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ABSTRACT

This paper describes a computer integration project implemented with two sixth-grade social studies classes. First it outlines and discusses the following goals: (1) integrate technology meaningfully into the classroom setting; (2) supplement the existing social studies curriculum; (3) enable students to learn to use computers responsibly; and (4) provide students with opportunities to gain computer skills. Next, the planning phases are discussed, which include: (1) looking at the curriculum requirements and deciding on the subject matter; (2) selecting which technology to use, and (3) developing the project. Four lesson plans are then presented: (1) "Teaching Responsible Computing"; (2) "Teaching the World Wide Web"; (3) "Teaching HyperStudio"; and (4) "Completing the HyperStudio Stacks." Presentation and assessment requirements are also provided, as well as tips to help such projects run smoothly. Appended are reproductions of student work; the Web Page, and supporting documents. (AEF)

Meaningful Integration of Technology into the Middle School Social Studies Classroom

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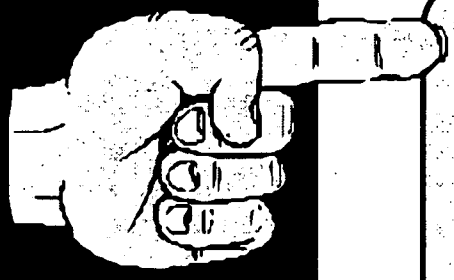
Introduction



What is Meaningful Integration?
Using the classroom computer to supplement content learning in a way that no other learning tool could accomplish. In other words, taking full advantage of the computer's unique capabilities to enhance the learning of course content.

Abstract of this Project:

1. Taught to two sixth-grade social studies classes of 23 students each
2. Taught in computer lab with 12 Power Macintoshes
3. Project duration: 7 weeks, 2 days/week, 45 minutes/lesson
4. Students work together in groups of two or three
5. Students research a Middle East country using a Web site I created as a launching point and a guide.
6. Students synthesize this information into a HyperStudio stack

Preface

Preface

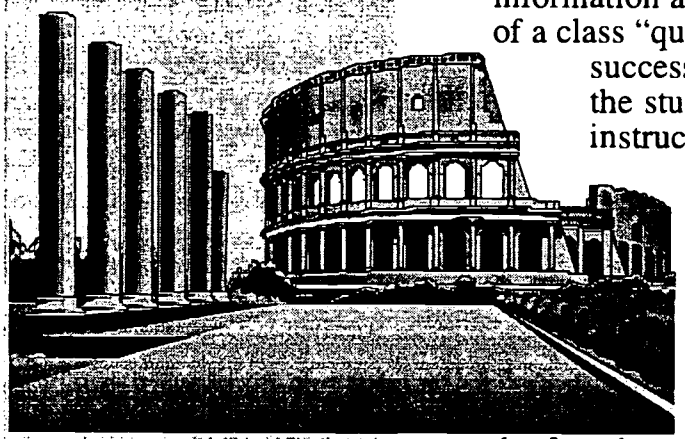
How Computers are Underused in the Classroom

The classroom computing I have observed has been less than inspiring. Too often, classroom teachers fail to use computers to their fullest potential. In many classrooms, teachers use the computer as a management tool: students are allowed to use the computer as a reward for good behavior or for finishing their work early. Often, these computers are so outdated that students fail to gain any practical experience with modern applications or operating systems. Some teachers allow students to play instructionally relevant games or explore educational CD-ROMs; however, these activities are not part of any cohesive unit of study. This type of unstructured learning will quickly be forgotten by most students. Many teachers use word processing applications to write lesson plans or tests, or they use spreadsheets to keep gradebooks. While these uses increased teachers' personal productivity, they fail to involve students and do not address any curricula or instructional objectives.

Misuse of the World Wide Web

The closest thing I observed to using technology as part of the curriculum and not just as an add-on enrichment activity was a lesson in which the teacher had students engage in a "scavenger hunt" for information on a World Wide Web site. The teacher did well to inspect the site ahead of time, and he constructed a worksheet for students to fill in when they found the information. This lesson, however, had several inherent problems. First of all, while the teacher attempted to integrate classroom curriculum by having students hunt for relevant information, he failed to discuss their findings or to connect this information to any further study. In other words, students merely wrote down the information and were expected to process it. Second, the teacher failed to instruct students in proper internet etiquette or usage. Without any proper guidance, students were distracted by the myriad options available on the WWW, and many became off-task. Finally, the teacher failed to follow up this technology lesson with any others, so any skills the students may have gained were not reinforced. While this lesson was a noble attempt to integrate technology into the curriculum, it failed to be much more than a chance for the students to play with the computers. Students used computers, but not in meaningful ways.

A Glimpse at Meaningful Integration



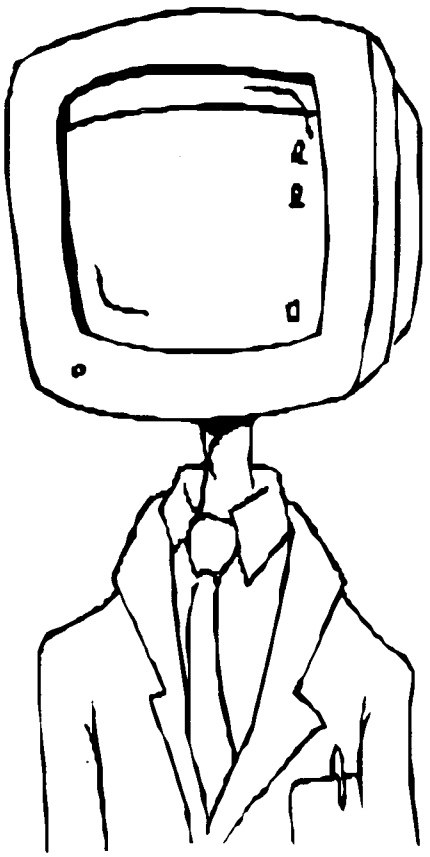
In my student-teaching, I began to see the potential of the classroom computer. Through collaboration with my cooperating instructor, I managed to design and teach one technology-related lesson as part of an instructional unit on Ancient Roman Civilization. The lesson used a CD-ROM called *Ancient Lands*, and I asked students to write and draw categories of information about Ancient Rome for the construction of a class "quilt" of information. The lesson was successful from an instructional standpoint: the students gained knowledge from this instructional tool that they could not have gained from a traditional information sources. Students could play interactive games, view video clips, and hear recorded information, in addition to reading and viewing pictures. However, this lesson failed to involve students directly with the computer. Due to time constraints and the fact that we only had one computer in the classroom, I decided to only allow students to view the CD-ROM while I piloted the computer. While they *were* learning information, students were not able to develop any computer skills of their own. Furthermore, while they *were* creating via the class quilt, none of this creativity ocurred on-line. With this lesson, I began to see the potential power of a computer as an instructional tool, but I still needed to overcome some flaws in the plan.

How I got Involved in Meaningful Integration

With this new hope, I decided to enter the Technology Infusion Program (TIP) at the University of Virginia's Curry School of Education. It seemed like a good idea: while other computer courses I had taken taught me how to use computers, this one strove to teach me how to use computers in the classroom. I consulted my cooperating instructor at the end of my student-teaching placement, and she agreed to volunteer her time and her students to help me with this project. Throughout the project, she was very cooperative and generous with her instructional time. Thankfully, she shared my vision for computers in the classroom: like me, she used the computer herself, but she was a bit skeptical of how to use it meaningfully with her students. But, under the guidance of the TIP, we were both willing to give meaningful integration a try.

Meaningful Integration is something all Teachers can use

My hope is that other middle school social studies teachers, by reading this report, will begin to see the potential the classroom computer has for enhancing students' learning of social studies content. By constructing projects like this one, social studies teachers can take full advantage of the computer as a unique and effective learning tool. Furthermore, they can enrich students' knowledge and understanding of social studies curriculum. With a well constructed technology project, students will have fun, develop practical skills, and learn social studies at the same time.



Goals:

1. Meaningful Integration
2. Supplement the Curriculum
3. Responsible Computing
4. Gain Computer Skills

Goals

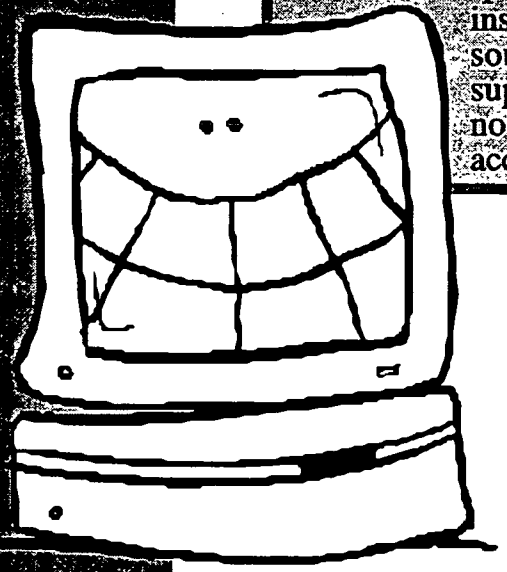
The need for clear objectives

As with any lesson or instructional unit, clear and concrete goals must be set before undertaking a technology project. When developing this project, I devised four main goals which are necessary for the success of any technology project in the middle school social studies classroom. Major concepts, such as meaningful integration, integrating technology with content curriculum, and computer skill development were adapted from Mark and Cindy Grabe's book *Integrating Technology for Meaningful Learning* (1998).

Computers are Unique: take advantage of this

1. Meaningful integration of technology into the classroom setting

Computers are different from books, filmstrips, newspapers, movies, or any other material used in classroom instruction. However, as was stated in the *Preface*, computers are often misused by teachers who fail to take advantage of this uniqueness. Thus, the primary goal of this project was to devise a way to harness the power of the computer as a unique instructional tool. That is, it sought to use the computer to supplement learning in ways in which no other learning tool could accomplish.



Classroom computing must reinforce course content

Students like computers, harness this affinity into learning

2. Supplement the existing social studies curriculum

Secondly, this project attempted to weave relevant content areas into a technology project. This is a crucial connection to make: in order to have meaningful integration, the teacher must incorporate curriculum content into computer instruction. Technology should not be used only for technology's sake; in order to accomplish instructional objectives and to meet curriculum requirements, computer instruction must integrate content areas. In this case, the project attempted to supplement an instructional unit on the Middle East that was being covered in the regular sixth-grade social studies class.

Furthermore, when teachers successfully integrate computers into content areas, students are able to make connections to course content and are more apt to use computers for learning purposes. Once they begin to use computers as tools for learning, students become more productive, creative, and on-task while on-line. When this occurs, students begin to supplement and enrich their knowledge and understanding of the curriculum content.

Students seem to naturally enjoy working with computers; the teacher's task, then, is to devise content-relevant and meaningful technology projects which take advantage of the students' natural affinity toward computers and channel it towards learning. It is important that teachers do not inhibit this natural enthusiasm by forcing students to do boring and tedious computer assignments. This is the teacher's responsibility when using any instructional tool: to make instruction relevant, meaningful, and motivating.

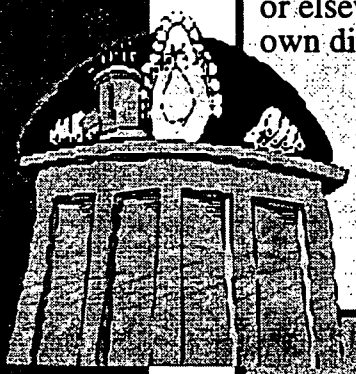
Responsible computing = increased productivity

When using the Web, students should know the law!

