All Graduate Projects

Graduate Student Projects

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A Technologically Assisted Integrated Curriculum in the Seventh Grade

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A TECHNOLOGICALLY ASSISTED
INTEGRATED CURRICULUM
IN THE SEVENTH GRADE CLASSROOM

A Project Report

Presented to

The Graduate Faculty

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Master of Education

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by

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The purpose of this project was to design and develop interdisciplinary learning units for middle level students which utilize the latest in educational technology. To accomplish this purpose, research and literature on interdisciplinary education and technology in education were reviewed. The learning units were developed for actual use by all seventh graders in seventh grade block classes at West Valley Junior High School in Yakima, Washington. The results of this type of learning have been very encouraging.

ACKNOWLEDGEMENTS

Table of Contents

The World We Live In: The Land and People

Chapter I

Introduction

<u>Significance of the Problem</u>

A time traveler landing in a classroom of the present would find it difficult to distinguish into which century she had been transported. She would find the students seated quietly in rows, memorizing facts, as the teacher lectured to an, all too often, non-captive audience. This format might well be confused with the classrooms of the 19th century or ancient Greece.

The world has changed drastically in the last one hundred years. Technological advancements and scientific discoveries have rapidly moved our society from an agrarian age, through an industrial age, and into what is now being widely referred to as the Information Age. In the classroom of today, however, few signs of this advanced technological society can be seen. The page by page, lesson by lesson, chapter by chapter, test by test curriculum developed when textbooks became available and affordable is still used. In many situations, the textbook, not the teacher, teaches the class.

How has education changed in the last century to keep up with the world and prepare its youth for their future? Apparently, to this point, it has done very little. Study after study reports the failures of the American educational system.

A Nation at Risk reported in 1983 that 23 million American adults are functionally illiterate. Furthermore, 13 percent of all 17 year olds in the United States can be considered functionally illiterate as well. More than 20 percent of the young people who enter kindergarten do not graduate from high school (Reich, 1988). Only 40% of American 13 year olds could regularly solve two-step mathematics problems, while close to 70% of their Canadian counterparts could. (Anrig & LaPointe, 1989) The list of statistics which deals with the impacts of education on today's Americans is long and discouraging.

As educators attempt to solve the problems in education, one common term, restructuring, keeps surfacing. The definitions of this term have been many and varied. Al Shanker, President of the American Federation of Teachers, believes that restructuring means change. In his words: "....minor changes will not bring about the improvements we need in schools; the changes have to be major; the kinds of changes that take place in a factories when they move away from the assembly line model" (quoted in Brandt,1990, p. 11).

One of the major areas in need of restructuring is curriculum and instruction. According to the National Governors Association report,

Curriculum and instruction must be modified to support higher order thinking by all students. Use of instructional time needs to be more flexible, learning activities must be made more challenging and engaging, and student grouping practices should promote social interaction and cooperative efforts. (quoted in O'Neill, 1990, p.6)

The process of restructuring will be a difficult one. It will involve risk taking and innovative thinking. There will always be those in education who refuse to acknowledge that anything is broken. The process, however, has begun. Project Nova is just one example.

Project Nova, a pilot program at West Valley Junior High in Yakima, Washington, is one district's attempt to jump into the 21st century. Paramount to the success of the program is the interdisciplinary approach to learning which is used. Students, working together with one another and the instructors, use the latest in educational technology to assist in problem solving as they produce projects based on the research they have done.

Statement of the Problem

A need exists in education to develop junior high level interdisciplinary units which dispense with the teaching of

isolated subjects, show the interrelationships between the various disciplines, and teach students how to use technology to achieve their learning objectives. This curriculum should emphasize higher order thinking skills and learning as a lifelong process. It should also stress the importance of being able to work with others to accomplish goals. This curriculum needs to be set up on the premise that learning is a relevant, integrated activity, and not merely one workbook drill after another to please the teachers and parents. As David (1991) stated,

> Teaching and learning must embody more challenging goals. Students must be able to understand what they read, not just recite rules and definitions; they must be able to locate, retrieve and interpret information, not merely memorize a set of facts; they must be able to identify and solve problems, not simply fill out worksheets; and they must be able to work collaboratively, as well as alone. (p. 39)

Statement of Purpose

The purpose of this project is to develop specific, technologically assisted, teaching units which focus on the integration of language arts, reading and social studies. Each of these units includes other disciplines as well in an effort to

further stress the interrelationships of all disciplines. The project has the following major goals:

1. To meet the district student learning objectives in all areas as minimum standards of achievement.

2. To utilize an interdisciplinary approach in the teaching of each unit which shows the interrelationship of all subjects.

3. To use a variety of materials, including, but not limited to the latest in educational technology.

4. To expose students to the power of technology in terms of research capabilities and communication skills.

5. To evaluate student learning in a number of ways.

Limitations of the Study

The limitations of the study are as follows:

1) The activities are written for middle-level students.

2) No formal assessment has been done to determine the effectiveness of this approach when compared to the traditional approach.

3) The curriculum focuses primarily on social studies, language arts, and reading.

Definitions of Terms

Significant terms used in the context of this project project are defined as follows:

Interdisciplinary: A knowledge view and curriculum approach that consciously applies methodolgy and language from more than one discipline to examine a central theme, issue, problem, topic, or experience (Jacobs, 1989, p. 8).

Integrated Curriculum: Learning which is synthesized across traditional subject lines, and learning experiences which are arranged in order to be mutually reinforcing (Mansfield, 1989, p. 135).

Constructivism: The view that teachers should be facilitators who help students construct their own understandings and capabilities in carrying out challenging tasks (Collins, 1991, p. 29).

Power Writing: A writing program which assigns a numerical value to words, phrases, sentences and paragraphs (Sparks, 1982, p. vi).

Chapter II

Review of Literature

Introduction of Related Literature

In Chapter II, the major focuses of the review of literature will be on three areas: 1) the need for interdisciplinary learning at the middle level; 2) the integration of at least one subject with another and the impact of this type of learning; and 3) the role of technology in the classroom and its impact on student learning and attitudes.

Current data, primarily within the past five years, were identified through an Educational Resources Information Centers (ERIC) computer search. A hand search of various other sources was also conducted.

The Need for Interdisciplinary Education

The concept of interdisciplinary learning is not a new one. John Dewey proposed interdisciplinary education 50 years ago when he wrote, "A fully integrated personality, on the other hand, exists only when successive experiences are integrated with one another. It can be built upon only as a world of related objects is constructed" (Dewey, 1938, p.44).

According to Beane (1991), integration implies wholeness and unity rather than separation and fragmentation. The teaching of the separate subjects can be equated to the putting

7

together of a jigsaw puzzle without having any idea of what the final picture should look like. In many middle level schools, the typical curriculum presents many individual puzzle pieces, endless unconnected facts and skills. The students must then take the word of an adult authority figure that these facts will someday lead to the completion of the puzzle. The trust that these pieces will someday have meaning is a difficult one to maintain as students complete worksheet after worksheet and realize that the final picture is no closer than it was the year before.

Beane maintains that adolescents are real human beings who, while victims of their developmental stage, are "participants in the larger world and have serious questions and concerns about both" (1991, p.10). The middle level system cannot wait for reforms to filter up from the elementary schools or for integration to crack the traditional secondary level discipline fields. The need exists to reform and the middle level student and teacher can and should lead the way.

Beane further believes that the middle level is the natural home for the integrated curriculum. One such reason for this is that middle level people have been more actively engaged in rethinking and reforming their schools than people at the other levels of the system. Because of middle level educators' willingness in the past to consider other possibilities which

have dealt with institutional and instructional issues, they might be more willing to consider drastic measures in reforming the curriculum.

Jacobs (1991) believes that many schools are leaning toward interdisciplinarity in an attempt to help students to better integrate their studies into a larger world. She maintains, however, that numerous other schools continue to define subject areas as "separate bodies of knowledge with little relationship to one another" (p. 1). Jacobs contends the exponential growth of knowledge, along with the state mandates on current problems, has created a curricular nightmare. There is no way that everything can or should be taught. Therefore, "we need to rethink the ways we select the various areas of study" (1991, p.4).

Jacobs also discusses the fragmented school day and the perceived irrelevance of coursework by students. She contends that many students find it difficult to understand the need for facts and dates taught in isolation. Furthermore, the fragmented school day makes it virtually impossible to explore a subject in depth due to the length of the individual periods.

Relan and Kimpson (1991) support Jacob's views and maintain that "society is experiencing change at a rate unprecedented in human history; there is a need for curriculum to keep pace with these changes. A subject-centered

curriculum is allegedly far from the realities of life, lacking in 'relevance' " (p. 2). Many curriculum reformers, according to Relan and Kimpson, attribute many of the problems facing today's schools to outdated curriculum structures which fail to keep up with an ever-changing world. Many educators, including Cummings and Gaft, suggest that the deteriorating academic quality in schools could be helped with a different, more relevant approach to curriculum which presents a "holistic" view of knowledge to learners (cited in Relan & Kimpson, 1991).

A study conducted by Mansfield (1989) attempted to analyze fifth and sixth grade students' attitudes and perceptions after completing a five-week interdisciplinary unit on "Life in Egypt". The two principal forms of data collection used were participant observation and open ended interviews with the participating children. Mansfield arrived at the following conclusions: (a) During the five weeks of the unit, the level of student commitment to activities was very high. (b) Students believed that their own behavior, as well as that of their classmates, was changed due to more student choice and active participation and less teacher talk. (c) Students appeared to be very proud of their work. (d) Students worked hard to complete assigned activities on time. (e) Students displayed a high level of interest. (f) Students became very

supportive of one another and interactions between students, and between student and teacher, became much more positive.

Many authors and educators, however, have questions left unanswered in the success stories of interdisciplinary education. Many believe that "unless students have a foundation of individual concepts, it is impossible to see relationships, or use inquiry, analysis and synthesis to explore a particular perspective" (Relan & Kimpson, 1991, p.7). Jacobs (1989), an advocate for interdisciplinary education, realizes a need for teaching basic skills, and believes that students should have a range of curricular experiences that reflects both discipline-field and interdisciplinary orientation. As stated by Relan and Kimpson (1991),

> Curriculum integration must not be considered as a random combination of disciplines, as the term may imply. Nor should it be practiced without a systematic, methodical analysis of goals, the underlying philosophy, the structure of disciplines being considered for integration, practical constraints and schemes of implementation. (p.9)

The Integration of Subjects

Meyer, Youga and Flint-Ferguson (1990) contend that the true test of students' understanding of vocabulary, spelling and

reading is their ability to use these skills in their own writing. The focus of grammar instruction needs to be on language in use, student's writing based on literature. In this way students are taught grammar skills which correspond to their ability levels. Students spend time on errors they make, not on drill and practice on errors they do not make. According to Goette (1989), "When language arts skills are taught in isolation, it is often difficult for students to see the skills' relevance or to understand how the skills apply to "real life" activities" (p. 5).

Grammar as taught in the middle grades often ignores content and is divorced from reading, literature, vocabulary and spelling. Grammar must be taught in a more realistic way. According to Meyer, Youga, and Flint-Ferguson (1990):

1. Grammar should be part of an integrated curriculum which includes reading, literature, vocabulary and spelling, and writing and should not be taught as an isolated unit in language arts class.

2. Grammar instruction should be concentrated on the proofreading stage of writing assignments (p.67).

Writing, as well as reading, has often been viewed as something for which only the English teacher is responsible. Hearne and Resch (1990) contend that the very foundation of learning is reading and writing, regardless of content area.

Various "across the curriculum" strategies suggest the need to use writing and reading as essential learning tools in all subject areas. The authors note several ways to incorporate both reading and writing in several disciplines. They contend that "we strengthen our students, ourselves, and the entire process of education in creating classroom learning, rather than merely recreating or reflecting textbook knowledge" (p. 86).

Reading and writing should be natural and enjoyable and students should learn to use language for real purposes. There are numerous ways to incorporate reading and writing, somewhat painlessly, into all subject areas. Manning et al. suggest that "reading and writing should occur during the entire day in all content areas" (1990, p. 7). Interdisciplinary learning allows students to construct knowledge and to write and read in various discipline fields to acquire and present information.

Social studies teachers of middle level students rarely select literature for presentation beyond the classroom textbook (McGowan & Guzzetti, 1991). Increasingly, social studies teachers have begun to acknowledge the advantage of using literature in the teaching of history (Freeman & Levstik, 1988). Students no longer need only rely on textbooks to learn about the past. Literature can and should be integrated into the teaching of social studies to spark students' interest and involve them rather than bore them. Through literature,

students may achieve one of the primary purposes of social studies which is to prepare students as citizens. The use of tradebooks in the social studies classroom piques students' interest, affords students variety in reading level and content, and shows students the relevance of learning about the past as they relate it to the present. Although some care must be taken to properly integrate fiction and history, this integration "can generate a response to history that is a scaffolding for mature historical understanding, for without the ability to empathize, to put oneself in the past, history can be a dry and boring ground for children" (Freeman & Levstik, 1988, p.336).

In recent years, there has been an increased emphasis on bringing history to the center of social studies curriculum (Finn & Ravitch, 1988). Teachers have also been encouraged in recent years to use more children's literature in the classroom. One way to accomplish both of these goals is to teach history through the use of children's literature. James and Zarillo (1989) contend that "...teaching about the known world through the memorization of selected facts and static knowledge has severe limitations" (p. 154). Danielson (1989) states, "Children need to have history come alive and be stimulated to become interested and curious about the world around them. Literature is a natural way to involve children in this process" (p. 68).

Technology in the Classroom

"Our education system was designed in a time when the mind, the pen and the pencil were the major tools for storing and processing information" (Moursand, 1991, p. 4). This is no longer the case, and steps must be made toward preparing our students for the world that lies ahead of them. Moursand (1991) contends that society is most definitely in the Information Age, and the most defining part of this age is *information* . This information needs to be stored, manipulated, retrieved and used in all aspects of society, including education. Therefore, education must use technology, but more importantly educators must teach their students how to use the technology available to them if we are truly to prepare them for their future.

