

Michigan Matters Teacher's Guide

Navigating the Site

As you'll see when you sign on, each module has a welcome page, and the pages of the story are grouped into chapters, viewable along the left hand side.

The screenshot shows the Michigan Matters website interface. At the top, there is a yellow banner with the text "MICHIGAN MATTERS" in blue. Below the banner, the user's name "Harry B." is displayed, along with a "[Logout]" link. A welcome message "Welcome Harry B." is shown in a red-bordered box. The main content area is titled "Brass Bands of the past" and is attributed to "Mrs. Simon -- Barnard School". The article text discusses the history of brass bands, mentioning that long before computers, CDs, TV, and even before radio, people still had ways to play and listen to music. It also mentions that during the Civil War and when Abraham Lincoln was President about 150 years ago, almost everyone listened to local bands play. The text continues to describe how every big town had a band that would put on concerts and play at parades, and how these bands were smaller than today's bands. It also mentions that some towns had children's bands, and that even though most towns had their own band, there were other bands that traveled. The article ends with a discussion prompt: "When do you get together with your neighbors or community? What do you do with other kids? Do your parents do different things than the kids do? How are your get-together times like these Friday night band concerts? How are those times not like band concerts?". A "Next page" link is provided: "Next page: [The Instruments of the Band](#)".

After the welcome page for that chapter, each story page ends with a discussion prompt and a space for the kids to post their responses. If you scroll down, you'll see the text box into which they can make their initial post.

When do you get together with your neighbors or community? What do you do with other kids?
Do your parents do different things than the kids do?

How are your get-together times like these Friday night band concerts? How are those times not like band concerts?

Next page: [The Instruments of the Band](#)

Add a New Comment

Title

Content

untitled posted by Simran J. on November 12 2008 at 09:25 AM

[Reply](#)

Later, once they've posted a response, they can look at their MY TOUR COMMENTS box to see links to their responses and to easily see if anyone has commented on their response. Please note that our UM student mentors portray the characters from the story and interact with the kids in character.

Meet Anders!

o Growing up in Sweden

- 11-Nov-08 [Hi](#) (2 replies: , Maya)
- 12-Nov-08 [Re: Hi](#)

o Travel Hockey

- 11-Nov-08 [Moving away from my family](#) (1 reply:)

o Getting scouted

- 11-Nov-08 [Wow!](#) (1 reply: [/page/view/573#445](#))

o Staying in Touch with Friends; Missing Out

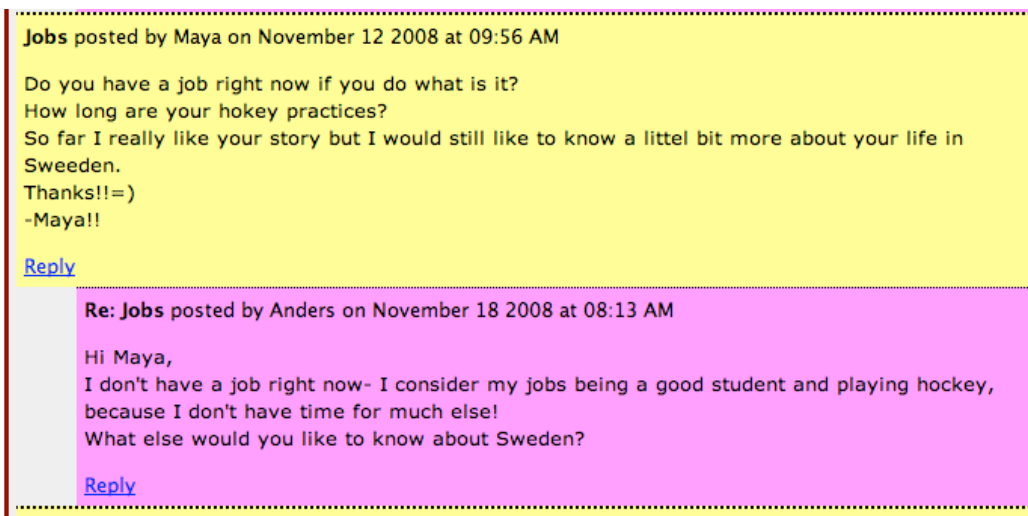
- 11-Nov-08 [Same with me!](#) (1 reply: [/page/view/525#454](#))

o Making the Right Choice

- 12-Nov-08 [Jobs](#) (1 reply: [/page/view/526#489](#))

Orientation and Getting to Campus

In this example, clicking on the final link in this list (the “jobs” discussion, under “Making the Right Choice”) takes you directly to that spot in the discussion, so that the student can see the comment in context and can add a response if they wish.



The screenshot shows a forum thread with two posts. The first post is by Maya on November 12, 2008, at 09:56 AM. The text of the post is: "Do you have a job right now if you do what is it? How long are your hokey practices? So far I really like your story but I would still like to know a littel bit more about your life in Sweeden. Thanks!!=) -Maya!!". Below the post is a blue "Reply" link. The second post is a reply by Anders on November 18, 2008, at 08:13 AM. The text of the reply is: "Re: Jobs posted by Anders on November 18 2008 at 08:13 AM Hi Maya, I don't have a job right now- I consider my jobs being a good student and playing hockey, because I don't have time for much else! What else would you like to know about Sweden?". Below the reply is another blue "Reply" link.