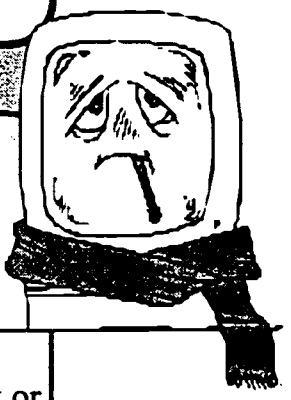
Students must learn to be kind to computers.

3. Enable students to learn to use computers responsibly

Before any effective classroom computing can take place, students must learn how to use the computer responsibly. This project sought to introduce them to the basics of responsible computing in three separate areas: following copyright law, respecting hardware, software, and files, and ethical use of the internet, and it hoped to make clear the consequences for any illicit actions. As responsible users, students are more productive, efficient, and ethical while on-line.



• *Copyright law*: Even though the idea of fair use exempts most student projects from copyright scrutiny, students must learn from an early age that information, ideas, or images found on the internet or elsewhere are not free for them to use at their own discretion. Therefore, teachers must educate students as to when and how they can use the work of others. Students must learn that a failure to follow these laws is tantamount to stealing. If teachers strive to teach values, they have an obligation to follow these laws in their own work and to expect their students to do the same.



• *Treat files (your own or those of others), software, and hardware with respect:* Classroom computers are shared by students and teachers throughout the school, and they are delicate and expensive machines; therefore, we must teach students to treat the computer with respect. Students must also learn to respect the privacy and hard work of others by not looking at or tampering with their work, even if these files are saved on shared disks, hard drive, or servers. They must also learn that they should not tamper with software or operating systems, either physically or on-line. Finally, students must learn that they cannot physically damage any hardware or computer equipment: this misbehavior can range from pulling on the mouse to doing permanent damage to the computer itself.

Students must learn to avoid the dangers of the Web

3. Responsible computing, continued

• *Ethical and age-appropriate use of the internet:*

Finally, we must teach students how to be ethical internet users. This discussion must include the principles of copyright law mentioned earlier. In addition, students must learn to become critical consumers of information on the internet. This includes teaching students steps to take when they access questionable or inappropriate sites. This is as much the teacher's responsibility as the students'. Depending on the grade level or subject, the teacher must pre-screen web sites or at least closely monitor student web browsing. Clear limits must be set ahead of time as to the kind of information students may look at, and students should be informed about actions to take if they have any doubt as to the appropriateness of a web site they may come across. Also, while teachers should not use scare tactics, they have a responsibility to make students aware of the predatory element which exists on the internet. Students should understand that some people on the internet may engage in illegal, inappropriate, and destructive behaviors, and students should be informed of the choices available and consequences that may occur.

This goal must be secondary to content needs

4. Provide students with opportunities to gain computer skills

At first glance, this may seem like the most important objective of any classroom computing. However, computer instruction is ineffective if it is not integrated in a meaningful way, if it does not supplement the content area curriculum, and if students do not learn to use the computer responsibly. The learning of skills naturally follows from these other three objectives. That being said, a large percentage of time spent on-line is spent in skill development, and this development is important in its own right. In order to function in today's society, students must learn how to use computers to access or produce various forms of information. For many students, the only chance they will have to develop these skills is in school. Therefore, this project sought to enable students to be more capable participants in the information age by teaching them computer skills within the context of social studies instruction. Skills learned within a context, and not in isolation, allow students to make connections and better retain knowledge.

Planning

1. Content area choices
2. Technology Choices
3. Developing the Project

Planning

Set goals ahead of time

With these four goals in mind, the next step for a social studies technology project is to match these goals with the curriculum, the available technology, and the student population.

Goals:
- Meaningful Integration
- Supplement the curriculum
- Responsible computing
- Computer skills

Classroom time is precious: use computer time to enrich the content areas

1. Content Area choices

The first step for planning a social studies technology project is to look at the curriculum requirements. These requirements may come in the form of state standards, county standards, or district-wide curriculum maps. Also, the teacher must think about what subject might be conducive to technology exploration. Teachers may find that they can create more relevant and interesting technology projects for certain topics more than others; this choice may also depend on available software or access to information on the Web.

This project was conducted as part of an instructional unit on Middle Eastern and Islamic Civilization, as required by Albemarle County Curriculum Standards. The timing of the project coincided with the instruction of this particular unit, and the topic seemed conducive to technology exploration.

Choose technology which matches the content

The World Wide Web is a great resource for Social Studies

HyperStudio allows students to create interactive, multimedia projects

2. Technology Choices

Having decided on the subject matter for the project, the next step is to decide what technologies to use. The teacher must find out what hardware, software, and supplements are available for students to use, and what type of access the school has to the internet. The teacher must also decide whether the project will take place in the classroom or, if available, in the computer lab. This particular project requires access to the Web, HyperStudio software, and access to a computer lab so students can work on individual or group projects.

The World Wide Web, with its endless resources, is an excellent source of information for any social studies technology project. It contains vast amounts of information about world cultures, so it is particularly useful for a project relating to a specific culture like this one. As Grabe and Grabe (1998) write, the Web can be used for meaningful learning: "Using Web resources in the investigation of complex problems is a good way to integrate the use of technology into nearly any content area and a way to take on challenges that students can attack collaboratively" (p. 215). In this project, students imagined that they were journalists working for a travel magazine, and they were to find out information about a country in the Middle East using the Web. To give students structure, I specified what kind of information they should look for. To correspond with the Albemarle County Curriculum Standards, this information fit into four major categories: daily life, religion and holidays, life for kids, and geography and weather.

Aside from just doing research, it is essential that students process the information they found. With the technology we had available, students could easily produce some exciting work using the information gleaned from the Web. I considered the possibility of using Clarisworks: with this easy-to-learn application, students could do desktop publishing or produce a slide show. However, I decided to use Hyperstudio instead: I was attracted to its interactive and multimedia capabilities. Although it would be more difficult to learn for the students, Hyperstudio allows for more creativity and exploration of the content than Clarisworks. In this project, then, students would be doing research on the World Wide Web and using this information to produce a Hyperstudio stack.

Working out the details

3. Developing the Project

With the content area and technologies in place, the project can take shape. Before beginning the actual teaching, however, more details of the project need to be worked out. Rather than just tell the students to start doing research, the teacher must decide on ways to focus their searches. Furthermore, the teacher must focus the students' use of Hyperstudio in order to maximixe their limited time. Finally, issues of lab space and class size must be settled.

Finding Web sites about the Middle East at an appropriate reading level was difficult, but I managed to find several sites which covered most of the required information. For the remaining information, students can consult other sources, such as books or experts. This project also utilized a Web Quest, described below, to assist students in focusing their web use.

Web Quests

"A WebQuest is a document (usually prepared as a WWW page) consisting of (a) a brief introduction to a topic, (b) the description of an inquiry task related to the topic, (c) a set of primary WWW resources students can use in performing the task, and (d) a description of specific processes students should employ in performing the assigned task"

--From Grabe and Grabe (p. 218).

Hyperstudio has hundreds of functions and capabilities; therefore, the teacher must decide which of the functions students would be required to focus on. Due to time constraints, I decided to limit the project requirements to the functions most fundamental to successful use of Hyperstudio. In order to incorporate the writing of information, students would be required to use normal text and text objects (text boxes with scroll bars). Students would also be required to use buttons to connect each page, so that their projects would tap the interactive possibilities of Hyperstudio.

To maximize artistry and design, I required students to use clip art, drawn objects, and an image scanned or taken off the Web (with appropriate documentation). Finally, in order to take advantage of at least one multimedia capability of Hyperstudio, I required students to use sound effects or sound recordings. I specified these guidelines as minimum requirements and allowed students to explore other functions as time permitted.

While it seemed like quite a daunting task at first, I decided to undertake the project with two full classes of sixth-grade students. With this in mind, I quickly realized that lab space and lab time were issues we needed to confront. Each class had over 20 students, but the lab only had 12 computers for students to use; therefore, students had to work in cooperative teams. Because of lab time limitations (the lab was shared by the entire school), each class would be limited to 90 minutes of lab time per week over the seven week duration of the project.

With the content, technology, and logistics in place, the project takes its final appearance. Teams of students would conduct research on a Middle East country using the World Wide Web; in order to focus their study, students used links provided on my Web site to conduct the bulk of their research. Students would record this information using pencil and paper. Finally, using the information they found, students would create Hyperstudio stacks containing the required functions and categories of information.

Lessons:

1. Teaching Responsible Computing
2. Teaching the World Wide Web
3. Teaching HyperStudio
4. Completing the HyperStudio Stacks
5. Presentations
6. Assessment

Lessons

Lesson 1: Teaching Responsible Computing

Objectives:
1. Students will discuss and learn the rules governing their use of computers.
2. Students will review hypothetical scenarios to determine compliance or defiance of classroom computing rules.

Materials:
List of school or district classroom computing rules

Duration: 1 day, 30 minute lesson

Procedure:

1. Teacher initiates discussion on rules about computers: why do we need to have rules for using computers? How do these rules help us? What do you think some rules might be at this school?

2. Teacher begins to read school rules for computer use. When each rule is read, students respond by putting the rule in their own words, and the teacher makes sure everyone understands what the rule means. Also, for each rule, the teacher asks students to give examples of how someone can break the rule. Finally, the class discusses what steps should be taken should the rule be accidentally broken.

3. The teacher and students discuss the consequences for breaking the rules.

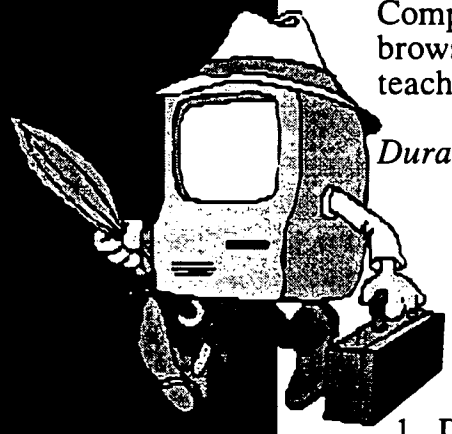
4. The teacher provides hypothetical examples of rule infractions and asks students what course of action should be taken by the student and the teacher.

Assessment:
1. Teacher observes for student understanding during the discussion.
2. Students will be expected to follow rules throughout the unit, and they should be reinforced later.

Lesson 2: Teaching the World Wide Web

Objectives:
1. Students will learn basic Web navigation skills.
2. Students will learn basic Web searching skills using Yahooligans.
3. Students will use Web Quest to complete required research about a Middle East Country.

Materials:
Computers with Netscape Navigator or similar browser, Web Quest or Bookmark File created by the teacher.



Duration: * 1 day, 45 minutes going over basics
*1 day 30 minutes going over Yahooligans,
*2-3 days, 45 minutes conducting research.

Procedure:

1. Day one: Teacher initiates a brief discussion about what the Web is and what it is used for; the length of this discussion will depend upon students' prior knowledge.

Students log onto computers and begin simple browsing. Topics covered: typing in URL's, using bookmarks, using navigation buttons (forward, back, etc.), using Go function.

2. Day 2: Students learn basics of searching using Yahooligans. Students learn to focus searching using headings and subheadings, as well as keyword searching. The relative benefits of both are discussed.

3. Days 3-5: Students are introduced to project requirements using the Web Quest, and they conduct Web research using paper and pencil to record information. Students should use pre-screened sites first, viewing others only with teacher approval.

Assessment:
1. Teacher observes for student understanding during navigation and searching exercises.
2. Students are required to compile information they find into HyperStudio Stacks.

Lesson 3: Teaching HyperStudio

Objectives:
1. Students will learn how to use the basic features of Hyperstudio.
2. Students will generate ideas for layout and design of their stacks.
3. Students will understand the exact requirements of the project before beginning their own stacks.