According to Mecklenburger (1991) the technologies in our schools have in no way kept pace with technologies in the other aspects of the American society. There are more than 45 million students in our public and private school systems. They outnumber available computers by 20, 30 or even 40 to one depending on the school. Mecklenburger observes that while other industries are utilizing technology, many educators refuse to leap into the twentieth century. Education which relies on electronic learning, in its many forms, is the future. It must be the task of all people in education to restructure education to fully utilize what is available in the way of electronic learning.

Burns (1989) believes "the purposes of education are to enhance mental and moral growth and to prepare our young people to improve the environment, quality of life, and the future for themselves and generations to come" (p. 29). He believes that education must undergo some very drastic changes if it hopes to produce the kind of leaders who are capable of meeting the needs of the emerging technological and global society. Today's schools must concentrate on this global community and emphasize technology as a "basic for the curriculum" (Burns, 1989, p. 33).

Many articles have been written about students' attitudes as they begin to use computers in the classroom. Moore (1989), suggests that students' use of even word processing experiences generates increased writing production and enhances interest in writing. Telecommunications has allowed students the ability to correspond with other students of various ages and in various countries over the phone lines. According to Newman (1989) students began to write longer texts, and their language development improved due to sharing with their computer pals in other locations. Dialoguing with another person provides immediate feedback for both parties. According to Moore (1991), computers have really allowed students the avenue by which they can freely communicate with teachers, peers, and students in other countries. Electronic conferencing system

"enabled the students to interact with text while socially interacting with their partners" (Moore, 1991, p. 282).

Telecommunications is but one element of interactive technology in the classroom. As Dwyer, Ringstaff, and Sandholtz (1991) explain multimedia environments are a common one in Apple Classrooms of Tomorrow project (ACOT). In this program, 32 teachers and 650 students work together in ACOT classrooms. As the project progressed through its various stages, different observations were made. Teachers and students began modifying their beliefs about education as they developed within the program. By the second year of the program new strategies developed. As Dwyer, Ringstaff, and Sandholtz relate, "Team teaching, interdisciplinary project-based instruction....became more and more common at all of the sites" (p. 48). One teacher in the program reflected,

It's amazing to me how much these kids are learning...Kids are doing things that are not assigned. The excitement is that they are motivated, seeing the power of the things which they are learning how to use, creating for themselves solutions to problems for other things. (Dwyer et al., 1991, p. 49)

Dwyer et al. (1991) contend that instructional change can only take place with a corresponding change in beliefs about

learning and teaching. The best time for teachers to modify those beliefs is when immersed in the thick of change and able to see the results that change is causing.

Many concerns have been voiced over the lack of interaction by a student merely sitting at a computer. Hawkins conducted a study which indicated that "more task related interaction occurred among children working at computers than among those doing other non-teacher-directed classroom tasks" (quoted in Rysavy & Sales, 1990, p. 70). Rysavy and Sales (1990) believe that after a careful review of many research studies, that very positive results can be obtained from cooperative learning experiences at a computer.

Computers can also act as an agent of socialization as well as an educational tool. At The Motivation Center in Stratford, Connecticut, Margolies (1991) has been experimenting with the Macintosh computer as a therapeutic medium for children and adolescents with learning or emotional difficulties. Margolies believes that the computers form a natural bridge for these children to cross over into the educational world. The computer in many of these situations is used as an avenue to open up communications with children who find it difficult to communicate. Margolies contends that if computers are only used for isolated, independent study in the

schools, they lose their power to "stimulate sharing, cooperation, social interaction, and social learning" (p. 70).

David (1991) states however that "technology does not simplify teaching" (p.79). Lecturing to an entire class is much simpler than organizing small group projects and individualizing. Technology provides teachers with the opportunity to undertake very complex tasks, but it takes time to learn to use technology effectively. Real change is necessary, but almost impossible if the school culture does not support the change, either because of fear or ignorance. "The absence of change no longer means standing still; it means moving backward" (David, 1991, p.82).

Collins (1991) believes that two views of education have been at war for years. The didactic view, which the general public usual has, holds that teachers are the masters who transmit knowledge to students. The other view, contructivism, believes that teachers should be facilitators who help students to construct their own understandings. Computers will fit best into the constructivism viewpoint. Schools that have adopted this philosophy, along with the use of computer technology follow these trends: (a) A shift form whole class to small group instruction; (b) A shift from lecture and recitation to coaching; (c) A shift from working with better students to working with all students; (d) a shift toward more engaged

students; (e) A shift from assessment based on test performance to assessment based on products, progress, and effort; (f) A shift from a competitive to a cooperative social structure; (g) A shift from all students learning the same things to different students learning different things; and (h) A shift from the primacy of verbal thinking to the integration of visual and verbal thinking.

Collins (1991) further contends however, that the current system of education is a "system of institutions, including the age-graded school, multiple choice testing, curriculum and materials, teacher education, and lecture and recitation methods--that are interlocking and self-sustaining. Disturb any one part of the system, and the other parts will pressure the system to return to its original state" (p. 32). It is Collin's (1991) belief that eventually computers will work their way into the school systems as necessary tools for students and teachers, but as people realize the power of technology, society will slowly but surely shift toward the constructivist view of education.

"Technology can be the central agent for meaningful educational reform to the benefit of all learners" (Ahearn, 1991, p. 3). Ahearn contends the preponderance of "sacred cows" in education, such as the forty-five minute periods, reading groups, teacher as the expert philosophy, and grade levels have

blocked any meaningful restructuring of our schools. Technology, Ahearn believes, can be the answer to the current state of the American educational system. "If John Dewey returned to life, he would find little that was different in American education since the days he worked so hard to make schools relevant to students' lives" (Ahearn, 1991, p.15).

Summary

The research and literature reviewed in this chapter support the belief that today's educational system is in need of drastic change if it is to prepare today's students for the future they face. One method which would better prepare middle level students is the integration of the subjects to give students a better understanding of the relevance of what they are learning. Another method is the integration of technology into the curriculum if education is to truly prepare youth for the *Information Age*.

Chapter III

Description of Procedures

The purpose of this project was to develop technologically assisted teaching and learning units which integrate several subject matters into a resource based web of learning for seventh grade students. The review of literature showed that a need exists to develop a high interest curriculum which shows the students the interconnectedness of all the disciplines. This curriculum should move students beyond textbooks as they learn the importance and relevance of what they are learning in school. This project emphasized the integration of the language arts, (writing, reading listening and speaking), social studies, and technology. These units often integrated the disciplines of fine arts, math and science as well, but these were not stressed as much.

After reviewing the related literature, the topics for the various webs were chosen. After deciding which units to present, the writer and Roger Meyer, the other co-founder of Project Nova, brainstormed which concepts and skills to include within each unit. Then, each unit was expanded and stretched to include as many relevant activities and assignments necessary to ensure mastery of the concepts and skills. Many ideas were never fully developed. Others were

expanded as the planning progressed, and still others were the product of spontaneity as the unit was presented to the class and were added to the web for use next year. All of the chosen ideas were then arranged in a web which provided a visual aid to use in determining specific lessons and activities. The web also helped to show any discrepancies in the overall interdisciplinary approach to learning.

District learning objectives were considered but were definitely not the guiding force in the development of these units. One of the major emphasis of the seventh grade curriculum is the understanding of the world, its continents and it people. These units were developed to reflect this emphasis. The units were also created so that they could be used in a classroom by teachers and students regardless of access to high technological equipment.

Methods of evaluation of the effectiveness of these units were varied according to the specific unit. Each student kept a personal portfolio throughout the year and saved the writing and creative projects related to each topic. Students took objective tests as called for, but most of the evaluation was based on final products and presentations made by students or their cooperative learning groups. Teacher observations of students working, discussions with students,

and written student evaluations of each unit were also used for assessment.

Students kept track of their individual progress through the use of a checklist for each unit. Teacher/student group conferences were held during each unit to discuss writing, format of presentation to be used, difficulties encountered, or any other problems. Grammar concepts, as well as mechanics and punctuation, were taught and evaluated through the writing activities of each unit.

While no formal assessment of the effectiveness of these specific units was completed, this writer, along with her co-teacher, the parents, and administrators, observed several apparent results. These results will be reviewed in the summary and conclusions of this paper.

Chapter IV

The Project

<u>Introduction</u>

The units included in this project are not written as teaching units as much as they are intended to be used as learning units for middle level students. Each teacher could and should use what he/she finds applicable and should feel to add his/her own creativity and imagination to the unit.

It is the hope of this writer that as education moves away from the textbook driven curriculum it now follows, teachers will begin to develop their own interdisciplinary units. This writer contends that when teachers teach units they have at least partially helped to develop, they teach with a level of enthusiasm and interest that is not usually found when teaching strictly from a textbook.

Except as pictured in the subject web, the learning which occurs as students complete each of these units is not broken down into subject area divisions. Each student learns writing skills through writing; an appreciation for reading through reading; history through research, reading, viewing, listening and experiencing; oral communication skills through presenting, discussing, arguing, debating, listening, and cooperative learning, and technology through hands-on experience.

Explanation of the Project

This project includes two major units. Each of these interdisciplinary units incorporates language arts, reading, social studies, and technology into research based, project learning. The first unit will focus on the novel, *The Call of the Wild*, and the second unit will be The World We Live In. Each unit will include

1) Subject Web
2) Student Expectations
3) Unit Requirements
4) Activities and Lessons with Student Examples
5) Evaluation tools

Project Nova

Interdisciplinary Unit Lessons Which Utilize the Latest in Educational Technology

**West Valley Junior High School
Yakima, Washington**

The Call of the Wild
Subject Web

West Valley Junior High

Project Nova

Learning Laboratory

Laurie Miller
CLASS TELEPHONE (509) 966-9702

Roger Meyer
FAX (509) 966-9702

Fine Arts
Design a book cover/poster
Write a ballad
Write rap or song
Music of the Era

Technology
Hypercard
Hypersound
Scanner
Facsimile
Grolier's Electronic Encyclopedia

History
The Klondike gold rush
Geography of Yukon
History of Yukon
N. America Geography

The Call of the Wild
By Jack London

Language Arts

Elements of novel
Theme
Setting
Plot
Point of View
Characterization

Types of conflict
man vs man
man vs self
man vs society
man vs nature
man vs destiny

Math
Maps
Mileage

Science
Darwin-survival
Gold-placer mining
Density/Archimedes
Weather/Latitudes
Extinction
Local wildlife

Poetry
Robert Service poetry

Speech
Group recitation of Yukon poems
Presentation of Projects

Philosophy
Greed as motivator
Cruelty to animals

Composition
Five Paragraph paper	Poetry	Research reports
Biography	Creative	Summaries

Student   Expectations

1. Students will **research** and **demonstrate an understanding** of
   A) the Klondike Gold Rush
   B) the **biography** of Jack London
   C) the **history** of the Yukon territory
   D) the **geography** ofthe Klondike area
   E) the **geography** of North America

2. Students will **demonstrate skill in the writing process** through development of
   A) Hypercard stack
   B) 5 paragraph **thesis** paper
   C) Rap/ballad/poem
   D) **summaries** of each chapter of novel

3. Students will **demonstrate an understanding of technology** through using
   A) Hypercard
   B) Grolier's Electronic Encyclopedia (CD ROM)
   C) Apple Scanner
   D) Microsoft Works with Spellcheck
   E) Facsimile machine
   F) Hypersound

4. Students will **demonstrate an understanding of the novel** by
   A) Mastery of objective test
   B) Summarizing chapters
   C) Character analysis (Hypercard stack)
   D) Summary of plot (Hypercard stack)

5. Students **will demonstrate an understanding of the elements of literature** through
   A) Written discussion of theme, setting, character, plot, and point of view (Hypercard)
   B) Written analysis of conflict (5 ¶ paper)
   C) In class discussion and small group discussions
   D) Objective tests

6. Students **will participate** in
   A) group recitation of poem
   B) individual presentation of project
   C) placer mining
   D) large and small group discussions

7. Students **will create**
   A) project
   B) Hypercard stack
   C) poem
   D) map of Klondike
   E) book cover or poster

Unit Requirements

The Call of the Wild
Unit Requirements

1. Hypercard Stack

This stack should consist of ten cards. Each card should be numbered and presented in order. One way to go about this is to set up each of your ten cards before entering your information. The cards should be numbered in the following order. The topic of the card should be placed in the upper left corner of the card. Place card # out of total in lower right corner below the full name of the creator of that card.

1. Cover card
2. Button card
3. Settings
4. Characters
5. Themes
6. Conflicts
7. Summary of plot
8. Biography of author
9. One partner's critique
10. The other partner's critique
11. History of the Gold Rush
12. Map of the Klondike area
13. Bibliography card (for references)

2. Book Cover or Poster

3. **Five paragraph paper** discussing major theme of novel

4. **Memorization of a ballad/poem** dealing with the time, setting, and/or themes of the novel.

5. **Write a ballad/rap/poem** based on the gold rush or the Yukon.

6. Vocabulary **tests**/Comprehension **quizzes**

7. **A Creative Project**: map of papier mache, a quilt, a dog sled, a model of a gold rush town/mining claim, etc. (limited only by your imagination.

Activities and Lessons
With Student Examples

"Into the Primitive"

"The Law of the Club & the Fang"

"The Dominant Primordial Beast"

"Who Has Won to Mastership"

"The Toil of Trace and Trail"

Discussion of Title
Could we answer the "call"?
Darwin's survival of the fittest theory.

Discuss theme. What is it?

Discuss "gold fever". From research, what have you discovered about the Klondike gold rush?

Prereading Activities
The Call of the Wild

Analyze each chapter title before hearing that chapter. Discuss again after hearing the chapter.

View selected scenes from White Fang (Golden Staircase)

Discuss the life and times of Jack London? What made him unique individual?

Read and discuss Robert Service's poem, "The Call of the Wild"

"For the Love of a Man"

"The Sounding of the Call"

Students view the animated version. Discuss differences between movies.

Ric Cole presents Robert Service poetry dressed as Klondike Ric

View the movie, The Call of the Wild starring Charleton Heston. Discuss differences.

Larry Dean from the Gold Miners' Association comes in an explain placer mining.

Students enter projects in the school project fair.

Music of the era

Special Activities
The Call of the

Science topics: Aurora Borealis and Archimedes' theory of displacement

Math: Trace journey and figure out milages and averages.

