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A social studies/science technology project manual for upper elementary educators in the Dubuque Community School District

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A social studies/science technology project manual for upper elementary educators in the Dubuque Community School District

Abstract

In the last five years, the Dubuque Community School District's technology infrastructure has grown tenfold. With the implementation of a district-wide networked computer system also came growing expectations for classroom teachers to provide technological opportunities for students (Dubuque Community School District, 2001). With the administration's eagerness to bring Dubuque's students into the information world, teachers have not been provided with any technology curriculum or manuals on how to incorporate computer projects into their lessons. This graduate research project was developed to give the classroom teacher a means to provide these technological opportunities in a very systematic and step-by-step manner. The step-by-step manual allows teachers to include technology in their instructional program by providing the means to do it.

An easy to follow technology project manual was created for fifth and sixth grade teachers. The manual provides actual instructions for technology projects that coincide with the Dubuque Community School District's (DCSD) science and social studies curriculum. The manual has project ideas for use with Microsoft PowerPoint (1996), Microsoft Classroom Tools (1997), HyperStudio (1996), Adobe PhotoShop (2000), word processing using Microsoft Word (1997). The manual includes a section on the safe use of the Internet.

**A SOCIAL STUDIES/SCIENCE TECHNOLOGY PROJECT MANUAL
FOR UPPER ELEMENTARY EDUCATORS
IN THE DUBUQUE COMMUNITY SCHOOL DISTRICT**

A Graduate Project

**In Partial Fulfillment of the Requirements
for the Degree of Master of Arts in Education**

Submitted to the

**Division of Middle Level Education
Department of Curriculum and Instruction**

University of Northern Iowa

By

Jenny M. Kress

July 2002

This Project by: Jenny M. Kress

Titled: A Social Studies/Science Technology Manual for Upper Elementary

Educators in the Dubuque Community School District

has been approved as meeting the research requirement for the

Degree of Master of Arts in Education.

July 10, 2002
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A Social Studies/Science Technology Manual for Upper Elementary Educators in the Dubuque Community School District

Chapter 1

Introduction

Several years ago, the Dubuque (Iowa) Community School District (DCSD) along with all the school districts across Iowa, received state funding for the use of technology in the schools. DCSD decided to combine several years funding to develop and create a technology network for the entire district. Instead of buying computers and programs, the DCSD decided that it was more important to develop a network so every school and office was connected. As a result, the three secondary schools, three junior highs, and eleven elementary schools in DCSD are operating on a combined network.

Grants at each school and fundraising helped to deliver a computer into every classroom and office in the district. However, with the quickly added positions of a network administrator, technology relations coordinator, information technology support staff, and a district webmaster, one important element was neglected: the development of a standard technology curriculum that would meet the district's technology standards and benchmarks for the fifth and sixth grade regular academic curriculum.

The birth and success of the district's operating network created the need to develop a technology curriculum that was integrated into an existing academic curriculum and was easy for all educators to follow.

Purpose and Importance of Project

The purpose of this project was to develop an easy-to-follow technology manual for teachers to guide their instruction and meet the technology standards and benchmarks for upper elementary Dubuque Community School District students. The creation and development of an integrated technology curriculum to enhance the students' learning of required subject areas and provide a strong foundation in technology for the developing citizens of the 21st Century is what the Dubuque Community School District's educators desire. The technology curriculum would best serve the needs of DCSD if it were easy to implement through an integrative approach (J.Dyer, T. Hilkin, D. Putchio, and N. Reeg, personal communication, November 9, 2001).

Definitions

In order for readers to have a common understanding of the topic, the following definitions are provided:

Adobe Photo Shop 6.0®

A computer program that allows the user to manipulate photos and graphics to produce an original document. This program allows the user to edit photos and create new graphics (Adobe Systems Incorporated, 2000).

Electronic databases

A collection of information on a topic that is organized and accessed via the computer.

Information on a general topic stored in a computer system (Newbury House Dictionary, 1999).

HyperStudio®

A computer program that allows the user to create presentations filled with many 'cards' that create a 'stack'. The user is able to format colors, sounds, transition movements, and how the text appears (Roger Wagner Publishing, Incorporated, 1996).

Network

A system of connected travel routes or communication lines that connect computers on the same operating system (Newbury House Dictionary, 1999).

Microsoft® PowerPoint

A computer program that allows the user to create presentations on topics of choice by creating 'slides' in an electronic slideshow. The program allows the user to format colors, sounds, transition movements, and text (Microsoft Corporation, 1996).

Software

A set of instructions that lets a person perform certain tasks, such as word processing, adding numbers, or reading information on the Internet; software is not part of the machine itself (Newbury House Dictionary, 1999).

Word Processing

The input, editing, and output of words and numbers on computer (Newbury House Dictionary, 1999).

Chapter 2

Literature Review

Through the past ten years in education, there has been a rapid influx of technology in the schools and in the classrooms. Many educators have seen a shift from paper and pencil activities for students to computers and software activities. Computers are used in every facet of education, from recording attendance to using technology as a tool for assessment. Research has shown there is overwhelming support for incorporating technology into American education, as the following review of literature will show. This review will also present commonalities among reasons why teachers find it difficult to include technology in their lessons.

Reasons to Include Technology in the Curriculum

Many educators see the benefits of including technology in their lessons. Reasons to incorporate technology into instruction include motivation, entertainment, learning extensions, and self-esteem boosters. These reasons are further detailed below.

Technology as an Educational Tool

Those who believe technology education is essential in the schools will argue that if American public schools do not keep up with it, then our students will fall behind. Trotter (2001) reported that Former Nebraska senator, Bob Kerrey, who is now the chairman of the Web-based Education Commission, believes that, "Technology offers tremendous potential for improving the delivery of education..." (p. 1). He also stated that the Internet can be, "...shaped into a vibrant educational tool serving all learners if more money is devoted to research and development..." (p. 1) and on the federal level there is clear support for computers and the Internet in education.

Bennett and Gelernter (2001) reported that an Internet-connected computer can help motivate, stimulate, entertain, and keep children informed about the world.

Software can take students to places where it was never before possible to go and show them fascinating things. They also stated that education in America is off-course and educators need to use every tool that exists to improve things. Bennett and Gelernter contended that it would be wrong to not utilize computers in the classroom to solve education's problems and conveyed a sense of urgency for including computers in a school's curriculum.

American Students Could Fall Behind

The United States Department of Education (USDOE, 1996) released an article, "Getting America's Students Ready," in which the authors stated that learning is significantly richer as students have access to new and different types of information and that students can manipulate their thinking into new ways on the computer. The report also stated that the instant feedback from a computer can motivate students to continue their learning. Technology, as an instructional tool, can help students master the basic and advanced skills required for the world of work and also skills that are related to the use of technology itself. Any student who does not understand the basic operations of word processing, spread sheets, networks, and databases will be at a major disadvantage upon entering the work world (USDOE, 1996).

Technology Offers New Ways of Thinking and High Self-Esteem

Other benefits of technology use in education according to Bollentin (1998) are that it offers more customized learning environments where traditional, classroom-based education suits only a small percentage of the learners. Bollentin stated that computers are essential tools that have the potential to enable teachers to teach concepts they have never taught before.

Grillos (1994) reported that technology can play an important role in education. Core subject matter mastery and the building of pride and confidence can be enhanced through computer education. With the correct software, mastery of the material can be attained using technology. Grillos's report concurs with the USDOE's report (1996) that technology can build pride and confidence. Grillos (1994) reported that a student's motivation to learn by correctly answering questions on computer programs and being instantly gratified or rewarded can ensure high confidence in students.

Reasons Why Educators Don't Include Technology

Clearly, the research shows that including technology into the curriculum has many benefits to student learning. However, many educators do not incorporate technology into their instruction. Reasons for this include lack of training, not enough materials, and little time to plan and teach technology in addition to required subjects. The following section outlines these reasons.

Frustration From Lack of Training and Materials

Revenaugh (2001) reported that nearly 63% of America's classrooms are now wired for the Internet, up from 27% two years ago. However she states, "Just because we

put a wire to a school doesn't mean it will be used or used well" (p.39). So why are not more teachers in these schools leveraging the technology at their fingertips? In conversations with several Dubuque Community School District's upper elementary educators, it is evident that these teachers understand the benefits of integrating technology into their lessons. However, many are frustrated with the lack of a standardized manual for them to use in instructing students (personal conversation, J. Dyer, T. Hilkin, D. Putchio, & N. Reeg, November 2001).

Many teachers do not include technology in their lessons. Lack of training is a contributing factor as to why some educators become frustrated with the added pressure to include technology. According to Faetmi (1999) teachers who have more training are more likely to include technology resources in their classrooms. Faetmi (1999) also states that technology savvy teachers feel better prepared to use these resources and rely on them more heavily than teachers with less training. He also reported that nearly 80 percent of United States classroom teachers do not feel comfortable using computer technology according to a survey he conducted (1999).

Guttman (2001, p. 60) reported that only "one in five teachers responding to a 1999 National Center for Education Statistics survey said they felt very well prepared to handle the technology." Guttman (2001) reported that for years we had focused on the mechanics of wiring our schools and unfortunately we forgot to think about how we would use the technology to enhance learning. Guttman also reported that teachers need the basics in learning how to use technology to convey science or math concepts that students find hard to grasp.

This author interviewed four Dubuque Community School District educators in 2002 (see Appendices A and B). One of the obstacles that prevented the educators from including technology into their lessons was lack of knowledge. Although all of the interviewees were at varying levels of technology knowledge, they all seemed to feel that they did not know enough about technology to successfully incorporate it into their curriculum. Myers (2002) agreed that many teachers worry about managing computers because they are not secure in their own knowledge of them. Myers reported, "That lack of knowledge can be very disconcerting for a teacher who is use to being organized, hands-on, and goal-oriented" (p. 3).

Time also was an issue. Teachers C and D from the interview felt that there was not enough time to teach technology. This seemed to be a common misperception among educators. Campbell (2002, p.2) reported that, "Technology needs to become a tool for learning, not another subject to teach." Campbell also reported that a teacher's primary goal is to use technology to supplement learning, rather than teaching technology in isolation.

Another reason teachers are hesitant to incorporate technology into their lessons is because of lack of training. In the interview, all four teachers reported that they felt the district could do more training now that the network training was complete. They all wanted specific instructions on how to incorporate technology into an existing curriculum. Wagner (2002) reported that lack of training leads to lack of understanding. Once teachers get the idea that they can not 'break' the machine, then they actually start

to explore and seek answers on their own. This is when true learning and understanding of technology may begin.

Urgency for Teacher Training

The urgent need to train our teachers is imperative if we want our students to succeed in the future. Moursund (2001) reported that educators are faced with the problem of how to educate children for adult life in a world in which computer capabilities will continue to grow very rapidly and already exceed humans in many areas. If we want our students to be prepared for the world of work in the future then we need to be providing our teachers with materials and training that they need to incorporate technology into their lessons.

