each class and operated the software *Morph*, to create a morphing of each teacher. Each grade page includes the teachers' morph.

### Conclusion

In conclusion, the McKinley school staff and student body were extremely satisfied by the outcome of *Portrait of America*. The CD-ROM accomplished the goals identified at the beginning of the year. Student centered learning, innovative use of technology, and a medium to display the curriculum were the key areas addressed. As studies show, "constructivist teaching requires us to see our students as different, capable learners" (Passman, 2001, p. 189). From this project, the McKinley staff gained insight into the student body; the students performed the tasks and super ceded the expectations. Students were excited, motivated and they enthusiastically participated in each segment of the Portrait of America project. This project was student-based, for it was their words, actions and thoughts that created the information on the CD-ROM.

Teachers have already devised potential projects the school body can create for a second CD-ROM project. The only negative factor is that the Music teacher has retired and no replacement has been identified. The Music teacher's role is a crucial part of the collaboration for this type of project. Depending upon the ability and cooperation of the incoming personal will determine any future undertaking. However, this does not discourage the school staff from brainstorming new proposals to the student body. Few ideas include, a video yearbook or replicating the activities of this project and make the students responsible for developing and producing the CD-ROM. This is just the beginning stage of future projects. Any future productions be will an encompass teamwork, communication, collaborative effort, patience, and laughter for all. The McKinley Elementary *Portrait of America* multi-media CD-ROM was a complete success.

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## Appendix A

### Music Lyrics for each Song

#### 5<sup>th</sup> grade Hand in Hand lyrics:

Look back over the years to see  
American's happiness and tears.  
A tragedy brought our nation together  
so we'll remain hand in hand forever.

September eleven was a sad time.  
The Olympics were emotional.  
They made us happy and made us cheer,  
For the flag was waving near.

America is now fighting in a war.  
We don't want terrorism anymore.  
Terrorism brought us closer together  
We'll work hand in hand forever.

#### 5<sup>th</sup> grade People and Places lyrics:

America is made up of people from all around the world.  
The people work together without any quarrels.  
We are strong to keep us from all wrong.  
We all work together and try to get along.

The deepest fountains flow  
From the steepest mountains  
The desserts are filled with creatures  
With many fascinating features.

The forest has trees  
That help us breath,  
We are proud to be Americans.

**4<sup>th</sup> grade Famous Americans I lyrics:**

One way or another we're gonna  
tell you tell you, tell you tell you,  
About Famous Americans,  
Famous faces, Famous people. Famous Americans.  
Oh, how we love Famous Americans.

**4<sup>th</sup> grade Famous Americans II lyrics:**

We love Famous Americans  
Doesn't matter if they're young or old.  
George W. Bush, George Washington too,  
These are just a few.  
Famous Americans We love you.

**4<sup>th</sup> grade Famous Americans III lyrics:**

Some day I will grow up strong,  
Learning from my rights and wrong  
Some day I will try to free,  
Countries from their misery.  
Sometimes I dream  
That we could be a team  
Let's all work to make our world free.

**3<sup>rd</sup> grade Indians from the Plains lyrics:**

There once was an Indian from the plain,  
Who had some dogs that he did train,  
To use a travois, which carries his tepee, buffalo and berries,  
So his back was no longer in pain.

On the Plain there lived a Native American,  
Who followed the buffalo wherever they ran  
All parts of the buffalo he did use,  
For food, weapons, tools and shoes.  
He thanked the spirits for this wonderful land.

**3<sup>rd</sup> grade Indians from the Great Lakes lyrics:**

There once was an Indian who lived by the Great Lakes.  
He made scary masks that were so fake.  
The evil spirits he did scare,  
By adding paint (paint), beads (beads), and hair (hair).  
They were so mighty, the spirits did shake, shake, shake, shake.

There once were dessert Indians who lived in the Southwest.  
They worked hard in their cornfields  
All day before they could rest (sigh).  
They lived in Pueblo homes, made from adobe clay.  
Dancing and praising Kachinas in spiritual play.  
Together they worked hard, had fun,  
And always, always, always, gave their best.

**2<sup>nd</sup> grade Red lyrics:**

Red, white, and blue are the colors for you and me.  
America is strong and free.  
Our flag's colors are a few.  
To our country we'll be true.

Roses are red, hearts are red, lips are red, lipstick is red.  
Red like the color of our flag.  
Our flag is important to us.  
It's a symbol of our freedom.

We know red, white and blue are the colors for you me.  
America is strong and free.  
Our flag's colors are a few.  
To our country we'll be true.

**2<sup>nd</sup> grade Blue lyrics:**

America, it's the land of the free.  
It is the home of liberty.  
Our flag is red, white and blue.  
We pledge our lives to always be true.

Every time we say the pledge  
We see blue on the flag.  
The stars are white with blue in the back.  
Fifty stars on the blue tell you  
That we have fifty states.

Everyone wears blue jeans 'cuz they like blue.  
And their favorite color is blue.  
Water is blue. They sky is blue.  
We hope you like it too.

America, it's the land of the free.  
It is the home of liberty.  
Our flag is red, white and blue.  
We pledge our lives to always be true.

**2<sup>nd</sup> grade We're McKinley Stars lyrics:**

I read in the paper (I read in the paper)  
There are astronauts (there are astronauts)  
Who went to outer space (who went to outer space)  
To touch the stars (to touch the stars)

We're McKinley Stars,  
McKinley stars are smart.  
We are bright and shining stars.  
Stars are what we want to be.  
Stars are what we are (stars are what we are)

I would like to meet them (I would like to meet them)  
They are just like heros (they are just like heros)  
They must be very brave (they must be very brave)  
To touch the stars (to touch the stars)

We're McKinley Stars,  
McKinley stars are smart.  
We are bright and shining stars.  
Stars are what we want to be.  
Stars are what we are (stars are what we are)

Just maybe someday now (just maybe someday now)  
I'll go into space (I'll go into space)  
To reach my own dreams (to reach my own dreams)  
And touch the stars (and touch the stars)

We're McKinley Stars,  
McKinley stars are smart.  
We are bright and shining stars.  
Stars are what we want to be.  
Stars are what we are (stars are what we are)

**1<sup>st</sup> grade Corn lyrics:**

We eat corn on the cob because it's really good  
We spread butter on it and a little dash of salt  
To make it good and tasty.