All students get an opportunity to pan for gold in the classroom

The Call of the Wild

Have you gazed on naked grandeur
    where there's nothing else to gaze on,
  Set pieces and drop-curtain scenes galore,
Big mountains heaved to heaven,
    which the blinding sunsets blazon,
  Black canyons where the rapids rip and roar?
Have you swept the visioned valley
    with the green stream streaking through it,
  Searched the Vastness for a something you have lost?
Have you strung your soul to silence?
    Then for God's sake go and do it;
  Hear the challenge, learn the lesson, pay the cost.

Have you wandered in the wilderness,
    the sagebrush desolation,
  The bunch-grass levels where the cattle graze?
Have you whistled bits of ragtime
    at the end of all creation,
  And learned to know the desert's little ways?
have you camped upon the foothills,
    have you galloped o'er the ranges,
  Have you roamed the arid sun-lands through and through?
Have you chummed up with the mesa?
    Do you know its moods and changes?
  Then listen to the Wild--it's calling you.

Have you known the Great White Silence,
    not a snow-gemmed twig aquiver?
  (Eternal truths that shame our soothing lies.)
Have you broken trail on snowshoes,
    mushed your huskies up the river,
  Dared the unknown, led the way, and clutched the prize?
Have you marked the map's void spaces,
    mingled with the mongrel races,
  Felt the savage strength of brute in every thew?
And though grim as hell the worst is,
    can you round it off with curses?
Then hearken to the Wild--it's wanting you.

Have you suffered, starved, and triumphed,
    groveled down, yet grasped at glory,
  Grown bigger in the bigness of the whole?
"Done things" just for the doing,
    letting babbler tell the story,
  Seeing through the nice veneer the naked soul?
Have you seen God in His splendors,
    heard the text that nature renders--
(You'll never hear it in the family pew.)
The simple things, the true things,
    the silent men who do things?
  Then listen to the Wild--it's calling you.

They have cradled you in custom,
    they have primed you with their preaching,
  They have soaked you in convention through and through;
They have put you in a showcase;
    you're a credit to their teaching.
  Cut can't you hear the Wlld?--it's callin(

Let us probe the silent places,
    let us seek what luck betides us;
  Let us journey to a lonely land I know.
There's a whisper on the night wind,
    there's a star agleam to guide us,
  And the Wild is calling, calling . . . let us go.

How to make your
The Call of the Wild stack.

1. Get into HyperCard.

2. Select "File" and "New Stack"

3. Name this stack: **Wild 10-24   Your Last Name**

4. Select "Objects" and "New Field"

5. Make the field larger by pulling diagonally on the lower right corner. Now double-click on this field. Select "Transparent" from the selections.

6. Get your browser tool from "Tools"

7. Type: The Call of the Wild

8. Select "Font" and select "New York"

9. Using the example on the wall, type the rest of this cover card **EXACTLY** as the example illustrates. Use your own name.

10. Highlight The Call of the Wild with your mouse. Select "Style" and "Italics" and "24". Your book title is now in italics and point size 24.

11. Hold down the "Command" or "Open-Apple" key and tap the "N" key to make a New card.

12. Make a new field (from "Objects"). Make this new field small and place it in the **lower right corner** of your card. Get the Browser tool from "Tools" and click once in the field. Type the following in your little field:

```
Card of 7
Quagmire Quigley          ← Use your own name!
```

13. Go to "Edit" and select "Copy Card". Now press "Paste Card" six more times. You have just created six more cards with the same identical fields!

14. Go back to the Cover Card. Press the right arrow once. Now change the field at the bottom so that it reads: Card 1 of 7. Use your right arrow key to move to the next card. This next card should be changed to read: Card 2 of 7. Change the rest of the cards accordingly.

Hints for Creating
a Great Hypercard Stack

1.   Research thoroughly before writing.   Check more than one source, and always write down your bibliographical information.   If two sources give different information, consult a third source.   Dig for your   information.

2.   Since Hypercard does not have a spellchecker, you may want to use Microsoft works and transfer into Hypercard after spellchecking.   Either way, have a partner check your work before printing.   Remember that each group of words must be a complete thought. If you are not sure about how to write something, ask! Strive to create an error free stack!

3.   Use graphics, fonts, borders and sound!   Try to think of ways that you can make your stack unique. Scan images that others don't have.   Put sounds and other people's voices in your stack.   Don't settle for "just ok".   Let your imagination lead the way.

4.   Use buttons and special effects.   Learn to script or develop animation.   Take a great deal of pride in your effort.   You deserve it.

5.   Work with your partners, not against them.   Three or four brains are better than one.   Take advantage of that fact.   Help one another and share ideas.

Sample Bibliography

Encyclopedias (with an author)

Binkie, Bartholemew. "China and Its Neighbors," <u>World Book Encyclopedia</u>, 1991.

Encyclopedias (no author)

"Trees," <u>World Book Encyclopedia</u>, 1991.

Books

Finkbine, Felix. <u>How to Age the Teacher</u>. New York: Pedagogy Press, Inc., 1991.

Magazines

Kanfer, Steven. "Mean Teachers in America" <u>Teen Digest</u> 24 May 1991: 71.

Map of Klondike 47

This is a Hypercard stack by Michele Rasmussen. It is about the incredibly famous book by Jack London called *The Call of The Wild*.. It is about a dog named Buck who is kidnapped and shipped north. Read on, and you'll find out more about this book !

Characters

Gold Rush

Critique

○ **Biography**

The Call of the Wild

☐ **Plot-summary**

Card 1 of 11

Michele Rasmussen

The Call of The Wild

By: Jack London

A Hypercard Stack

Submitted By:

Michele Rasmussen
Nova-1
Fall 1991

(Continue)

My Critique of *The Call of the Wild*

I think Jack Londons' novel *The Call of the Wild* was a great book. I usually do not read animal books, but I found this book full of entertainment. London writes very well and makes the reader feel as though he is right there with Buck and John. I highly recommend this book to anyone. I look forward to reading more books by London.

(Button Card)

Card 8 of 11

Michele Rasmussen

Jack London

Jack (John Griffith) London was born in San Fransisco, California on January 12, 1876. His mother was Flora Willman, and his dad was W.H. Chaney.

He grew up in poverty, and he had to quit school in the 8th grade. After he left school, he had many jobs such as an oyster pirate, seaman, an unsuccessful Yukon prospecter, and a tramp throughout North America.

When he was 19, he went back to high school, and he passed the entrance examination for the University of California the next year. After one semester of college, he quit for financial reasons.

In 1897 he spent a year in the Klondike region of the Yukon Territory in Canada. That is where he found materials for his books.

In 1898 the Overland Monthly published London's tale of the Yukon, *To The Man on The Trail* .

By 1903 he had published more then 100 pieces including periodicals as well as a full-length volumes.

Card 2 of 11 ☞

Michele Rasmussen

---

continued from card 2

By 1917 Jack had written 20 novels, 10 short stories, a play, and an essay. The essays are collected in *The People of The Abyss* . Some of his novels include: *The Call of the Wild* , *White Fang* , *The Son of The Wolf* , and *The Sea Wolf* . He was influenced by Rudyard Kipling, Karl Marx, and later Herbert Spencer and Fridrich Nietzche.

On November 22, 1916, in Santa Rosa, California, at the age of forty, Jack London took his life. He will be remembered well, for he was one of the most friquently translated American writers.

Button card

Card 3 of 11

Michele Rasmussen

KLONDIKE

The Klondike is located in a sparsely populated area in the West Central Yukon Territory in Canada near the Alaskan border. The Klondike takes it's name from the Klondike River.

Gold was discovered at Rabbit Creek around 1890, but the rest of the world didn't find out until 1897, then more then 30,000 people came from all over for some of the gold. 1897-1904 more then one hundred million dollars worth of gold was taken.

The area of the Klondike is 2,070 km2 (800m2) . Gold mining has continued on a small scale, same with lead, silver, and zinc extraction.

Button card

Card 4 of 11

Michele Rasmussen

MAP OF KLONDIKE

Button Card

Greenland

Alaska

Yukon

Northwest Territories

Alberta

British Columbia

Saskat-chewan

Manitoba

Quebec

Ontario

Card 5 of 11

Michele Rasmussen

SUMMARY OF *THE CALL OF THE WILD*

Buck belonged to a wealthy family in California, until one day one of the gardners kidnapped him and sold him for he had gambling debts to pay.

Buck was put on a train going north. When he got to Seattle, he was brutally beaten, and then sold to two men, Francios and Perrault. They put him to work as a sled dog.

After time, he grew very strong, and he also learned of the law of the club and the fang. The other dogs were mean, and Buck ended up getting into a few fights with the leader Spitz, Spitz ended up dying in a fight. After awhile, Buck and the other dogs got new owners.

Buck's new owner was a nice man, and they carried mail on the sled. But that didn't last long. Buck was sold to new owners.

The new owners were named Hal, Charles, and Mercedes. They didn't take very good care of the dogs, the load was too heavy, and they weren't fed much.

(**Continued**)

Card 6 of 11

Michele Rasmussen

CONTINUED SUMMARY

A different dog died each day or got sick. Buck's day finally came, and he was left on the side of the trail with a man and two other dogs. When Hal and the rest of them were up the trail a mile or so the ice broke and they all fell in and died. Buck was lucky.

The man, John Thorton, and his two dogs, Skeet and Nig, became Buck's new family. Buck loved John dearly. But something kept waking Buck up at night; something was calling him. Finally, he followed the call, and after a few days he went back home and didn't leave John's side for two days. Then he left again for a longer time. He would kill his food such as bear and moose and would roam as he pleased.

Then one day he went back to John, but found him dead, along with the others. He discovered that the Yeehats had killed everyone. Out of anger, Buck killed all of the Indians, and then ran off into the woods. He returned to "the call of the wild".

(**Button Card**)

Card 9 of 11

Michele Rasmussen

CHARACTERS

The main character of *The Call of The Wild* was Buck. Buck is a very strong dog of 140lb. He's smart, brave, and once he got north, he learned to stand his own ground.

Before Buck was kidnapped he lived in Santa Clara, California with his owner Jugde Miller,who was very wealthy and kind.

It was Mannuel, a gardner's helper, who kidnapped Buck. Mannuel was a gambler who needed money, and that's why he sold Buck- for money.

Once Buck got to Seattle he was sold to a man in a red sweater. It was that man who taught Buck about the law of the club. It effected Buck throughout the rest of his life.

When Buck finally got to the north, he was sold to two men, Francoss and Perrault. They were kind, very fair, and understanding.

Press the button to continue.

Card 7 of 11

Michele Rasmussen

CONTINUED CHARACTERS

Buck's biggest enemy was Spitz. Spitz was always in control and took control. He always picked fights and had to be the best, he was really mean.

Up north Buck pulled a sled with other dogs besides Spitz. They were: Sol-leks, Dave, Pike, Dub, Teek, Koona, and Hans. They all got along with each other, hardly ever fought, and they worked together.

After awhile all the dogs were sold and they pulled mail on their sled, but that didn't last long, soon they were sold again. There new owners were called Hal, Charles, and Mercedes. Mercedes would always have to get her way or she would whine and Hal never knew when to stop whipping the dogs. Hal was Charles brother-in-law and Mercedes was Hals sister. They were rich and not used to the ruff life. When Buck couldn't pull anymore because of mal-nutrition,

Press Button To Continue

Card 10 of 11

Michele Rasmussen

The Call of the Wild
Group Project
Sink or Swim

"There are strange things done in the midnight sun
By the men who moil for gold;
The Arctic trails have their secret tales
That would make your blood run cold."

By Robert Service
"The Cremation of Sam McGee"

Step 1--Discussion

This assignment may make your "blood run cold" when you first hear about it, but give it a chance. Your group will be given a poem written by Robert Service. You are to read it through a number of times and discuss what Mr. Service is trying to say.

Step 2--Reading aloud

After you have come to consensus, you are to divide the lines equally among yourselves and read it aloud. Try to read it with enthusiasm and realistically as if you are actually one of the characters or the writer of the poem.

Step 3--Memorization

As homework for the next five days, you are to commit your lines to memory. Divide your lines into segments and memorize a certain number of lines each night.

Step 4--Rehearsal

Each day in class, rehearse the poem with the other members of your group. Remember, that if one member of your group does not keep up his or her end of the bargain, the whole group suffers.

Step 5--Presentation

Each group will present it poem in front of the class. You will be video taped and critiqued by the class. You will then be given the opportunity to critique your own performance from the video tape. Get into it. Remember that you are trying to get the meaning of the poem across to the class, but you are also trying to entertain your classmates as well.

Best Tales of the Yukon

The Spell of the Yukon

(Recited from memory to class by co-teachers as an example)

I wanted the gold, and I sought it;
I scrabbled and mucked like a slave.
Was it famine or scurvy, I fought it;
I hurled my youth into a grave.
I wanted the gold, and I got it--
Came out with a fortune last fall,--
Yet somehow life's not what I thought it,
And somehow the gold isn't all.

No! There's the land. (have you seen it?)
It's the cussedest land that I know,
From the big, dizzy mountains that screen it
To the deep, deathlike valleys below.
Some say God was tired when He made it;
Some say it's a fine land to shun;
Maybe; but there's some as would trade it
For no land on earth--and I'm one.

You come to get rich (damned good reason);
You feel like an exile at first.
You hate it like hell for a season,
And then you are worse than the worst.
It grips you like some kinds of sinning;
It twists you from foe to a friend;
It seems it's been since the beginning;
It seems it will be to the end.

I've stood on some mighty-mouthed hollow
That's plumb-full of hush to the brim.
I've watched the big, husky sun wallow
In crimson and gold, and grow dim,
Till the moon set the pearly peaks gleaming,
And the stars tumbled out, neck and crop;
And I've thought that I surely was dreaming,
With the peace o' the world piled on top.

The summer--no sweeter was ever;
The sunshiny woods all athrill;
The grayling aleap in the river,
The bighorn asleep on the hill.
The strong life that never knows harness;
The wilds where the caribou call;
The freshness, the freedom, the farness--
O God, how I'm stuck on it all!

The winter! the brightness that blinds you,
The white land locked tight as a drum,
The cold fear that follows and finds you,
The silence that bludgeons you dumb.
The snows that are older than history,
The woods where the weird shadows slant;
The stilness, the moonlight, the mystery,
I've bade them good-bye--but I can't.

