D. Multimedia

• CD-ROMs
• HyperStudio
• PowerPoint
Multimedia
CD-ROMs, HyperStudio, PowerPoint

Definition of Multimedia

The term *multimedia* “refers to the capacity to access and control via computer a full range of familiar media: text, motion video, photo images, sound, and graphics” (Pusack and Otto, p. 2).

As the term implies, a multimedia presentation can incorporate all the above elements by resorting to pictures and text from videos laserdiscs, digital cameras, the Internet, magazines, books, as well as a multitude of other sources.

Examples

Some examples of multimedia include authoring tools such as KidPix, HyperStudio, Digital Chisel, PowerPoint, and CD-ROMs and laserdiscs.

Benefits

Multimedia offers several special benefits for the foreign language classroom where the skills of listening, speaking, reading, writing, cultural awareness and appreciation are developed. While multimedia can be used by the teacher for in-class presentation, it is especially effective when it is student-designed since it allows the student to create a product using high level thinking skills and demonstrating his/her ability to function in the foreign language.

CD-ROMs

CD-ROMs store large amounts of information on a disk for quick access. They eliminate the need to store information on many diskettes while allowing for random access to information. They are excellent for databases, graphics, and video collections. Many CD-ROMs are used mainly to store information and lack an interactive component.

There is a large number of foreign language CD-ROMs which focus on tutorials and drills of vocabulary and structures. Students may not be as motivated when using these programs, but they still can be useful in the foreign language class to refine the students’ grammatical accuracy and to develop their vocabulary.
Some CD-ROMs are interactive and include “digitized sound, compressed video, animation, and possibly text to create a multimedia platform for interactive programs” (Higgins, 1993). Interactive CD-ROMs allow the learner to proceed in a variety of ways according to the choices made. Often, the learner encounters a series of situations, selects an option, and thus writes the story.

**Multimedia Authoring Tools**

*Kid Pix, HyperStudio, Digital Chisel*, and *PowerPoint* are useful multimedia authoring programs available for both Macintosh and Windows.

**KidPix**

*KidPix* is a drawing application designed for young children. It allows them to draw while resorting to a variety of tools such as pencils, rubber stamps, and paintbrushes. The use of such programs encourages creativity in young children and is ideally suited to young learners of the language who may want to create brief stories, pictionarys, or flashcards of words in the target language.

**HyperStudio**

*HyperStudio* (<http://www.hyperstudio.com>) allows the user to bring graphics, sound, quicktime movies, and text together in a fairly simple way. It enables students to create stacks of cards which can be linear, such as in a book, branched, or a combination of the two. When the stack is linear, the cards are connected in sequence but when it is branched out, one card connects to other cards throughout the text. (See *HyperStudio* Basics.)

*HyperStudio* can be used with older machines such as an Apple IIGS to create *HyperStudio* stacks.

**Saving HyperStudio Projects**

At times teachers have expressed concerns about the feasibility of saving *HyperStudio* projects. It is not always practical to have each student save his/her project on a floppy disk; teachers would have to keep track of too many disks, and furthermore, some of the projects may be too large to fit on a floppy disk. Therefore, teachers may consider the following options.

1. Save the projects in the drop file of the school’s server (the drop file has the name of the teacher and perhaps there is a folder with each class period) and download them onto a zip drive. The projects fit well and can be viewed with a computer hooked to a large screen TV in the classroom or to a LCD panel projecting on a screen. This way students
can pull their projects up to the screen and show them to the rest of the class who can view them and evaluate them using a rubric. (See Assessment for sample rubric.)

2. Load the projects on various computers in the lab. Then the students can each view different projects in groups of two or three and rate each one according to a given rubric.

3. Another option would involve saving all the projects in one file on the server (then copying that file onto a writable CD). This way projects can be saved and shown to the next year’s classes.

How to Avoid HyperStudio Problems

Some tips for avoiding HyperStudio problems follow:

1. Keep the stacks small - 10 cards or fewer.

2. Save to the server, the computer’s hard drive, or install a zip drive. Floppy disks seem to get stacks corrupted more often.