First we plant the seed in the ground.  
We water it every day and then we watch it grow oh-oh!  
Soon a stalk of corn is in the field.  
We pick lots of kernels and put them in our pan.  
We wait and we wait and POP!  
A nice big bowl of popcorn for us!

**1<sup>st</sup> grade Watermelon lyrics:**

Watermelons are so good to eat.  
They are so delicious. They are really juicy.  
You can spit out the seeds. PHFTT!

First we'll plant the watermelon seed.  
Water and sun it will need.  
Love and care to make it grow.  
What happens next? We don't know!  
Look outside and what do we see?  
A great big watermelon BIG AS ME!

Watermelons are so good to eat.  
They are so delicious. They are really juicy.  
You can spit out the seeds. PHFTT!

**Kindergarten Snow Clothes lyrics:**

Sit down, put on our snow pants.  
While we're down, put on our boots.  
Stand up, our coat is next.  
Then put on the rest.  
Hat, scarf, mittens we pass the test.  
Go outside and play.  
Have some fun today.  
When we're done having fun  
In we'll go enough of the snow.

Take mitten, scarf, hat, coat,  
boots and snow pants off.  
Then back to work.

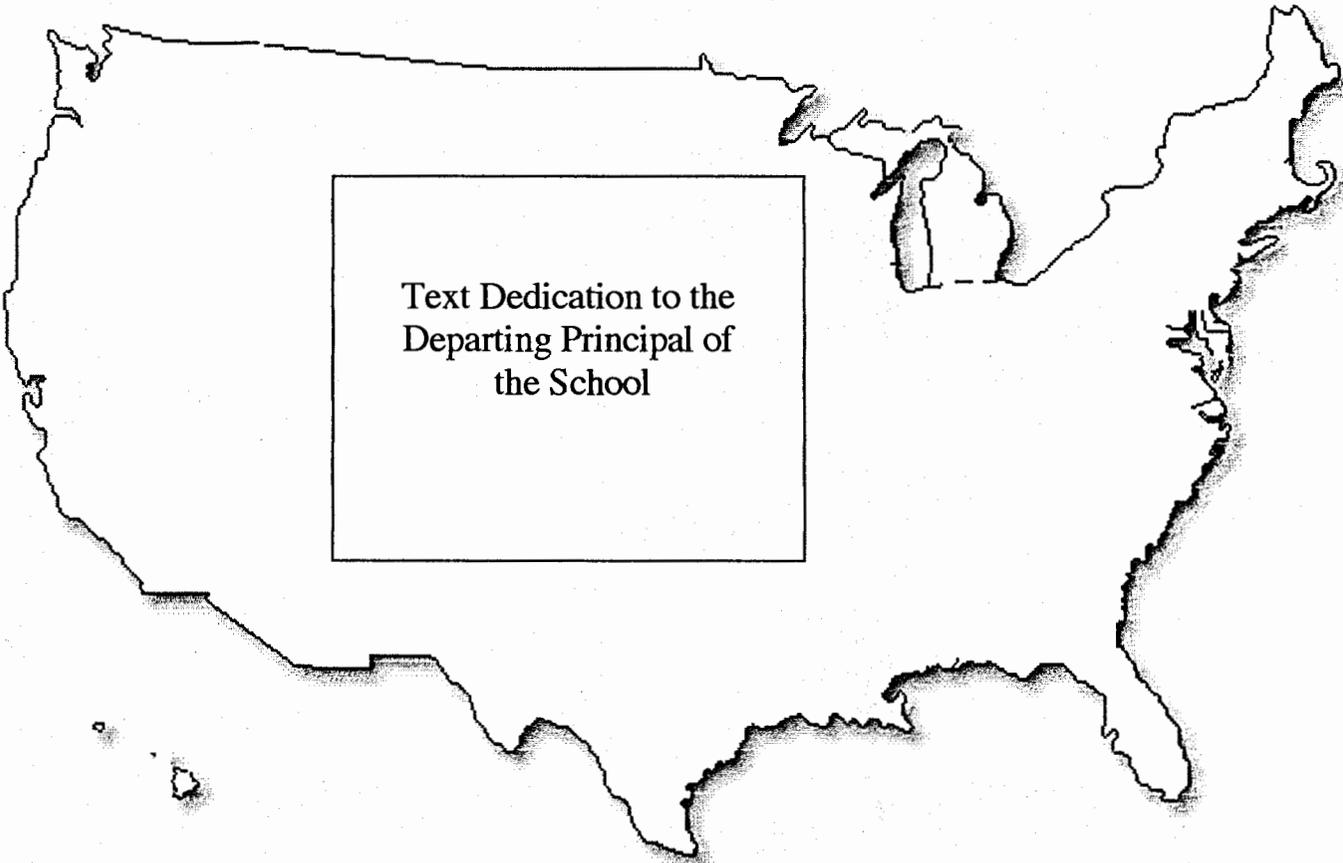
## Appendix B

### Slide 1- Dedication page to the principal

**Background:** 3 pictures of Principal

**Text:** We dedicated this CD to our Principal, Terry Hogensen who has been apart of this family for the past 7 years...