There's a land where the mountains are nameless,
And the rivers all run God knows where;
There are lives that are erring and aimless,
And deaths that just hang by a hair.
There are hardships that nobody reckons;
There are valleys unpeopled and still;
Theres a land--oh, it beckons and beckons,
And I want to go back--and I will.

They're making my money diminish;
I'm sick of the taste of champagne.
Thank God! when I'm skinned to a finish
I'll pike to the Yukon again.
I'll fight--and you bet it's no sham-fight;
It's hell! but I've been there before;
And it's better than this by a damn sight--
So me for the Yukon once more.

There's gold, and it's haunting and haunting;
It's luring me on as of old;
Yet it isn't the gold that I'm wanting
So much as just finding the gold.
It's the great, big, broad land way up yonder,
It's the forests where silence has lease,
It's the beauty that thrills me with wonder,
It's the stillness that fills me with peace.

Robert Service

Discuss with class the composition of the five paragraph essay.
          ¶1-Introduction
          ¶2 through 4-Body Paragraphs
          ¶5-Conclusion

Dictate the following paragraph to the class. All students will have the same introductory paragraph. Do not spell any words or include punctuation as you dictate. All students will use this paragraph as the introduction to their paper.

> Conflict means, "the opposition of persons or forces that gives rise to the dramatic action in a drama or fiction." (Webster's New Collegiate Dictionary, 1973) All fictional literature contains some type of conflict. Prime examples of such conflict can be seen in Jack London's classic novel, *The Call of the Wild*. Three different types of conflict dominate this story.

Guidelines

1. Each body paragraph will examine one type of conflict found in the novel. Support each type of conflict with examples from the novel. Each paragraph must contain at least three complete sentences. Each fragment used will lower your grade. Stay on topic.

2. Use Microsoft Works and remember to Spellcheck everything. If the word appears during the spellcheck, you must determine whether to skip it or replace it with a different word. Do not assume that it is spelled correctly and is simply not in the computer's dictionary.

3. Every word must be spelled correctly. Each misspelled word will take one point off the total points possible. Become good friends with the Spellchecker. It will save you a great deal of time and frustration.

4. Do not use "am, is, are, was or were" in your paper. Try to use strong action verbs. Write in the active rather than the passive tense.

Types of Conflict
in Literature

Five types of conflict surface in literature. These include character versus character, character versus self, character versus society, character versus nature, and character versus God/destiny/fate. A novel may have one dominant type of conflict or it may have all five types of conflict. ***The Call of the Wild*** has all five types of conflict.

World's shortest conflict story: Bobby shot me as I was leaving school yesterday (character vs. character). My shoulder throbbing, I took off across the open playground. Suddenly, lightning struck me and knocked me to the ground (character vs. nature). As I lay there thinking about what a terrible person I was (character vs. self), my entire class showed up and formed a circle around me. They all started chanting, "We hate Mrs. Miller." (character vs. society). Bobby walked up and pointed the gun at me. The gun jammed. This was to be my lucky day after all.(character vs. destiny)

Writing assignment: Write the shortest possible story using all five types of conflict realistically.

Sharing: Ask for volunteers to share short stories. Discuss

Class discussion: Give examples of types of conflict found thus far in *The Call of the Wild.* Defend positions.

Lead in Activity to Five ¶ Thesis: Discuss three major types of conflict found in the novel, *The Call of the Wild.*

Proofreading Activity
Taught in small groups of 8-10
Lead-in to peer evaluation of 5¶ papers

The Call of the Wild

conflict means, "the opposition of persons or forces that givs rize to the drematik action in a drama or fiction." Websters New Colegiate Dictinary, 1973) All ficshunal literatur contians sum type of conflik prime examples of such conflik can be seeen in Jack Londons classick novle, The call of the Wild. Three diffrent types of conflick dominant this story.

One kinda conflick man vs. man. Buck had conflicks with meny other charackturs in this story. He fought the man in the red sweater. When he first met him. The man beat him with a club. Buck learned the law of the club fromthis man. He learned that man could be an enemie or a freind.

April Van Horn
Nova 1
Nov. 4, 1991
5¶ Thesis

Conflict in *The Call of the Wild*

Conflict means, "the opposition of persons or forces that gives rise to the dramatic action in a drama or fiction." (Webster's New Collegiate Dictionary, 1973)   All fictional literature contains some type of conflict. Prime examples of such conflict can be seen in Jack London's classic novel, The Call of the Wild.   Three different types of conflict dominate this story.

Character versus character stands out as a major conflict in this story.   One instance of this occurred when the man in the red sweater beat Buck.   Another example can be seen when the Yeehats killed John Thornton.   Another example occurred when Buck brought down the bull moose.

Another type of conflict seen in the novel is character versus self. Buck sees the "hairy man" and hears the wild calling to him.   He struggles with what he should do.   He wants to be free, but he loves John Thornton and is pulled in two directions.

A final type of conflict which happens is character versus nature. Buck is taken into a cold, God forbidden land and has to learn to survive the cold and wild.   Many times, it appears as if nature might win, but then Buck rallies.

This novel contains all types of conflict.   Jack London does an excellent job of portraying the emotions caused by these conflicts. London really knows how to involve his readers.

Be a Poet!!!

Sing a Ballad!!!

Rap a rap!!!

Using information found in your research, write a poem, ballad, or rap about some aspect of the Klondik
must be a mini-
mum of sixteen lines and must
follow an established rhyme
scheme. Try to include as much
information as you possibly can.
Please don't feel that you must
stop after sixteen lines. If you're
on a roll, go for it.

If you would like to work with a partner on this project, please feel free to do so. Remember, however, that each person must produce a minimum of 16 lines, so if you double the work force, you double the production.

Returning
By Stephanie Gilmore

Though weary and distraught
You must pursue your goal
Though the road is tougher than you thought
Your pockets must return full

> For you came for gold
> That precious metal worth more than blood
> You've heard the stories others told
> Of how riches came in floods

> Now your money is spent
> And your dogs are all but dead
> People you knew came and went
> And all you've to eat is bread

> "Come, come to the Yukon," the people
> said.
> To find your fortune in gold
> And the fever went straight
> to your head,
> And now all you've got is a cold!

Models

Penants

Audio
tapes

P
o
s
t
e
r

Videotapes

Food
model

Banners

Paintings

Songs

*The
Call of
The Wild*

Quilts

Board
Games

Kids'
Books

IMAGINATION IS THE KEY

Cartoons

Skits

Mobiles

Short
stories

The Call of the Wild
Suggested Writing Activities

1. Book Jacket

Design the cover, and rewrite the inside flaps for the novel. All work must be original. Use your imagination and creativity.

2. Letter

Write a letter from one character to another discussing some event from the plot. Try to be as realistic as possible as if you really are the character.

3. Poem

Write a poem about the plot of the novel or a major character in the novel.

4. Poster

Illustrate a scene from the novel, or make a "movie" poster for the film version of the novel.

5. Letter

Write a letter to "Dear Abby" from a character in the novel. Write Abby's response. Use the heading and picture from an actual Dear Abby column.

6. Newspaper

Create the front page of the newspaper. All articles, advertisements, headlines, dates, should be based on information from the novel. Use pictures as needed.

7. Cartoon

Create a comic strip which depicts an event from the novel. Use color and humor.

8. Creative Write

Rewrite the ending to this novel. Use sufficient detail. The new ending must be believable and written in consistent manner.

9. Rap/Ballad/Song

Write a rap/ballad/song retelling the story. Perform/read it to class in person or on audio or video cassette.

10. Summary

Write summaries for each chapter after listening to professional reading of each chapter. These may be written in narrative or drawn.

11. Scripts

Write and act out for the class a scene from the novel. Scenes may be live or taped on video.

12. Computer

Write and develop a crossword puzzle or word search.

13. Computer

Using Jeopardy, Wheel of Fortune, or other software, develop games which answer questions about the novel.

14. Guest Speakers

Write letters to speakers who may have knowledge related to some aspect of the novel inviting them to speak to our class.

15. Readers' Theatre

With the help of others, write and present a readers' theatre presentation to the class.

16. Diary/Journal

As the main character, write a journal or diary entry predicting what will happen in the next chapter.

17. Acrostic poem

Develop an acrostic poem using the title of the novel.

18. ABC essay

Write an essay discussing any aspect of the novel. The first line must begin with the a word which begins with A; the second with a word which begins with B, and so on.

19. News

Write and deliver a newscast discussing elements of the novel.

20. Timeline

Write and illustrate a timeline of major events in the novel.

21. Speech

Develop a speech to present to the class. You are to present as if you are a major character in the novel.

22. Debate

Present a dual role, point-counterpoint, discussion in front of the class. Move from chair to chair as you portray both sides of the issue as to whether this is a "great" novel.

23. Cartoon

Develop a cartoon for each type of conflict found in this novel. Be humorous and creative.

24. Facsimile

Write and fax two cities mentioned in the novel. Request information about the city and its history.

25. Modem

Call a local bulletin board and ask anyone with knowledge about any aspect of the novel to contact our classroom. Look for possible speakers and presenters.

Evaluation   Tools

Writer's Name_____
Nova 1 or 2
Five ¶ Paper Evaluation

Points
taken off

The Call of the Wild

1. Number of paragraphs (Ten points off for each missing ¶)   _____

2. At least three sentences per ¶
    (Three points off for each paragraph w/o 3 sentences)   _____

3. Spelling errors (One point off for each error found)   _____

4. Fragments (One point off for each incomplete thought)   _____

5. To-be verbs (One point off for each "am, is, are, was,
                  were" found in paper)   _____

Points possible   **50**

Points deducted _____

Total points   _____

Name_____

Nova 1 or 2   *The Call of the Wild*
                                                      Checklist

Hypercard Stack

Have you completed your cards?

List the cards you created._____

Memorized poem (Group presentation)

How many lines did you memorize?_____

Name of the poem_____

Have you practiced delivering your portion with enthusiasm?___

Have you practiced with your group?_____

Book cover or poster

Have you created a book cover or poster?_____

Does it reflect time and energy in its creation?   ___

Five Paragraph Paper

Remember, you need to write a five paragraph paper discussing three types of conflict found in the novel. You may not use "am, is, are, was, or were". Each paragraph must contain a minimum of three complete sentences. Follow Power Writing format.

Poem/Rap/Ballad

Have you written your poem/rap/ballad?_____

What is its title?_____

How many lines does it contain?_____

What is the rhyme scheme used?   _____

Creative Project

Briefly discuss what you plan to do for your creative project___

-- -

Name_____   65

Nova 1   2

The Call of the Wild
Evaluation form

Did you like or dislike the following requirements of this unit? Regardless of whether you liked or did not like one of the requirements you need to state why. Please be specific and give as much detail as you possibly can. Thank you.

1.   Hypercard stack_____

_____

_____

_____

2.   Poster/Book Cover_____

_____

_____

_____

3.   Group memorization of poem_____

_____

_____

_____

4.   Written ballad/poem/rap_____

_____

_____

_____

5.   Creative project_____

_____

_____

_____

6.   Reading/Listening to book_____

_____

_____

7.   Movie_____

_____

_____

_____

8.   Five paragraph paper on theme_____

_____

_____

_____

Project   Evaluation

Name _____

Nova   1   2

Date _____

Project description: _____

Points received _____ out of _____ points possible

Letter grade: _____

Comments: _____

_____

_____

....

Project   Evaluation

Name _____

Nova   1   2

Date _____

Project description: _____

Points received _____ out of _____ points possible_

Letter grade: _____

Comments: _____

_____

_____

Evaluation Tool for Five Paragraph Paper

West Valley Junior High

Project Nova
Learning Laboratory
Laurie Miller   Roger Meyer

TELEPHONE   SCHOOL PHONE (509) 965-2012   FAX (509) 966-9702

Dear Parents,

In Project Nova, we are finishing a unit on *The Call of the Wild*. Today, your child listened to a Klondike prospector, dressed in full garb, recite Robert Service poetry. It was a wonderful presentation.

Your student has a creative project due on Monday. He/she has known about this project for at least two weeks. We sincerely hope that this doesn't create too many problems for you over the weekend.

We have attached a five paragraph paper which your student has completed. We are really striving for a mistake-free paper for each kid. Would you please take the time to go over this paper with your child. If you find errors, your child needs to correct them and rewrite for a "quality" paper.

Thank you for your support and help. Please sign this sheet so that your child can receive his/her Miller/Meyer "buckos".