3. Watch out for graphics intensive pieces.

4. Place scanned images and electronic photos as clip art instead of graphic objects.

5. Save and save often.

6. Do not switch disks when the stack is open. One teacher made the rule that when HyperStudio was running, no disks would be moved.

Digital Chisel

Digital Chisel is an authoring tool specifically designed for educational uses. It lets the user combine picture, sound, quicktime movies, and text into a multimedia slide show. It includes tools to create interactive quizzes and compiles results in a database.

PowerPoint

PowerPoint is a multimedia authoring tool which helps the user prepare a presentation by designing a series of slides, some of which can include organizational charts, column graphs, or other templates. In addition, it allows the insertion of graphics and clip art. The use of multimedia is an effective tool for teachers and students alike. It forces teachers and students to be precise, to clarify the ideas to be presented
and to sequence them logically, thus making the presentation more interesting.

Moreover, PowerPoint enables teachers and students to type their presentation notes and to print them separately for their own personal use as reminders of what they want to say. It also allows teachers and students to print their presentation in an outline format including the text on the slides and in a handout format of 3 or 6 slides to be used for note-taking by the students during the presentation.
D. Multimedia

- CD-ROMs
  - Rosetta Stone
  - Time
  - Art of Latin America
  - Music of Latin America
  - Spanish Is Spoken Here
  - Let's Count!
  - Laughing and Playing with Living Books

- HyperStudio
- PowerPoint
Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Demonstrate understanding of spoken and written words, phrases, and statements relating to familiar topics.
- Write familiar words and phrases associated with visuals, props, or familiar contexts.

Procedures:

All students (1-5) take turns using the program throughout the year. With the help of student assistants, students take turns during each class. They are able to check their score and move to the next level if they score 90%. This is an ongoing activity. Occasionally I will do a lesson to review some of the material on the Rosetta, but basically, it is individually used and monitored.

Description of Program

The Rosetta Stone is a language program which enables the students to listen, read, speak, and write in Spanish. (Also included are Russian, French, Dutch, German and English.) Four pictures are presented while students listen to the description. They must click on the picture described. After they have mastered the first 11 units of listening, they repeat the process, this time only reading the Spanish as opposed to listening and reading. Another option which I use with English for ESL students but have not gotten to in Spanish is the typing section.

Students listen to the Spanish while looking at the picture and write the word or sentence. It is self-correcting, so students can retype until they get it right. The fourth option is the students’ ability to record themselves repeating the Spanish and comparing their accents with those on the program.

After three years of this program, the students never seem to get tired of it. They are always anxious for their turns at the computer, and eager to beat their previous scores and move on to the next level. This set up is non-threatening for the shy students; it gives them a chance to work on their own. I have many parents asking where they can get this program because the children want to work on it at home.
Possibilities for Extension Activities:

- This program is good for exploring languages other than the target language.
- The writing component is excellent for students’ practice of spelling and writing sentences.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives for Multimedia/Presentation strand)
Reading, listening, writing, and speaking skills

Brief Description of Classroom Setting:

One computer in the classroom and two in the Media Center.
Classroom Information:

Language: Spanish
Time Needed: 30 min. (2x a week)

Language Level: Novice Low
Grade Level: Grade 3

Software: All in One Language Fun! (A Syracuse Language System Program)

Hardware: Computer with CD-ROM drive

Other Equipment: Student clocks, teacher clock

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Learn age-appropriate songs, rhymes, and games of children in the target cultures.
- Write familiar words and phrases associated with visuals, props, or familiar contexts.
- Ask and answer questions using learned material orally and/or in writing.

Procedures

In this lesson, students will be expected to measure and tell time to the minute.

**Day 1:**
Teacher reviews numbers 1-60 through the use of math computations and “Jeopardy”-type board game. Teacher passes a stuffed animal around the circle of students. The student with the animal must give the next number of the sequence (5’s and 10’s). Class is divided into 2 groups and plays the computer game “Los números” (level 3).

**Day 2:**
Review of “¿Qué hora es?”, “Son las—” or “Es la—”. New vocabulary “Y media” is introduced. Students respond to teacher prompt by showing the hour on their individual student clocks. Example: “Son las dos en punto”, “Son las tres y diez” etc. As students gain confidence with their responses, they take turns being the “teacher” and giving prompts to the class.