Materials:
Computers with HyperStudio, Teacher's computer hooked up to presentation device (either LCD, projector, or presenter, Checklist for students to use to fulfill project requirements, floppy disks

Duration: *2-3 days, 45 minutes each to learn basic features of HyperStudio and project requirements
*1 day, 30-45 minutes to storyboard projects with groups

Procedure:
1. Days 1-3: instruct students in the basic features of HyperStudio. Go through each feature step by step using the presenter so students can see what they are supposed to do.
*Topics covered on Day 1: draw tools, colors, backgrounds, adding new cards, moving between cards.
*Day 2: connect cards with buttons, edit buttons, add actions to buttons (sound effects).
*Day 3: Text objects vs. painted text, editing text; graphic objects vs. clip art, inserting and manipulating. Importing images from the Web and a review of copyright laws. Saving files on a disk.

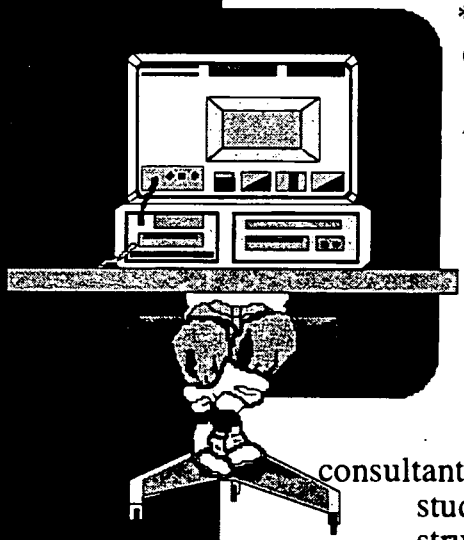
2. Day 4: Storyboarding. Teacher initiates discussion outside of the computer lab about possible ideas for organizing their stacks: trivia game, travel journal, newspaper or magazine article, virtual travel brochure are some ideas to present. Students meet with partners to map out layout of stacks while teacher rotates between groups to monitor.

Assessment:
1. Teacher informally assesses comprehension during tutorial session, observes understanding while students complete their stacks.

Lesson 4: Completing HyperStudio Stacks

Objectives:
1. Students will synthesize information about Middle East countries into a creative HyperStudio stack.
2. Students will use the interactive and multimedia capabilities of HyperStudio.

Materials: computers with HyperStudio and Web access, Checklist with project requirements, notes from Web research, storyboards, floppy disks



Duration:
*4-5 days, 45 minutes each day to complete stacks

Procedure:
1. Students should be given at least 4-5 class periods to complete their projects. During this phase, distribute a checklist with the required elements of the project so students can chart their own progress. This checklist will also serve as a rubric for assessing the completed stacks.
2. Teachers should act as technology consultants during this phase of the project: help students with HyperStudio features they are struggling with. They can give some creative advice, but students should be allowed to carry out their own creative visions to take ownership over their projects.
3. Allow students to explore other HyperStudio features once they complete the required elements.

Assessment:
1. Students are assessed based on the scoring rubric and presentations of their projects.
2. Teacher should monitor student progress to make sure students are addressing required elements first.

Presenting projects allows students to take ownership of their work

Presenting the HyperStudio Stacks:
Once completed, students should be given the opportunity to share their work with the rest of the class: this allows them to take pride in their accomplishment and to learn from each other's projects. It also serves as a means of assessment: the teacher and students can discuss and critique the projects, highlighting the positive aspects of each project and the areas where improvement can take place.

A checklist allows students to be familiar with the standards for assessment

Project Assessment:
1. Students are assessed based on their project's inclusion of all of the required elements on the rubric. This includes required categories of information and HyperStudio features.

2. Students present their projects to show what they have learned.

3. Students and teacher critique each project to assess its positive features and areas where it could be improved next time.

4. Students complete self-assessment sheet, deciding their own level of contribution to the group effort and what they learned about HyperStudio and the Middle East.

Final Advice...

Final Advice

Final Advice:

Based on my experiences, there are a few final tips I'd like to give you to help your project run more smoothly.

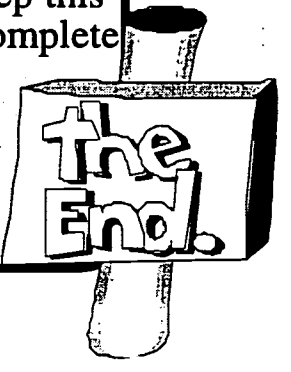
- *1. Expect Technology Glitches:* they will happen, and you must be prepared for them. Get students in the habit of saving their work frequently, and have backups of their work on hard drives, servers, or Zip disks.

- *2. Structure Helps:* the more handouts, guides, checklists, or rubrics you use, the more closely students will follow project guidelines. Also, consider creating templates for students to use.

- *3. Web Research must be focused and monitored:* you must find a way to focus students while they search the vast expanses of the Web. A Web Quest works very well, but storing a Bookmark file on each machine is a much simpler way to accomplish the same goal.

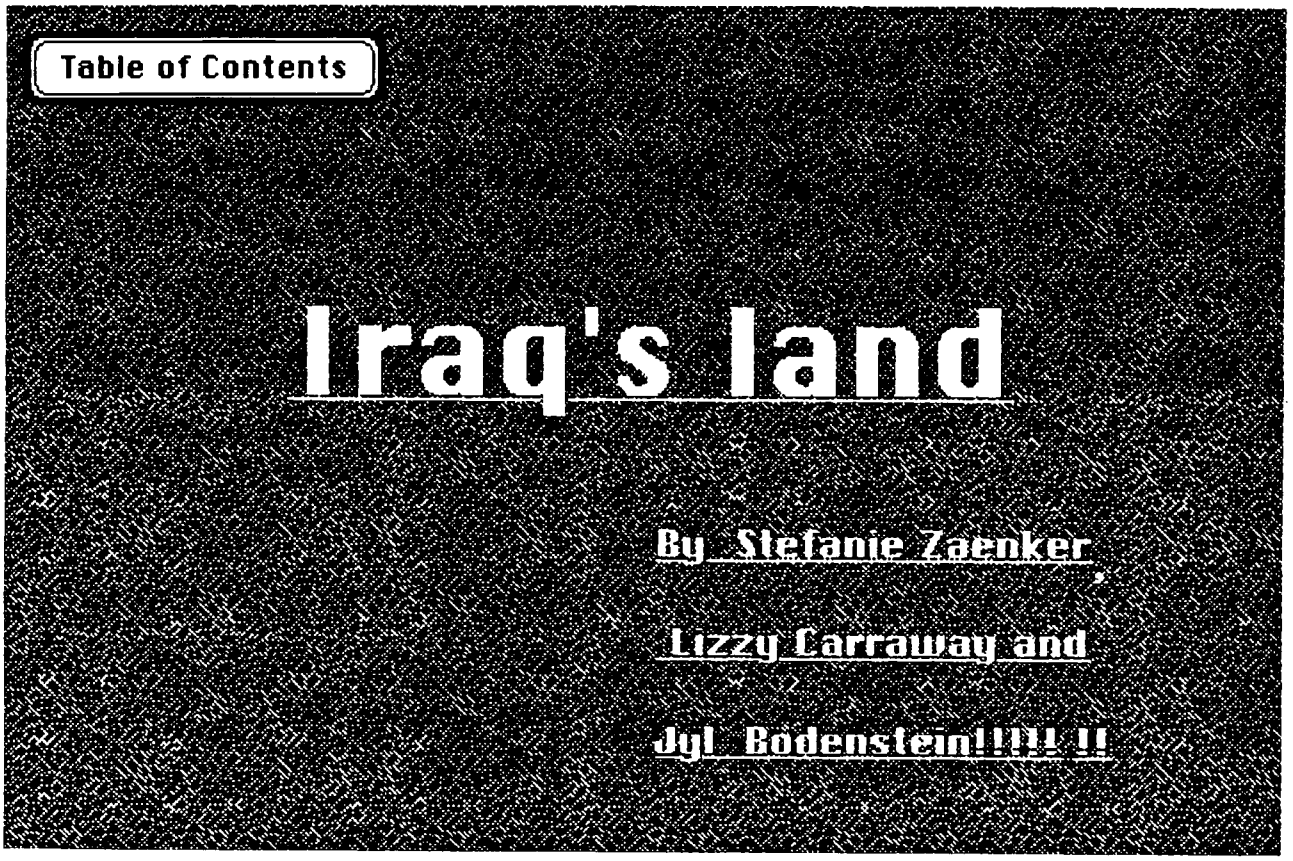
- *4. Think content first, computers second:* When creating a technology project, this is the most important thing to remember. If the project is not meeting curriculum requirements, then don't do it.

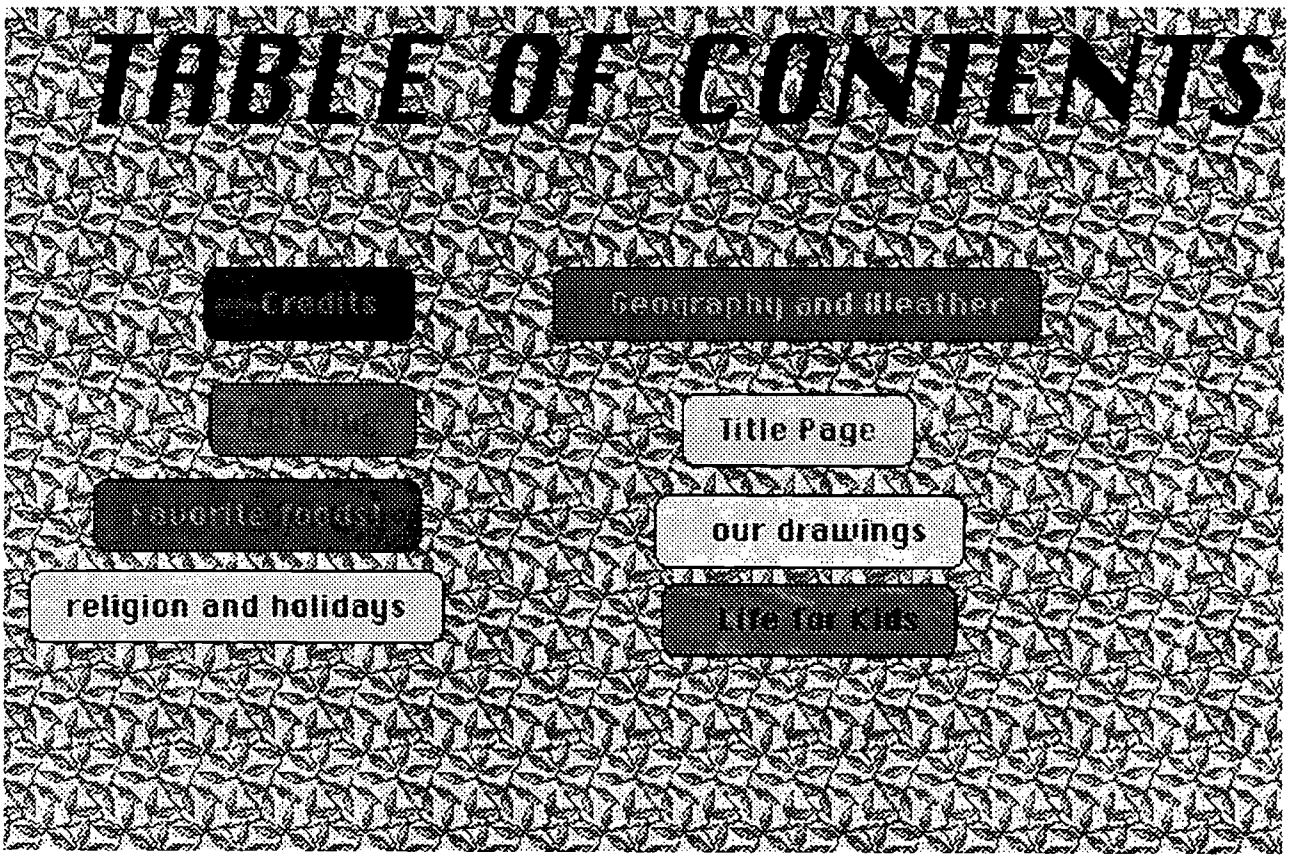
- *5. Each time it will get easier:* Keep this in mind when asking students to complete their first technology projects. Each time, you will have to spend less time learning the computer stuff, and more time enriching the content.