Sincerely,
Mr. Meyer and Mrs. Miller

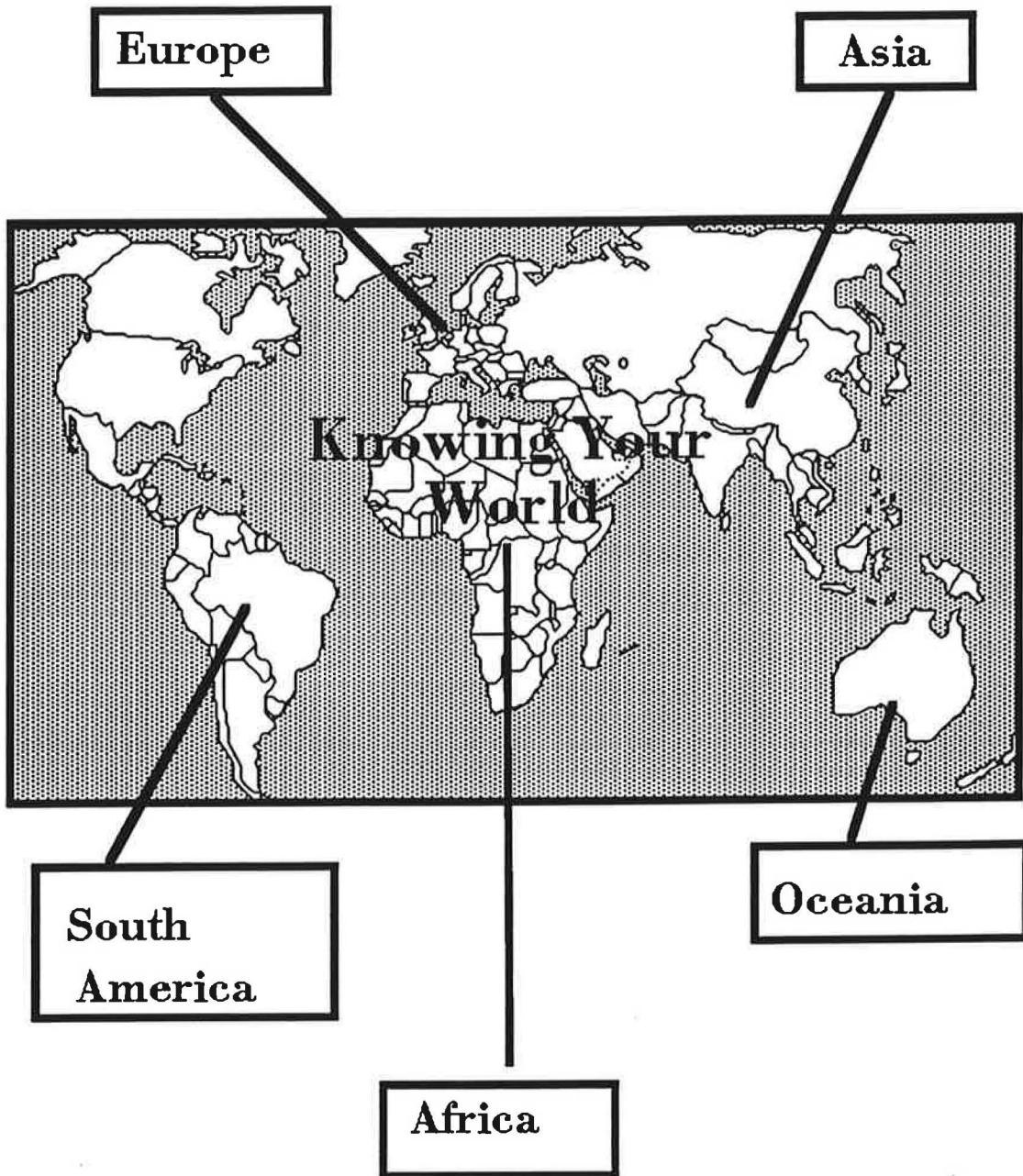I have proofread this paper with my child.

_____
Parent signature

I am really proud of this paper. I have corrected all the errors I have found, and this is one of the best papers I have ever written.

_____
Student signature

The World We Live In
Subject Web

The World We Live in:

The Land
and the People

Europe

Asia

Knowing Your World

South
America

Africa

Oceania

Student   Expectations

The World We Live In Unit
Student Expectations

1. Students will research and demonstrate knowledge of
   A) various cultures around the world
   B) locations of countries around the world
   C) famous landmarks around the world
   D) major geographical features around the world
   E) wildlife and plantlife found on various continents

2. Students will demonstrate skill in the writing process through development of
   A) HyperCard stack
   B) Eight Paragraph paper
   C) Poem/Rap/ Ballad
   D) Travel Brochure/Map
   E) Letters of Request
   F) Friendly letters
   G) Speeches

3. Students will demonstrate an understanding of technology through using
   A) HyperCard
   B) World Data
   C) Infodesk
   D) Hyper Atlas
   E) Microsoft Works with Spellcheck
   F) Facsimile machine
   G) Hypersound
   H) Electronic Mail
   I) Grolier's Electronic Encyclopedia

4. Students will participate in
   A) group map making of each continent
   B) individual presentation of a famous European
   C) large and small group discussions
   D) persuasive panel presentation

5. Students will demonstrate research skills through use of
   A) card catalogue
   B) Readers' Guide
   C) Grolier's Electronic Encyclopedia
   D) Infodesk
   E) World Almanac
   F) Reference Section of library
   G) Non-fiction and Trade books

6) Students will demonstrate knowledge of world geography through
   A) Mastery of objective tests

Unit   Requirements

The World We Live In
Unit   Requirements

1. HyperCard Stack
Each student and his/her partner will create a HyperCard stack which reflect extensive research on Africa.

2. Maps
Each student and his/her partner will produce a map of each of the five continents covered in this unit.

3. Eight Paragraph paper
Each student will research the continent of Asia and write an eight paragraph paper which discusses what he/she considers to be the six main tourist attractions of the continent.

4. Fifty Fabulous Facts
Each student will research the continent of Europe and develop a list of the fifty facts about the continent.

5. Eight Stanza Poem
Each student will research the continent of Australia and write a thirty-two line poem which contains facts about the continent.

6. Travel Map Brochure
Each student will research the continent of South America and with his/her partner develop map which includes articles about famous places to visit on the continent.

7. Novels
Each student will read one novel set in each continent.

8. Group and Individual Presentations

9. Tests and Quizzes

10. Daily Assignments and Readings

Activities and Lessons
With Student Examples

Literature
Waiting for the Rain
Journey to Jo'Burg
The Adventures of Spider: West African Folktales
Poetry
Folklore

AFRICA

Composition
Hypercard Stack
(Refer to attached explanation)
Letters of Request

Speech
Oral Presentation
    "One country and its people"
Class and small group discussion

Science
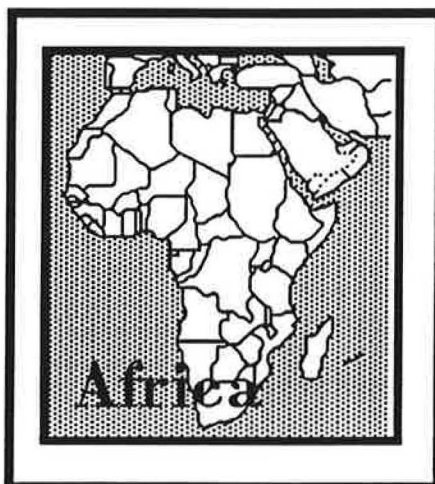Wildlife
Vegetation

Research Skills

Philosophy
Apartheid
World Hunger

Fine Arts
African Music
African Art

Technology
Hypercard
World Data
Laser Disc
Groliers
  Facsimile
  Scanner

SocialStudies
Ancient History
    _The Land of the Pyramids
Cultures, Lifestyles, Beliefs
Current Events
    Apartheid
    Nelson and Willie Mandela
    National African Congress

Geography
    Countries
    Capitals
    Land forms
    Rivers
Group Map Project

Continent HyperCard Project

This is the format for the HyperCard stack which you and your partner will complete this week. You and your partner need to decide who is responsible for the research needed for each card. Each HyperCard stack will contain **at least 18** cards of text. Each field of text will cover **at least 50%** of the card. Graphics may be used throughout the stack.

1. ## Cover Card (see attached example)

2. ## Introduction (This card will provide a general introduction to the continent and the purpose of the stack) At the bottom of the card place three buttons

> 1-People and Cultures
> 2-Wildlife and Plantlife
> 3-Geography/Physical Feature

3. ## People and Cultures--Your stack should contain at least five cards discussing various ethnic, racial and religious groups living on this continent.

4. ## Wildlife and Plantlife---Your stack should contain at least five cards which discuss unique animals and plants found on this continent.

5. ## Geography/Physical Features--Your stack should contain at least five cards which discuss geographical or physical features of the continent.

6. ## Bibliography--Your stack must have a bibliography which lists at least five different resources used in your research. Please follow proper format. Use attached sheet to list your resources.

Research project on

Africa

Submitted by:

Laurie K. Biddle
and
Roger W. Beuford

Nova 1
West Valley Junior High School
May 2, 1991

Continent
Research Resources

Continent name: _____

Student name:_____

Cooperative partner:_____   Table number:____

Resource #1
Book or Encyclopedia Title:_____

Article name (encyclopedias only):_____

Author name:_____

Publisher name:_____Publishing date:_____

Resource #2
Book or Encyclopedia Title:_____

Article name (encyclopedias only):_____

Author name:_____

Publisher name:_____Publishing date:_____

Resource #3
Book or Encyclopedia Title:_____

Article name (encyclopedias only):_____

Author name:_____

Publisher name:_____Publishing date:_____

Resource #4

Book or Encyclopedia Title:_____

Article name (encyclopedias only):_____

Author name:_____

Publisher name:_____Publishing date:_____

Resource #5

Book or Encyclopedia Title:_____

Article name (encyclopedias only):_____

Author name:_____

Publisher name:_____Publishing date:_____

Resource #6

Book or Encyclopedia Title:_____

Article name (encyclopedias only):_____

Author name:_____

Publisher name:_____Publishing date:_____

Note: only 4 of the 6 resources may be encyclopedias

Literature
The Rainbow People
The Serpant's Children
To Stand Against the Wind
Young Fu of the Upper Yangtze
Folktales from Asia for Children Everywhere
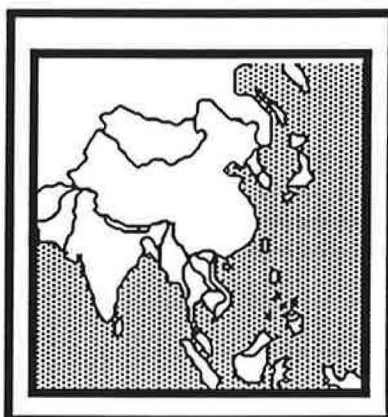*Shabanu: Daughter of the Wind*
Non-Fiction
Poetry

ASIA

Asia

Composition
Haiku
8 Paragraph paper
(attached explan)
Grammar through
writing

Fine Arts
Poetry
Music
Dance
Paintings

Technology
World Data
Microsoft Works
Infodesk
Scanner
Grolier's ...

Social Studies
Forms of Government
Cultural Differences
Landmarks
Geography
    Countries
    Capitals
    Landforms
    Rivers
Map Project (Group)

Research Skills
Readers' Guide
Atlas/Almanacs

Speakers
Student from Tokyo
Student from Vietnam

You will write an eight paragraph paper about this continent. This paper will explain to readers what six attractions they should visit in the event that they ever travel to that continent. You must use **six different sources** for your information. **Only three sources may be encyclopedias.**

Paragraph 1--INTRODUCTION to the paper

This paragraph should contain at least **five** sentences. In power writing, these would be four zero-power sentences and a Power 1 sentence. Remember, zero-power sentences are background information and an attention-getter. It is this paragraph which will make your reader want to continue reading what you have to say.

An example of an INTRODUCTORY PARAGRAPH (INTRODUCTION)

(0)On his/her journeys, the world traveler will visit many interesting cities. (0)These cities will provide many scenes of interest that will leave indelible impressions. (0)These impressions will give the traveler many memories to relive over and over again long after his/her traveling days are gone. (0)Of all the cities in the world, many tourists find the Chinese cities the most exciting. (1)When touring China, the tourist will certainly want to take the opportunity to see six of the most famous cities in the world

Paragraphs 2-7--BODY PARAGRAPH.

You will write one paragraph about each of six attractions you are presenting. Each paragraph will first tell which attraction you are describing. This is called a Power 2 sentence. It should begin with a signal word such as first, second, next, finally, or another.   The next four sentences in each paragraph should describe the attraction in terms of why people should visit here or see this phenomenon. (Power 3's and 4's)

An example of a BODY PARAGRAPH.

(2)**First**,   Peking, the capital offers many attractions. (3)Specifically, the tourist will want to start with the famous T'ien An Men Square. (4)The student uprisings in opposition to the government took place in this square in 1990. (3)Just off this square lie the Former Imperial Palaces--the Forbidden City. (4)The grandeur

of these structures cannot be adequately described in words.("Peking", *TheWorld Book , 1989)*

Paragraph 8--CONCLUSION

By definition, this paragraph will conclude your paper. It too must contain **three** sentences. (Two zero-power sentences and a Power 1 sentence). The Power 1 sentence is a restatement of the Power 1 sentence in the first paragraph. The zero-power sentences give added information so that your paper doesn't just end abruptly.

An example of a CONCLUDING PARAGRAPH (CONCLUSION)

(0)The world traveler will leave China with a kaleidoscope of images. (0)From the wonders of Peking to the hustle and bustle of Hong Kong, China offers a wide range of interesting sights to behold. (1)One could not call him/herself an authentic world traveler unless he/she visited these six incredible Chinese cities.

Power Writing Numbers

Zero Powers--Background information or attention getters. These are found in the introduction and in the conclusion.

Power 1--Main idea of entire paper. Should be found in the introduction and the conclusion.

Power 2--Major idea. Should be the first sentence in each body paragraph. Should start with a signal word such as first, second, finally.

Power 3--Minor details about the Power 2 sentence. These are found in the body paragraphs to explain the power 2 sentence.

Power 4--Even more minor details describing the power 3 sentence.

HAIKU

A Haiku is a short verse with three lines that do not rhyme. There are only **seventeen syllables** in the poem. The **first-line has five**. The **second-line has seven**. And the **third-line has five syllables**. Look for details that tell you about the subject. The words you choose will suggest how you feel about the subject.

Examples of Haiku:

Leaves

Suddenly golden,
Silently, they fall to earth.
Those crisp autumn leaves.
Julie Graham

War

Violent fighting
People always getting killed,
Far away from Peace.

EUROPE

Literature

The Door in the Wall (England)
Shakespeare for the Young Reader
Adam of the Road (England)
Beowolf: A Retelling (England)
The Upstairs Room (Germany)
When Hitler Stole Pink Rabbit (Germany)
Number the Stars (Denmark)
Ten and Twenty (France)
Folktales

Bridle the Wind (Spain)
Year Walk (Spain)
Viking's Dawn
Snow Treasure (Norway)
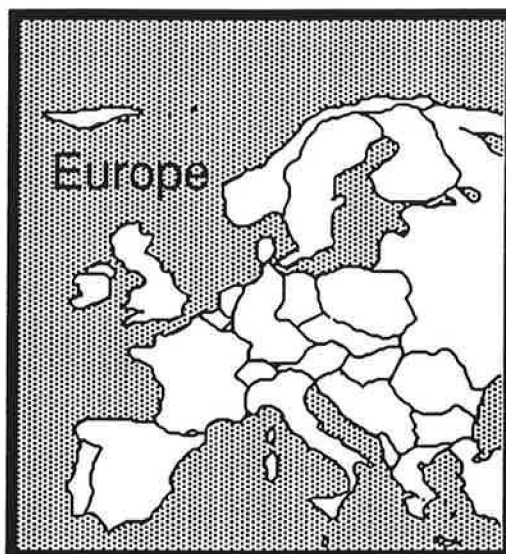*The Endless Steppe*
         (Russia)

Short Stories
Poetry

Speech

Speech given
as if a famous
European
citizen during a
specific time

Research Skills

Grolier's
Library Skills

History

History of the
English
language

The Holocaust

Ancient Rome

Philosophy

"Man's inhumanity
to man"

Geography

Countries
Capitals
Seas/Rivers
Mountains
Group Map Project

Composition

1.   Research and write fifty
complete sentences each containing
an important fact about the
continent.
2.   Write speech for speech activity.