Recap with the computer game “La hora” (level 1). Procedure will be the same as day 1.

**Day 3:**
Begin with previous lesson review. Introduce “Y cuarto” and “Menos cuarto”. Students respond on their student clocks to teacher response. Students take turns giving prompts to class.

Students are given a page from a Spanish TV guide and are asked to find the viewing time of specific programs. Vocabulary used; “¿A qué hora es...” “A las...”.

Technology: The Common Language, 1999
Day 4:
Students are divided into two groups and listen for prompt from the computer program (La hora, level 2 and 3) and take turns responding to the computer, clicking the mouse. A correct response attains a point for their team. Computer prompts example: “Son las ocho y media, es hora de cenar”. Student must match prompt to various clocks with corresponding times.

Students begin a student-made book “Mi Horario”. They copy from the board learned sentences and write them in their books as the time applies to their own schedules. Ex: “Voy a la escuela a las — de la mañana.” Each statement is illustrated as well.

Day 5:
Students complete their book and read it to a partner.

Day 6:
Individual sharing (class presentations). Learn song “Las calaveras” and its corresponding motions.

Possibilities for Extension Activities:

- Graphing bed times, wake up times, etc. These graphs can be pictographs, pie graphs or bar graphs. Students can use Microsoft Works or Graph Club to create the graphs.

- A book can be created on the computer using any kind of draw program.

Interdisciplinary Connections:

Art
Computer/Technology Skills (see specific objectives in Multimedia/Presentation strand)
English Language Arts
Mathematics
Social studies (Culture)

Brief Description of Classroom Setting:

I have my own classroom with one computer. Class size is generally 26-28. In the past, I went from class to class. Having my own room has helped maximize the language experience. Traveling from class to class, however, kept me in closer contact with the teacher and I was able to integrate more fully the curriculum.
Classroom Information:
Language: Spanish
Time Needed: 15 min. per student

Language Level: Beginning
Grade Level: Grade 4

Software: With Open Eyes, Images from the Art Inst. of Chicago

Hardware: Computer

Other Equipment: None

Specific Objective(s) of the Lesson from the NC SCS:
- Learn age-appropriate songs, rhymes, dances, and games of children in the target cultures.

Procedures:

Review: Calendar, conversations, etc.

Presentation: Using presentation system (if not available have students gather around the computer for demonstration). Show the students how to use the computer program With Open Eyes. Explain the procedure that will be used for the next few classes to enable each student to use the program once. After explanation, a student begins program while the regular class continues. Have a student helper manage the use of the computer for the remaining classes until all students have had a turn.

Description of Program:
With Open Eyes presents Art of the world. Students click on the map of Latin America and then on individual countries. The students view a few works of art from each country and read about them. They are able to click various buttons to see a time line of the work as well as its size. Each student should have about 15 minutes to enjoy the program. (I use the classroom Mac and two Macs in the Media Center. About 6 students can go through the program in a class period.)

I have three to four lessons on Latin American Art. During this time the students go individually to the computer. I don’t worry about the students missing out on class time during their turn on the computer. It only involves 15 minutes and the students’ turn come back only in 2 to 3 weeks. Typically, the students have not finished up when I finish my art unit (some days computers are down; there is a program in the media center, etc.). They continue on until every one has had a turn, even though I have launched another unit.
Possibilities for Extension Activities:

- Students describe and write about what they saw.
- Students explore other programs dealing with art.
- If the art teacher could do a parallel unit, it would be terrific. He/she could also use this program with the students, allowing more exposure to this excellent program.

Interdisciplinary Connections:

- Arts
- Computer/Technology Skills (see specific objectives in Multimedia/Presentation strand)
- Reading
- Social Studies

Brief Description of Classroom Setting:

One computer in the classroom and two computers in the Media Center.
Classroom Information:
Language: Spanish
Time Needed: 15 min. per student
Language Level: Beginning
Grade Level: Grade 4
Software: Musical Instruments (Microsoft Corp.)
Hardware: Computer
Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Learn age-appropriate songs, rhymes, dances, and games of children in the target cultures.