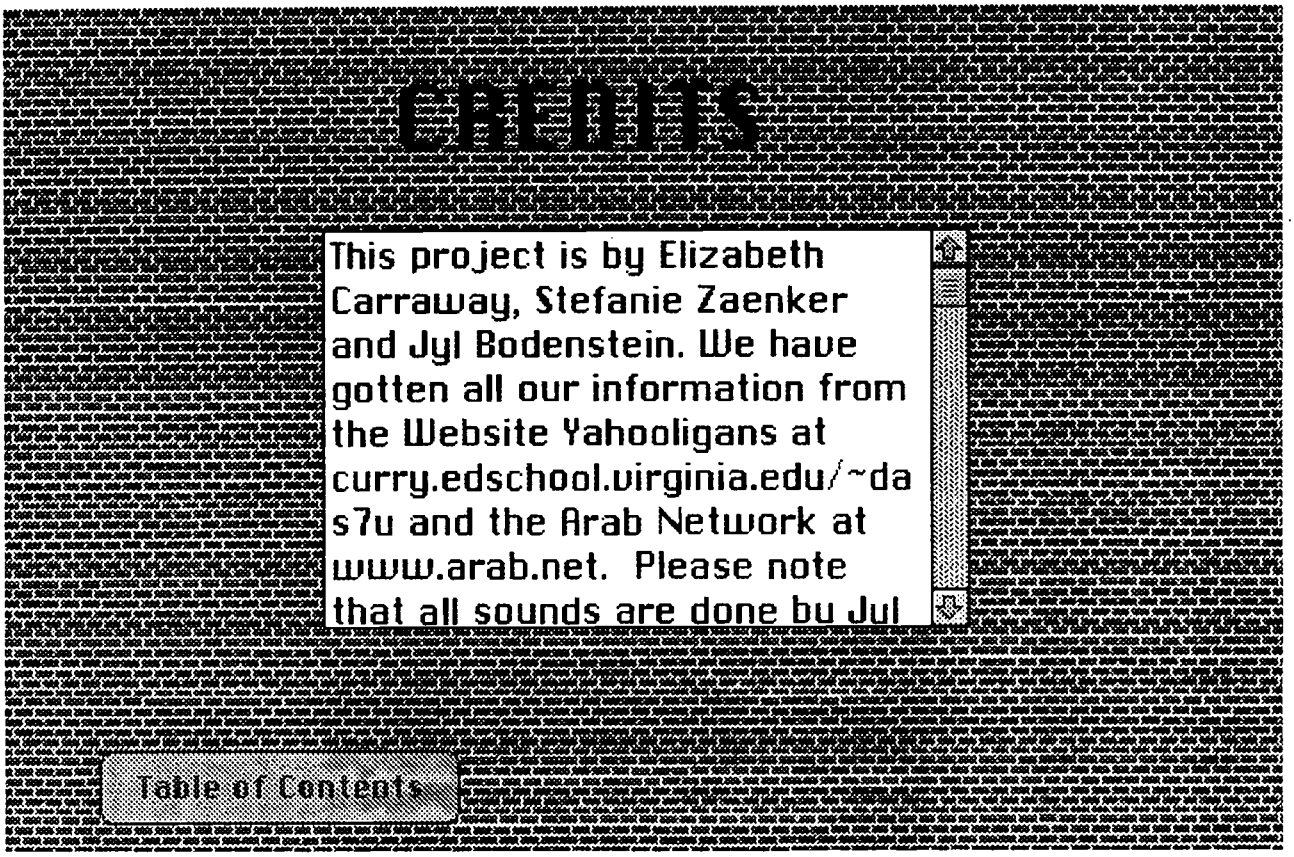


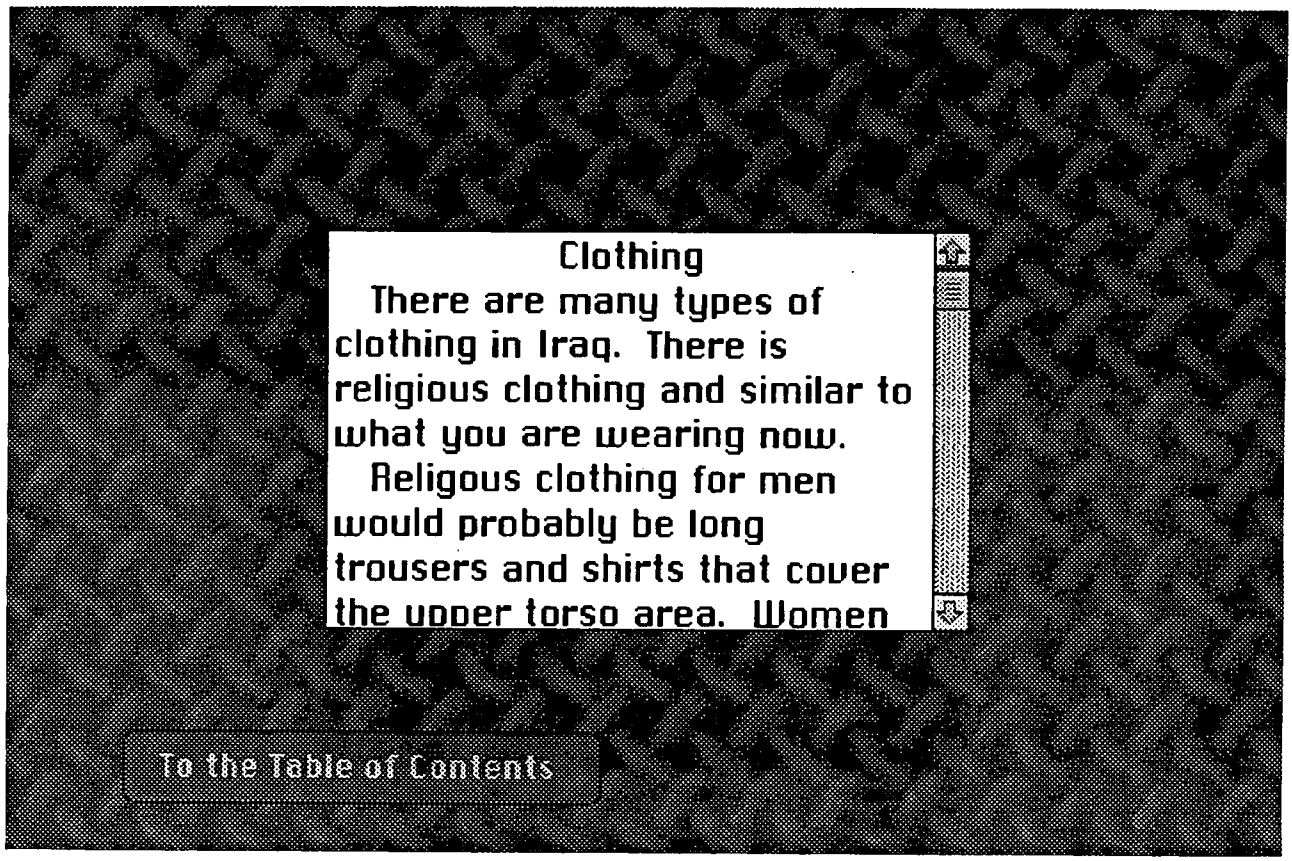
Appendix:

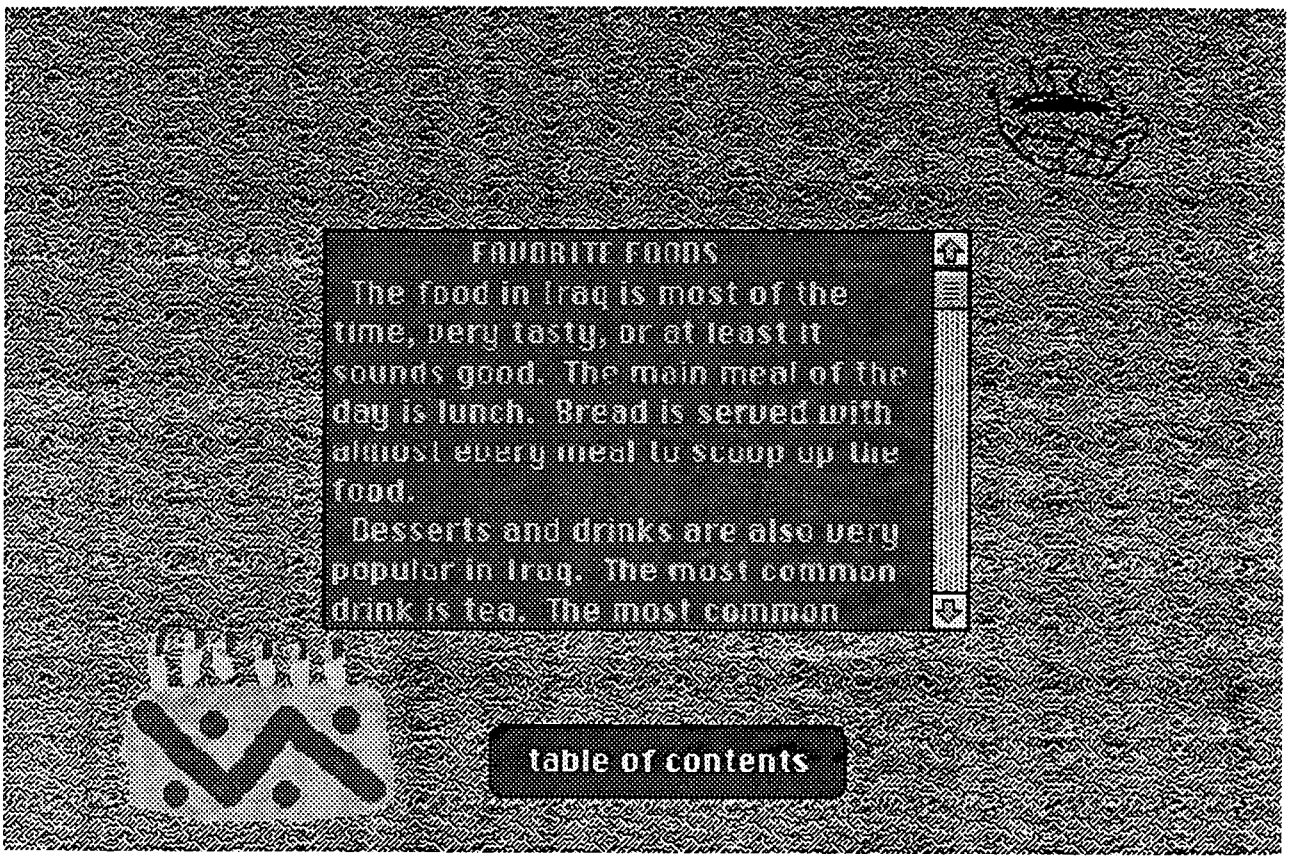
1. Student Work
2. Web Page
3. Supporting Documents