Technology: Everything learned to date.   Go for it!

Continent Project

List **fifty** facts about this continent. Each fact must be different from any other fact listed and must contain some interesting information. Label each category as labeled below and number the facts within each category. Place your initials in parentheses at the end of each fact. PLEASE, <u>DO NOT USE</u> **AM, IS, ARE, WAS,** or **WERE.**

WILDLIFE (#1-5)
Five facts must deal with the wildlife of the continent. Each fact **must contain information about** that animal. You **can not** simply list that the animal lives on that continent.

PLANTLIFE(#6-10)
Five facts dealing with plantlife on the continent. Again, each fact **must contain interesting information** about that particular plant or tree.

POINTS OF INTEREST/PHYSICAL FEATURES(#11-20)
Ten facts dealing with points of interest of that continent. Please **include interesting information** as to why a visitor might want to see this place of interest.

WEATHER(#21-25)
Five facts dealing with the weather in different portions of this continent.

PEOPLE(#26-30)
Five facts dealing with **people, languages, religions** and **customs** of people who live on this continent.

HISTORY(#31-35)
Five facts dealing with the history (development) of this continent or countries within this continent.

CURRENT GOVERNMENT(#36-40)
Five facts dealing with current governments of the countries found on this continent.

MISCELLANEOUS(#41-50)
Ten other facts or points of interest you have found in your research which you think the reader may find interesting.

OCEANIA

Literature
Walk About
The True Story of Spit MacPhee
The Other Side of the Family
Non-fiction

Australia

Composition
Eight stanza poem
(Attached explanation)
Cinquain

Social Studies
Geography
      Land forms
      States
      Capitals
Colonization
Government
Maps

Science
Wildlife
Vegetation

New Zealand
(and surrounding islands)

Speech
Oral Interpretation of
original poem

Technology
Microsoft Works
Scanner
Grolier's Electronic Encyclopedia
Infodesk (Random House)

World Data
Facsimile
Telecommunications
Laser Disc

Continent Poem Project

You are to write a **poem** about this continent. The poem should contain at least **eight stanzas** (A stanza is four lines). The poem should contain at least **twenty items** found on that continent. (Examples could include cities, wildlife, plants, buildings, rivers, mountains, reefs, any other points of interest. Each stanza must have some type of **rhyme scheme.** After writing your poem, **highlight** those items mentioned which are found on your continent.

Example: (Rhyme scheme is A A B B)

There is a great big continent you really should see.
It contains the land of the brave and the home of the free.
Mexico, with the Pyramids of the Sun.
Is a place with great beaches and lots of fun.

Example: (Rhyme scheme is A B A B)

Asia is the place to see
There's so very much to do
The Great Wall of China is the place to be
Or you can go to Katmandu.

Example: (Rhyme scheme is A B C B)

Europe is the continent to visit
With so many wonderful sights to see
The Eiffel Tower and the Tower of London
And take time to see castles in Germany.

Australia
By: Gina Benedetti

Australia is the very best place to be,
The sky is blue, and so is the **sea.**
There are **resorts**, **tours**, and **inns** galore,
When you leave, you wished you'd seen a lot more.

Their **flag** is the only flag in the country,
The **flowers** are beautiful, you should visit and see.
Snorkeling is entertaining in the **Great Barrier Reef**,
It is a great place to visit, although they don't sell beef.

In Sydney there lies the great **Opera House**,
Ayers Rock is as quite as a mouse.
Kangaroos, **koalas**, and **native birds** are fun to visit and see,
Australians aren't like the English-they don't drink tea.

They say things like "**Broke, G'day**, and **mate**,"
Australians have fun with **boomerangs**, which some people hate.
They sometimes play the game **cricket,**
To get in, sometimes you need a ticket

New Zealand is a wonderful country below,
It has a very **low population** and never gets snow.
In Australia, they **make beautiful jewelry**,
On the southern tip, there lies the **Arafura Sea.**

Paintings and art work are very popular here.
The **water and air** always are very clear.
All over the world people call it "**Down Under**",
Let no man put this country asunder.

The **Parliment house** is the home of federal politics,
There are many problems there they try to fix.
They shoot many **movies** and T.V. Shows,
People enjoy living here, as anyone knows.

On day **tours** you can see many fastening sights
.You can get there by **boat**, or maybe if you want--**flight.**
You can explore the exposed **coral** at low tide,
Now you have heard my poem, and I promise I haven't lied.

Cinquain

Cinquain is a **five line poem** with the following form:

1st line - one word which names the topic
2nd line - two words which define or describe the topic
3rd line - three words which express action
4th line - four words which express personal attitude
5th line - one word which is a synonym for the topic word

Examples:

Earth
Big, round
Turning, orbiting, moving
Vast ball, large dirt
World

                Dan Rehfield

Eagles
Proud, defiant
Diving, soaring, gliding
Extinction is their future
History

                Jane Hendrix

Teardrops
Small, wet
Drops of sadness
Falling from my eyes
Rain

                Colleen Boccia

Literature
The Secret of the Andes
Black Rainbow: Legends of the Incas
and Myths of Ancient Peru
The Mythology of South America
Children of the Incas
Journey to the Sky
The Incas
Poetry
Essays

SOUTH
AMERICA

Composition
Travel Articles/Brochure
(Refer to attached explanation)
Pen pals in Suriname
Haiku

Speech
Persuasive panel presentation
"Amazon Rain Forest"

Science
Wildlife
Deforestation
Vegetation
Ecology

History
The Inca Empire
Contributions
Explorers

South

Global Issues
Cultural differences
Indian Tribes
Customs & Beliefs

Technology
Microsoft Works
World Data
Laser Disc
Xap Shot camera

America

Geography
Countries
Capitals
Rivers
Land forms

Continent
Poster/Brochure
Project

1. Create a poster which "advertises" your continent. The poster should beckon the reader and create a great desire to visit that area of the world. Do NOT merely describe the continent. **ADVERTISE IT!**

2. You will provide information about points of interest on your continent. Use either HyperCard or Microsoft Works to print display your information. The information should be neatly cut out (squares or rectangles) and secured to the blue poster paper.

3. Your poster should have a map of your continent, as well as maps of the countries which have your special points of interest.

4. The continent poster must contain information about weather, geographical features (mountains, rivers, and lakes), major crops and products, and major cities and their populations.

5. You should use magazine cut-outs (from home) or graphics from HyperCard. You may also create your own graphics. All computer-generated graphics should be created **AFTER SCHOOL** so that valuable computer time is not frittered away.

6. These projects should look exceptionally neat. Items which are cut out should be <u>SQUARE</u> or <u>RECTANGULAR</u>. The poster should have neatly bordered edges. These projects will be laminated and displayed for ALL to see........so, use appropriate grammar and correct spelling.

7. Your project will compete with the eight maps of the same continent researched in Nova 1 and Nova 2. The winners for each continent will receive "big buckos" and numerous other wonderful parting gifts.

PERSONAL LETTER FORMAT:

November 20, 1990

Dear Scott,

How have things been for you in Saudi Arabia? I know you are probably very busy doing your job for the United States Army. From your last letter, it sounds as though you were a bit distressed at the quality of the food that you were being served. I understand completely, as I also do not care for boiled liver smothered with raw clams.

School has been going quite well since that horrible and nightmare-like incident that I experienced last month. That rip in my pants was visible by only 89 percent of the entire student body in our school. I am fairly certain that the embarrassment will wear off by this time three years from now.

Your story about the scorpion that you accidentally ate was interesting and humorous. I laughed aloud when I read that you thought it tasted better than the beef stew!

Well, I had better get this letter in the mail so you will receive it this Christmas!

Your friend,

Evaluation   Tools

World Data Scavenger Hunt

1. What percentage of the U.S.S.R. believes in Christianity?

2. What is the population of the U.S.S.R.?

3. What does *perestroika* mean?

4. What Russian word means *openness* ?

5. How big is the air force of the U.S.S.R.?

6. Which country of the world has the greatest navy?

7. Which country of the world has the greatest armed forces?

8. How many military personnel does this country have?

9. How many differenct ethnic groups are native to the U.S.S.R.?

10. What percent of the U.S.S.R. is Russian?

11. Which country has the highest **measure of physical quality of life** index?

12. Which country has the lowest infant mortality?

13. On which continent does this country lie?

14. What percent of the U.S.S.R. population can read and write?

15. Which country has the highest life expectancy?

16. Which word means the **percentage of land suitable for plowing and producing**?

17. What is the chemical symbol for the element mercury?

18. Which country is #2 in area?

19. What is the population of Suriname?

20. Which three countries border Suriname?

21. On which continent does Suriname lie?

22. How many sailors does Suriname have in its military force?

23. What is the life expectancy of an average Surinamese?

24. Which country has the greatest per-capita income?

25. What is the main product of this country?

26. List one of the authors of World Data.

27. In which state was World Data produced?

28. How many nuclear weapons does Denmark have?

29. What is China's population?

30. How many countries are listed in World Data?

Name_____
Nova   1   2
Date___/___/___

Africa
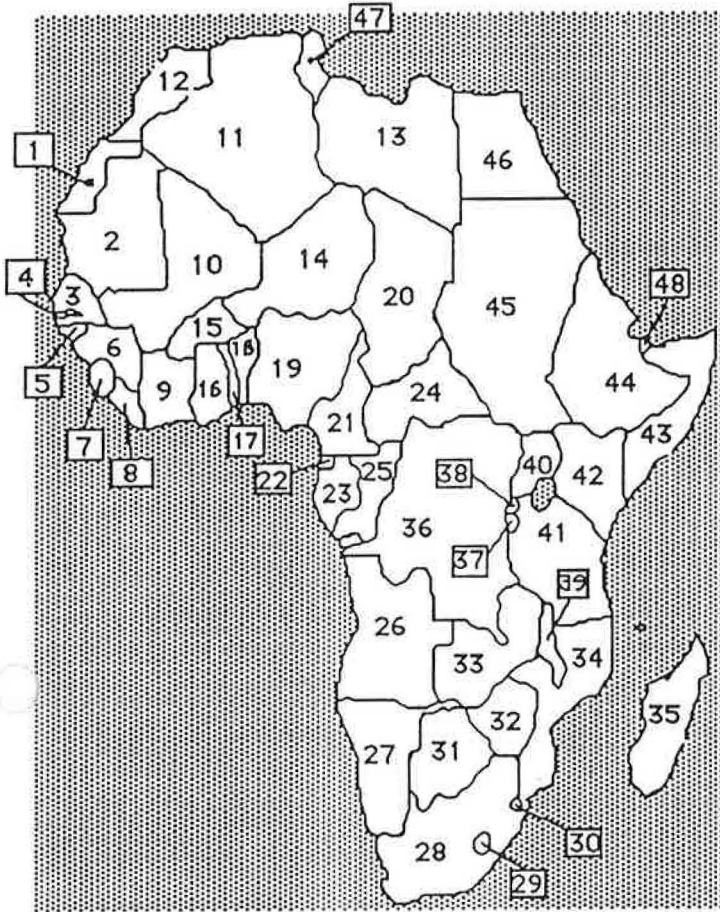
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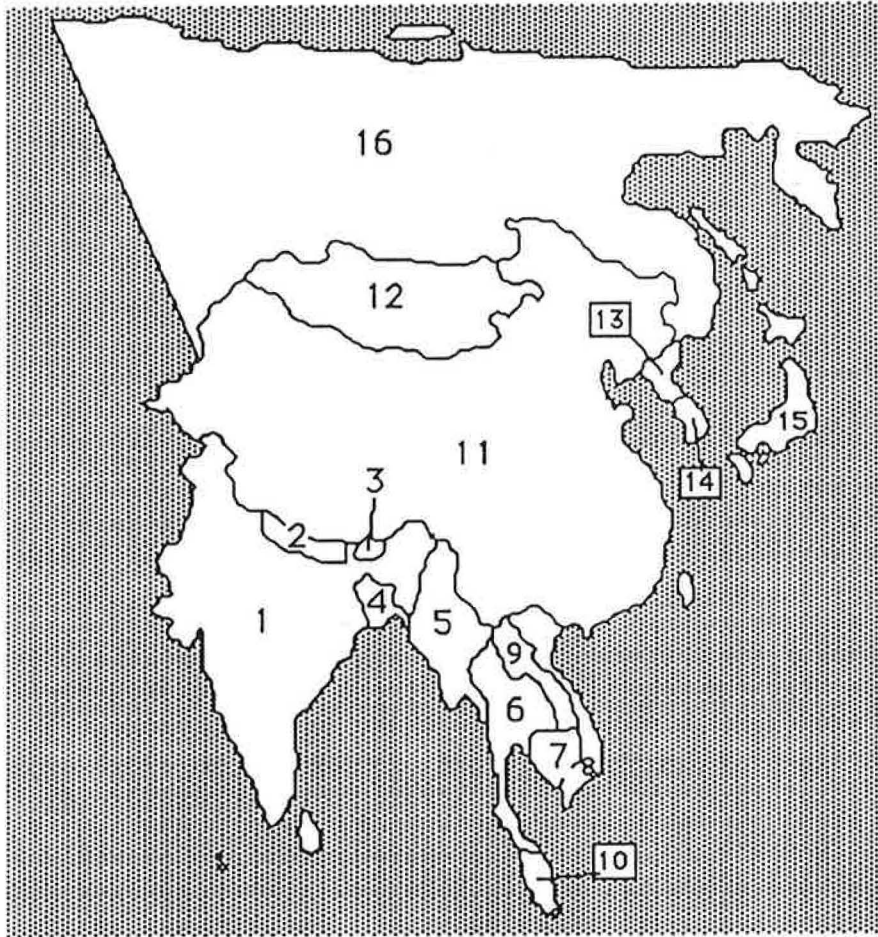21._____
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47._____
48._____