Chapter 3

Methodology

This chapter will outline the process of developing the project of a technology project manual. This author selected this topic because the research clearly showed that computers were beneficial to student learning, but she was unable to understand why more teachers were not using technology in their lessons. After researching this topic more this author discovered that teachers felt that they have no materials or training made available to them. Her direction for this research project was now clearly identified: She would develop a technology project manual that would make it easy for teachers to produce technology projects that complement the existing science and social studies curricula. Steps taken to create this technology project manual included meeting with the Dubuque Community School District's technology curriculum coordinator, recording professional conversations with colleagues, reviewing the DCSD's standards and benchmarks for technology, finally testing the final manual on students and teachers.

District Level

At the onset of this project, this author met with the Dubuque Community School District's technology curriculum coordinator, Charlie Ellis, and the district's technology committee to discuss what the technology expectations were for a regular education classroom teacher. Incorporating the professional knowledge and opinions into the development of this technology manual validated the direction of this project. The goal behind incorporating technology into classrooms according to these professionals was the need to improve student learning. She found that classroom teachers were expected to

incorporate technology into their curriculum, but needed to seek out their own training for project ideas. Time and money seemed to be the driving factor in this reasoning by the district. The district appeared to be at a critical juncture in technology education. It had been five years since the development of the network. The district presently had a fabulous system with many teachers who saw the value of incorporating technology into everyday lessons, however they were without a means to do it.

Teacher Input

Professional conversations were initiated with many upper elementary educators about technology as an instructional tool (J. Dyer, T. Hilkin, D. Putschio, & N. Reeg, 2001). Through these conversations, one point was abundantly clear: these educators wanted to incorporate more technology into their social studies and science curriculums, however they felt frustrated over the lack of materials and manuals available to them. Although some of the newer curriculum texts have suggestions in the margins for how to infuse the lesson with technology, these educators felt they needed more step-by-step instructions on how to successfully incorporate a technology project into a science or social studies unit.

Manual Development

Before actually writing the manual, this author referred to handouts on technology directions she had previously created for technology training sessions that she facilitated for adults. This author used some of these handouts as a springboard for the student handouts that have been developed for the manual and adapted them for student use.

Inclusion of Standards and Benchmarks

A review of the DCSD's technology standards and benchmarks (Technology Across the Curriculum, 1997) was conducted (see Appendix C). A comprehensive review of the scope and sequence for the science and social studies curricula in the fifth and sixth grades in the DCSD was conducted to ensure proper coverage of each curriculum. This author looked for topics and relevance to the curriculum that each topic had and the ease of incorporating a technology project into the subject. Much consideration was given to the Dubuque Community School District's "Technology Across the Curriculum Standards and Benchmarks" (1997). This author made sure that each standard was covered in the manual and most of the benchmarks are covered as well. In creating a technology project for the science and social studies units, she was careful to develop projects that included benchmarks in each of the standard areas.

Four academic standards concerning technology were included:

Communicating Effectively

Students will use technology to communicate effectively in a variety of ways.

The benchmarks for this include:

- 1.1 Creating documents using word processing and desktop publishing.
- 1.2 Use audio and video recording to communicate ideas.
- 1.3 Contribute to the creation of a group multimedia presentation.
- 1.4 Use telecommunication systems to communicate ideas.

The manual addresses 1.1, 1.2, and 1.3 in the HyperStudio (1996) project, the Revolutionary War research report, and the PowerPoint (1997) planet project (see Appendix D).

Information Processing

Students will use technology to acquire, organize, interpret, apply, and evaluate information.

The benchmarks for this include:

2.1 Use electronic databases, encyclopedias, catalogs, almanacs, and indexes to locate information.

2.2 Use a variety of search strategies to locate specific information from electronic resources.

2.3 Use calculators and databases to locate, organize, and/or analyze data.

2.4 Create databases and spreadsheets to manage information and create reports with assistance.

2.5 Use the Internet to initiate and carry out an informational search with assistance.

Benchmarks 2.1, 2.3, 2.4, and 2.5 are covered in all of the projects in the manual (see Appendix D).

Problem-Solving

Students will use technology to solve problems independently and cooperatively.

The benchmarks for this include:

3.1 Exhibit organization and strategic thinking in using technology to solve problems.

3.2 Use calculators to solve a wide range of problems and to explore number concepts and patterns.

3.3 Use simulation programs to analyze real-life situations.

3.4 Address a real-life problem or situation by collaborating with others using a variety of networked technologies to analyze data and present results and recommendations.

Benchmarks 3.1 and 3.4 are covered by the projects in the manual (see Appendix D).

Consumers of Technology

Students will demonstrate the skills of informed consumers of technology who are able to operate, maintain, and use technology safely and ethically.

The benchmarks for this standard are:

4.1 Demonstrate appropriate and safe handling and operation of classroom equipment (e.g. projection devices, cameras, video playback equipment, and computer hardware.

4.2 Demonstrate proper keyboarding skills.

4.3 Demonstrate awareness of basic troubleshooting techniques and follow procedures to inform technology staff about malfunctions.

4.4 Follow copyright laws as they apply to copying, citing, and distributing print and electronic information.

4.5 Respect network users by following established acceptable use policies, guidelines, and protocols.

Benchmarks 4.1, 4.2, 4.3, 4.4, and 4.5 are all covered in all of the projects in the manual (see Appendix D).

Field Testing the Manual

Further interviews with a purposeful sample of the district's fifth and sixth grade teachers were also included in the research. This manual was field tested with a random sample of fifth and sixth grade students and teachers. Each page was distributed to the group and they were instructed to follow the directions step-by-step as they were written. The group was encouraged to make comments in the margins and to ask questions about the directions on the page and they did. The field test provided this author with instant feedback concerning the organization of the directions for each project and corrections were revised based on the feedback.

Methodology Conclusion

To conclude, the project was developed through a very specific process. This author needed to start gathering information from the district technology coordinator before realizing a need to create a manual for teachers that would be easy to use and user friendly. All of these steps contributed toward the development of a fully-integrated, easy-to-follow, step-by-step technology manual for the Dubuque Community School District's upper elementary educators. A manual that complements the science and social studies taught at the upper elementary level and does not stand alone from it, was the desired project product.

Chapter 4

The Project

Overview

An easy to follow technology project manual was created for fifth and sixth grade teachers. The manual provides actual instructions for technology projects that coincide with the Dubuque Community School District's (DCSD) science and social studies curriculum. The manual has project ideas for use with Microsoft PowerPoint (1996), Microsoft Classroom Tools (1997), HyperStudio (1996), Adobe PhotoShop (2000), word processing using Microsoft Word (1997). The manual also includes a section on the safe use of the Internet.

Handouts and Units

Student handouts were created and included in the manual. They are available to reproduce and use in the classroom. Instruction sheets and lessons have been created for teachers to use. Each technology project is to be used as the final assessment tool for units on the Revolutionary War, the human body, the Solar System, and Ancient River Cultures.

This manual was field tested on a group of fifth and sixth grade students and teachers. The field test provided this author with instant feedback concerning the organization of the directions for each project and corrections were revised based on the feedback.

Assumptions of the Manual

The manual is not intended to be a beginner's instructional manual and assumes that some of the material presented is a continuation of prior technology knowledge learned in kindergarten through fourth grade.

This manual meets most technology standards and benchmarks for an elementary student in the fifth or sixth grade and was not intended to be an exclusive source for all of the technology benchmarks. This new manual will be presented and considered for adoption by the DCSD's Technology Committee for use in Dubuque's upper elementary grades.

Chapter 5

Conclusions and Recommendations

This chapter will present this author's suggestions and final thoughts on the process of the research and creation of a technology project manual. Developing this project and creating this technology manual has made her reflect on the way DCSD wants to implement technology education.

Conclusions

Through the development of this research project this author has concluded the following:

- 1.) Most teachers agreed that DCSD needs to provide technological opportunities for students (Interviews and Personal Conversations, 2002).
- 2.) Most teachers agreed that the DCSD has come a long way in five years in providing teachers and students with a way to become connected to the information world.
- 3.) The administration has provided basic technology training for teachers and staff, but little instruction on how to incorporate technology easily into the classroom has been offered.
- 4.) There are some teachers in the district who jumped on the "technology bandwagon" long ago because they had the knowledge and the skills to do that. However, this author realized that many more teachers were hesitant to embrace the computer and its value with students because they did not have the necessary skills to make it easy for them to do this. This is the area

where this district was most lacking in technology development.

- 5.) It is not enough to provide books, materials, computers, or a school building and expect students and staff to succeed. Rather, we must be sure to go to the next level and make sure that the educators are trained, provided with a plan for integration, and offered ideas on how to do it.
- 6.) This very basic, step-by-step manual is the beginning step in filling this gap. If this manual can be provided to those hesitant teachers, and they try one or two technology projects a year, then it was successful.
- 7.) Updating of skills will be needed on a continual basis, therefore manuals have a limited shelf life.

Recommendations

Through the development and completion of this research project this author has made the following recommendations:

Manual Usage

- 1.) The “Social Studies/Science Technology Manual for Upper Elementary Educators” should be used to complement the science and social studies curricula in the fifth and sixth grades.
- 2.) The “Social Studies/Science Technology Manual for Upper Elementary Educators” should serve as a catalyst for future collaboration of the DCSD’s technology committee to develop other technology manuals for other grades and subjects.

Committees

- 3.) Committees be formed with teaching staff that include kindergarten through second grade, third and fourth grade, and finally another committee of fifth and sixth grade teachers.
- 4.) Each of these three committees include a district Information Media Specialist. Together they should become familiar with the district's technology standards and benchmarks and embark on a mission to write easy-to-follow manuals that include technology projects that coincide with the curriculum for each grade level.

Field Test

- 5.) Upon the completion of each manual, it should be field tested in much the same way the original manual was tested. Random samplings of students and teachers in each of the grades that the manual is intended for be asked to use the manual and provide feedback.

Upgrades

- 6.) Manuals must be revised with hardware and software upgrades and advances.

This author anticipates that by having an easy-to-follow manual complete with student handouts and lesson plans, teachers will learn how to easily incorporate technology into the curriculum without feeling that it is an added pressure or another subject to teach. This author strongly feels that if we allow students to produce several

technology projects per year from this manual, we are developing young citizens who will be able to compete in the 21st Century world of work.

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Appendix A
Interview Questions

Interview Questions

1. Do you use technology in your classroom?
2. How often do you use it?
3. How do you incorporate technology into your lessons?
4. Do you feel comfortable using technology?
5. What has been your training in this area?
6. Has the district provided adequate training in this area?
7. What are some of the obstacles that prevent you from including technology in your lessons?
8. If a technology manual was made available to you, would you use it?