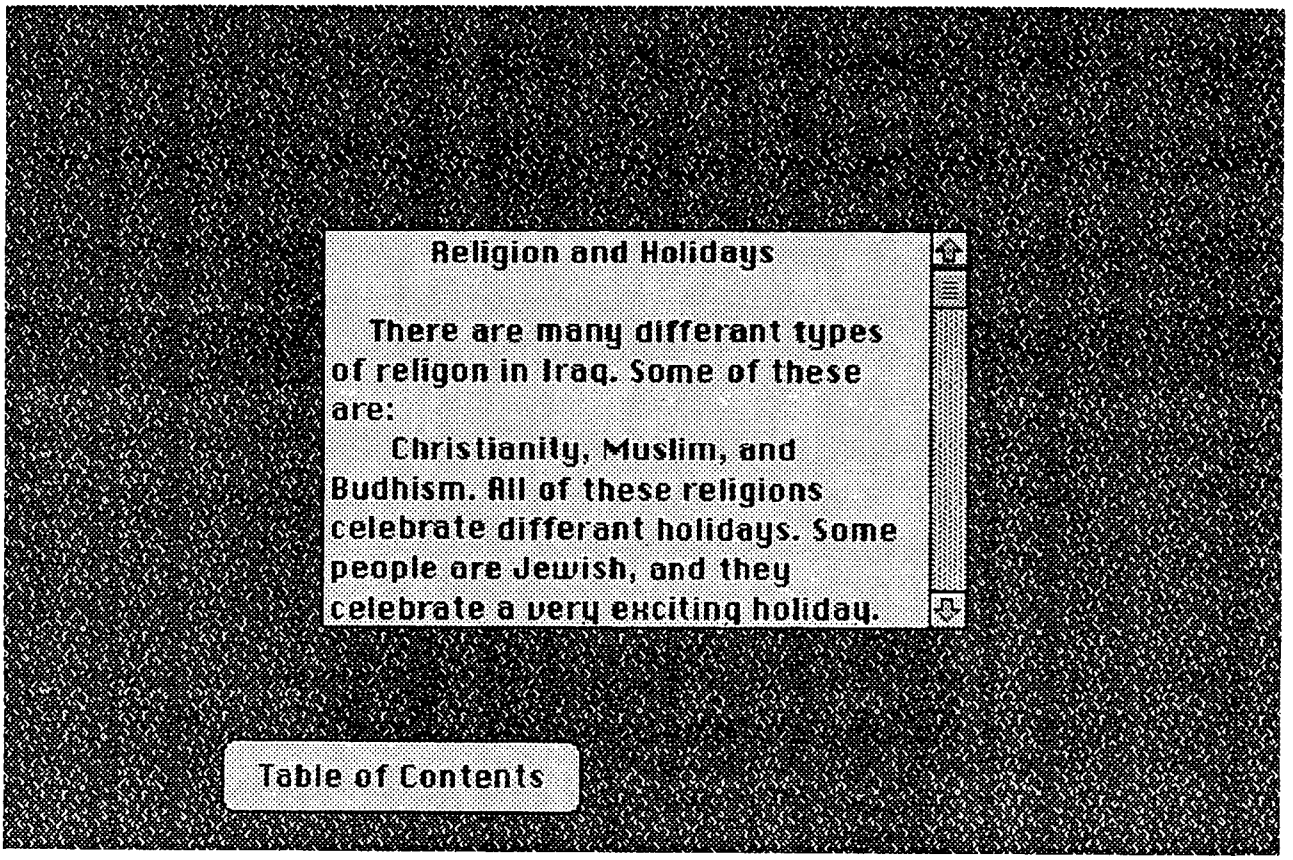




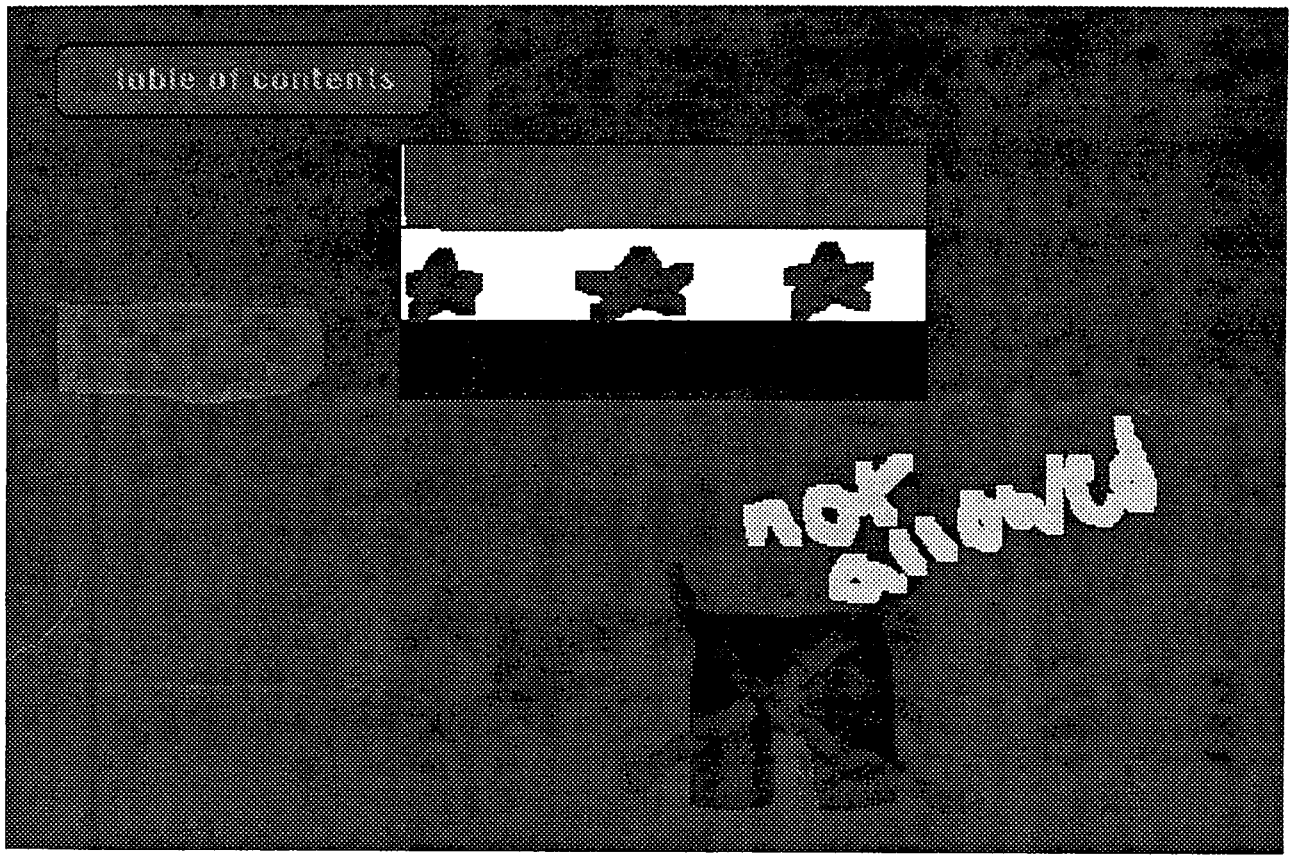


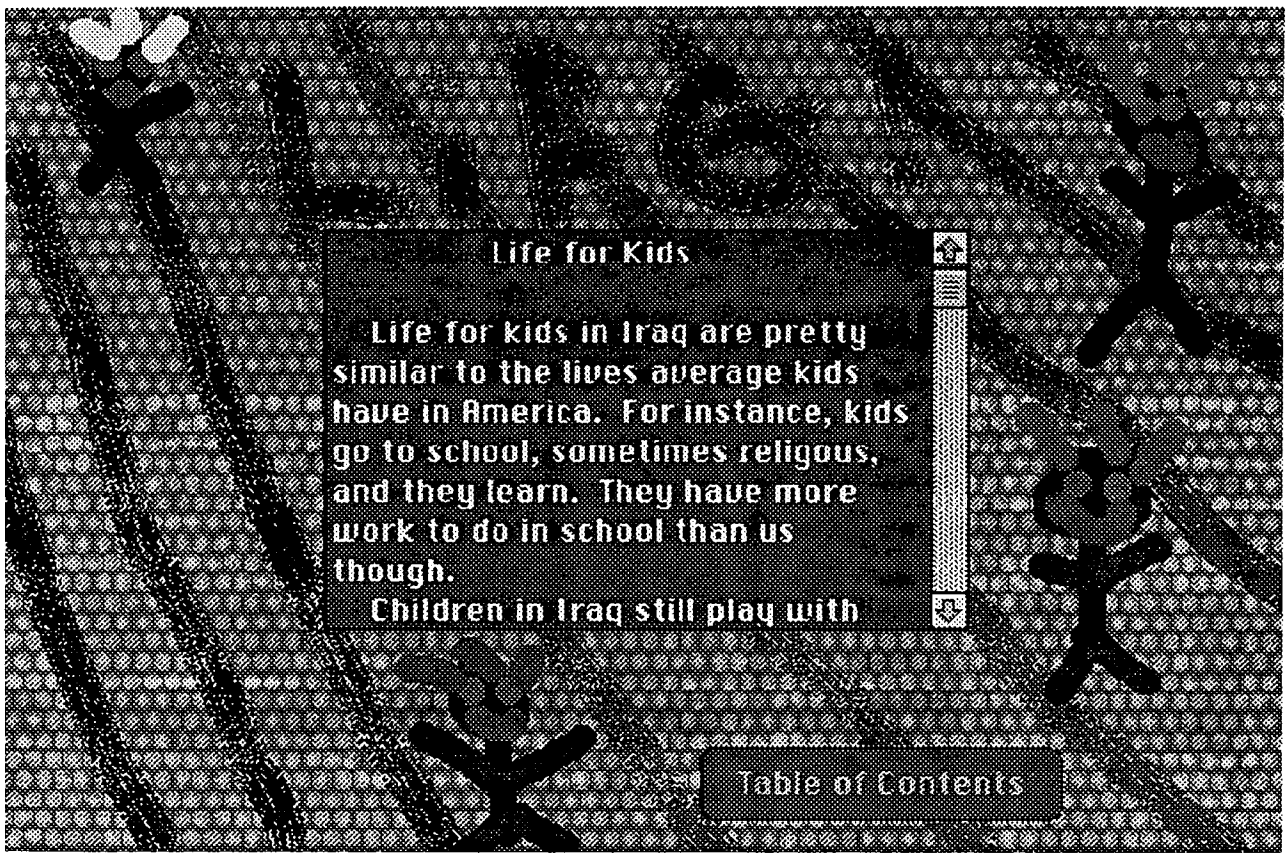


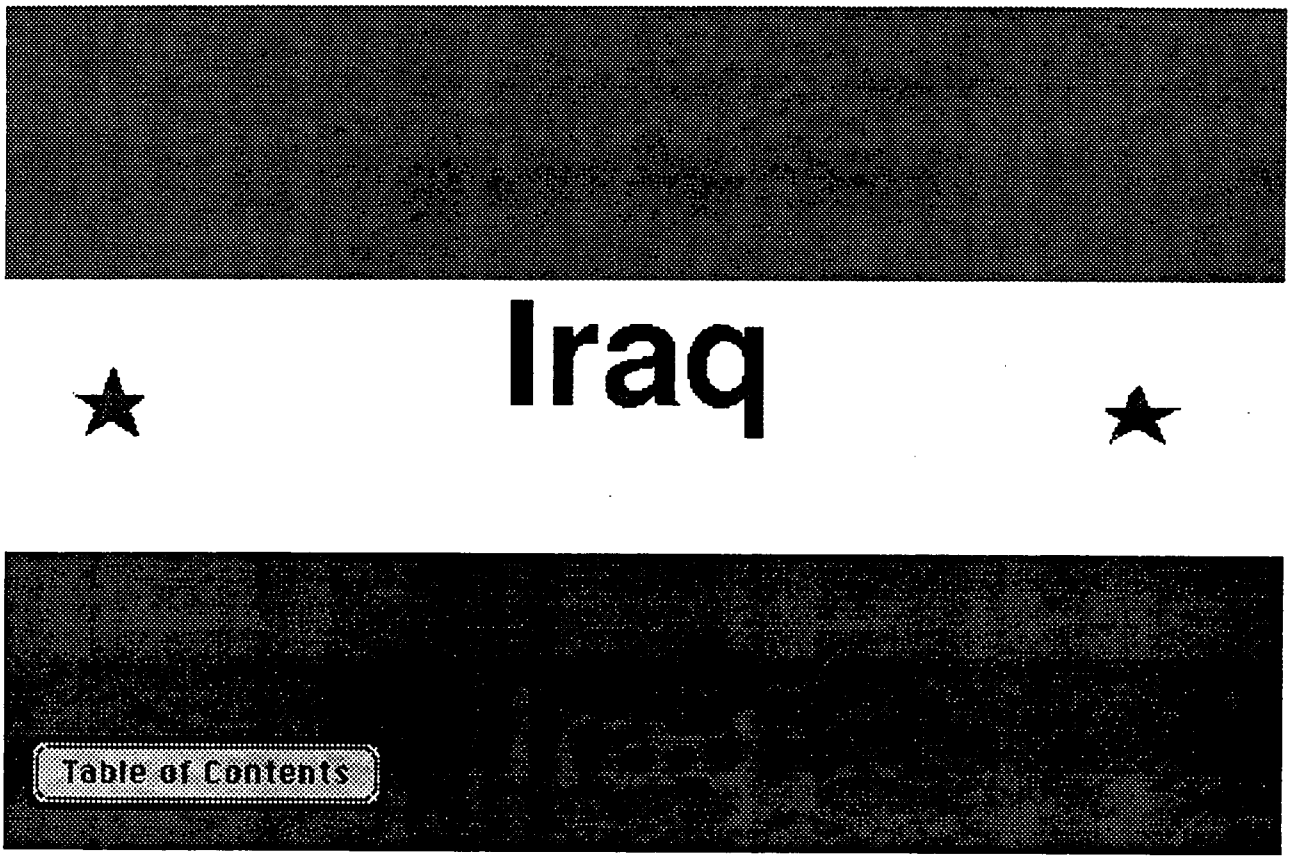

Favorite Foods
The food in Iraq is most of the time, very tasty, or at least it sounds good. The main meal of the day is lunch. Bread is served with almost every meal to scoop up the food.
Desserts and drinks are also very popular in Iraq. The most common drink is tea. The most common
table of contents

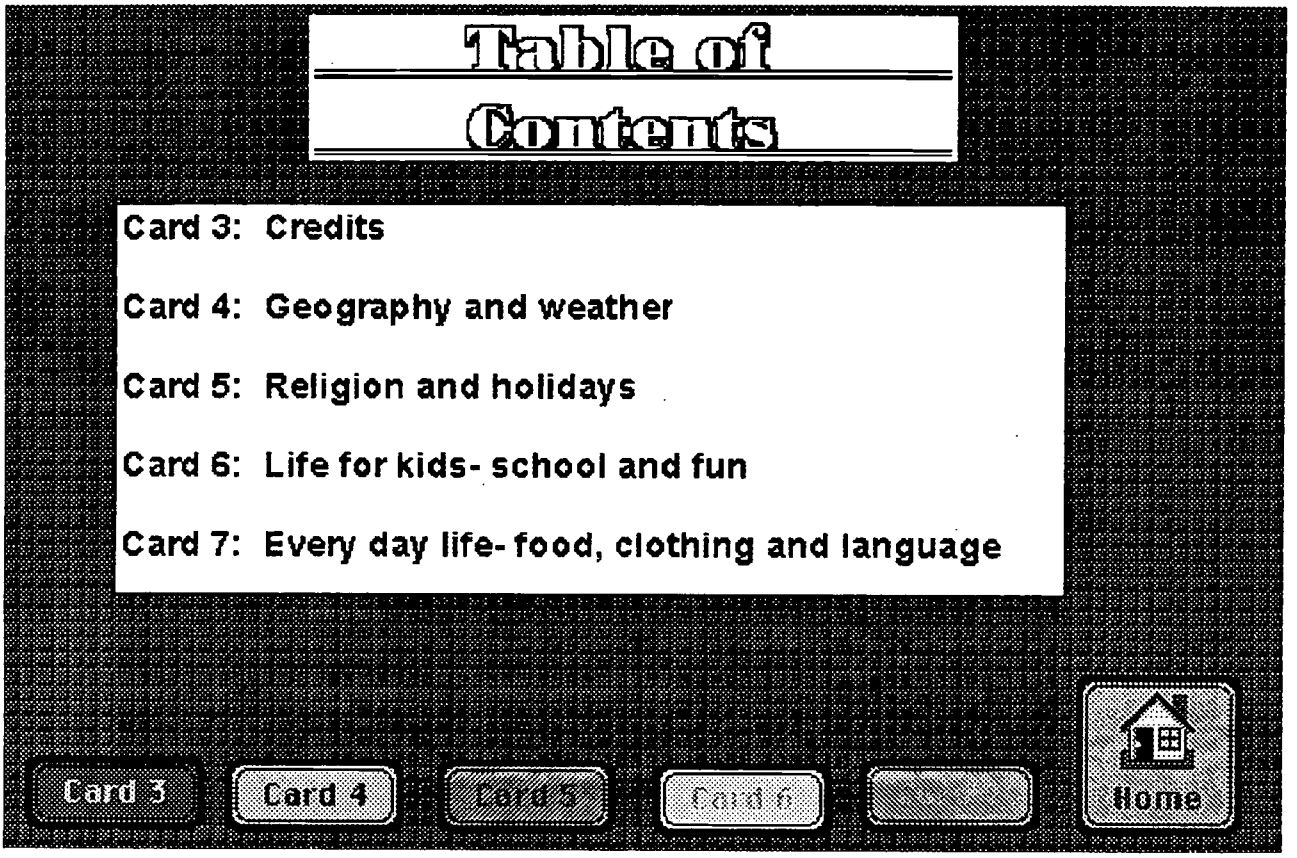

Religion and Holidays
There are many different types of religon in Iraq. Some of these are:
Christianity, Muslim, and Budhism. All of these religions celebrate different holidays. Some people are Jewish, and they celebrate a very exciting holiday.
Table of Contents


Geography and Weather