Name_____

Nova   1   2

Date __/__/__

Asia

	Country
A	Bangladesh
B	Bhutan
C	Burma 9 8
D	Cambodia
E	China
F	Commonwealth of Independent States
G	India
H	Japan
I	Laos
J	Malaysia
K	Mongolia
L	Nepal
M	North Korea
N	South Korea
O	Thailand
P	Vietnam

1._____

2._____

3._____

4._____

5._____

6._____

7._____

8._____

9._____

10._____

11._____

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13._____

14._____

15._____

16._____

Name_____
Nova   1   2
Date__/__/__

Europe
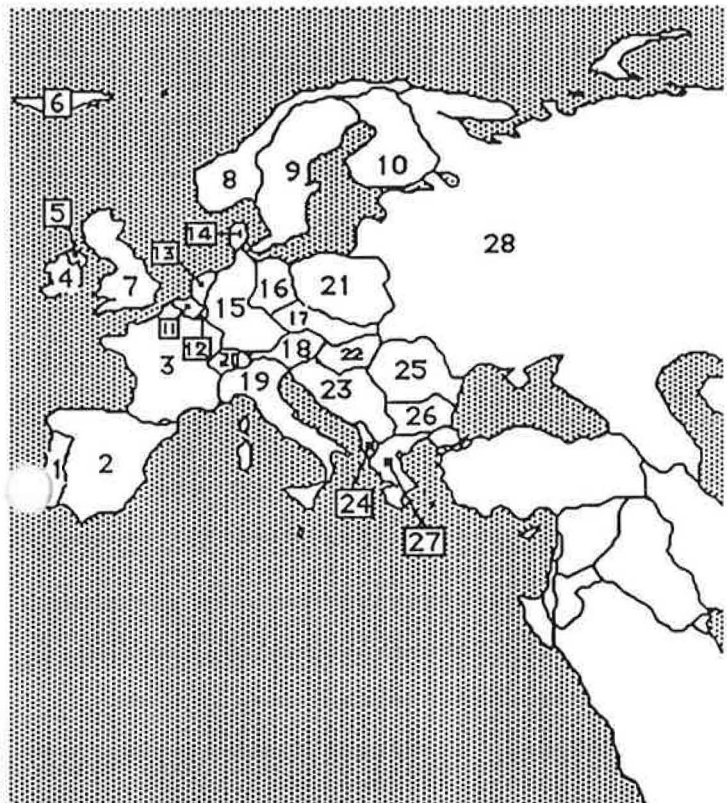
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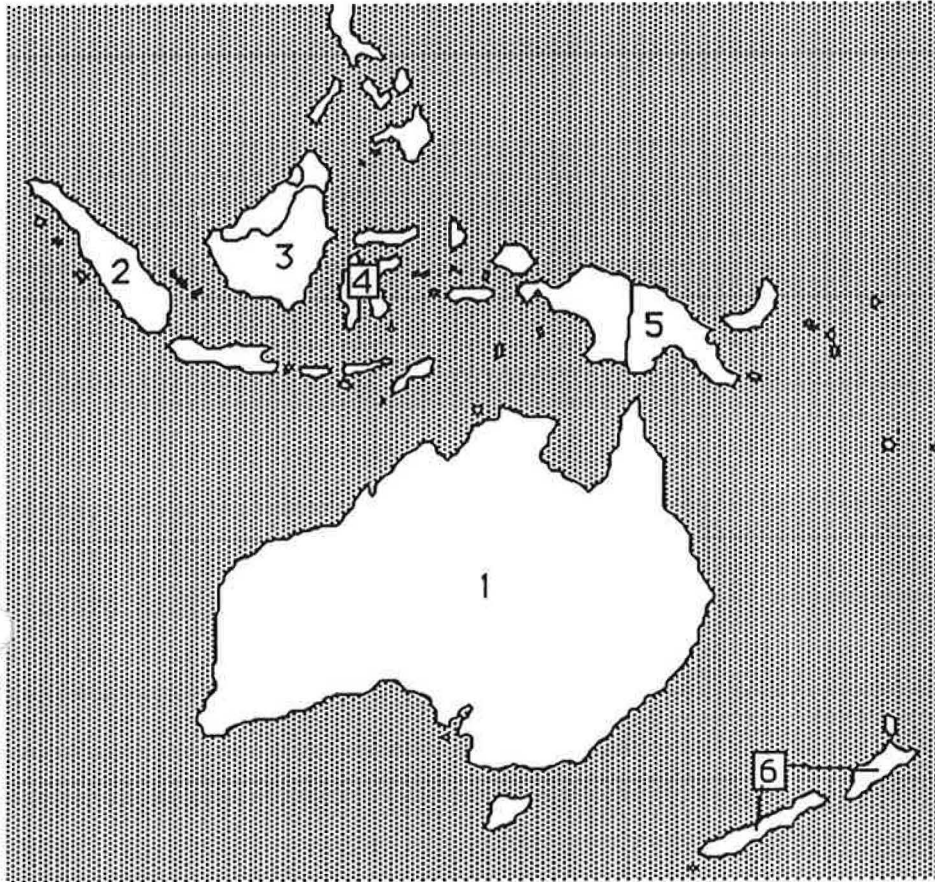2._____
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Name_____

Nova 1 2

Date __/__/__

Australia
and
Oceania
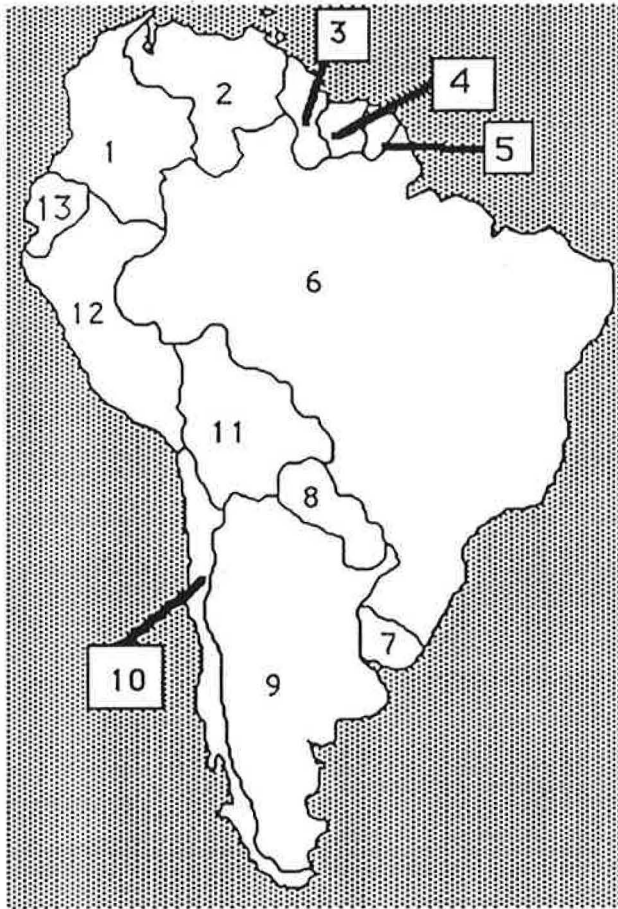
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6._____

Name_____

Nova 1 2

Date __/__/__

South America

South America
Argentina
Bolivia
Brazil
Chile
Colombia
Ecuador
Guiana
Guyana
Paraguay
Peru
Suriname
Uruguay
Venezuela

1._____

2._____

3._____

4._____

5._____

6._____

7._____

8._____

9._____

10._____

11._____

12._____

13._____

WORLD TEST

1. A) Iceland B) Great Britain C) Finland D) Greenland E) Nova Scotia
2. A) Iceland B) Scotland C) Ireland D) Sweden E) Norway
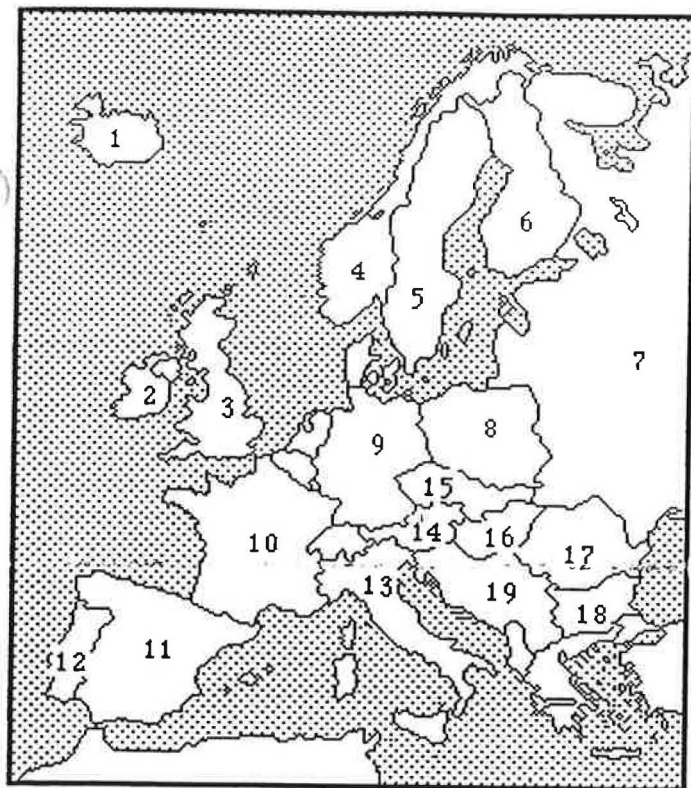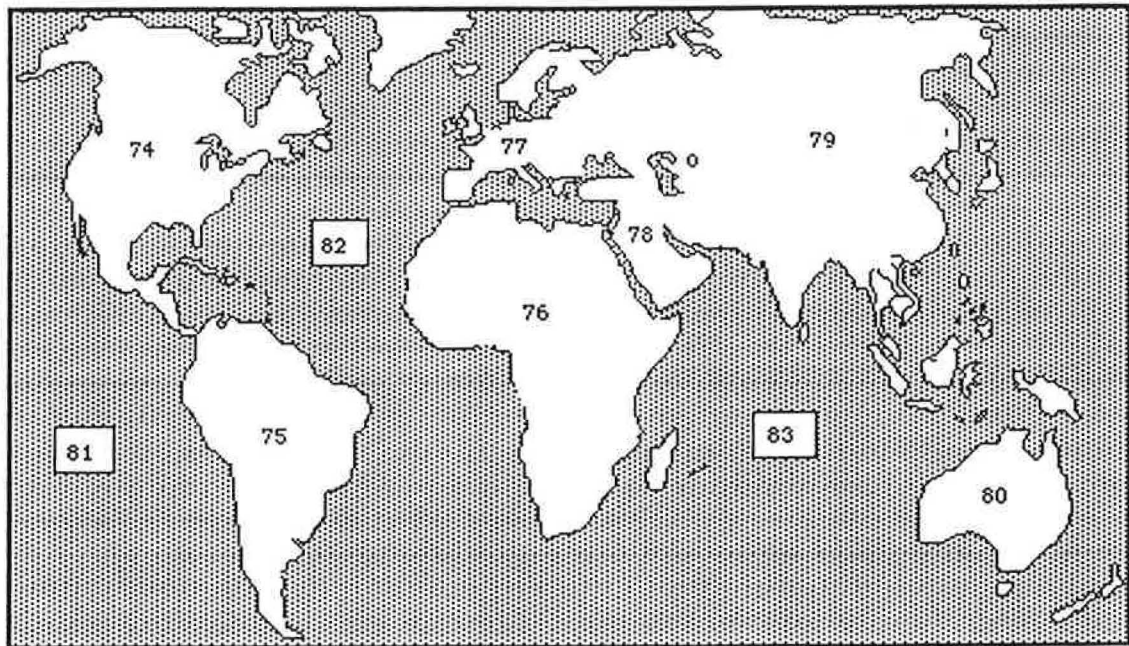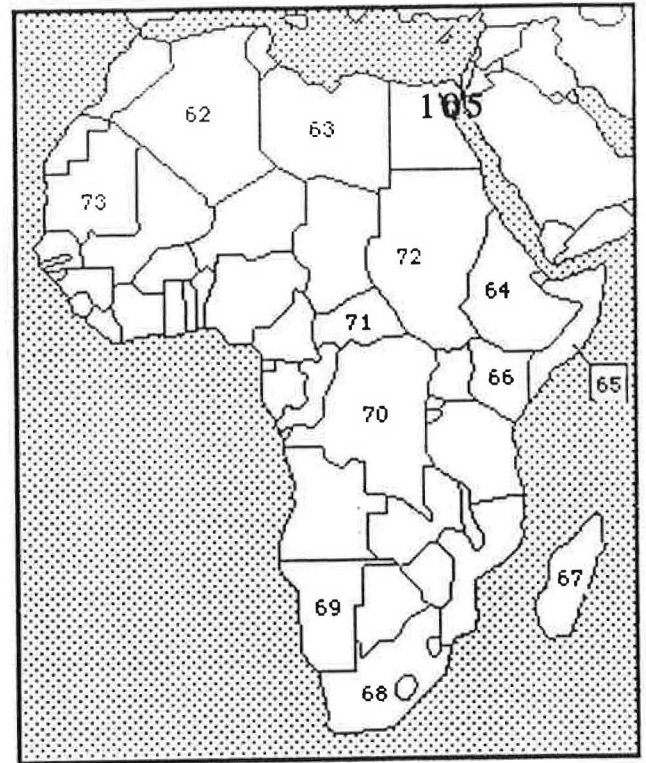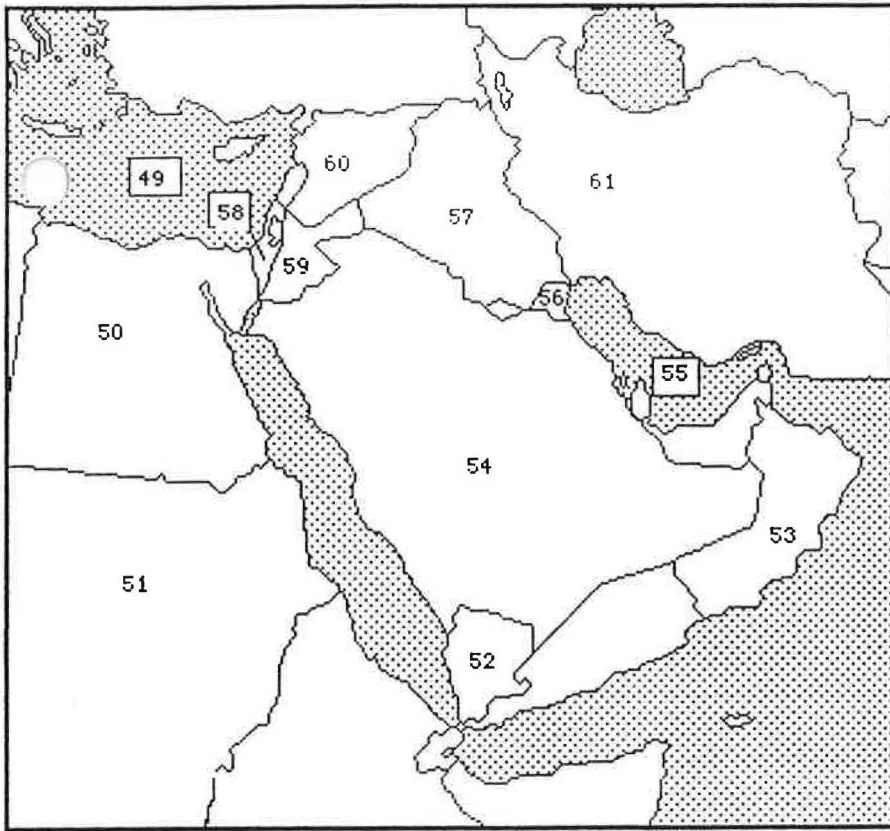3. A) Scotland B) Great Britain C) Finland D) Sweden E) Norway
4. A) Sweden B) Norway C) Finland D) Great Britain E) Ireland
5. A) Sweden B) Norway C) Finland D) Great Britain E) Ireland
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7. A) Yugoslavia B) Poland C) U.S.S.R D) Romania E) Turkey
8. A) Germany B) France C) Spain D) Poland E) Italy
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12. A) Czechoslovakia B) Hungary C) Italy D) Austria E) Portugal
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17. A) Bulgaria B) Romania C) Czechoslovakia D) Greece E) Yugoslavia
18. A) Bulgaria B) Romania C) Czechoslovakia D) Greece E) Yugoslavia
19. A) Bulgaria B) Romania C) Czechoslovakia D) Greece E) Yugoslavia
20. A) Canada B) Greenland C) United States D) Mexico E) Alaska
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23. A) Canada B) Greenland C) United States D) Mexico E) Alaska
24. A) Canada B) Greenland C) United States D) Mexico E) Alaska
25. A) Haiti B) Dominican Republic C) Cuba D) Bahama Islands E) Hawaii
26. A) Uruguay B) Brazil C) Argentina D) Venezuela E) Colombia
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28. A) Uruguay B) Brazil C) Argentina D) Venezuela E) Colombia
29. A) Uruguay B) Brazil C) Argentina D) Venezuela E) Colombia
30. A) Uruguay B) Brazil C) Argentina D) Venezuela E) Colombia
31. A) Paraguay B) Chile C) Bolivia D) Ecuador E) Peru
32. A) Paraguay B) Chile C) Bolivia D) Ecuador E) Peru
33. A) Paraguay B) Chile C) Bolivia D) Ecuador E) Peru
34. A) Paraguay B) Chile C) Bolivia D) Ecuador E) Peru
35. A) Paraguay B) Chile C) Bolivia D) Ecuador E) Peru
36. A) Borneo B) Sumatra C) Burma D) Thailand E) India
37. A) Borneo B) Sumatra C) Burma D) Thailand E) India
38. A) Borneo B) Sumatra C) Burma D) Thailand E) India
39. A) Borneo B) Sumatra C) Burma D) Thailand E) India
40. A) Borneo B) Sumatra C) Burma D) Thailand E) India
41. A) Philippines B) Vietnam C) Cambodia D) Japan E) Taiwan