Appendix B
Interview Answers

Interview Questions
Answered by Teachers A, B, C, D

9. Do you use technology in your classroom?
A: yes
B: yes
C: no
D: yes
10. How often do you use it?
A: Everyday at centers for the kids.
B: Once a week, we check different sites out.
C: I only check email
D: I do a big technology project once a semester with my class.
11. How do you incorporate technology into your lessons?
A: By using interactive software.
B: Go to educational web sites that go with the unit I am teaching.
C: There isn't enough time for it in my room, I have enough to teach.
D: Instead of a poster or a report, I have them create something on the computer to show what they have learned.
12. Do you feel comfortable using technology?
A: Somewhat, but I could learn more.
B: I can navigate the web pretty well, but I can't create neat documents or anything like that.
C: No, I do not have the time to take classes to learn how.
D: Pretty much, what I don't know, I try to find out or ask for help.
13. What has been your training in this area?
A: I go to district sessions on technology but I don't know enough yet.
B: I went to district mini sessions a long time ago to learn how to operate my machine.
C: Not much
D: I had some training in college and high school. I go to Keystone sessions and also go to the Computer Classroom in town here.
14. Has the district provided adequate training in this area?
A. At first, yes, but it has tapered off.
B. Lots of training 3 years ago, but not much that interests me since then.

- C. No.
- D. In the beginning they helped a lot, but not much recently.

15. What are some of the obstacles that prevent you from including technology in your lessons?

- A: Just simply the lack of "know how". If I knew how to do more, I would.
- B: I don't feel that I know enough to teach kids about it.
- C: There isn't enough time to teach technology in the day with everything else we are expected to teach.
- D: Time and knowledge are the biggest obstacles I have. It takes a long time to do the technology projects at the end of the units.

16. If a technology manual was made available to you, would you use it?

- A: Sure! As long as it was SIMPLE and easy to understand.
- B: I would use it if it required little time to follow and lessons were spelled out step by step.
- C: I don't know if I need another manual to teach from. I have enough on my plate already.
- D: It would be great if it related to the topics we already teach. I would give it a try.

Appendix C
Dubuque Community School District's
Technology Standards and Benchmarks

Academic Standard #1: Students will use technology to communicate effectively in a variety of ways.

Benchmark Standards: Students will...

Benchmark Level: Early Childhood (PreK-2)	Benchmark Level: Elementary (3-5)	Benchmark Level: Middle (6-8)	Benchmark Level: Early High School (9-10)	Benchmark Level: Late High School (11-12)
<p>1.1 Use word processing to aid the writing process.</p> <p>1.2 Contribute to the creation of a multimedia product with assistance (class portfolio, book, voice, or video recording.)</p> <p>1.3 Use telecommunication systems with assistance.</p>	<p>1.1 Create documents using word processing and desktop publishing programs with graphics integrated.</p> <p>1.2 Use audio and video recording and playback equipment to communicate ideas.</p> <p>1.3 Contribute to the creation of a group multimedia presentation with assistance.</p> <p>1.4 Use telecommunication systems to communicate or exchange data with individuals or groups in other locations.</p>	<p>1.1 Create documents using word processing and desktop publishing programs, incorporating graphics, databases, and spreadsheets.</p> <p>1.2 Create original multimedia presentations with video, sound, Hypermedia tools, and other media, with assistance.</p> <p>1.3 Use telecommunication systems to exchange ideas and information and to collaborate with groups or individuals in other locations.</p>	<p>1.1 Independently create documents using formatting and editing elements of word processing and desktop publishing software incorporating graphics, databases, and spreadsheets.</p> <p>1.2 Design an original graphic and integrate it into a document to illustrate an idea.</p> <p>1.3 Create original multimedia presentations with video, sound, Hypermedia tools, and other media.</p> <p>1.4 Use telecommunication systems to exchange ideas and information and to collaborate with groups or individuals in other locations.</p>	<p>1.1 Independently create documents using formatting and editing elements of word processing and desktop publishing software incorporating graphics, databases, and spreadsheets.</p> <p>1.2 Design an original graphic and integrate it into a document to illustrate an idea.</p> <p>1.3 Create original multimedia presentations with video, sound, Hypermedia tools, and other media.</p> <p>1.4 Use telecommunication systems to exchange ideas and information and to collaborate with groups or individuals in other locations.</p> <p>1.5 Use a variety of technology tools specific to designated areas of learning to communicate ideas.</p>

Academic Standard #2: Students will use technology to acquire, organize, interpret, apply, and evaluate information.

Benchmark Standards: Students will...

Benchmark Level: Early Childhood (PreK-2)	Benchmark Level: Elementary (3-5)	Benchmark Level: Middle (6-8)	Benchmark Level: Early High School (9-10)	Benchmark Level: Late High School (11-12)
<p>2.1 Use electronic databases, encyclopedias, and catalogs to locate information with assistance.</p> <p>2.2 Use keyword search strategies to locate desired information with assistance.</p> <p>2.3 Use the Internet to gather information with adult supervision.</p>	<p>2.1 Use electronic databases, encyclopedias, catalogs, almanacs, and indexes to locate information.</p> <p>2.2 Use a variety of search strategies to locate specific information from electronic resources.</p> <p>2.3 Use calculators and databases (e.g., electronic dictionaries and thesauruses) to locate, organize, and/or analyze data.</p> <p>2.4 Create databases and spreadsheets to manage information and create reports with assistance.</p> <p>2.5 Use the Internet to initiate and carry out an informational search with assistance.</p>	<p>2.1 Select from, evaluate, and use a variety of electronic reference tools to locate information.</p> <p>2.2 Use a variety of search strategies to locate needed information from electronic resources.</p> <p>2.3 Use data analysis tools (e.g., probes, graphing calculators, databases, spreadsheets) to collect, analyze, and display real-life data.</p> <p>2.4 Create a database; search, sort and filter information with assistance.</p> <p>2.5 Create a simple spreadsheet; tabulate and create charts with assistance.</p> <p>2.6 Use the Internet to initiate and carry out an informational search.</p>	<p>2.1 Locate, analyze, and synthesize information from a variety of local and global information sources.</p> <p>2.2 Use appropriate strategies to narrow or broaden searches using keywords, Boolean logic, and truncation.</p> <p>2.3 Use data analysis tools (e.g., probes, graphing calculators, databases, spreadsheets, etc.) to collect, display, analyze, and evaluate real-life data.</p> <p>2.4 Create a database; search, sort, and filter information.</p> <p>2.5 Create a simple spreadsheet; tabulate and create charts.</p> <p>2.6 Use the Internet to initiate and carry out an informational search.</p>	<p>2.1 Locate, analyze, and synthesize information from a variety of local and global information sources.</p> <p>2.2 Use appropriate strategies to narrow or broaden searches using keywords, Boolean logic, and truncation.</p> <p>2.3 Use data analysis tools (e.g., probes, graphing calculators, databases, spreadsheets, etc.) to collect, display, analyze, and evaluate real-life data.</p> <p>2.4 Create a database; search, sort, and filter information.</p> <p>2.5 Create a simple spreadsheet; tabulate and create charts.</p> <p>2.6 Use the Internet to initiate and carry out an informational search.</p> <p>2.7 Use technology resources specific to areas of vocational interest or to pursue real-life questions raised in classroom discussions.</p>

Learning Area: Technology Across the Curriculum

[Official Draft #1, April, 1997]

Academic Standard #3: Students will use technology to solve problems independently and cooperatively.

Benchmark Standards: Students will...

Benchmark Level: Early Childhood (PreK-2)	Benchmark Level: Elementary (3-5)	Benchmark Level: Middle (6-8)	Benchmark Level: Early High School (9-10)	Benchmark Level: Late High School (11-12)
<p>3.1 Exhibit organization and strategic thinking in using technology to solve puzzles and problems.</p> <p>3.2 Use calculators to explore and find patterns.</p>	<p>3.1 Exhibit organization and strategic thinking in using technology to solve problems.</p> <p>3.2 Use calculators to solve a wide range or problems and to explore number concepts and patterns.</p> <p>3.3 Use simulation programs to analyze real-life situations.</p> <p>3.4 Address a real-life problem or situation by collaborating with others using a variety of networked technologies to analyze data and present results and recommendations.</p>	<p>3.1 Exhibit organization and strategic thinking in using technology to solve problems.</p> <p>3.2 Use scientific calculators to solve multi-step problems.</p> <p>3.3 Use simulation programs to analyze real-life situations.</p> <p>3.4 Address a real-life problem or situation by collaborating with others using a variety of networked technologies to analyze data and present results and recommendations.</p>	<p>3.1 Exhibit organization and strategic thinking in using technology to solve problems.</p> <p>3.2 Use graphing calculators to analyze data and solve problems.</p> <p>3.3 Use simulation programs to analyze real-life problems.</p> <p>3.4 Address a real-life problem or situation by collaborating with others using a variety of networked technologies to analyze data and present results and recommendations.</p>	<p>3.1 Exhibit organization and strategic thinking in using technology to solve problems.</p> <p>3.2 Use graphing calculators to analyze data and solve problems.</p> <p>3.3 Use simulation programs to analyze real-life problems.</p> <p>3.4 Address a real-life problem or situation by collaborating with others using a variety of networked technologies to analyze data and present results and recommendations.</p>

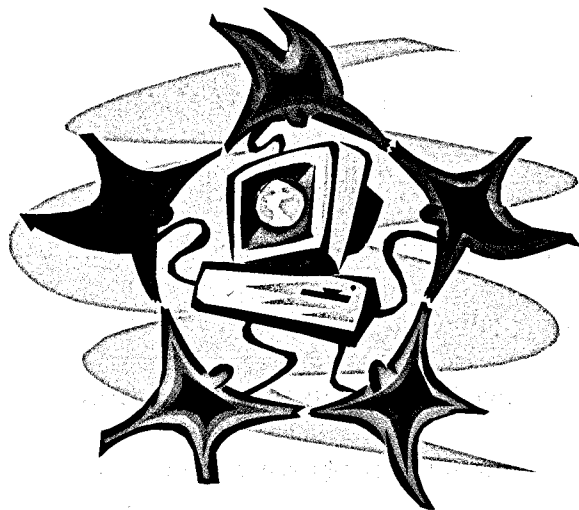
Academic Standard #4: Students will demonstrate the skills of informed consumers of technology who are able to operate, maintain, and use technology safely and ethically.

Benchmark Standards: Students will...