 Procedures:

Review: Calendar, conversations, etc.

Presentation: Using presentation system (if not available have students gather around the computer for demonstration), show the student how to use the computer program Musical Instruments. Explain the procedure that will be used for the next few classes to enable each student to use the program once. After explanation, a student begins program while the regular class continues. Have a student helper manage the use of the computer for the remaining classes until all students have had a turn.

Description of Program:
Musical Instruments presents musical instruments of the world. Students click on the map of Central America and then on individual instruments. The students listen to the sound of the instrument while reading about it. Each student should have about 15 minutes to enjoy the program. (I use the classroom Mac and the two Macs in the Media Center and about 6 students go through the program in a class period).

I have three to four lessons on Latin American Music. During this time, the students will go individually to the computer. I don’t worry about the students missing out on class time during their turn on the computer. It involves only 15 minutes and the students’ turn does not come back up again for 2 to 3 weeks. Typically, the students have not finished up when I finish my music unit, (some days computers are down, there’s a program in the media center, etc.); however, students continue accessing the program until everyone has had a turn.
Possibilities for Extension Activities:

- If the music teacher could do a parallel unit, it would be terrific. He/she could also use this program with the students, allowing more exposure to this excellent program.

- You can print the pictures of the instruments as well as the information about each one, paste them on heavy paper, laminate them, and use them as manipulatives in the classroom. Make sure to have copyright release first.

Interdisciplinary Connections:

Arts
Computer/Technology Skills (see specific objectives in Multimedia/Presentation strand)
Social Studies
Reading

Brief Description of Classroom Setting

One computer in the classroom and two computers in the Media Center.
Classroom Information:
Language: Spanish (*available in other languages)  Language Level: Beginning
Time Needed: 20 min.  Grade Level: Grades 3-5

Software: *Triple Play Plus*

Hardware: Computer with CD-ROM drive

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Locate on a map or globe the countries and identify their major geographical features.

Procedures:

*Triple Play Plus* is a computer program with material which is ideal for elementary programs. It affords students the opportunity to play games using many different vocabulary areas. The program has three levels of difficulty.

At level I the children can click on Country Maps to identify the countries of North America, South America, and Central America. As the child clicks onto the country, the name is given in Spanish. At the second stage of level I, the child is instructed to click onto a specific country. If successful, the child is complimented in Spanish.

Level II describes the location of a country in Spanish and the languages spoken if not Spanish. The student clicks onto the correct country and receives a compliment.

Level III involves the student in conversations. A microphone comes with the program to assist with pronunciation.

Possibilities for Extension Activities:

- The child can make a booklet or a multimedia stack (*KidPix, HyperStudio* or others) about the different countries. The teacher can give the Spanish words for population, language, products, places of interests, and flags. The child can conduct research on *Cartopedia*, a different computer program.
Students can make maps in class and label them in Spanish. They can use Geovisto, a mapping program.

Students can participate in a map puzzle activity.

Orally, students can identify the language (inglés, español, or francés) of a given country.

Each child can be assigned a country and orally state whether the country is in North America, South America, or Central America.

Students can form a physical map of the different assigned countries. In this activity they physically place themselves in the proper location. (This is an excellent activity to practice north of, south of, east of, and west of.)

Students can go on the Internet to continue their exploration of Spanish-speaking countries.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Multimedia/Presentation strand)

Geography

Brief Description of Classroom Setting:

Ms. Hrivnak is a “floating” teachers. She uses the computers which are available in the classroom.
Classroom Information:

Language: Spanish  
Language Level: Beginning  
Time Needed: 20 min.  
Grade Level: Grades 3-5

Software: *Triple Play Plus*

Hardware: Computer with CD-ROM drive

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Demonstrate understanding of spoken and written words, phrases, and statements relating to familiar topics.

Procedures:

*Triple Play Plus* offers a variety of methods to practice numbers.

1. Click to identify numbers. Then click to identify the number said.
2. Play bingo by clicking on the number said.
3. Build squares by identifying numbers. Correct identification will entitle the player to add a side. May be played by one person or two and possibly teams.

