

# SHAKE, RATTLE, AND ROLL



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2012 South Carolina Middle School Association Conference



The purpose of CE-MIST is to develop and model state-of-the-art in-service and pre-service teacher training programs that concentrate on interdisciplinary curriculum development and implementation at the middle school level. CE-MIST will develop innovative practices that enable school personnel to improve student achievement; provide effective, sustained, high quality professional development; incorporate field-based teacher education programs that involve technology-based instructional techniques; and implement innovative practices for teaching children with diverse backgrounds and diverse learning styles. CE-MIST will model these programs as it provides professional development for higher education faculty around the state of South Carolina.

CE-MIST is made possible under a grant from the [South Carolina Commission on Higher Education](#) under the auspices of the Education Improvement Act (EIA) Teacher Education Centers of Excellence Grant Program.

### **Did You Know?**

There are over 20 Centers of Excellence sponsored by the South Carolina Commission on Higher Education. Three of those centers are at USC Aiken: Educational Technology (CEET); Advancement of Rural, Under-Performing Schools (CERUPS); and Middlelevel Interdisciplinary Strategies for Teaching (CE-MIST).

**CE-MIST Programs for 6-8 Students** (<http://rpsec.usca.edu/student/CE-MISTSP/CE-MISTstudent.html>)

Student Programs Lesson Information, Standards Correlations, Pre- and Post- Visit Activities, and Traveling Science Kits

**CE-MIST Programs for Teachers** (<http://rpsec.usca.edu/CE-MIST/CE-MISTteacher.html>)

Teacher Workshop Information, Summer Institutes for Teachers, Traveling Trunks

**CE-MIST Programs for Preservice Teachers** (<http://rpsec.usca.edu/CE-MIST/CE-MISTpreTeacher.html>)

Workstudy position - CE-MIST Teaching Assistant, Service Learning Project

The Ruth Patrick Science Center. University of South Carolina-Aiken. Nd. Retrieved 11 February, 2012.  
<http://rpsec.usca.edu/CE-MIST/>

## Ten Guidelines of Effective Interdisciplinary Teams

*M Lee Manning;Saddlemire, Richard. National Association of Secondary School Principals. NASSP Bulletin; Dec 2000; 84, 620;ProQuest Education Journals. pg. 83*

1. Create a Committee of Concerned Teachers
2. Seek Administrative Support
3. Engage Professional Development
4. Involve All Educators
5. Expect Resistance, and Plan Experiences That Lessen Teachers' Concerns
6. Select an Enthusiastic Team Leader
7. Develop an Agenda for Each Team Meeting and Maintain a Written Account of Accomplishments
8. Learn Effective Communication Skills
9. Develop an Evaluation System that Assesses Both Individual and Team Performance
10. Celebrate Both Small and Large Successes



<http://elite.tamucc.edu/news/wp-content/uploads/2011/02/interdisciplinary.jpg>

# English Language Arts

## Day 1

### Research

## Day 2

### QR Code Scavenger Hunt

<http://www.classtools.net/QR/>

### The Charleston Earthquake: A Photo Requiem

### Discussion Questions

Answer the following questions on a sheet of paper and then discuss your answers with your group.

1. Do you think that the residents of Charleston were expecting this disaster? Explain.
2. Do you think the residents were prepared? Explain.
3. What do you think was going through their minds during the earthquake?
4. What did they lose to the earthquake?
5. How do you think they felt afterwards?
6. How would you have felt during the earthquake?
7. How would you have reacted afterwards?

## Day 3

### When the Earthquake Hit.....

Imagine that you are a resident of Charleston in the summer of 1886. You will detail your experience during the earthquake of 1886 in your personal journal. Your journal will contain four entries.

- i. What you were doing the day before the earthquake occurred.
- ii. What happened during the earthquake and how did it make you feel?
- iii. The day after the earthquake
- iv. What life is like a week after the earthquake occurred?

Be sure to date each entry. Also, keep in mind the vocabulary you use as you are from the late 1800s.