Benchmark Level: Early Childhood (PreK-2)	Benchmark Level: Elementary (3-5)	Benchmark Level: Middle (6-8)	Benchmark Level: Early High School (9-10)	Benchmark Level: Late High School (11-12)
<p>4.1 Identify common computer hardware and storage devices (e.g., keyboard, monitor, mouse, CD-ROM, printer, drives, etc.).</p> <p>4.2 Demonstrate appropriate and safe handling of classroom equipment (e.g., projection devices, cameras, video playback equipment, and computer hardware).</p> <p>4.3 Demonstrate basic keyboarding skills.</p> <p>4.4 Follow copyright laws as they apply to copying and distributing print and electronic information.</p>	<p>4.1 Demonstrate appropriate and safe handling and operation of classroom equipment (e.g., projection devices, cameras, video playback equipment, and computer hardware).</p> <p>4.2 Demonstrate proper keyboarding skills at 15-20 wpm.</p> <p>4.3 Demonstrate awareness of basic troubleshooting techniques and follow procedures to inform technology staff about malfunctions.</p> <p>4.4 Follow copyright laws as they apply to copying, citing, and distributing print and electronic information.</p> <p>4.5 Respect network users by following established acceptable use policies, guidelines, and protocols.</p>	<p>4.1 Select and use technology appropriate to specific tasks.</p> <p>4.2 Use documentation and on-screen help to operate software and equipment correctly and safely.</p> <p>4.3 Demonstrate proper keyboarding skills at 20-25 wpm.</p> <p>4.4 Demonstrate awareness of basic troubleshooting techniques; follow procedures and use appropriate technology vocabulary to inform technology staff about malfunctions.</p> <p>4.5 Follow copyright laws as they apply to copying, citing, and distributing print and electronic information.</p> <p>4.6 Respect network users by following established acceptable use policies, guidelines, and protocols.</p>	<p>4.1 Select and use technology appropriate to specific tasks.</p> <p>4.2 Use documentation and on-screen help to operate software and hardware correctly and safely.</p> <p>4.3 Demonstrate proper keyboarding skills at 25-30 wpm.</p> <p>4.4 Troubleshoot common problems in operating classroom technology and software.</p> <p>4.5 Follow copyright laws as they apply to copying, citing, and distributing print and electronic information.</p> <p>4.6 Respect network users by following established acceptable use policies, guidelines, and protocols.</p>	<p>4.1 Select and use technology appropriate to specific tasks.</p> <p>4.2 Use documentation and on-screen help to operate software and hardware correctly and safely.</p> <p>4.3 Troubleshoot common problems in operating classroom or lab technology and software.</p> <p>4.4 Follow copyright laws as they apply to copying, citing, and distributing print and electronic information.</p> <p>4.5 Respect network users by following established acceptable use policies, guidelines, and protocols.</p>

Appendix D
Project/Technology Manual

**A Science & Social Studies
Technology Project Manual for
Dubuque Community School District's
Upper Elementary Educators**



Developed by

Jenny M. Kress

Introduction

This manual was created to provide a useful and convenient tool for fifth and sixth grade elementary level teachers to effectively and easily utilize technology in their existing curriculum. Much consideration was given to this manual so that it coordinates with the Dubuque Community School District's social studies and science curricula and the District's standards and benchmarks for technology education.

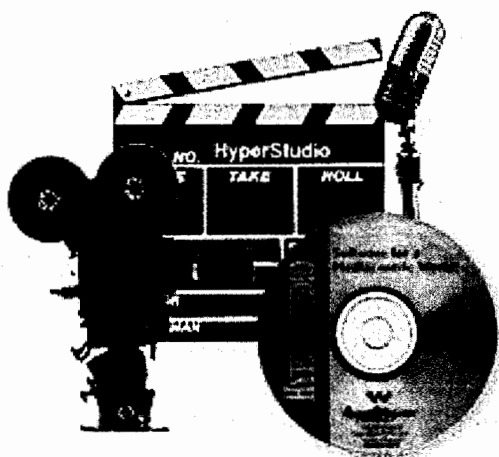
The manual is not intended to be a beginner's instructional manual and assumes that some of the material presented is a continuation of prior technology knowledge learned in kindergarten through fourth grade. This manual meets most technology standards and benchmarks for an elementary student in the fifth or sixth grade and was not intended to be an exclusive source for all of the technology benchmarks. This manual can also be transferable to other grades using different subjects for each project.

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HyperStudio



Hyper Studio and the Human Body

One way to incorporate technology into the fifth grade science curriculum in the Dubuque Community School District is to have students create a multimedia project on the human body using the program Hyper Studio.

First, divide students into six groups (muscle, circulatory, nervous, skeletal, digestive, and respiratory). Each of these groups will research these body systems using the research technique chosen by the teacher such as using print resources or online resources to aid the research process. After all notes and information have been gathered, work may begin on the technology project.

Students will first need an introduction to Hyper Studio. The teacher will pass out the *Tool Sheet Handout*. Follow directions on handout to explain each tool. If some of the students appear confused, assure them that most of the comprehension of this program comes from actually exploring the program and discovering on their own. It is helpful to show several examples on the introduction part of the software.

Once students feel comfortable with the tools, pass out the *Student Planning Sheet*. In their groups, they will decide what colors they want for each card and how they want to organize their stack. As work proceeds, the creative process may change their original thoughts on some cards. Once the planning is complete, work may begin on the computer. Follow the step-by-step directions on the next page. Please note that the work prior to this may take several class periods.

Human Body Project using Hyper Studio

1. Go to *Start, Programs*, then click on *Hyper Studio*.
2. Go to *File*, then click on *New Stack*.
3. Have the first card be the title page, complete with the name of the human body system and the names of all the members of the group.
4. Fill the background with color.
5. Go to *Objects*, then click on *Add a New Button*. Then choose the shape of the button.
6. The button will appear on the card. This button will allow the audience to navigate to the next card. Click in the center of the button and drag it to where the group decides it should be. Click off of the button and a menu will appear. Choose *Next Card*. Select a transition for the button, click on *OK*, then *Done*. This will have to be repeated for as many cards as you need for your report.
7. Once all cards are created and action buttons are added, go back to the very first card. Now it is time to add the text to each card. Go to *Objects*, click on *Add a Text Item*. Move the text item where it is needed by putting the cursor in the middle of the text box and dragging it. Make the text box long enough to fit all of the text. Click off of the text box.
8. A menu will appear to choose a color for the background and the text. Decide if the length of the text is long enough for a scroll bar. Now click on the button that says *Style*. Choose the font and size, then click on *OK*. Now type the text. This will be repeated for every card.

9. Now students are ready to import pictures or clip art on each card. Go to each card that needs a picture. Go to **File**, then click on **Add Clip Art**. Select the picture or clip art that corresponds with the text. Once the picture is imported on the card, click the cursor on the picture and drag it to where it needs to be.
10. When all is finished go to **File**, click on **Save As**. Name the file the name of the system the group was given.

ABOUT SOME OF THE TOOLS

Browse Tool:

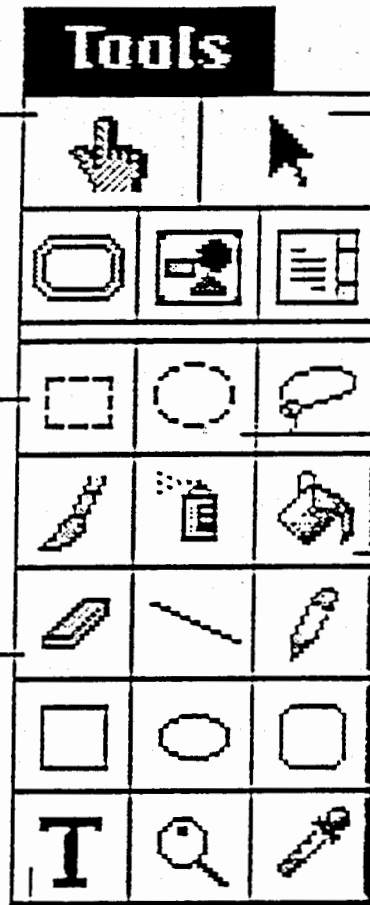
Use this tool to navigate your way through stacks.

Selector Tool:

This tool lets you capture a rectangular area. Now you can copy it, cut it, delete it, move it, flip it, rotate it, or resize it.

Eraser:

This tool sets the eraser color and erases portions of the background.



Arrow Tool:

Use this tool when you want to edit, move, resize or delete objects which include buttons, text objects, and graphic objects.

Circular Selector:

This tool lets you capture an oval area.

Fill Tool:

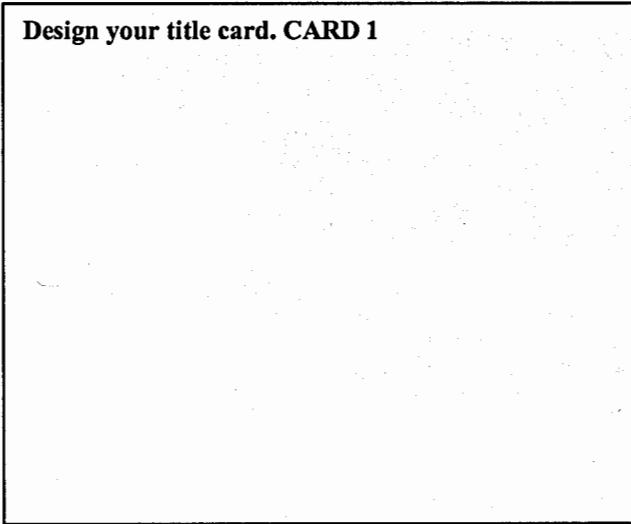
This tool lets you fill a closed shape with the currently selected color or pattern.

Paint Text Tool:

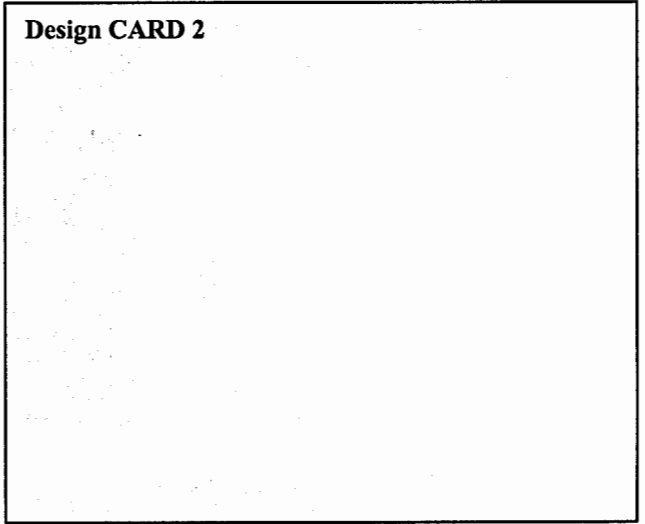
Paint text on a card with this tool. You can edit the text, use the delete key, choose a different color, size, and font, and even use the spell-check before you click away from the painted text typed with the T tool. Once you click the mouse away from the text you have just typed, you will no longer be able to easily make changes to that text.