Possibilities for Extension Activities:

- Teach money and use the numbers to identify prices.
- Role play purchasing an item.
- Solve mathematics problems in the target language.
- Talk about calorie amounts in special foods or meals.
- Identify and complete number patterns.
- Play bingo individually, or in group on the overhead.
- Use *Imagination Express* to write a short play about money.
Interdisciplinary Connections:

Mathematics
Computer/Technology Skills (see specific objectives in Multimedia/Presentation strand)

Brief Description of Classroom Setting:

Ms. Hrivnak is a “floating” teacher. She uses the computers which are available in the classroom.
Classroom Information:

Language: Spanish  
Time Needed: two 45 min. periods  
Language Level: Continuing  
Grade Level: Grades 3-8

Software: Living Books. The following CDs have a Spanish track: Just Grandma and Me; Little Monster at School; The Tortoise and the Hare; Harry and the Haunted House; Ruff's Bones; Arthur's Reading Race; Arthur's Teaching Trouble; Arthur's Birthday; The Berenstain Bears Get in a Fight; Sheila Rae the Brave

Hardware: Computer with CD-ROM drive

Other Equipment: If available - but not essential to activity: TV with computer to TV connection or Projection Device.

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Follow oral directions and written commands.
- Identify main idea(s) from simple oral and written selections.
- Ask and answer questions using learned material orally and in writing.

Procedures:

Living Books are very colorfully illustrated and entertaining interactive CD-ROM stories. In addition to reinforcing vocabulary, the students enjoy hearing a familiar tale related in Spanish. Since they already know the plot, the students can concentrate on the narration and can be involved in a discussion of what they see. Along with the narration, each screen has different “surprises.” A mouse click on a bell, for example, makes the bell ring.

As each screen appears, I ask the children questions based on their skill level. For example:
1) What do you see here?
2) Describe a particular object.
3) Is the object small or large?
4) What color is it? etc.

Next, we listen to the narration of that screen page, and I check for comprehension. Depending on the students’ skill level, I may need to rephrase and clarify the narration. After assessing comprehension, I allow the students, individually, to have a turn at clicking the mouse and finding the surprises. These surprises generate still more conversation.
For whole group work with a television and one computer, I seat the class around the television and have individual students come up and click the mouse. If there are numerous computers available with the Living Books' story installed on each, I seat one to three students at each computer. If the television is also available, page progression for each screen will be indicated on the television. If there is no television link-up, I will still lead the page progression so that each group of students is working at the same place in the story.

It is most important for the teacher to direct this activity closely and to guide the students through each page. Otherwise, the students will just play with the mouse and forget about paying attention to the learning Spanish aspect of the work.

Class time needed to complete a story is determined by the skill and interest level of the students.

**Possibilities for Extension Activities:**

Cue students in advance with certain vocabulary words they are to look for (as in a scavenger hunt). Have students write a sentence or short paragraph on one of the characters. Sequence the different stages of the story. Make a class book of the activity.

**Interdisciplinary Connections:**

Computer/Technology Skills (see specific objectives in Multimedia/Presentation strand)
English Language Arts
Math
Science
Social Studies

**Brief Description of Classroom Setting:**

Clearly, this activity is easiest to execute in a Computer Lab setting where there is a computer to TV link-up. If this is not available, however, you might “borrow” a free classroom that is equipped with CD-ROM computer and TV hook-up.

I teach elective classes in my classroom in the afternoon and short BEP-type classes in the children’s classrooms in the morning. I have brought my students, ranging from groups of 11 to groups of 23, to a lab equipped with 28 computers and also to another teacher’s classroom that was empty for that period. As well, I have used this activity in the morning classroom of my short classes. If the classroom does not already have a TV link-up, the Technology Teacher should be able to wheel in what you need for that period.
D. Multimedia

- CD-ROMs
- HyperStudio
  - What Is the Weather Like?
  - All About Me
  - HyperStudio Project: Literature
  - Culture Mini-Lessons
    - Civilization and Culture
    - North Carolina, My State
    - HyperStudio Project: Spain
    - Country Project
- PowerPoint
### HyperStudio Basics for Mac