The geography in Iraq is in southwest ffsia and is bounded on the East by Iran. On the South by Kuwait, Saudi Arabia, and the Persian Gulf.
Iraq has mainly a
Back to the Table of Contents




Life for Kids
Life for kids in Iraq are pretty similar to the lives average kids have in America. For instance, kids go to school, sometimes religous, and they learn. They have more work to do in school than us though.
Children in Iraq still play with
Table of Contents





School and fun

Iraqi law requires all children from ages ___ to ___ to attend school?

8-20

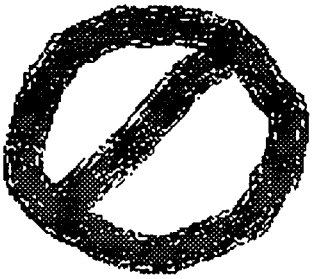
6-12

Next Question

Credits

Home

WRONG!!



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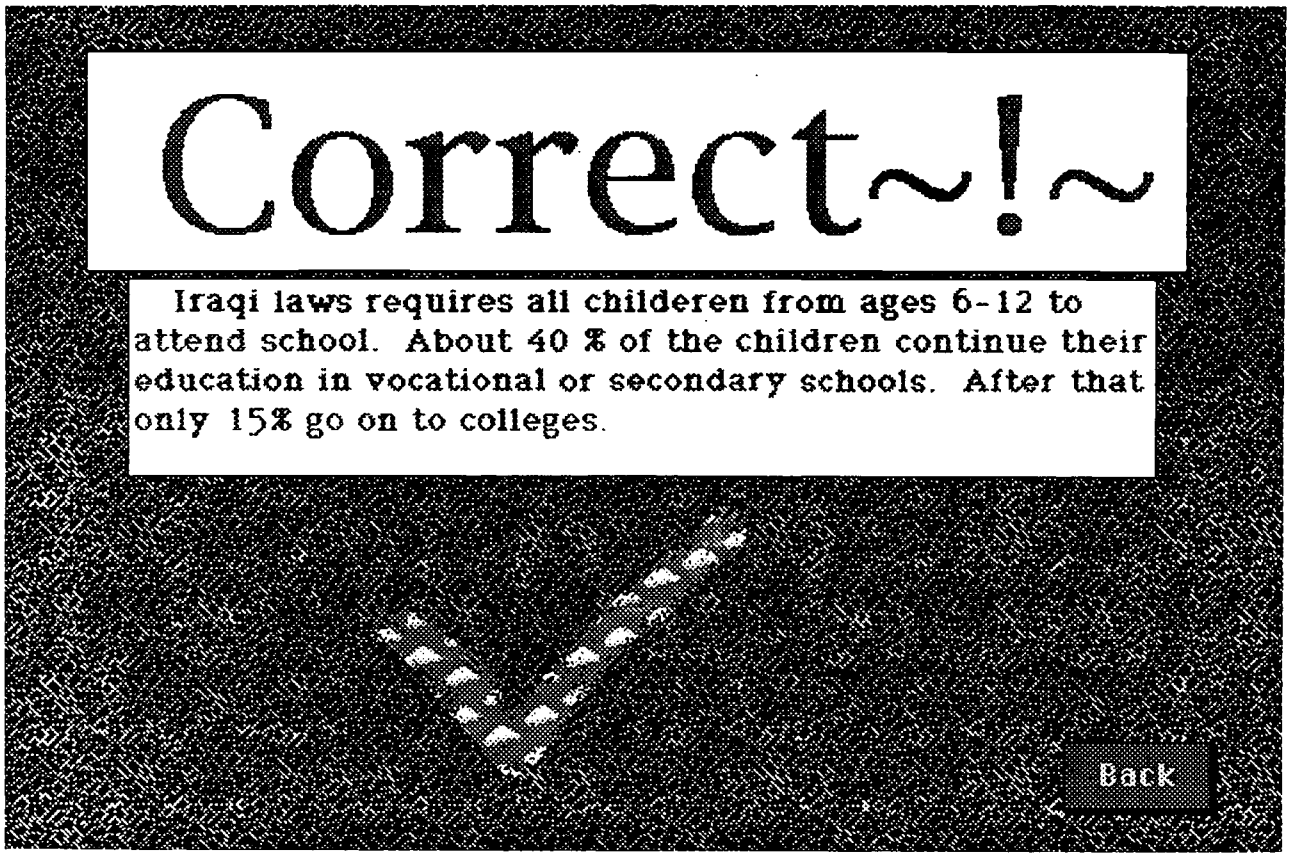
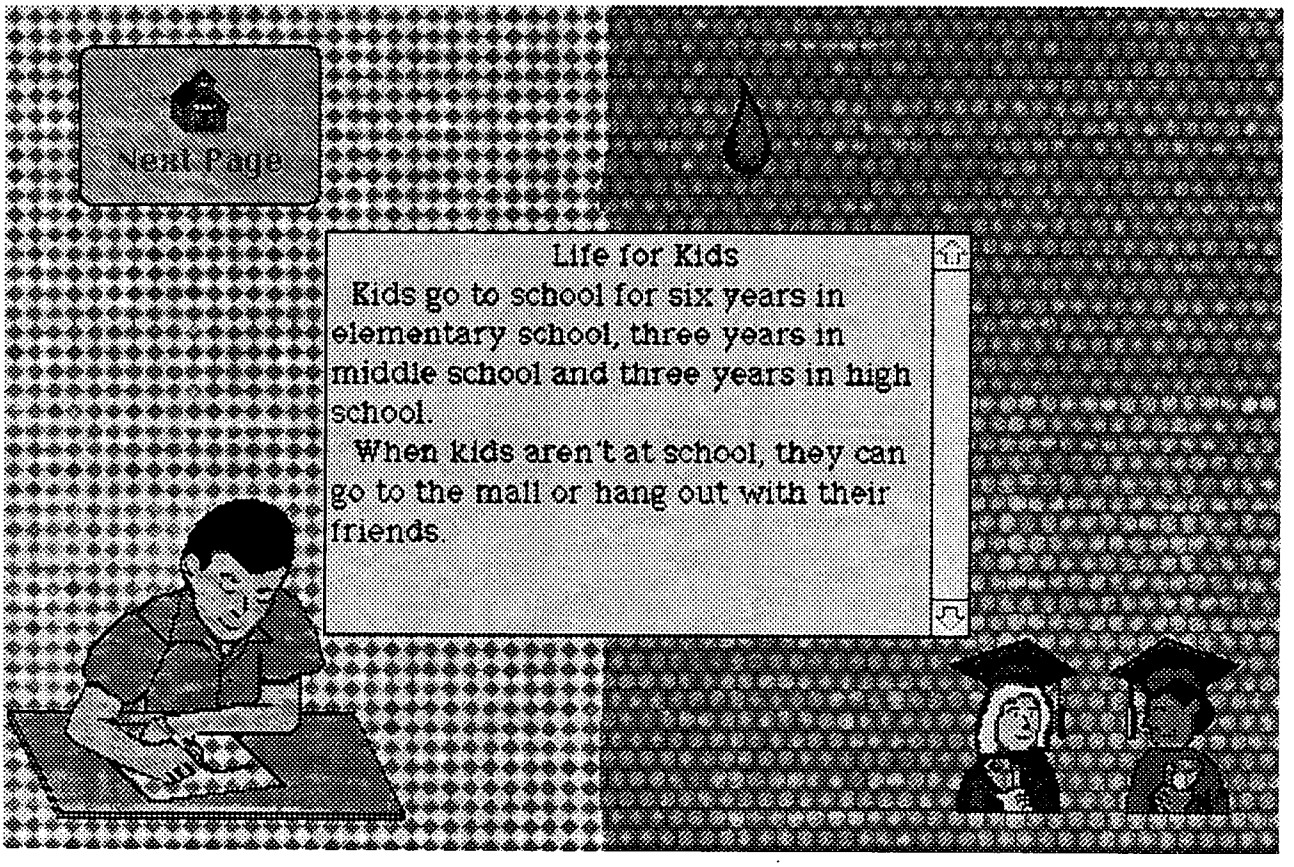
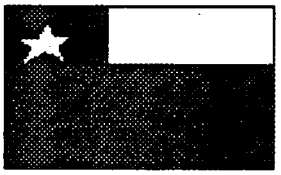