## Story Writing : Charleston Earthquake Journal

CATEGORY	4	3	2	1
<b>Content/Development</b>	<ul style="list-style-type: none"> <li>• Presents a clear central idea about the topic</li> <li>• Fully develops the central idea with specific, relevant details</li> <li>• Sustains focus on central idea throughout the writing</li> </ul>	<ul style="list-style-type: none"> <li>• Presents a central idea about the topic</li> <li>• Develops the central idea but details are general, or the elaboration may be uneven</li> <li>• Focus may shift slightly, but is generally sustained</li> </ul>	<ul style="list-style-type: none"> <li>• Central idea may be unclear</li> <li>• Details need elaboration to clarify the central idea</li> <li>• Focus may shift or be lost causing confusion for the reader</li> </ul>	<ul style="list-style-type: none"> <li>• There is no clear central idea</li> <li>• Details are sparse and/ or confusing</li> <li>• There is no sense of focus</li> </ul>
<b>Organization</b>	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
<b>Accuracy of Facts</b>	All facts presented in the story are accurate.	Almost all facts presented in the story are accurate.	Most facts presented in the story are accurate (at least 70%).	There are several factual errors in the story.
<b>Creativity</b>	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.
<b>Action</b>	Several action verbs (active voice) are used to describe what is happening in the story. The story seems exciting!	Several action verbs are used to describe what is happening in the story, but the word choice doesn't make the story as exciting as it could	A variety of verbs (passive voice) are used and describe the action accurately but not in a very exciting way.	Little variety seen in the verbs that are used. The story seems a little boring.

		be.		
<b>Focus on Assigned Topic</b>	The entire journal is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the journal is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the journal is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the journal to the assigned topic.
<b>Setting</b>	Many vivid, descriptive words are used to tell when and where the story took place.	Some vivid, descriptive words are used to tell the audience when and where the story took place.	The reader can figure out when and where the story took place, but the author didn't supply much detail.	The reader has trouble figuring out when and where the story took place.
<b>Problem/Conflict</b>	It is very easy for the reader to understand the problem and why it is a problem.	It is fairly easy for the reader to understand the problem and why it is a problem.	It is fairly easy for the reader to understand the problem but it is not clear why it is a problem.	The problem is not clear.
<b>Requirements</b>	Responded to all 4 journal prompts.	Responded to 3 journal prompts.	Responded to 2 journal prompts.	Responded to only 1 journal prompt.
<b>Conventions</b>	Provides evidence of a consistent and strong command of grade-level conventions (grammar, capitalization, punctuation, and spelling).	Provides evidence of an adequate command of grade-level conventions (grammar, capitalization, punctuation, and spelling).	Provides evidence of a limited command of grade-level conventions (grammar, capitalization, punctuation, and spelling).	Provides little or no evidence of having a command of grade-level conventions (grammar, capitalization, punctuation, and spelling).

Date Created: **October 05, 2009** using RubiStar and SC Writing Rubric.

## Day 5

### EARTHQUAKE!!! - What Do I Do?

**Objective:** You are going to create a kid-friendly brochure on proper safety procedures to follow during an earthquake.

1. Gather information from at least 2 of the following websites. You will need use note cards to record your information.
  - a. <http://www.fema.gov/kids/protect.htm>
  - b. [http://www.fema.gov/kids/tch\\_eq.htm](http://www.fema.gov/kids/tch_eq.htm)
  - c. <http://www.fema.gov/hazard/earthquake/index.shtm>
  - d. <http://geology.com/articles/earthquake-safety.shtml>
  - e. <http://www.fema.gov/plan/prevent/earthquake/pdf/fema-526.pdf>
2. After you have gathered your information, you will need to open Microsoft Publisher to create your brochure.
  - a. Be sure to include graphics (2-3) (You must cite these images also)
  - b. Be sure to include a works cited in MLA format.

#### Making A Brochure : Earthquake Safety Brochure

CATEGORY	4	3	2	1
<b>Writing - Organization</b>	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
<b>Voice</b>		Uses precise and/or vivid vocabulary appropriate for the topic • Phrasing is effective, not predictable or obvious • Varies sentence structure to promote rhythmic reading • Shows strong awareness of audience and task; tone is consistent and appropriate	• Uses both general and precise vocabulary • Phrasing may not be effective, and may be predictable or obvious • Some sentence variety results in reading that is somewhat rhythmic; may be mechanical • Shows awareness of audience and task; tone is appropriate	• Uses simple vocabulary • Phrasing is repetitive or confusing • Shows little or no sentence variety; reading is monotonous • Shows little or no awareness of audience and task; tone may be inappropriate
<b>Conventions</b>	• Provides evidence of a consistent and strong command of grade-level conventions (grammar, capitalization, punctuation, and	• Provides evidence of an adequate command of grade-level conventions (grammar, capitalization, punctuation, and spelling).	• Provides evidence of a limited command of grade-level conventions (grammar, capitalization, punctuation, and spelling).	• Provides little or no evidence of having a command of grade-level conventions (grammar, capitalization, punctuation, and spelling).

	spelling).			
<b>Content - Accuracy</b>	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
<b>Sources</b>	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.
<b>Graphics/Pictures</b>	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.

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