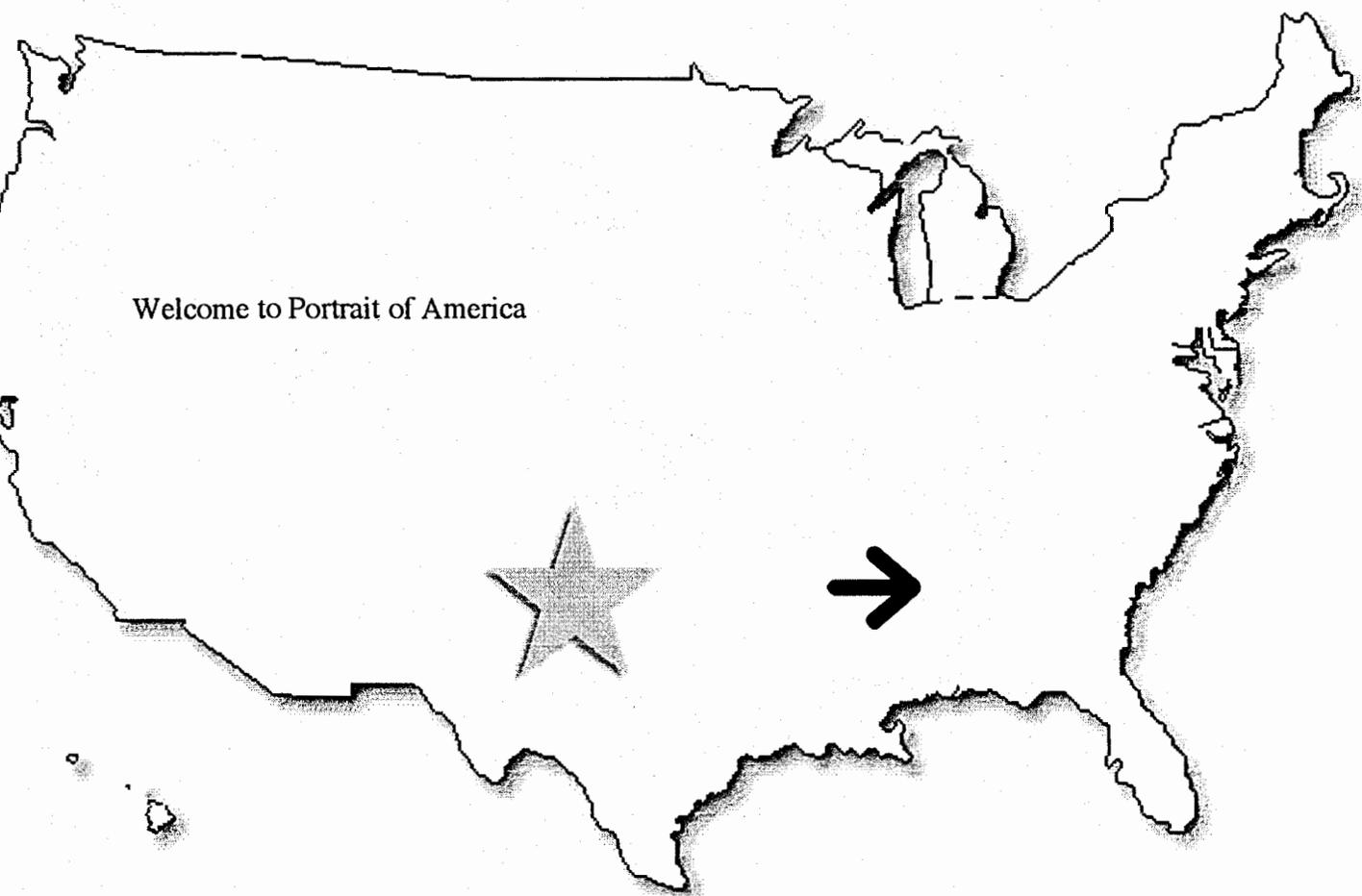
**Transition:** The page automatically moves to the Title Page after 30 seconds