Student Planning Sheet for HYPERSTUDIO Project
Design Your Stack

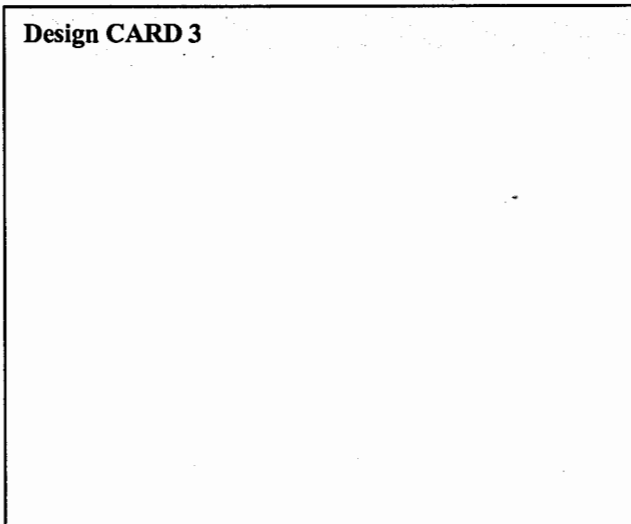
Design your title card. CARD 1



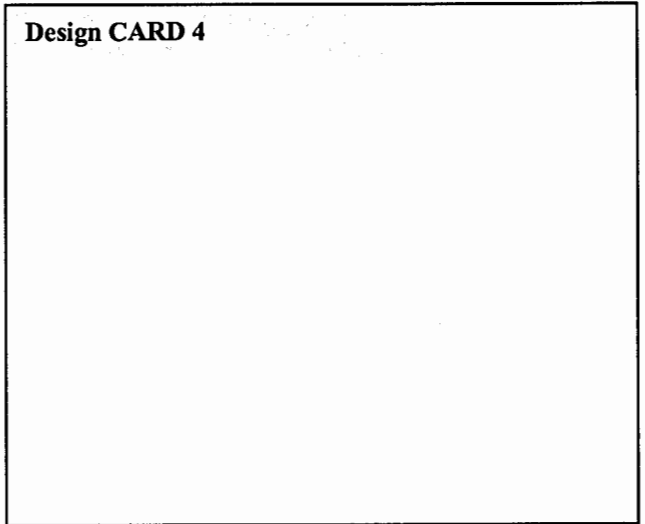
Design CARD 2



Design CARD 3



Design CARD 4




Examples of Human Body HyperStudio Project

MUSCULAR SYSTEM:


Disorders and Treatments

By
Fendra
Nick
Scott
Mic
Heather




➔


MUSCULAR DYSTROPHY



FACIO-SCAPULO-HUMERAL



LIMB GIRDLE



DUCHENNE'S

Muscular dystrophy is a crippling disease characterized by gradual wasting of skeletal muscle. The Duchenne form of the disease affects the pelvis and trunk resulting in spinal deformity and a waddling gait. The facio-scapulo-humeral muscular dystrophy

➔

RHEUMATOID ARTHRITIS


Arthritis is the inflammation of a muscle joint. Rheumatoid arthritis is the most serious, painful, and most crippling form. It affects one million in the United States, mostly women. It attacks joints and may affect



➔

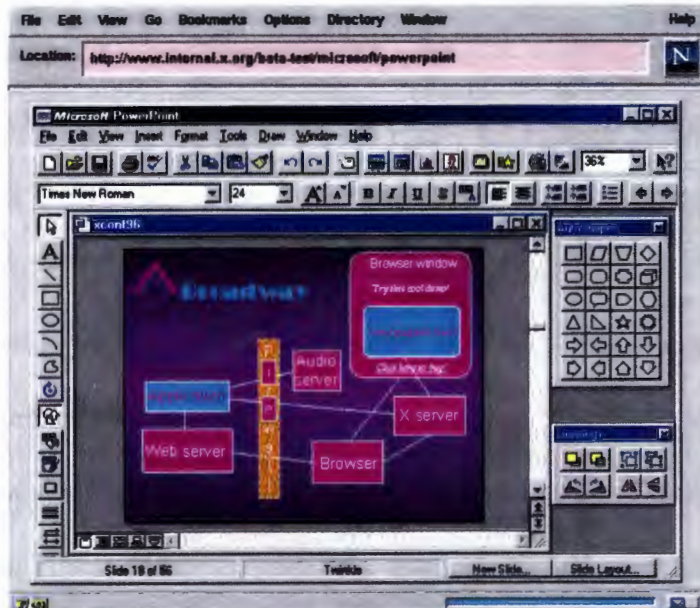
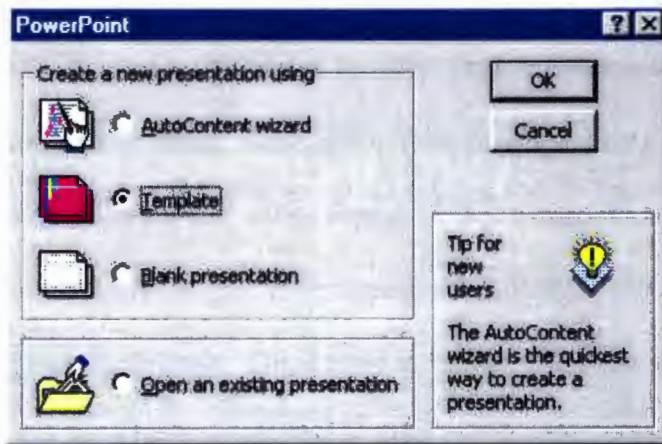
MUSCLE INJURIES

One muscle injury called Repetitive Trauma Injury can affect the



➔

PowerPoint



Power Point and the Solar System

One way to incorporate technology into the Dubuque Community School District's sixth grade science curriculum is to have students produce a multimedia presentation using the program Power Point (Microsoft, 1996).

Each student will choose a planet or an astronomical phenomena (black holes, asteroids, comets, meteors or stars). Research will be conducted on their chosen topic through a combination of books and online searches. For directions to simplify online searches for students, teachers should refer to page 36. Students will use saved pictures from the website www.google.com. These need to be saved to their student folders on the network. Students have been taught this in third and fourth grade. For those students that are new to the school district use the handout on page 44 of this manual. These images will be inserted into their presentations. Because students will host a Brown Bag Luncheon for family and friends where they present their projects using the multimedia projector, students should keep in mind their audience while developing their presentation.

After all research is complete, students should have written ten facts about their planet and to incorporate these facts into an original poem. They will also write captions for the pictures they have saved into their folders. They write all of this on the Student Planning Sheet for Power Point (see page 16). Students should view sample projects that are included with the Power Point software so they are aware of what is expected. Once this is complete, they will follow directions for the Planet Power Point Project.

Planet Power Point Project

1. Go to *Start, Programs*, click on *Microsoft Power Point*.
2. Select *Open Blank Presentation*, then click on the blank icon, then click on *Apply*. Remember that most of the toolbars that are present are the same as those in Microsoft Word.
3. You must now select a background for the slides. Go to *Format Menu*, go to *Background*, go to the *Color Bar* and click on the down arrow, click on *Fill Effects*. In this menu there are many ways to design the background, try some out, then choose one, then click on *OK*. Then click *Apply to All*.
4. Now it is time to type text on each slide. The first slide will be the title page with the name of the planet and your name. Click on the text box icon at the bottom of the slide, then click on the slide where you want the text written. Click and drag the cursor across the slide making the text box long enough to fit the text. To change the font and size of the text, highlight it and make changes using the same tools as in Microsoft Word.
5. When that is finished, go to *Insert Menu* and click on *New Slide*. Continue to write text on each new slide following the directions in number 4.
6. You can check the order of the slide presentation by going to the *Slide Sorter View*. All of the slides will appear in order. You can move the slide around if you want to change the order by holding down the left side of the mouse and dragging it to the place you prefer that slide to appear in the order of the presentation.

7. While in the *Slide Sorter View*, click on each slide that needs a picture added.

The bigger view of the slide will appear. To insert a picture go to the *Insert Menu*, go to picture, and click on *From File*. Then retrieve your saved picture of the planet from your student folder on the server. Click on *Insert*. Once the picture is on the slide, click and drag it to where it needs to go. Repeat this on every slide that requires a picture.

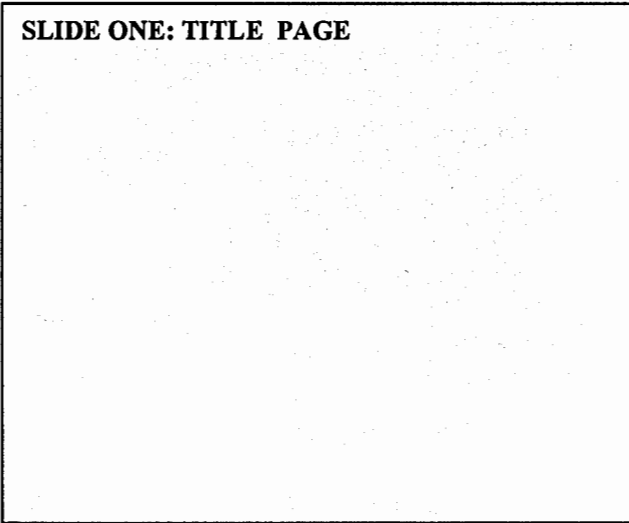
8. Once the slides have all of the colors, text, and pictures on them, they are ready to be animated. Go to the *Slide Show Menu*, click on *Custom Animation*. Notice the *Tabs*, click on the *Tab* that says *Timing*. Here you decide to either have your objects enter automatically or by a mouse click.

9. There is a box that says, *Slide objects without animation*. Inside this box is a list of everything on that slide that hasn't been animated yet. To animate something click on the object in that box and the brackets will appear around it in the preview box in the upper right corner. This is where you can use the timing that you would like for each object.

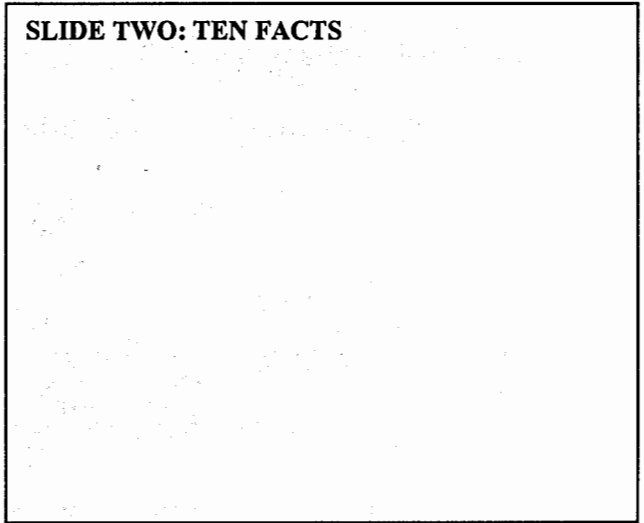
10. Go to the *Effects* tab when you are finished with timings. This is where you can decide how the objects will enter into the slide. Choose the action and sound effect that you would like for each object in the slide the same way that you animated each object.

