

TECHNOLOGY! COMPUTERS! READY OR NOT...!

An Independent Computer Research Project

TEACHER NOTES

Grade: 6 to 9

Subject: Technology

Group Size: Two or three students per team

Duration: Three weeks or longer, depending on computer availability and on type of class scheduling (regular or block)

Skills: Research, group interaction, group responsibility, creativity, organization, oral presentation, utilizing, computer technology including multimedia presentations and use of Internet sites

This lesson is a work-intensive Science and English interdisciplinary project that will require a significant amount of research and computer lab time to complete. It can constitute a large percentage of each student's grade for the marking period.

OBJECTIVES:

Upon completion of this lesson, students should be able to:

- Research a topic using multiple sources
- Gather, evaluate and organize information
- Correctly site sources and use a working bibliography
- Write a summary of findings using well-developed paragraphs
- Use current technology to present their information as a slide show, brochure or newsletter
- Download and correctly cite spreadsheets, graphs, clip art, graphics and original art for use in a document

MATERIALS:

- Research materials including books, periodicals, CD ROM's, newspapers and the Internet
- Additional Resources section of this manual for suggested resources including websites
- Project Development Sheet
- A rubric for evaluating the project (a sample Rubric for a Slide Show is included in this lesson but you will have to create your own for other formats)
- Computers (at least one for every two or three students)
- Working Bibliography sheets for citing sources

PROCEDURES:

- Create a rubric for each of the presentation format options. (A sample rubric for a slide show is included with this lesson.) Among the evaluation criteria that should be included in the rubric are:

1. Information is accurate and complete
2. At least three different sources of information, including an Internet source, are properly cited in a bibliography
3. Careful note-taking is evident
4. Good use was made of the time allotted in the computer lab and in the media center
5. Sketches (storyboards or outlines of brochures or newsletters) were prepared
6. Product presentation is attractive, effective and informative
7. Oral presentation was effective and all team members contributed equally

Administering the Project

- Divide students into research teams to collaborate on the product and presentation
- Assign or allow students to choose topics on an aspect of the biology, behavior or conservation of wolves or other canid species such as the coyote, fox, dingo, dhole, or African wild dog.
- Provide computer technology demonstrations and written instructions for creating a slide show, a newsletter and a brochure on the computer.
- Allow at least a week for students to gather information from books, periodicals and the Internet. Instruct students to take notes and cite sources in a bibliography to be included in the project.
- Have each team fill out the “Project Description” sheet, get it signed by a parent or guardian and return it to you.
- Review the rubrics you will be using to grade their projects.
- At the conclusion of the allotted computer working sessions, have students present their projects to the class. (Brochures and newsletters can be photocopied for sharing with the class.)
- Grade the students according to the rubrics you created.

Project Description

Student name: _____

Partners' names: _____

Topic Species: _____

Presentation Method: _____

Brochure _____

Slide Show _____

Newsletter _____

Parent Signature: _____

The evaluation of this project will be based on students completing the required research, including the appropriate citations for sources, preparing a presentation based on their research and remaining on-task during preparation.

RUBRIC FOR A SLIDE SHOW

FOR A GRADE OF B (the standard)

- Commitment to working cooperatively with a partner
- Minimum of eight slides
- At least three pieces of information related to the wild canid of choice
- Evidence of understanding the biological information
- At least 20 lines of poetry a “narrative” poem or several short poems incorporated into the presentation (if you chose to assign this activity)
- At least four figures of speech (one metaphor, one simile, one personification, one alliteration or assonance)
- At least three illustrations, one of which must be an original drawing
- Evidence of careful word choice, thoughtful arrangement and format
- A clear, coherent and accurate oral presentation by each partner

FOR A GRADE OF A

- **The work significantly exceeds the requirements listed above**

FOR A GRADE OF C

- Lack of commitment to working cooperatively with a partner
- Does not meet some of the standards listed above for a B
- Inconsistencies in content and/or errors in formatting and presentation
- Some lack of clarity, coherence, or accuracy in presentation

FOR A GRADE OF D

- Frequent lack of commitment to working cooperatively with partners
- The work does not meet many of the requirements listed above for a B
- There are serious inconsistencies in content and multiple errors in formatting and presentation
- Major lack of clarity, coherence and/or accuracy in presentation

FOR A GRADE OF F (TEACHER CONFERENCE REQUESTED)

- Project incomplete or no work demonstrated

WORKING BIBLIOGRAPHY

Name(s) _____

Fill in the information about the sources used. This working bibliography demonstrates that you used a minimum of three sources and three different types of reference materials. Example: You could use one magazine, one book and one website on the Internet. You must use one Internet source. See the attached list for suggestions.

Resource #1

Type of Reference: Magazine _____ Book _____ Encyclopedia _____
Newspaper _____ CD-ROM _____ Internet _____
Other _____

Title: _____
Author(s): _____
Editor(s): _____
Volume: _____
Publisher: _____
Date of Publication: _____
Place of Publication: _____
Manufacturer (CD-ROM): _____
Page Numbers Used: _____
URL (Internet Address): _____

Resource #2

Type of Reference: Magazine _____ Book _____ Encyclopedia _____
Newspaper _____ CD-ROM _____ Internet _____
Other _____

Title: _____
Author(s): _____
Editor(s): _____
Volume: _____
Publisher: _____
Date of Publication: _____
Place of Publication: _____
Manufacturer (CD-ROM): _____
Page Numbers Used: _____
URL (Internet Address): _____

Resource #3

Type of Reference: Magazine _____ Book _____ Encyclopedia _____
Newspaper _____ CD-ROM _____ Internet _____
Other _____

Title: _____
Author(s): _____
Editor(s): _____
Volume: _____
Publisher: _____
Date of Publication: _____
Place of Publication: _____
Manufacturer (CD-ROM): _____
Page Numbers Used: _____
URL (Internet Address): _____

Resource #4

Type of Reference: Magazine _____ Book _____ Encyclopedia _____
Newspaper _____ CD-ROM _____ Internet _____
Other _____

Title: _____
Author(s): _____
Editor(s): _____
Volume: _____
Publisher: _____
Date of Publication: _____
Place of Publication: _____
Manufacturer (CD-ROM): _____
Page Numbers Used: _____
URL (Internet Address): _____

Resource #5

Type of Reference: Magazine _____ Book _____ Encyclopedia _____
Newspaper _____ CD-ROM _____ Internet _____
Other _____

Title: _____
Author(s): _____
Editor(s): _____
Volume: _____
Publisher: _____
Date of Publication: _____
Place of Publication: _____
Manufacturer (CD-ROM): _____
Page Numbers Used: _____
URL (Internet Address): _____

Resource #6

Type of Reference: Magazine _____ Book _____ Encyclopedia _____
Newspaper _____ CD-ROM _____ Internet _____
Other _____

Title: _____
Author(s): _____
Editor(s): _____
Volume: _____
Publisher: _____
Date of Publication: _____
Place of Publication: _____
Manufacturer (CD-ROM): _____
Page Numbers Used: _____
URL (Internet Address): _____