Text Dedication to the  
Departing Principal of  
the School

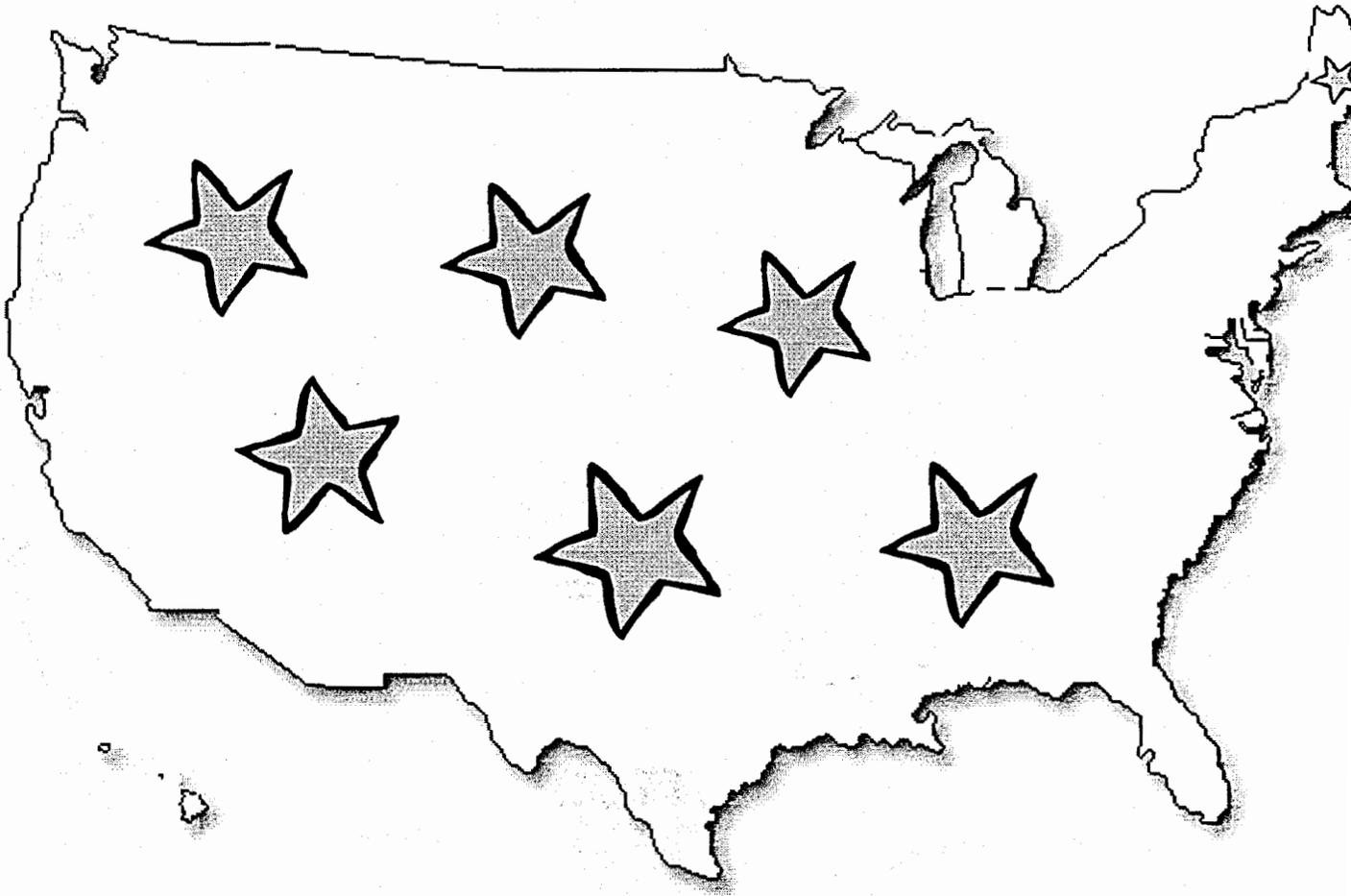
## Slide 2 – Title Page

- Background: US Flag filling the map
- Text: Welcome to Portrait of America
- Sound: Students' voice over "Live from Muscatine, it's McKinley Super Start and McKinley chant
- Icons: Right Arrow to move to Main Menu  
Star to move back to dedication page



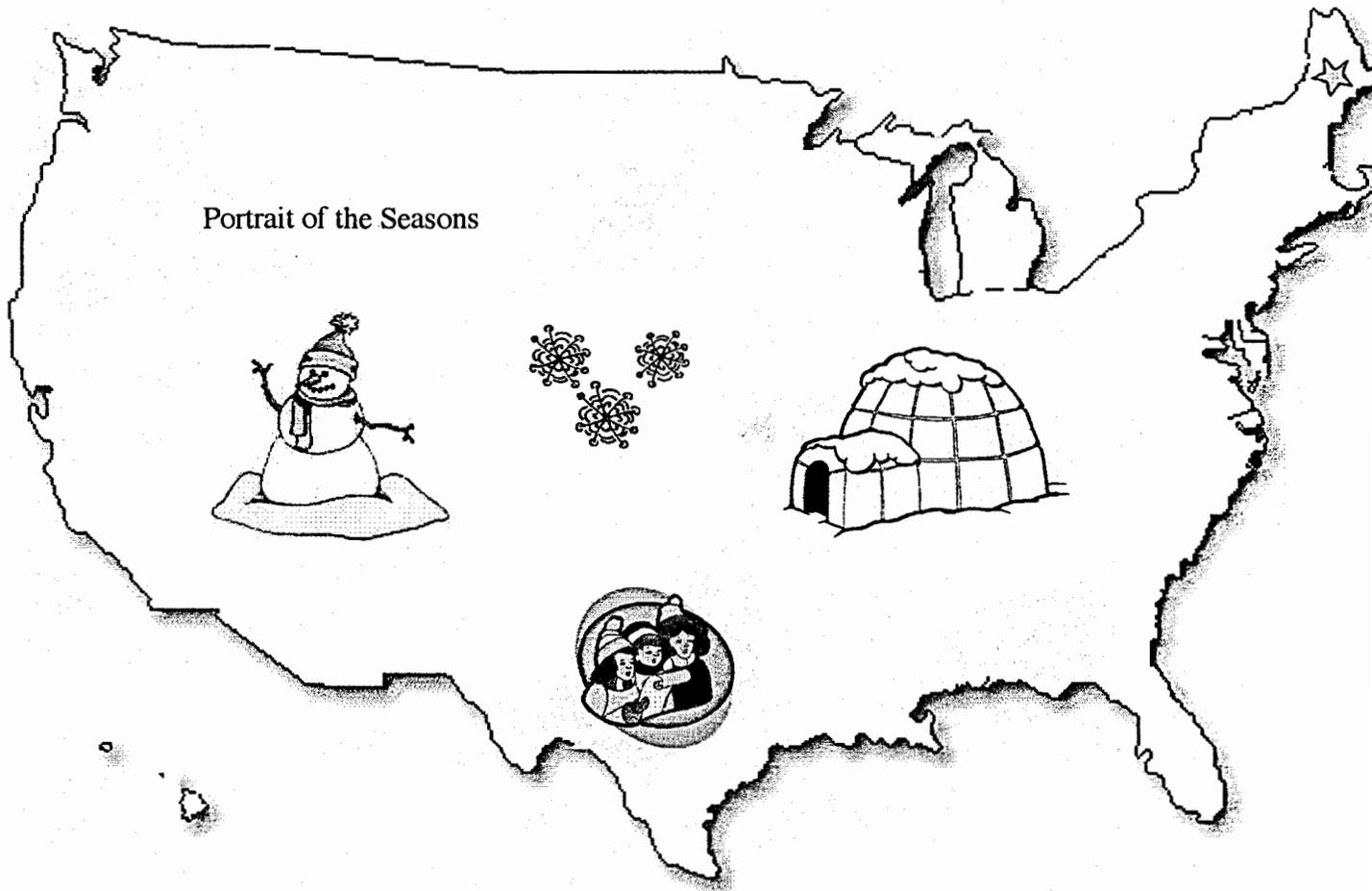
### Slide 3 – Main Menu

Background: US Flag filling the map  
Icons: 6 stars, 1 for each grade level  
1 star burst to close the program