Student Planning Sheet for PLANET PowerPoint Project

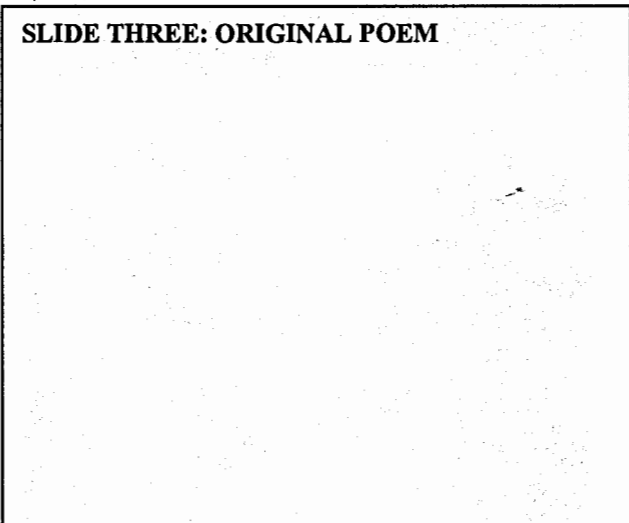
SLIDE ONE: TITLE PAGE



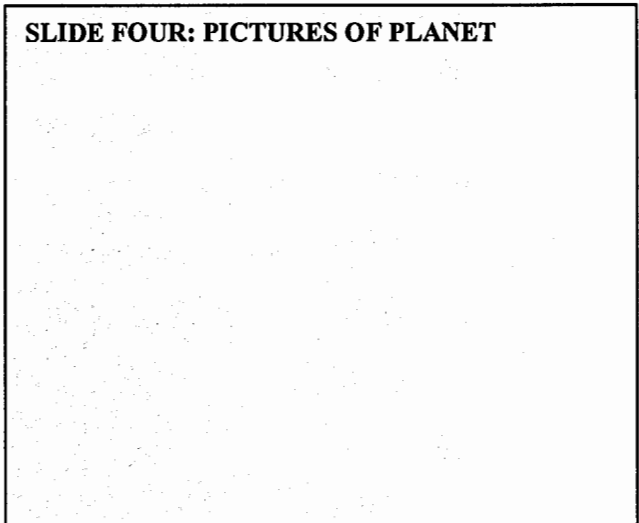
SLIDE TWO: TEN FACTS



SLIDE THREE: ORIGINAL POEM




SLIDE FOUR: PICTURES OF PLANET



Student Example of Planet Power Point Project

Drops Of Jupiter



By Kelsey Adams

10 Jumping Jupiter Facts

- The largest planet
- Axis tilted about 3 degrees
- The heaviest planet
- Ball of gas
- No evidence of life



Top 10 Jumping Jupiter Facts (Continued)

- Jupiter has 16 moons
- Core is made of heavy elements
- Named after the Roman Gods
- The 2nd brightest planet
- The 5th planet from the sun



My Three Original Poems

Poem #1

- Journey
- U- Uranus's neighbor
- P- Pretty Big
- I- Illustrated
- T- Turning
- E- Enormous
- R- Rotating



This is Jupiter's Great Red Spot. Scientists believe that this is a big storm.



These are Jupiter's 4 moons.



These are Jupiter's rings.

My Three Original Poems (continued)

Soaring in Space

Soaring
Jupiter Spins
Rotating 'round the sun
Very hot in the middle core
Ascend



Word Processing



Word Processing and the Research Paper

Students in the Dubuque Community School District will start word processing skills development in the third grade. By the time they reach fifth grade, they are ready for more advanced skills in this area, including outlining, report formats, word art, and borders. Fifth grade students can practice these skills as they are writing their research papers for the Revolutionary War.

Each student will choose a hero/heroine from the Revolutionary War, which is required content they will cover in their social studies curriculum. After they have researched the bibliography of their hero/heroine using the Filamentality web site (see page 37), they will be ready to organize their notes into an outline form. The program they will utilize for this exists on the school computers. Follow the directions on the following page for this and see the template and the student example for OUTLINE.

Once the outline is completed, the students will access the REPORT FORMAT and the WORKS CITED templates on the school computers. The directions for both of these are on the following pages.

After the report is finished, the students are ready for the finishing touches, which include an original title page produced with Word Art, importing a picture from their student folder, and adding a border. Directions and an example of this are on the following pages.

Outlining the War Hero Report

1. Go to *Start, Programs, Microsoft Office Classroom Tools*, click on *Student Tools*, then click on *School Reports*.
2. Now check the box that says *Create a Simple Report*. Scroll to the section that has the directions for *Outlines*. Follow directions for each part and highlight and delete directions and simply fill in your facts (the actual template will take you through this step). Your outline will automatically be created. Highlight your text on the outline template, then go up to *Edit*, then *Copy*.
3. Now go to *Start, Programs, Microsoft Word*. Click on *New*. Now go to *Edit*, then click on *Paste*. Your outline will appear.
4. Now you will need to save it into your *Student Folder*. Go up to *File*, then click on *Save As*. Name your document then put into your student folder.

OUTLINE TEMPLATE

Outline Title

Introduction:

- I. The first sub-topic
 - A. First supporting information for the sub-topic
 - 1. Detail of the information
 - 2. Detail of the information
 - B. Second supporting information for the sub-topic
 - 1. Detail of the information
 - 2. Detail of the information
- II. The second sub-topic
 - A. First supporting information for the sub-topic
 - 1. Detail of the information
 - 2. Detail of the information
 - B. Second supporting information for the sub-topic
 - 1. Detail of the information
 - 2. Detail of the information
- III. The third sub-topic
 - A. First supporting information for the sub-topic
 - 1. Detail of the information
 - 2. Detail of the information
 - B. Second supporting information for the sub-topic
 - 1. Detail of the information
 - 2. Detail of the information

Conclusion:

Research Paper Format

1. Go to *Start, Programs, Microsoft Office Classroom Tools*, click on *Student Tools*, then click on *School Reports*.
2. Now check the box that says *Create a Simple Report*. Scroll to the section that has the directions for *Report Format*. Follow directions for each part and highlight and delete directions and simply fill in your facts. Your paper will automatically be created. Follow directions on the template.
3. Now you will need to save it into your *Student Folder*. Go up to *File*, then click on *Save As*. Name your document then put into your student folder.

PAPER FORMAT TEMPLATE

Your name

Your instructor's name

Your class

The date

Title

First paragraph. All paragraphs in the body of the report are indented and double-spaced.

Additional paragraphs.

Works Cited Directions

1. Go to *Start, Programs, Microsoft Office Classroom Tools*, click on *Student Tools*, then click on *School Reports*.
2. Now check the box that says *Create a Simple Report*. Scroll to the section that has the directions for *Works Cited*. Follow directions for each part and highlight and delete directions and simply fill in your references. Your works cited page will automatically be created. Follow directions on the template.
3. Now you will need to save it into your *Student Folder*. Go up to *File*, click on *Save As*. Name your document then put into your student folder.

WORKS CITED TEMPLATE

Works Cited

First reference. The text begins at the left margin of the paper. Lines are double-spaced.

When the entry is longer than one line, the second line is automatically indented.

Continue to type additional references this same way. Always remember that your lines will automatically be double-spaced and the second line of each reference will always be indented.

Creating an Original Title Page

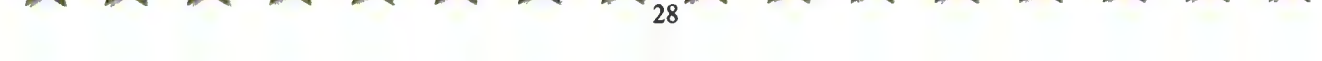
1. Go to *Start, Programs, Microsoft Word*. Open a new document by going to *File, New*. Then go to *Insert, Picture*, then *Word Art*.
2. Select the design you want then click on *OK*. Type the name of your war hero. Select the type style and size that you prefer. Then click on *OK*.
3. To change the colors of Word Art click once on the center of the Word Art text. A toolbar should appear under it. Click on the paint bucket. Go to *Color* and click the *down arrow*. Go down to *Fill Effects* and click on it.
4. You will now see a gray box with several tabs across the top. Concentrate on *Gradient, Texture and Pattern*. By clicking on each of these you will have numerous options for the color and style of your Word Art. Try many out and decide on one. Click on *OK*.
5. Now you will insert a picture of your war hero/heroine that you have already saved in your student folder (see handout on page 44). Go to *Insert, Picture, From File*. Find your student folder on the student server. Click on your folder and find the picture you want to use. Highlight it and click on *Insert*. Once it is on the title page, click and drag it to where you want it to be.
6. Now you are ready to create a border on your title page. Go to *Format, Borders and Shadings*. Click on the Page Border tab. You can choose a simple line design or go down to *Art* and click on the *down arrow*. Scroll through these designs and click on one. Then go to *Options*. Click the *down arrow* where it says *Edge of Page* and click on *Text*. Click on *OK* then click on *OK* again. Your border should appear.

7. You may repeat directions in numbers 1-4 if you want to write your name in Word Art also. Your name should go at the bottom of the title page.

When your title page is completed, go up to *File*, click on *Save As* and name your title page and save into your student folder.



George Washington



By Mandy R.

PhotoShop



Photo Shop and Ancient River Cultures

Students can learn to become photo editors using Adobe Photo Shop 6.0. This program is on all networked computers in the district. This is a great and fun way to incorporate technology into the sixth grade social studies curriculum. As the students learn about the ancient cultures of Greece, Rome, Egypt, China, and Mesopotamia, they will take notes on each of them, writing down interesting facts about each place. Be sure to tell the students that they will be expected to become an expert on one of these regions. They will need to become an ancient travel agent who wants to promote tourism to their selected region. Throughout the unit they will be collecting data that pertains to that culture such as how ancient Romans spent their time, what they ate, and what they did for fun.