Correct~!~
Iraqi laws requires all childeren from ages 6-12 to attend school. About 40 % of the children continue their education in vocational or secondary schools. After that only 15% go on to colleges.
Back


Next Page
Life for Kids
Kids go to school for six years in elementary school, three years in middle school and three years in high school.
When kids aren't at school, they can go to the mall or hang out with their friends.



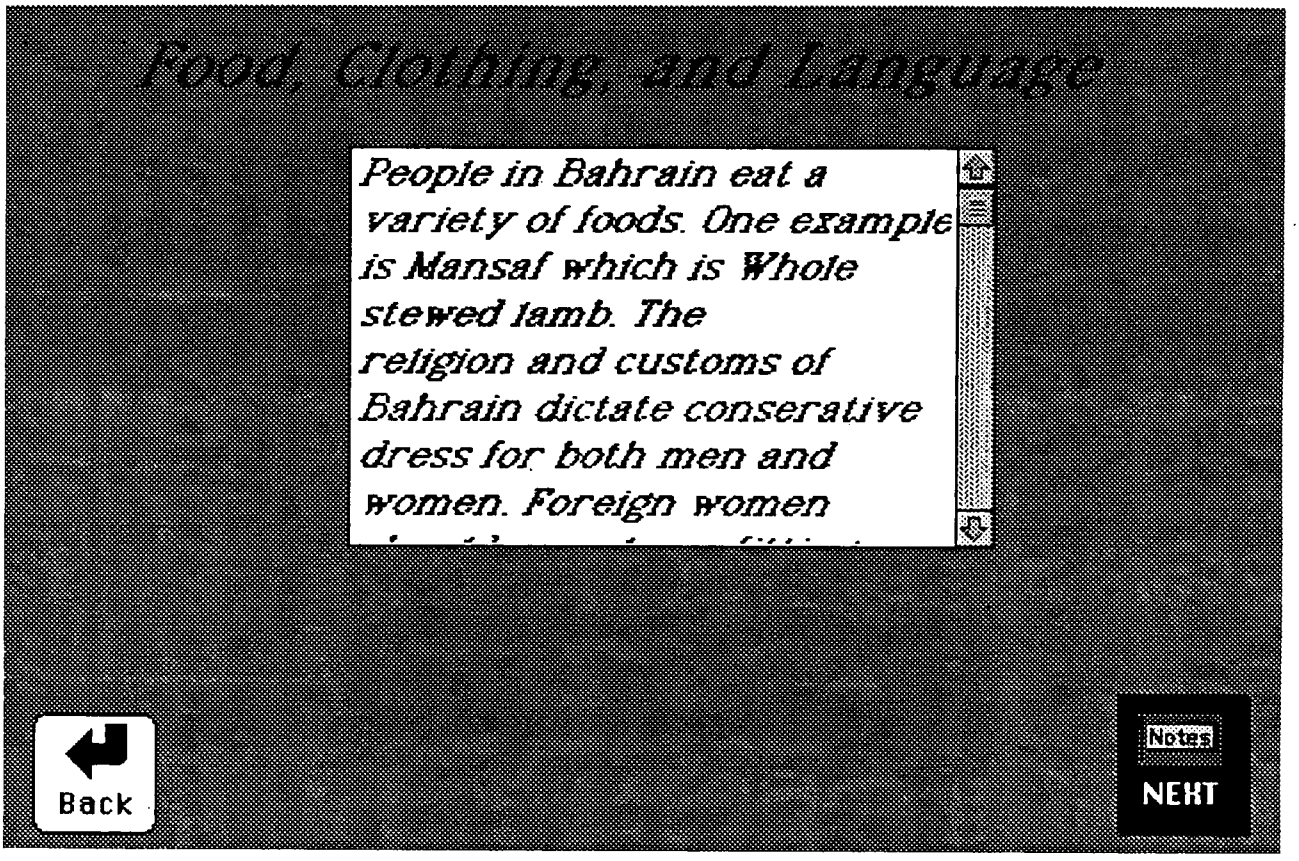
Living in Oman
Oman's leader's offical name is the Sultan of Oman. The capital of Oman is Muscat. The population is between1.5 millon

Next

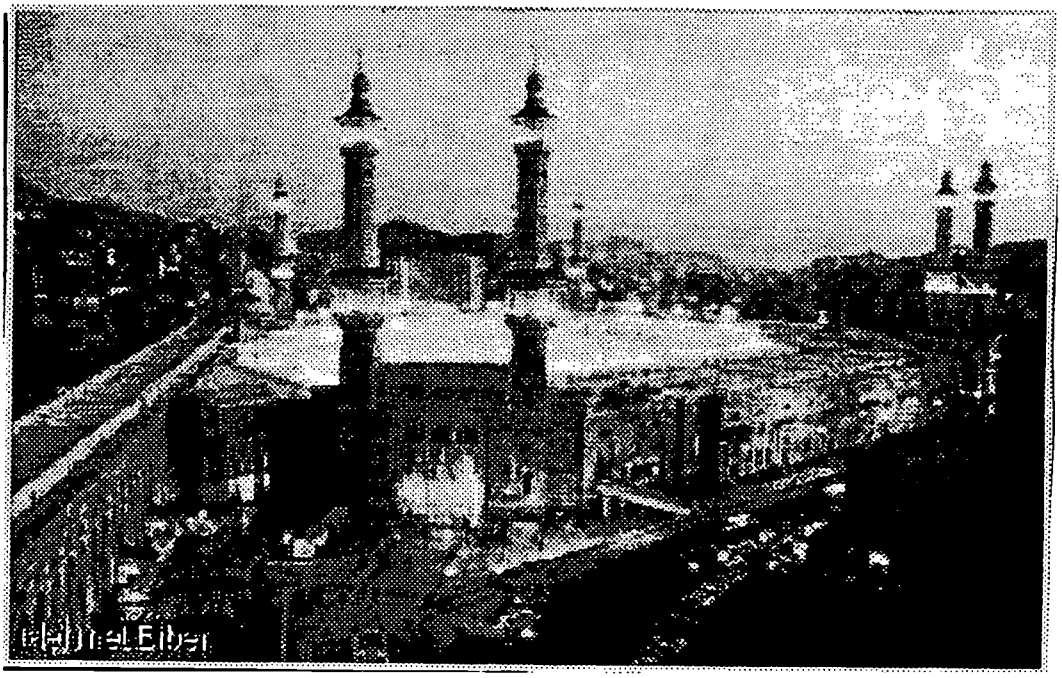
TABLE OF CONTENTS

Click Here

next card


Food, Clothing, and Language
People in Bahrain eat a variety of foods. One example is Mansaf which is Whole stewed lamb. The religion and customs of Bahrain dictate conserative dress for both men and women. Foreign women
Back
Notes
NEXT

Middle East Computer Project



http://www.liii.com/~hajeri/gifs/

GO TO LINKS PAGE

Welcome to Mr. Szostak's World Wide Web Classroom!!

Over the next few weeks, you will be doing a computer project relating to your social studies unit on the Middle East and Islamic Civilization. You will be using the World Wide Web to find information which will help you complete the project.

This page will provide you with links to web sites which will help you find this information.

YOUR ASSIGNMENT IS...
Imagine that you write for a kid's travel magazine. Your assignment is to find information about the Middle East that kids could use if they visited there.

You should talk about...

1. Where the Middle East is (what continent its on and where it is on a map) and what countries it includes.
2. What kind of clothes do people wear there (men and women)?
3. What kinds of foods will you eat?
4. What is school like?
5. What is life like if you are a girl in the Middle East? A boy?
6. What kind of religion do the people worship and what are its rules and holidays?
7. What is the weather like?
8. What is the geography like (mountains, lakes, rivers, desert, famous landmarks, etc.)
9. What do people do for fun?
10. What language do the people speak, what is it like, and what is their culture like?

NOTE: You may focus your project on one Middle East country if you'd like. Check with me to make sure your country is in the Middle East, or look at ArabNet for a list of countries in the Middle East (you may also do your project on Israel).

Unlike most school projects, we won't be using books too much to find our information for this project (unless we really need to). Instead, we will be using the World Wide Web as our library--think of it as a virtual library right at your fingertips. If you are reading this right now, you are on the World Wide Web, so you are ready to start!!

I am a nice teacher, so I have provided you with a bunch of web sites that you can use to find this information!