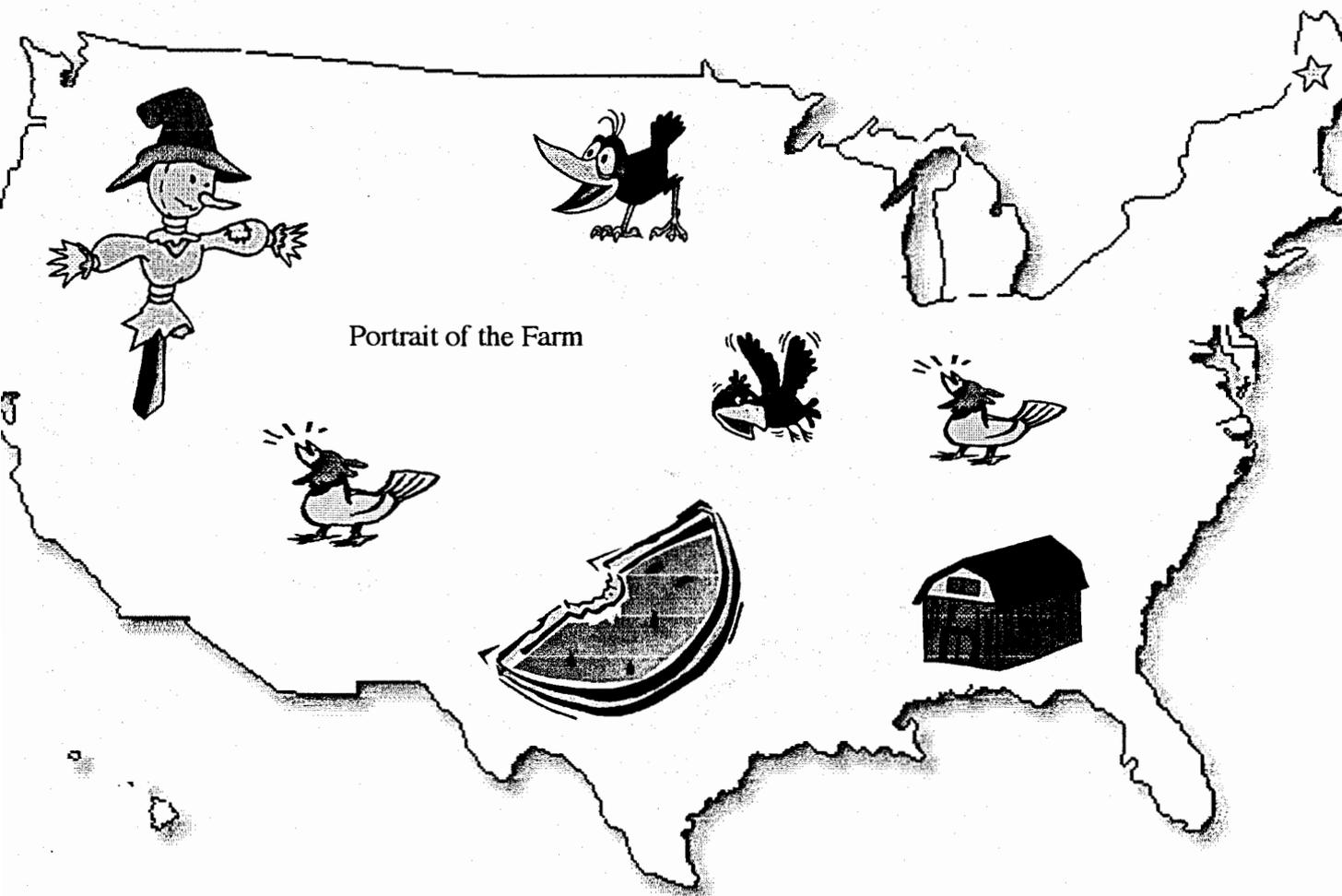
## Slide 4- Kindergarten Page

- Background:** Winter Scene
- Text:** Portrait of the Seasons
- Icons:** 2 snow flakes – 1 for each teacher morph  
Group of singing children – split for the 2 videos of the Holiday concert  
Igloo – Video of Mrs. Stover's class  
Snowman – Video of Mrs. Spratt's class  
1 Star burst to return to main menu
- Video:** 1 clip of Mrs. Stover's class  
1 clip of Mrs. Spratt's class  
1 clip of Mrs. Stover's morph  
1 clip of Mrs. Spratt's morph  
1 clip of left side of the stage of the Holiday concert  
1 clip of right side of the stage of the Holiday concert