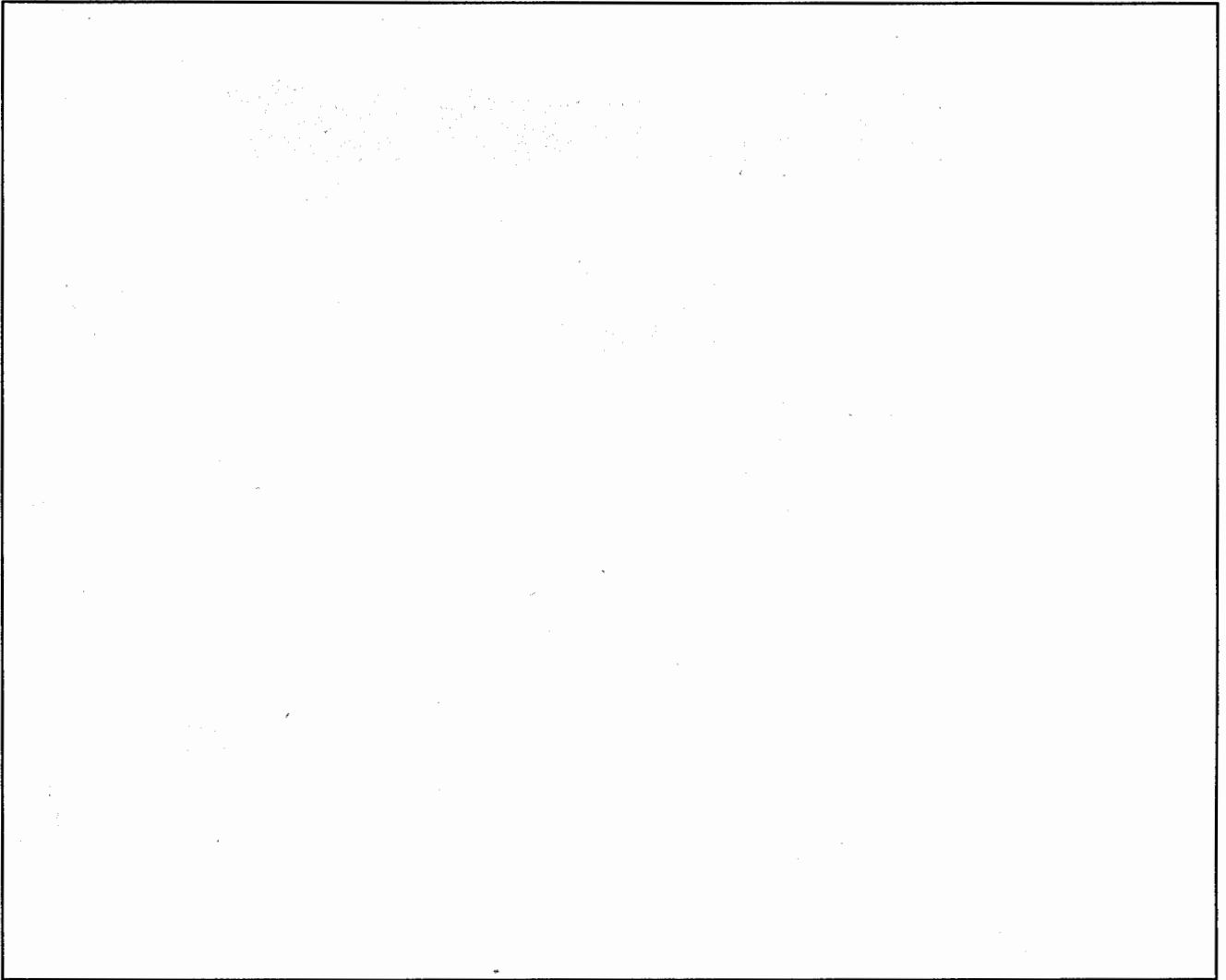
When the data collection is complete, pass out a large manila paper. They will organize their data into three categories: food, recreation, architecture. They will need to navigate the web site www.google.com to save pictures and graphics of their culture into their student folders (see handout on page 44). They will use these on their final posters. Have them design a rough draft of how they want the travel poster to look, indicating the location of the text and graphics. When the rough draft is complete, they are ready to start using Adobe Photo Shop 6.0.

Photo Shop Ancient Travel Poster

1. Go to **Start, Programs**, then click on **Adobe Photo Shop 6.0**.
2. Go to **File**, then click on **New**.
3. A box will appear that will allow you to adjust the size of the new document. Type in **11.5 inches** for the width and **8 inches** for height and **72 pixels/inch** for resolution. Click on **OK**.
4. The toolbar on the left side will be the one that you will use often. Click on the **"T"** and a text toolbar will appear at the top of the page. Choose the font style you like by clicking on the **down arrow**, and change the font size to **60 pt**. Click on the large rectangle in that row to choose a color, then click **OK**.
5. Now click on the blank document and place the cursor where you want to begin typing your text (i.e., Come Visit Ancient Rome).
6. You will be able to click and drag your text to wherever you want to move it.
7. Now go to the **Layers Box** in the right corner and click on **Layer 1**, this should change to the words you just typed. Now double click on that. A large box should appear. This will give you several options to give special effects to your text or graphics.
8. Under **Styles**, click the boxes for some of the effects and experiment with them. You can double click on any of these options and it will give you **Blending Options** to work with. Don't be afraid to try several of these. Just be sure to have the **Blend Mode Box** at **Normal**. Click **OK** when you are satisfied with your choices.
9. To add more text, always click on the **"T"** in the left toolbar and repeat steps 7 and 8.

10. You can add shapes to your poster as well. Click on the shape in the box below the “T” and right click on it, then click on *Custom Shape Tool*. A new toolbar will appear at the top of the frame. Go to *Shape* and click on the *down arrow* and choose the shape you want.
11. Now click once on the *Background* option in the *Layers* box in the right corner of the screen. Now click and drag the cursor across the document where you want the shape to appear. You may change the color of the shape by clicking in the *large colored square* in the left toolbar. Click *OK* after you have chosen your color.
12. To insert a picture that has been saved in your student folder, go to *File, Open*, then click on the image you want. This will automatically open the image on the desktop area. Go up to *Edit*, then *Select All*, then *Copy*. Now click on the *top gray bar* of your travel poster so it turns blue. Go up to *Edit*, click on *Paste*. You can move the image to where you want by clicking on the *Move Tool* at the top of the left toolbar and clicking and dragging to where it needs to go.
13. To add color to the background of your poster, click on *Background* in the toolbar in right corner. Then click on the *paint bucket* and choose the color the same way as in step 11, click on *OK*. Now click in the poster.
14. When complete, go to *File, Save As*, rename the file to *Travel Poster* and put into your student folder.

Photo Shop Travel Brochure Plan Sheet



Include:

Colors

Text position

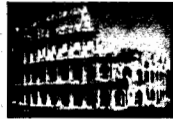
Graphics

Interesting title

Added shapes

Photo Shop Travel Poster Example

★ **Visit Ancient Rome** ★



**Be sure to check
out the famous Coliseum**



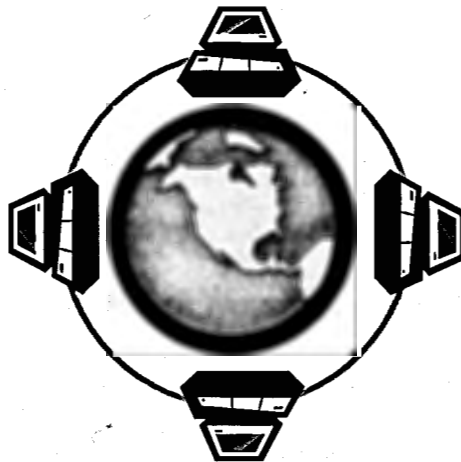
Visit the temples!



Come one, Come all!



Safely Searching the World Wide Web



Searching the Web

Students have access to computers for research in fifth and sixth grade.

Unfortunately, the Dubuque Community School District's networked system does not have a filter for students. Therefore, it is very important that your students are monitored at all times when researching on the Internet. It is a good idea to have them sign a contract that goes over the safe way to search.

Included in this section are reproducible copies of worksheets and contracts that discuss the safe ways to search. It is a good idea to go over these before a research project begins. Be sure to limit their searching to approved search engines (included on following pages) as well as narrowing their topic search. If they search in Google for images or web sites, be sure to have them spell the topic correctly.

An excellent way to ensure safe web searches is to compile a Filamentality Hotlist on the topic they are researching. This allows students to navigate several sites that are approved by the teacher first and limits their sometimes endless hours of 'surfing' without purpose. This is the absolute best route to go when time is a factor and students need a direct line to find the facts. There are thousands of Filamentality sites on thousands of topics already created by educators worldwide and available for your use. By going to www.filamentality.com one will be able access all of these sites by topic. Simply follow the directions on the web site for this. Directions on how to create your site for your students are included in this section. Another site to limit blind searches would be to access the Web Quest web site at <http://webquest.sdsu.edu>. Directions on the home page will take the visitor through the steps necessary to create a topic search page.

Creating a Filamentality Site for Student Searches

1. Click on *Netscape Communicator Icon*.
2. Begin to research a topic of interest using a variety of search engines: Lycos, Google, AJKids, Yahoooligans, etc. These search options automatically appear on the Netscape Homepage under *Search*.
3. As you begin finding sites that are appropriate for student use and provide information needed begin copying the web site address.
4. *Click* and *drag* across the site's address, then *right click*, and click on *Copy*.
5. Go to *Start, Programs*, click on *Microsoft Word*. Go to *Edit*, and click on *Paste*.
6. Repeat this for every site you find that would be useful on the topic for your students. The list will be used in the Filamentality site.
7. When you are finished with your list, return to Netscape and go to www.filamentality.com
8. Click on *Start a New Topic* and fill in information.
9. Go to the bottom of the page and click on *Spin This Thing*.
10. This page will have directions for you that allows you to return to your site later. Print this page.
11. Scroll to the bottom of the page and click on *Add Links*.
12. Now you can begin to *copy* and *paste* from your Word Document. Toggle between Filamentality and Microsoft Word to copy and paste the links.
13. When you are finished, the web site will take you through the remaining steps.
14. Choose *Hotlist* and you are done. Copy the address of your site and give to students. They will use this to do their searching so they will not need to do a 'blind' search.

A Hotlist on Revolutionary War Biographies

An Internet Hotlist on Revolutionary War Biographies

created by Ms. Kress
Kennedy Elementary School

Introduction

So, you have to find information on heroes and heroines of the Revolutionary War, right? Well, in addition to books and magazines and your social studies book, use these links to find your information! It's easy! Just click on a link and investigate the page it takes you to. Be a good detective and find all of the information you need by clicking on all of the links.