Click here for a bunch of links. These links will lead you to web sites which will help you complete your project.

YOUR PROJECT IS...

- You will work in teams of 2-3 students.

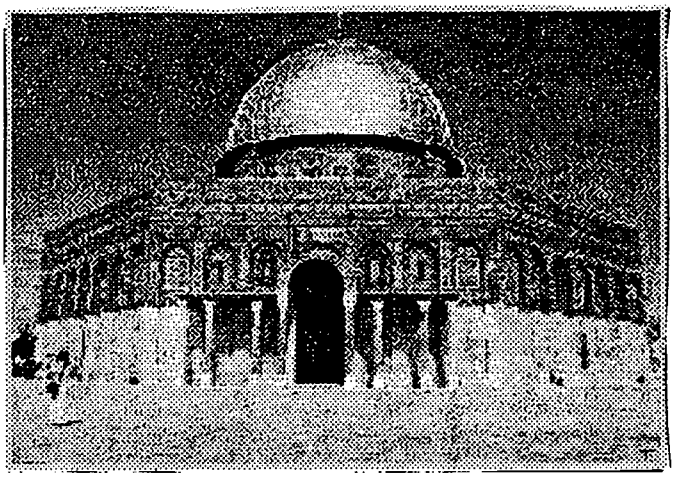
- Each team will gather the information from the list above.

- Each team will work together to present what they found to the class using HyperStudio. It can be in the form of a...
  - presentation
  - newspaper or newsletter
  - a journal or diary--tell the story of a kid traveling to the Middle East
  - A virtual travel brochure--I think this is the BEST idea!!
  - any other form that you check out with me

- We will learn more about how to make these things using HyperStudio in the next few weeks. Believe me, it is a cool program. For now, we'll just be gathering the information!

Links to Useful Sites

go back to FRONT PAGE



http://www.liii.com/~hajeri/gifs/gallery.html

Ramadan on the Net--information on the Islamic religion's most important holiday.

Flags of the World--flags of every country in the world for anyone to use.

The Middle Eastern Cookbook--recipes for Middle Eastern foods.

Islam.org Home Page--sort of difficult information about the Muslim religion, but a good source.

World Climate Home Page--find the yearly weather for (almost) any city in the world.

Arabian Gallery of Pictures--great pictures of many famous cities and landmarks in the Middle East

Al Mashriq--a great site for all kinds of information on the Middle East. Some highlights include...

Costumes of the Levant

Food from Arab World

Postcards

ArabNet--a great site for information on countries in the Middle East. Includes art, maps, history, and a lot of other stuff.

University of Texas--their Center for Middle Eastern Studies provides detailed, college level information on different countries...might be useful later on in project: ask me for help!

1001 Arab Sites--a search engine just for sites on the Middle East!

Yahooligans--directory for all web sites for kids.

HyperStudio Project Checklist

YOUR HYPERSTUDIO PROJECT MUST HAVE...

____ At least 6 Pages, including
- ____A table of contents page
- ____A page which has credits--who worked on your project, where you found your information
- ____A page on geography and weather
- ____A page on religion and holidays
- ____A page on life for kids--school, fun, boys and girls
- ____A page on everyday life--food, clothing, language

____at least one piece of clip art
____at least one sound recording
____a button on each page
____a picture taken off the web or scanned
____a picture or object that you draw
____a graphic object
____a text object on each page

IF YOU HAVE ANY QUESTIONS ABOUT THE PROJECT REQUIREMENTS, PLEASE ASK!!

THESE ARE MINIMUM REQUIREMENTS–IF YOU HAVE TIME, YOU MAY EXPLORE OTHER HYPERSTUDIO FEATURES.

ISLAMIC CIVILIZATION

Islam, one of the great religions of the world, has a great impact on the way of life in the Middle East.

- Students will describe the geography and way of life on the Arabian peninsula at the time of Mohammed.

  Desert, nomads, oasis.

- Students will relate the story of the founding of Islam by Mohammed.

- Students will describe the five pillars of Islam.

  Statement of faith - monotheism, Allah, Koran.
  Prayer 5 times/day - mosque, minaret, prayer positions, face Mecca.
  Pilgrimage - Mecca, rituals.
  Fasting - Ramadan.
  Almsgiving.

- Students will describe the impact of Islam on life in the Middle East today.

Islamic civilization made numerous contributions to civilization.

- Students will describe Islamic achievements in art/architecture and math/science.

  Art/architecture - calligraphy, mosques, minarets, geometric design.

  Science/math - Arabic numerals, astrolabe, hospitals, surgery.

CULTURE

(Anthropology, Geography, Sociology)

6-8

> compare commonalties and differences in the ways groups, societies and cultures meet human needs and concerns;
> show how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference;
> show how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behavior contribute to the development and transmission of culture;
> explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs;
> articulate the implications of cultural diversity, as well as cohesion, within and across groups.

TIME, CONTINUITY, AND CHANGE

(History)

6-8

> demonstrate an understanding that different scholars may describe the same event or situation in different ways but must provide reasons or evidence for their views;
> identify and use key concepts such as chronology, causality, change, conflict and complexity to explain, analyze, and show connections among patterns of historical change and continuity;
> identify and describe selected historical periods or patterns of change within and across cultures such as the rise of civilizations, the development of transportation systems, the growth and breakdown of the colonial systems and others;
> identify and use processes important to reconstructing and reinterpreting the past such as employing a variety of sources, providing, validating and weighing evidence for claims, checking credibility of sources, and searching for causality;
> develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts;
> use knowledge of facts and concepts, drawn from history, and methods of historical inquiry to inform decision making about and action taking on public issues.

PEOPLE, PLACES, AND ENVIRONMENT
(Geography, History, Anthropology)

6-8

> elaborate mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape;
> create, interpret, use and distinguish various representations of the earth, such as maps, globes, and photographs;
> use appropriate resources, data sources, and geographic tools to generate, manipulate, and interpret information such as atlases, data bases, grid systems, charts, graphs, and maps;
> estimate distances and calculate scale and other geographic relationships such as population density and spatial distribution;
> locate and describe varying landforms and geographic features, such as mountains, plateaus, islands, and oceans;
• describe and speculate about physical system changes such as seasons, climate and weather;
> describe how people create places as they design homes, parks, urban centers and the like that reflect cultural values and ideals;
• examine, interpret, and analyze physical and cultural patterns and their interactions such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes;
> describe ways that historical events have been influenced by, and have influenced physical and human geographic factors in local, regional, national, and global settings;
> observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, drought;
> propose, compare, and evaluate alternative uses of land and resources in community regions, nations, and the world.

INDIVIDUAL DEVELOPMENT AND IDENTITY
(Psychology/Civics)

6-8

• relate personal changes to social, cultural, and historical contexts;
> describe personal connections to place--as associated with community, nation, and world;
• describe the ways family, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity;
• relate such factors as physical endowment and capabilities, learning, motivation, personality, perception, and behavior to individual development;
> identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives;
> identify and describe the influence of perceptions, attitudes, values, and beliefs on personal identity;
> identify and interpret examples of stereotyping, conformity, and altruism;
> work independently and cooperatively to accomplish goals.

INDIVIDUALS, GROUPS, AND INSTITUTIONS
(Sociology, Civics–Government)

6-8

> demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups;
- analyze group and institutional influences on people, events, and elements of culture;
> describe the various forms institutions take and their interactions with people;
- identify and analyze examples of tensions between expressions of individuality and group or institutional efforts to promote social conformity;
- identify and describe examples of tension between belief systems and government policies and law;
- describe the role of institutions in furthering both continuity and change;
- apply knowledge of how groups and institutions work to meet individual needs, and promote the common good.

POWER, AUTHORITY, AND GOVERNANCE
(Civics–Government, History)

6-8

> examine persisting issues involving the rights, role, and status of the individual in relation to the general welfare;
- describe the purpose of government and how its powers are acquired, used and justified;
- analyze and explain ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security;
- describe the ways nations and organizations respond to forces of unity and diversity affecting order and security;
- identify and describe the features of the United States' political system, and identify representative leaders from various levels and branches of government;
> explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations;
- describe and analyze the role of technology such as transportation systems, weapon systems, communication systems, and information systems in contribution to and resolving conflicts;
- explain and apply concepts, such as power, role, status, justice, influence, to the examination of persistent issues and social problems;
- give examples and explain how governments attempt to achieve their stated ideals at home and abroad.

PRODUCTION, DISTRIBUTION, AND CONSUMPTION
(Economics, History)

6-8

- explain ways that the scarcity of productive resources (human, capital, technological and natural) require the development of economic systems to make decisions about how goods and services are to be produced and distributed;
- explain and illustrate how different values and beliefs influence different economic decisions;
- explain the difference between private and public goods and services;
- describe various institutions that comprise economic systems such as households, business firms, banks, government agencies, labor unions, and corporations;
- describe the role of specialization and exchange in the economic process;
- describe the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system;
- differentiate among different forms of exchange and money;
- compare basic economic systems according to who determines what is produced, distributed, and consumed;
- use economic concepts to help explain historical and current developments and issues in local, national or global contexts;
- use economic reasoning to compare different proposals for dealing with a contemporary social issues such as unemployment, acid rain, providing high quality education.

SCIENCE, TECHNOLOGY, AND SOCIETY
(Economics, History, Sociology, Civics–Government)

6-8

> examine and describe the influence of culture on scientific and technological choices and advancements such as in transportation, medicine, and warfare;
- show through specific examples how science and technology have changed people's perceptions of the social and natural world such as in their relationship to the land or animal life, family life, economic needs, wants and security;
> describe examples in which values, beliefs, and attitudes have been influenced by new science, and technological knowledge such as invention of the printing press, conceptions of the universe, applications of atomic energy, and genetic discoveries;
- explain the need for laws and policies to govern scientific and technological applications such as in the safety and well being of workers and consumers, and the regulation of utilities, radio, and television;
- seek reasonable and ethical solutions to problems which arise when scientific advancements, and social norms or values come in conflict.

GLOBAL CONNECTIONS
(Geography, Anthropology, Economics)

6-8

> describe instances where language, art, music, beliefs and other cultural elements can facilitate global understanding, and cause misunderstandings;
> analyze examples of conflict and cooperation between and among societies and nations;
- describe and analyze the global effects of technologies on the global community;
- explore the causes, consequences, and possible solutions to persisting, contemporary, and emerging global issues such as health, security, resource allocation, economic development, and environmental quality;
- describe and explain the relationships and tensions between national sovereignty and global interests, in such matters as territory, natural resources, trade, use of technology, and welfare of people;
> demonstrate understanding of concerns, standards, issues, and conflicts related to universal human rights;
- identify and describe the roles of international and multinational organizations.

CIVIC IDEALS AND PRACTICES
(Civics–Government, History, Sociology)

6-8

> examine the origins and continuing influence of key ideals of the democratic republican form of government such as liberty, justice, equality, the rule of law, and individual human dignity;
- identify and interpret sources and examples of the rights and responsibilities of citizens;
- locate, access, analyze, organize and use information about selected public issues;
> practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;
- explain and analyze various forms of citizen action that influence public policy decisions;
- identify and explain the roles of formal and informal political actors in influencing and shaping public policy decision-making;
- analyze the influence of diverse forms of public opinion on the development of public policy and decision making;
- explain how public policies and citizen behaviors may or may not reflect the stated ideals of a democratic republican form of government (laws, rules, regulations);
- analyze the effectiveness of selected public policies and citizen behaviors in realizing the stated ideals of a democratic republican form of government;
- explain the relationship between policy statements and action plans used to address issues of public concern;
- examine strategies designed to strengthen the "common good" which consider a range of options for citizen action.

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