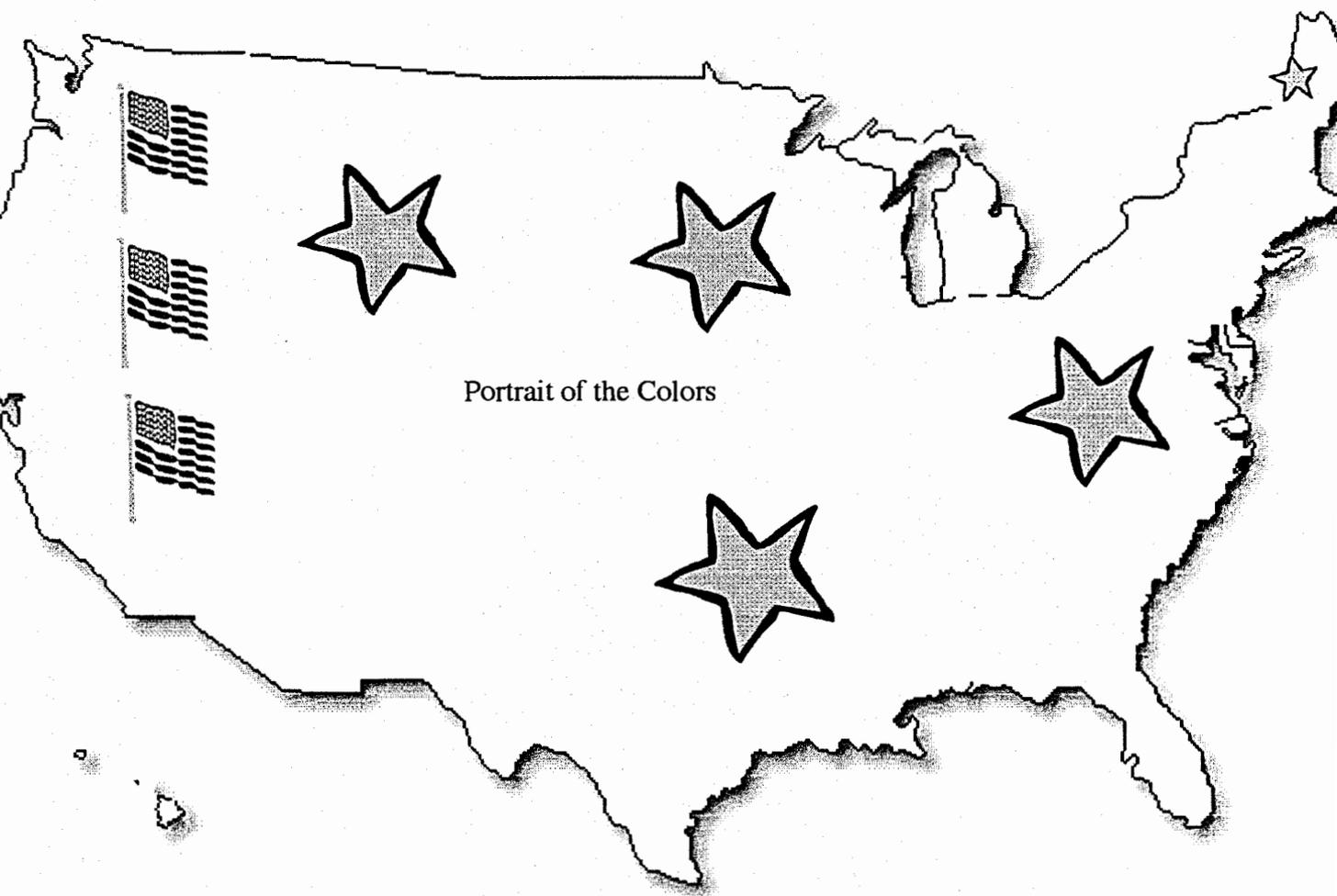
## Slide 5 – First Grade Page

- Background: Picture of the self-made corn stalks
- Text: Portrait of the Farm
- Icons:
- 1 Scarecrow – Ms. Meister’s class
  - 1 Watermelon – Mrs. Thorndyke’s class
  - 1 Barn – The Square Dance
  - 1 left singing crow – Ms. Meister’s song Video
  - 1 right face singing crow – Mrs. Thorndyke’s song video
  - 1 left sitting crow – Mrs. Thorndyke’s morph
  - 1 flying crow – Ms. Meister’s Morph
  - 1 star burst – to return to Main Menu
- Videos:
- Ms. Meister’s class Hee-Haw joke video
  - Ms. Meister’s Morph
  - Ms. Meister’s class song
  - Mrs. Thorndyke’s class chant
  - Mrs. Thorndyke’s Morph
  - Mrs. Thorndyke’s class song
  - First grade Square Dance