<table>
<thead>
<tr>
<th>Section</th>
<th>Instructions</th>
</tr>
</thead>
</table>
| **To Begin**                      | From the Edit menu, select Preferences  
Place X in show card number box  
From Edit menu, select Erase Background  
Select color  |
| **Navigation & Action Buttons**   | From the Objects menu, select Add a Button Button  
Appearance menu appears  
Define button: Type of button, color of button, name and background  
Place X in box - to show name, icon, and highlight  |
| **Defining Buttons**              | New button floats on card  
Click mouse outside the dotted lines  
Actions menu appears  
Make selections (Places to Go, Things to Do)  
Click OK  |
| **Placing Text Objects**          | From Objects menu, select Add Text Object.  
Test field floats over card  
Resize text object working from inside the rectangle  
Drag text object to desired location  
Click outside the dotted lines  
Text Appearance menu appears  
Define text object  |
| **Placing Graphic Objects**       | From Objects menu, select Add Graphic Object  
Designate location of graphic  
Choose portion of graphic  
Graphic floats over  
Place graphic on card  
Click mouse outside dotted lines  
Graphic Appearance menu appears  
Make selections  |
| **Button Drives Laserdisc Player**| From Objects menu, select Add a Button  
Designate location of button  
Button floats over card  
Click mouse outside dotted line  
Video Controller appears at bottom of screen  
Make selections  |
| **Button for Quicktime**          | From Objects menu, select Add a Button  
Designate location of button  
Button floats over card  
Place button on card  
Click outside dotted lines  
Movie Appearances menu appears  
Make selections  |
<table>
<thead>
<tr>
<th>To Begin</th>
<th>From the File menu choose New Stack</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importing a Background</td>
<td>Choose Import Background from the File menu if you have a video digitizer or digital camera software installed, the message asks for location of picture Click on location and OK Photos directory comes up. To get back to hsart directory double click on hsart under Directories From hsart directory choose what is needed and click OK</td>
</tr>
<tr>
<td>Making a Button</td>
<td>To make a button, choose Add a Button from Objects menu At the Button Appearance Screen make your selection Click on colors, click on icons New button floats on card waiting to be placed Click outside the flashing dots to place the button there Action menu appears Make selection Click on OK</td>
</tr>
<tr>
<td>Adding Another Card</td>
<td>From the Edit menu choose New Card</td>
</tr>
<tr>
<td>Adding a Graphic Object</td>
<td>From Objects menu choose Add a Graphic Object Designate location of graphic Using Selector tool, select the picture Click on OK A help message is shown, click on OK Drag the picture to right-hand area of card Click outside of dots to place it there Graphic Appearance menu appears, make selections Click OK</td>
</tr>
<tr>
<td>Adding a Text Object</td>
<td>From Objects menu choose Add a Text Object Help message appears, click OK Flashing dots representing size and location of text appear Drag text object to desired location Click outside text object to place it Text Appearance menu appears Click on Style button to change size and font Click on OK</td>
</tr>
<tr>
<td>Saving the Stack</td>
<td>Place a formatted floppy disk in the disk drive From the File menu, choose Save Stack As... Select the a:/drive Name the stack and click OK</td>
</tr>
</tbody>
</table>
Brodd, Bonnie. {broddb@belnet.bellevue.k12.wa.us}. “HyperStudio/Multimedia in Foreign Languages.” FL TEACH. {FLTEACH@UBVM.CC.BUFFALO.EDU}. August 12, 1996.

We use Digital Chisel for our multimedia projects but the software is similar. My students have done books with vocabulary and graphics, research projects on France, French artists, and the Loire Valley. The projects are presented to the class. The students take notes and make comments. One of my favorite projects is an ABC book with 6 or 8 letters. Each letter needs two or three paragraphs of information plus pictures, sounds, and music. I am fortunate to have a complete multimedia lab at my school. It has 13 stations including 4 scanners a MIDI keyboard, laser disk players, 4 AV machines for QuickTime, etc.

One thing I really recommend is have the students do these projects in pairs or groups of three. It really helps in sharing the equipment. This year I had some students who thought they already knew everything about Digital Chisel so I had them become the scanner or QuickTime or MIDI experts. They learned and perfected those skills while I taught the others some Chisel basics. When there were problems, the students could get help from the experts as well as from me. It was a great time saver and good for the students.