42. A) Philippines B) Vietnam C) Cambodia D) Japan E) Taiwan
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45. A) Philippines B) Vietnam C) Cambodia D) Japan   E) Taiwan
46. A) Japan B) Taiwan C) Korea D) China E) Mongolia
47. A) Japan B) Taiwan C) Korea D) China E) Mongolia
48. A) Japan B) Taiwan C) Korea D) China E) Mongolia
49. A) Red Sea B) Caspian Sea C) Mediterranean Sea D) Dead Sea E) Black Sea
50. A) Sudan B) Oman C) Yemen D) Egypt E) Saudi Arabia
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54. A) Sudan B) Oman C) Yemen D) Egypt E) Saudi Arabia
55. A) Red Sea B) Caspian Sea C) Mediterranean Sea D) Dead Sea E) Persian Gulf
56. A) Israel B) Kuwait C) Iraq D) Jordan E) Syria
57. A) Israel B) Kuwait C) Iraq D) Jordan E) Syria
58. A) Israel B) Kuwait C) Iraq D) Jordan E) Syria
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60. A) Israel B) Kuwait C) Iraq D) Jordan E) Syria
61. A) Turkey B) Iraq C) Iran D) Afghanistan E) Pakistan
62. A) Libya B) Kenya C) Somalia D) Ethiopia E) Algeria
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72. A) Madagascar B) Zaire C) Namibia D) Sudan E) Mauritania
73. A) Madagascar B) Zaire C) Namibia D) Sudan E) Mauritania
74. A) South America B) Africa C) Australia D) Middle East E) North America
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76. A) South America B) Africa C) Australia D) Middle East E) North America
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78. A) Asia B) Europe C) Middle East D) Australia E) Africa
79. A) Asia B) Europe C) Middle East D) Australia E) Africa
80. A) Asia B) Europe C) Middle East D) Australia E) Africa
81. A) Atlantic Ocean B) Pacific Ocean C) Indian Ocean D) Arctic Ocean
82. A) Atlantic Ocean B) Pacific Ocean C) Indian Ocean D) Arctic Ocean
83. A) Atlantic Ocean B) Pacific Ocean C) Indian Ocean D) Arctic Ocean

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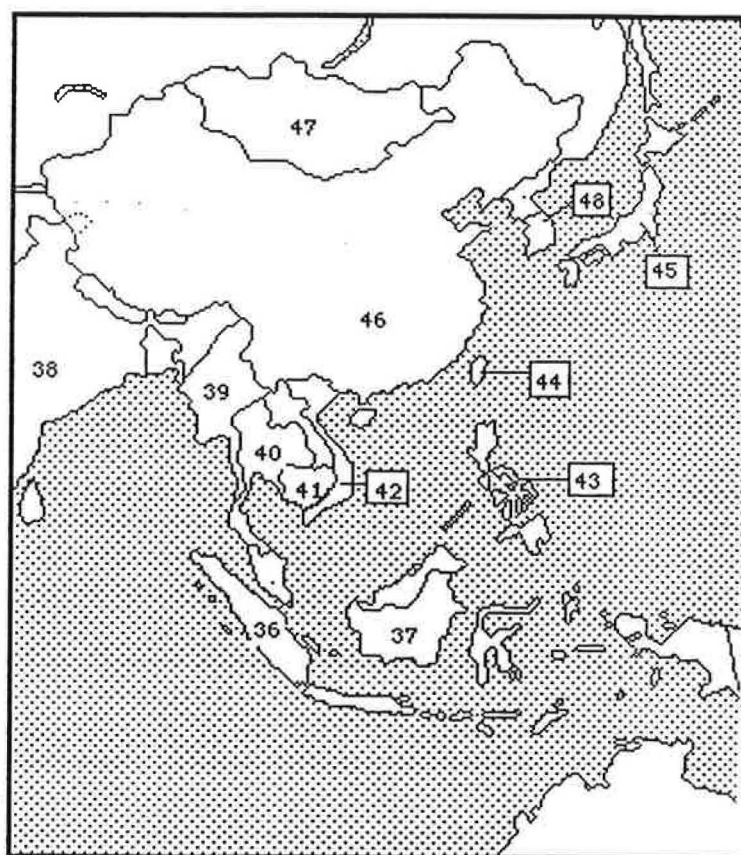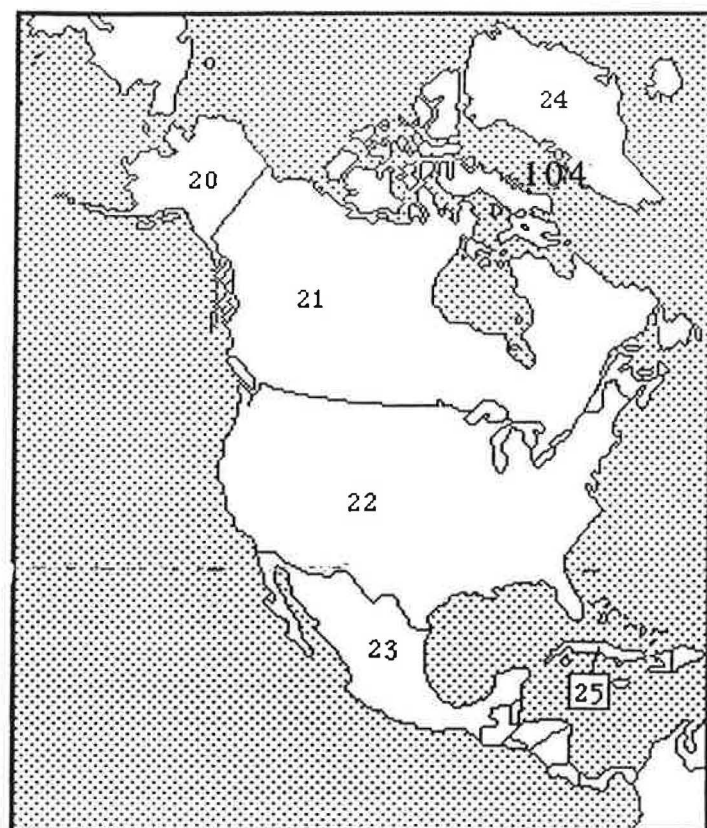
Waiting for the Rain

Multiple Choice. Place the letter of the correct   answer in the space provided on the answer sheet. Do not write on the test.

1. The major black character in the novel is
   A. Joseph   C. OomKoos
   B. Frikkie   D. Joseph

2. What is Frikkie's relationship to OomKoos?
   A. son   C. nephew
   B. adopted son   D. adopted son

3. In what country does this story take place?
   A. South Africa   C. Johannesburg
   B. Lesotho   D. Swaziland

4. Who is Tengo's sister?
   A. Sissie   C. Selina
   B. Tandi   D. Emma

5. What od the blacks on the farm call Frikkie?
   A. OomKoos   C. Sir
   B. Frederick   D. Kleinbas

6. At which type of art is Tengo quite accomplished?
   A. Sculpture   C. Pencil drawing
   B. Water color   D. Oil painting

7. Mrs. Miller sends Tengo
   A. clothes   C. Money for tuition
   B. pencils and paper   D. boxes of books

8. The Miller family lives in
   A. Cape Town   C. London
   B. the township   D. Johannesburg

9. All white males in this country spend _____years in military service.
   A. one   C. three
   B. two   D. four

10. Apartheid is an African word meaning
    A. segregation   C. equality for all
    B. integration   D. justice

11. The black students in the novel had a motto: " _____first; education after."
    A. Equality   C. Justice
    B. Liberation   D. War

12. Joseph was a
  A. Full-time student   C. Lawyer
  B. Boss-boy   D. ANC recruiter

13. Tengo hits Frikkie over the head with a
  A. gun   C. baseball bat
  B. board   D. metal bar

14. At the conclusion of the novel, Tengo
  A. Gave Frikkie his gun
  B. Gave Frikkie's gun to Joseph
  C. Hid Frikkkie's gun
  D. Threw Frikkie's gun in the garbage
  E. Kept Frikkie's gun

15. Tengo decided to
  A. Join the black activist movement
  B. Move to Morocco
  C. Give up his dream of an education
  D. Return to the farm
  E. Continue his education overseas if possible

True-False   Write True if the statement is true and False if it is not on the line provided on the answer sheet.

16. Frikkie and Tengo were childhood friends.
17. Ezekial was Tengo's father.
18. Emma was Tengo's girlfriend.
19. Tengo gave Frikkie a red clay elephant.
20. Kraal is a word meaning grasslands.
21. Nelson Mandela was a leader of the black movement.
22. Tant Sannie was Tengo's mother.
23. A veld is another word for field.
24. Reverend Gilbert befriended Tengo.
25. Tengo killed Frikkie accidentally.

Write a 50-100 word essay discussing the meaning of the title, _Waiting for the Rain_ on the back of the answer sheet.

Chapter V

Summary, Conclusions and Recommendations

Summary

The purpose of this project was to design and implement an interdisciplinary, technologically assisted curriculum for seventh grade students participating in the block classes at West Valley Junior High in Yakima, Washington. The review of the literature regarding this type of learning and teaching was very encouraging.

It was anticipated that the interdisciplinary units of this project would become part of the standard curriculum for all seventh grade students regardless of availability of technology.

Conclusions

Conclusions reached as a result of the implementation of these projects were:

1. Students take a very active, participatory role in their learning.

2. The emphasis of instruction is shifted from teacher to student in this type of learning.

3. Parents and students have been very supportive and encouraging about Project Nova.

4. Students enjoy working with the technology.

5. The administration considers the program a success as evidenced by the upcoming expansion of the program.

Recommendations

As a result of this project, and Project Nova as a whole, the following recommendations have been suggested:

1. Seventh grade block teachers at West Valley Junior High should receive inservice training on how to use interdisciplinary units in their classrooms.

2. All seventh grade teachers should work toward more interdisciplinarity across the curriculum.

3. Definitive measures should be taken to assess the effectiveness of this type of teaching and learning.

4. Definitive measures should be taken to assess students' attitudes toward this type of learning.

5. As soon as financially possible, all seventh grade students should have the opportunity to participate in a technologically assisted, interdisciplinary curriculum.

6. It is further recommended that any district considering the implementation of a technologically assisted, interdisciplinary curriculum review this study and visit Project Nova.

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