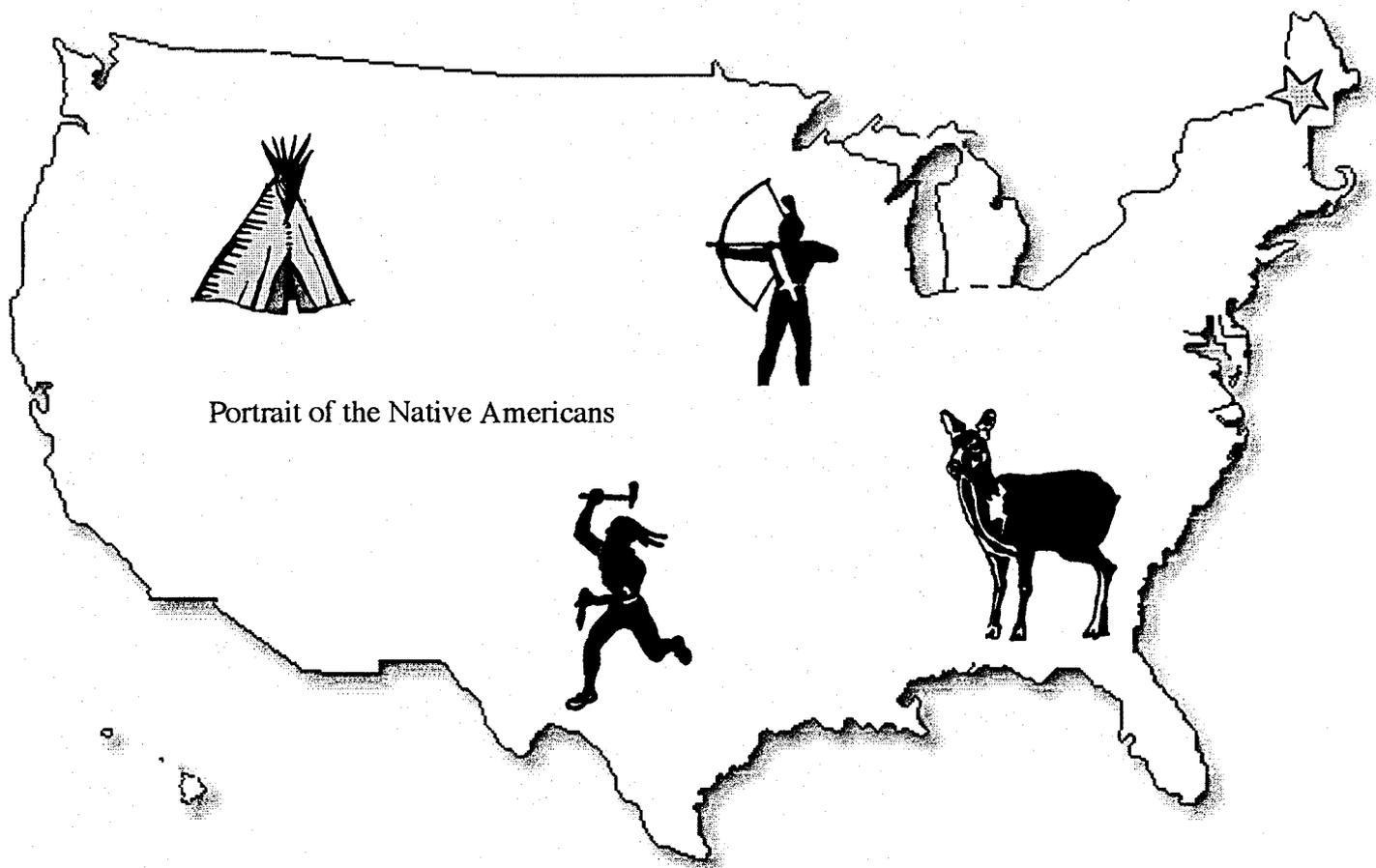
## Slide 6 – Second Grade Page

- Background: Statue of Liberty  
Text: Portrait of the Colors  
Icons: 3 white stars – one for each class song  
3 animated flags – one for each teacher's morph  
1 animated star – for class routine  
Videos: Mrs. Hansen's Morph and Class song  
Ms. Pedersen's Morph and Class song  
Mr. Schroeder's Morph and Class song  
Colors Routine



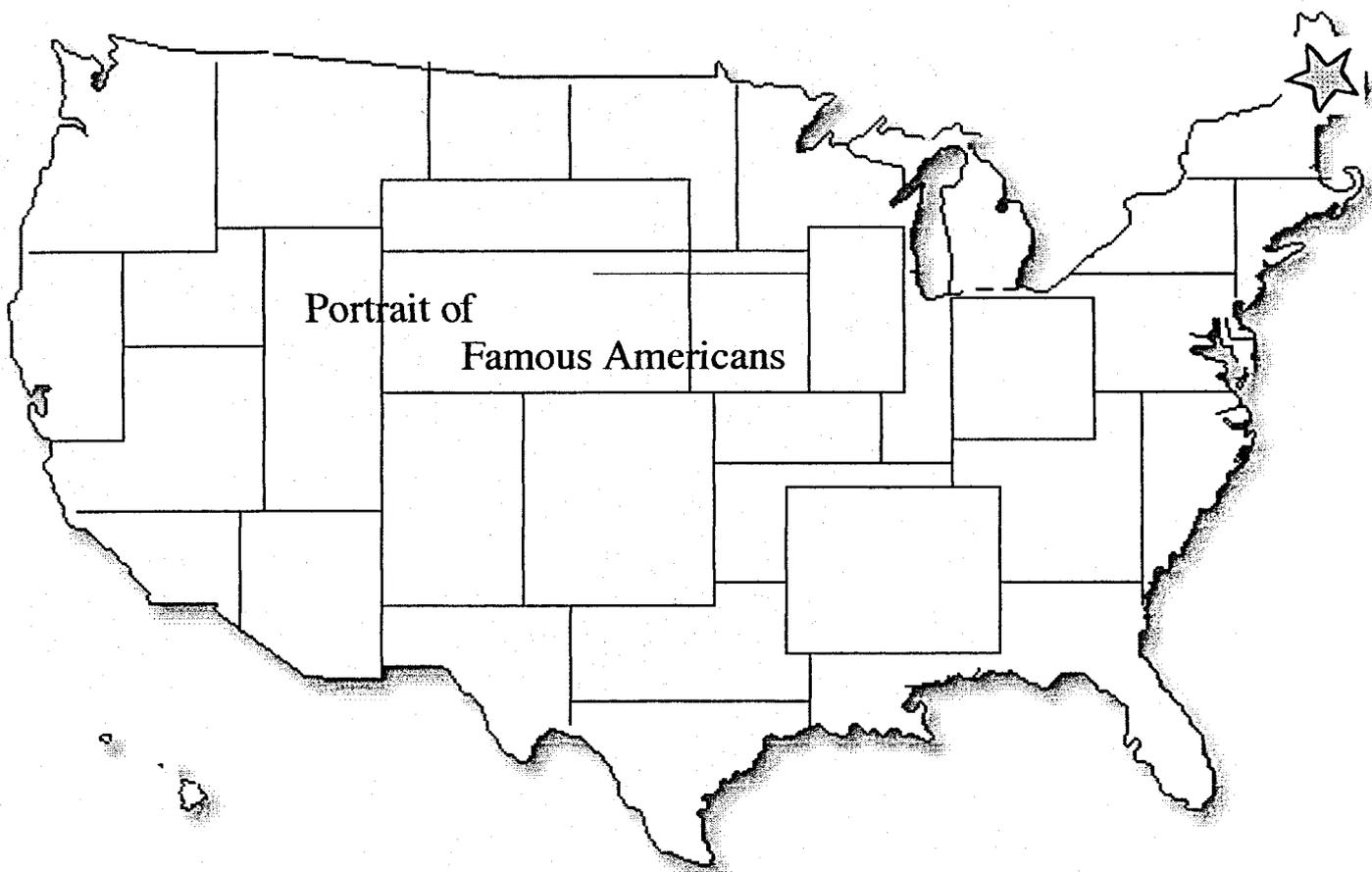
## Slide 7 – Third Grade Page

- Background: Native American Rug with 5 pictures of various students with school projects
- Text: Portrait of the Native Americans
- Icons: 1 Warrior Native American – Ms. Kean’s Morph  
1 Hunting Native American – Mrs. Boyer’s Morph  
1 Tepee – Slideshow  
1 Deer – Grade Song  
1 Star burst to return to Main Menu
- Videos: Ms. Kean’s Morph  
Mrs. Boyer’s Morph  
Grade Song
- Other: Slideshow of a game simulation of 8 Native Americans