At the bottom of the listing of the chapters, there is a link to the KIDS PAGES, with opportunities for the kids to further explore ideas developed in the module.

Resources for Teachers

Along the right hand side of the page, you'll see the link to VIEW TOUR TEACHING RESOURCES, which is where we make available extension activities and information resources for use by teachers.

There are also links to mechanisms we have built into the site that allow you to easily keep track of the work done by individual students. For example, you can click on VIEW TOUR COMMENTS to see a list of all of the comments that your students have made on the story pages, listed by student.

The site also allows for private messages and we'll typically have the characters send messages to the kids when they first go onto the site. The kids find their messages through the MY E-MAIL link in the upper left hand corner. You can see any messages they've sent through the VIEW STUDENT MESSAGES link.

Hiding and Showing Pages

You have the capacity to HIDE pages or chapters on Michigan Matters. We encourage you to go slowly through the modules (in part because the interactions with the story characters is always happening on pages you've already looked at) but we also know that when kids get excited, they can be "off to the races," so we've set up a mechanism where you can make only certain pages of a module available to your students. One of the TEACHER FUNCTIONS that you have available is the ability to Hide pages from view:

Teacher Functions

[Visit Other Tours](#)

[View Student Messages](#)

[View Student Comments](#)

[Show/Hide Chapters and Pages](#)



If you click on SHOW/HIDE CHAPTERS AND PAGES you'll see this

Show/Hide Chapters for Mrs. Rosenman class taking Learning Culture: Maggie's Ojibwa Story tour

[Chapter 1: Class Culture Show](#) [\[Hide Chapter\]](#)

[Chapter 2: A Trip to Ziibiwing](#) [\[Hide Chapter\]](#)

[Chapter 3: Lessons with Nookomis](#) [\[Hide Chapter\]](#)

[Chapter 4: Proud to Pow Wow](#) [\[Hide Chapter\]](#)

At this level, you're looking at Chapters and you could, if you wished, hide from view any of the chapters. If you HIDE chapter four, for example, you'll see this:

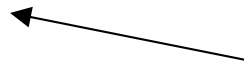
Show/Hide Chapters for Mrs. Rosenman class taking Learning Culture: Maggie's Ojibwa Story tour

[Chapter 1: Class Culture Show](#) [\[Hide Chapter\]](#)

[Chapter 2: A Trip to Ziibiwing](#) [\[Hide Chapter\]](#)

[Chapter 3: Lessons with Nookomis](#) [\[Hide Chapter\]](#)

[Chapter 4: Proud to Pow Wow](#) [\[Show Chapter\]](#)



When you're ready to make Chapter Four visible for your students again, you can just click on SHOW CHAPTER next to Chapter Four.

You can also hide pages within a chapter. Click on the title of any chapter and you'll see the same kind of screen, but you now see each page within that chapter:

Show/Hide Pages

The 4th Grade Project [\[Hide Page\]](#)

Lunchtime Bullies [\[Hide Page\]](#)

The Walk Home [\[Hide Page\]](#)

Meddling Mom and Auntie Marie [\[Hide Page\]](#)

If you want to hide the last page of this chapter (or any combination of pages) you just click on HIDE PAGE.

Show/Hide Pages

The 4th Grade Project [\[Hide Page\]](#)

Lunchtime Bullies [\[Hide Page\]](#)

The Walk Home [\[Hide Page\]](#)

Meddling Mom and Auntie Marie [\[Show Page\]](#)

and it is hidden from view until you go back and click on SHOW PAGE.

How much time should you set aside to participate in Michigan Matters?

We recommend that teachers have their students online at least once a week, twice if possible. Assuming that students are on the computers 1-2 times per week, most of our modules stretch across 4-5 weeks. In truth, however, there is no timeline for getting through Michigan Matters modules, so your class can move at whatever pace works for you.

To get the most from the modules, we do recommend that students have the time to “savor” the experience. As students make their way through a module, they are both reading and responding to prompts on new pages and also looking back to see where the story characters have responded to postings they made previously. Ideally, students might work on a page or two one day, then come back the next time and both read and respond to a new page as a group *and* write replies to the responses they've received from the story characters. We believe that it is in this more leisurely “back and forth” where the writing, thinking, and creative imagining opportunities can be fully explored. This is the reason why we implemented the feature that allows you to hide pages, as it give you more control, and it also prevents students from zipping ahead leaving you with students “all over the map.”

We also strongly encourage teachers take some time to discuss what's going on in Michigan Matters *away from the computers.* We believe that the modules frame some rich issues for the kids to consider, and it can be both exciting and very important for the kids to be able to talk through challenging issues as a group.

Please also keep in mind that we have classroom activities and other resources available to you for each module. These teacher resources can be helpful in extending the learning experience; some teachers also choose to have the children work on their module responses offline, so they're more efficient in their lab time.

Regardless of the pace at which you work your way through the module, we stay in close contact with you so that the mentors know your approximate schedule and can provide timely feedback for your students.