The Internet Resources

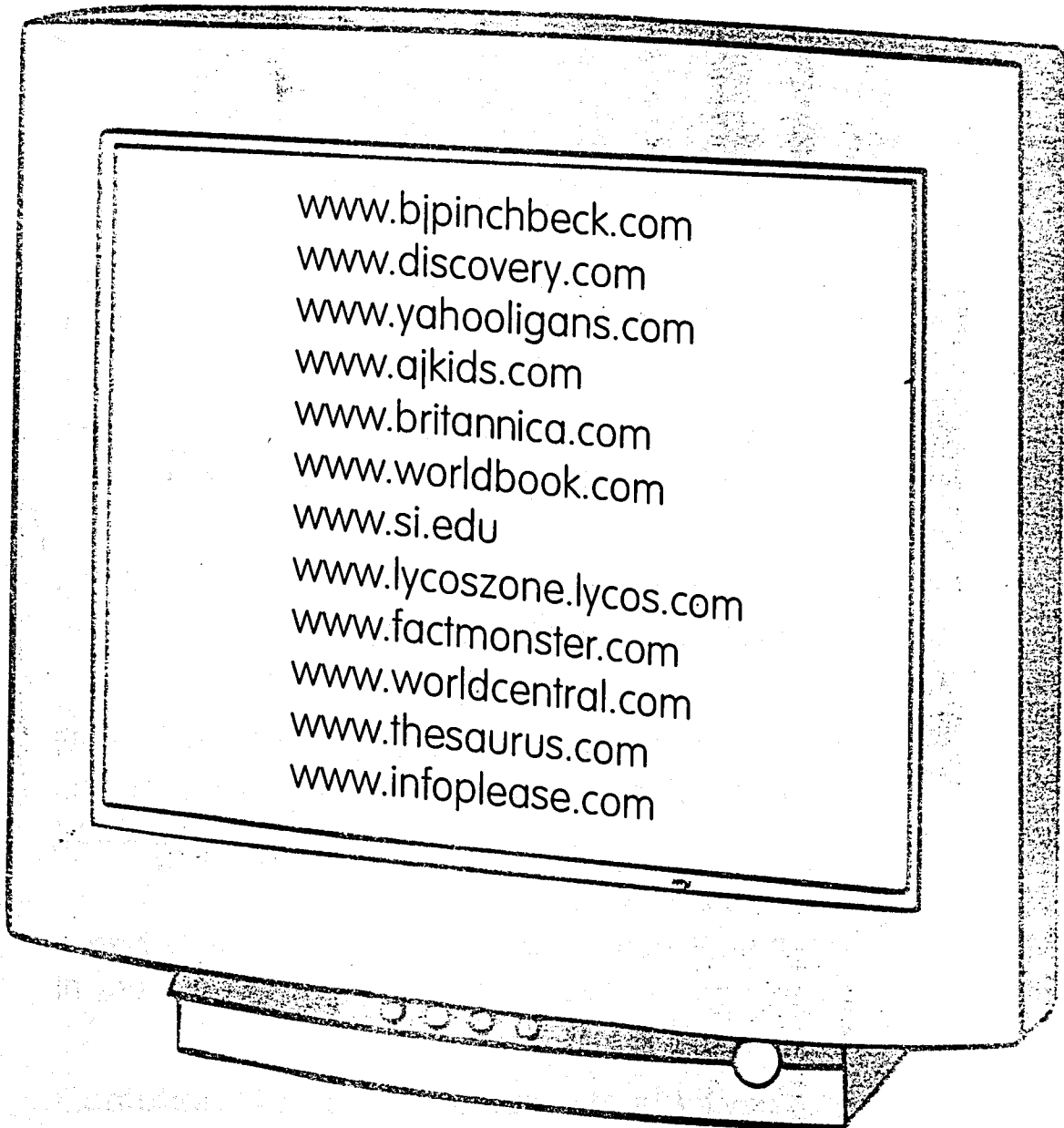
- [Biographies](#)
 - [Biographies](#)
 - [Biographies](#)
 - [Biographies](#)
 -
-

This Website created by
Filamentality

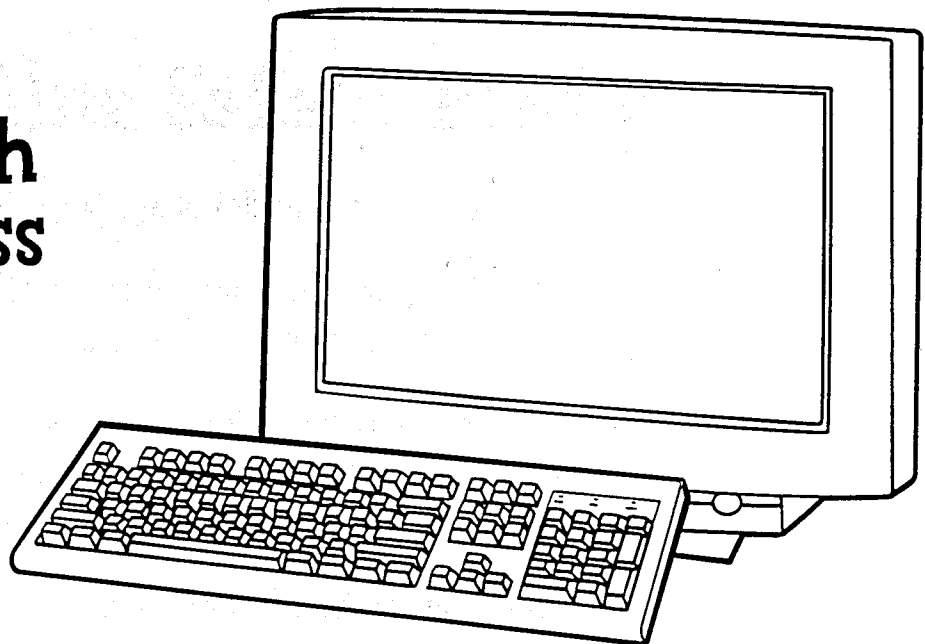
Content by Ms. Kress, jkress@dubuque.k12.ia.us
<http://www.kn.pacbell.com/wired/fil/pages/listrevolutims.html>
Last revised Thu Mar 7 17:04:23 US/Pacific 2002

Searching the Web

When searching the World Wide Web, try using these popular search engines and research sites.



Search Success



There are some ways that you can help refine your search and find what you are looking for faster and more easily. Try these helpful tips:

AND Use the word AND when you want the Web page title to include everything in the search field. Example: Benjamin AND Franklin

OR Use the word OR if one or more of the words listed must appear, but not all of the words. Example: animals, lions OR tigers

NOT Use NOT if you are looking for information on a topic that may be confused with another variation. Example: pirates AND ships, NOT baseball

+ and - You can use + or - signs to include or exclude certain topics in your search. Example: china - dishes

Quotation Marks Use quotation marks if you want a phrase or name to appear in one piece. Example: "George Washington"

Online Safety Pledge

I, _____, pledge to follow these rules to stay safe while online:

I will talk with an adult to set up rules for going online: time of day, how long to stay online, and appropriate areas to visit.

I will not give out personal information without an parent's permission: my name, address, telephone number, parent's work number; my school name or location, or places I go.

I will tell an adult right away if I find any information that makes me feel uncomfortable.

I will not agree to get together with someone I "meet" online without first checking with a parent.

I will not send a person my picture or anything else without first checking with a parent.

I will not respond to messages that are mean or make me feel uncomfortable. If I get such a message I will tell an adult right away.

I will not give out my Internet password to anyone other than my parents or teacher.

I will be a good online citizen and not do anything that hurts other people or that is against the law.

Signed _____ Dated _____

What do you do?

1. You are talking to a friend from school in an online chat room. Soon, other people you don't know "enter" the room and begin chatting with you. One of the new visitors begins to use poor language and is making fun of others in the room. What do you do?
2. You are in a sports chat room talking about baseball. You've mentioned that your team is doing really well this year. Someone in the chat room asks you to tell him when and where you're playing your next game, so he can come and watch. What do you do?
3. You've been online friends with imakid2000 for a few months now. You have a lot of things in common: you're both 12, love to play soccer, have little brothers who drive you crazy, love arcade games, and a bunch of other things. Now you'd like to meet each other. Imakid2000 suggests that you exchange pictures and phone numbers to get to know each other better. What do you do?
4. You are surfing the net looking for topics of interest. Suddenly, you click on an address and end up on a web page with information that isn't what you were looking for. In fact, there is information on the page that is inappropriate and makes you feel uncomfortable. What do you do?

Saving Images



Saving Photos & Graphics from the Internet and Inserting them on a Word Document

1. Go to Netscape Communicator and go to Kennedy's web site:

www.kennedy.dubuque.k12.ia.us

2. Find a photo you would like.
3. **Right** click on it and scroll down to **SAVE IMAGE AS**.
4. Go to the **SAVE IN** location bar and click on the black down arrow.
5. Scroll down to **Home on the svr10001(Z)** and click on it, then find **your grade** and click on that.
6. Now scroll to **your folder** and click on that. When your folder is open you can rename the file name so it is something you recognize. Then click on **SAVE**.

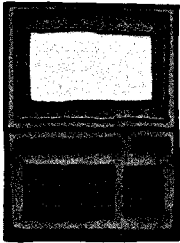
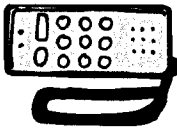
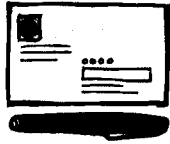
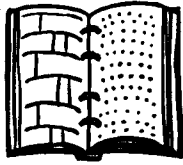
Google has many graphics and images to choose from if you are doing a study guide or worksheet on a particular unit in your class (Endangered Animals, Ancient Times, Penguins, Water, States, Volcanoes, Weather, Westward Movement, etc.) and you want to add some nifty graphics or pictures that coincide with your subject. Here's how:

1. Get into Netscape and go to www.google.com and click on **IMAGES**.
2. Type in your subject and then click on **Google Search**.
3. Now find the picture you want and follow steps 3-6 above. Don't forget to rename your file so it is easy to find in your graphics folder.

When the images/graphics/photos you want are in your folder, you are ready to insert them into a word document.

1. Go to **Microsoft Word**.
2. Type in a title if needed or text.
3. Go to **INSERT**, then **PICTURE**, then **FROM FILE**.
4. Go to Home on the svr10001(Z), click on your name, then find your graphics folder and click it open.
5. Now highlight the picture you want and click on **INSERT**.
6. You can resize any image by clicking and dragging the corner squares of the image. Click in the middle of the image to see the squares if they are missing.
7. To insert a new picture, click off of the newly inserted picture and hit return. Repeat the previous steps.

Resources



Resources and Ordering Information

Adobe PhotoShop 6.0

©2000 Adobe Systems Incorporated, 1989-2000
Adobe Systems Inc.
345 Park Avenue
San Jose, California 95110, USA

HyperStudio 3.2

©1996 Roger Wagner Publishing Incorporated
Roger Wagner Publishing, Inc.
1050 Pioneer Way, Suite P
El Cajon, California 92020
(800) 497-3778
<http://www.hyperstudio.com>

Microsoft® Office/Tools for Classroom

©1997 Microsoft Corporation, 1983-1996
Microsoft Corp.
One Microsoft Way
Redmond, Washington 98052-6399

Microsoft® PowerPoint

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Microsoft, Corp.
One Microsoft Way
Redmond, Washington 98052-6399

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