Kaulig, Shari. {KauligS@aol.com}. “HyperStudio and Foreign Languages.” In FLTEACH. {FLTEACH@LISTSERV.ACSU.BUFFALO.EDU}. September 10, 1996.

My 5th year Spanish students are going to create a HyperStudio presentation on art. They are beginning with Picasso, and the plan is to create a menu with buttons leading to various aspects of his life and work. They plan to scan in examples of artwork, information about style, biography, etc. They hope to expand it to include Rivera, Kahlo, Dali, Velasquez, etc. This is a semester long project that they will work on one-two days per week.

Kaulig, Shari. {KauligS@aol.com}. “Hyperstudio and Foreign Languages.” In FLTEACH. {FLTEACH@LISTSERV.ACSU.BUFFALO.EDU}. September 10, 1996.

We do a large unit on clothing - all sorts of descriptive words and phrases for shopping involving fit, how something looks, etc. In the past we have done fashion shows. This year we are going to try to have groups do a clothing catalog on HyperStudio. They can have a page each for men, women and children, and do formal and informal wear.

Nathanson, Marilyn. {marilyn.nathanson@moa.net}. “HyperStudio/Multimedia in the Foreign Language Class.” In FLTEACH. {FLTEACH@LISTSERV.ACSU.BUFFALO.EDU}. August 12, 1996.

I’ve been using HyperStudio for the past 3 years. First I had a small advanced class and we divided into groups and made a program comparing Chile and the US in the areas of food, housing, and leisure activities. This past year, I had access to our Mac lab and had 2 Spanish 3-4 classes working in groups of 1 and 2 on 21 topics of interest to them. They were great! Areas included animals, families, specific countries, music, clothing, things to see and do in our city, etc. They were to have 4 stacks of a least 4 cards, an introduction, title and credits. They were also to speak on each card.....I use the programs they made for my lower level classes. It is good review for them and fun to see and hear people they know.
Ritsu, Shimizu. {ritsu@telerama.lm.com}. “HyperStudio in Combination with Japanese Language.” In FLTEACH. {FLTEACH@LISTSERV.ACSU.BUFFALO.EDU}. June 24, 1997.

I made my students experiment with the use of HyperStudio in Japanese language fonts which the Language Kit software allows us to do. Last summer interested students made their own summer activity description consisting of one card for each student. A student had to do three things for each card: 1) text, 2) graphic, and 3) audio. The content was quite limited due to their language skill, but the graphic part is where students with high computer skills displayed excellent and creative work. (One student animated the sun rising and setting.) They recorded their messages too. In the future, I am hoping to find a partner school so that we could exchange a disk with student-created work.

Schaaf, Mark. {no address}. “Hyperstudio and Foreign Languages.” In FLTEACH. {FLTEACH@LISTSERV.ACSU.BUFFALO.EDU}. September 10, 1996.

Have the students take “virtual trips” to target countries, copy images from the web, write diaries about their trips and add narration. They also can write biographies of friends and families with the “fun” extras, make autobiographies, make vocabulary flashcards, etc.
### Classroom Information:

- **Language:** All
- **Time Needed:** Varies according to computer availability
- **Language Level:** Beginning
- **Grade Level:** Grades 3-5

### Software:
Multimedia program *e.g.*, *HyperStudio*

### Hardware:
Computer, printer, scanner

### Other Equipment:
Quicktake camera, laserdiscs

### Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Write familiar words and phrases associated with visuals, props, or familiar contexts.
- Name and describe orally people, places, and things using everyday words and phrases.
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

### Procedures

Review seasons and weather conditions.

Teacher models the expectations by showing a *HyperStudio* project he/she has completed.

Students in groups of four make a four-card stack to illustrate the seasons and the typical weather associated with each season. Each card identifies the season and states one of the weather conditions before leading to the next season. To ensure equal participation, each student in the group is responsible for creating one card.