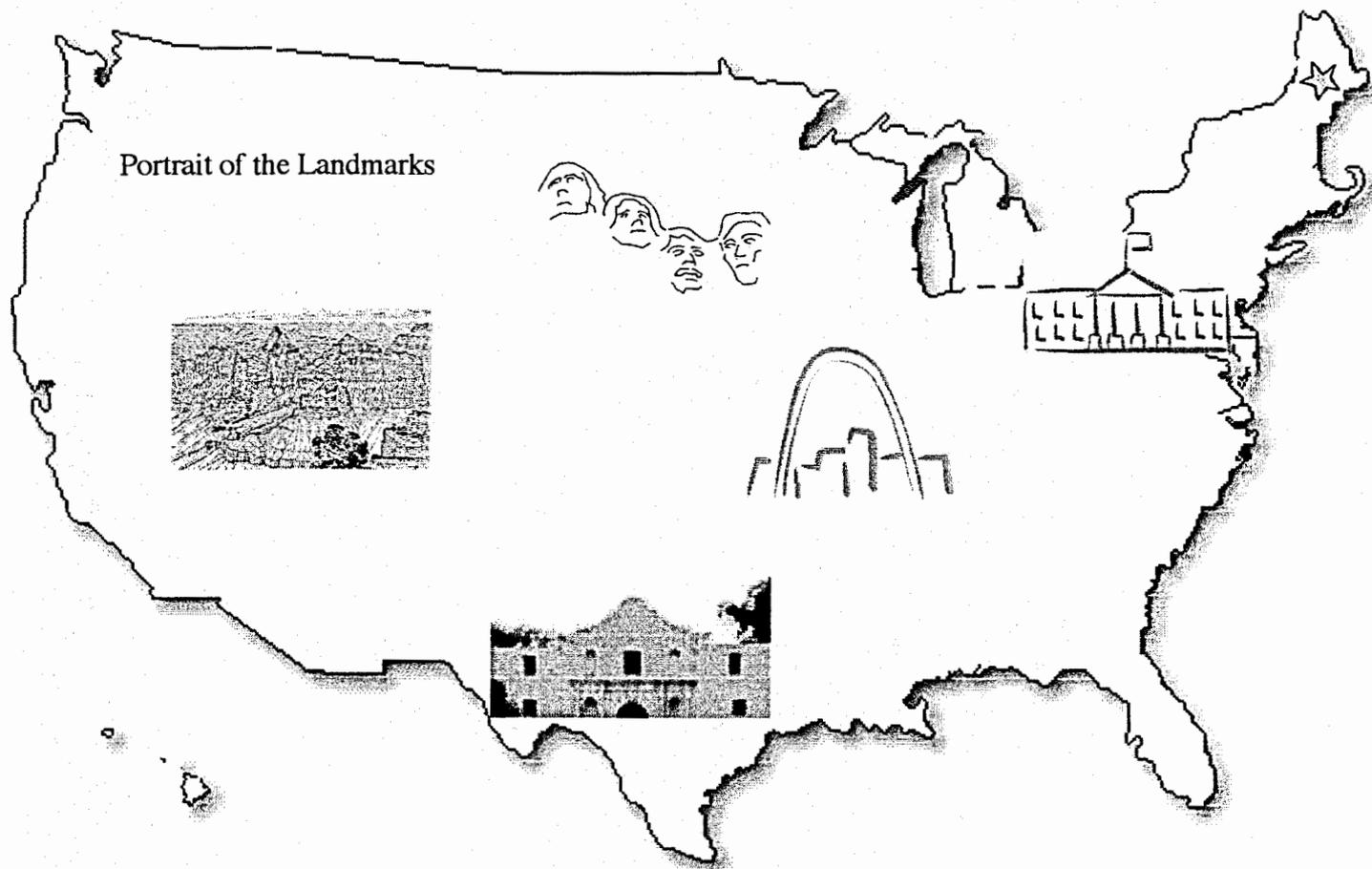
## Slide 8 – Fourth Grade Page

Background:	50 pictures of famous Americans
Text:	Portrait of Famous Americans
Icons:	Picture of Amelia Earhart – Mrs. Airola’s Morph Picture of Eleanor Roosevelt – Mrs. Yahn’s Morph Picture of Sacagawea – Mrs. Youngbauer’s Morph Picture of Wright Brothers – Grade Song Picture of Martin Luther King Jr. – Grade Stroll Picture of Albert Einstein – Grade “Miss America”
Videos:	Mrs. Airola’s Morph Mrs. Yahn’s Morph Mrs. Youngbauer’s Morph Grade Song Grade Stroll Grade “Miss America” Routine



## Slide 9 – Fifth Grade Page

- Background:** Road Map
- Text:** Portrait of the Landmarks  
Mount Rushmore – Mrs. Franklin's Morph  
Grand Canyon – Mrs. Boss's Morph  
St. Louis Arch – Mrs. Franklin's class song  
White House – Mrs. Boss's class song  
Alamo – Grade slideshow
- Videos:** Mrs. Franklin's Morph  
Mrs. Boss's Morph  
Mrs. Franklin's class song  
Mrs. Boss's class song
- Other:** Slideshow of game simulation of landmarks



## Slide 10 – Credits

Background: Blue

Text: Credits

List of Thank you's to teachers, principals, and  
three head Coordinators, and Technology  
Support Programs/Software used  
Clipart Web sites

Icons: 1 Star burst to return to Main Menu