With more advanced students, additional cards can be added explaining the activities they engage in during each season or the kinds of clothes they wear during that time. Students can take pictures outside using Quicktake camera, or they can incorporate weather pictures from a laserdisc.

Each student records his/her voice reading the text on the card.
Possibilities for Extension Activities:

- *HyperStudio* presentation is shared with parents during PTA or parent night.
- Students compare the seasons in the Northern and in the Southern hemispheres.
- Students study the Celsius and Fahrenheit systems and relay the temperatures to everyday situations.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Multimedia/Presentation strand)
Math
Science

Brief Description of Classroom Setting:

Four students per computer in a lab setting. If this is not possible, students can rotate in groups of four to work on the classroom computer.
Classroom Information:

Language: All
Time Needed: On-going

Language Level: Beginning
Grade Level: Grades 6-8

Software: Multimedia program such as HyperStudio

Hardware: Computer, printer, scanner

Other Equipment: QuickTake camera

Specific Objective(s) of the Lesson from the NC Foreign Language SCS

- Write familiar words, phrases, and sentences in context.
- Name and describe orally people, places, and things using everyday words and phrases.
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

Procedures:

This presentation can also be done using PowerPoint with the students talking through and/or reading the slides as they share their project with the class.

Middle school students can begin a HyperStudio presentation “All About Me” in which they describe themselves. With each subsequent topic of study, students add one or several cards accompanied by the recording of their voice to the stack (e.g., me, my family, my likes and dislikes, my house, my school, my friends, etc.) resulting in a detailed product at the end of the year.

Teachers may ask their students to make sure that certain key questions are answered in each section, e.g., name, age, domicile, physical description.

Students can draw or import graphics to illustrate what they have written or recorded. They also can take pictures of themselves with a QuickTake camera, and/or they can bring pictures which can be scanned and added to the presentation.

To prepare for this project students will need to jot down on a piece of paper the things they want to say and the kinds of pictures they want to include for each card. If they have already planned their presentation in the classroom, their time at the computer will not be as lengthy and will allow students to rotate more quickly when computer access is limited.
Note: Teacher may want to start by showing a presentation about her likes/dislikes, house, family, etc. to illustrate the amount of text, size of fonts as well as recorded message(s).

Note: Student projects can be saved to a diskette if the project is not too big. If the project is too big, save to the server. Additional suggestions for saving HyperStudio projects can be found in the narrative introducing the Multimedia section.

Possibilities for Extension Activities:

- Share the presentations with other publics (administrators, board members, parents, younger children, other students).

- Use for assessment purposes to see how the students’ language evolved over a matter of months. Can become part of a portfolio to be shared with the teacher at the next grade level.

- Involve students in creating a biography of an important person, using HyperStudio.

- Students can also be paired to develop a book about the two of them, comparing themselves, their likes, dislikes etc.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Multimedia/Presentation strand)
English Language Arts

Brief Description of Classroom Setting:

Multimedia lab with computer access for each student.
HyperStudio Project: Literature

Danetta Genung, Glenn High School, Winston-Salem/Forsyth Schools

Classroom Information:
Language: Latin
Time Needed: 4-7 hrs depending on number of computers

Language Level: Latin III-IV
Grade Level: Grades 9-12

Software: Multimedia program such as HyperStudio

Hardware: Macintosh or IBM computer, scanner (optional)

Other Equipment: LCD panel or video projector, overhead, speakers, digital camera

Specific Objective(s) of the Lesson from the NC Latin Curriculum:
- Interpret, make inferences, and analyze passages orally and in writing.

Procedures:

Students are asked to design a creative, instructional HyperStudio stack to be shared with and evaluated by classmates.
- Summarize the assigned books of the literary work (to be turned in on loose leaf or typing paper).

- Analyze the work by choosing one major point to emphasize and describe (to be turned in on 4"x6" note cards).

- Find/create graphics. The following may be used: pictures from books or magazines, photographs, computer clip art, human poses, etc. (Warning: too many moving graphics may not fit on one computer disk.) (on disk)

- Make text interesting, logical, and brief. (on disk)

- Try to keep it simple at first.

- Cite references on the last card of the stack.

- When students finish, they present their stack to classmates who evaluate them. (Use LCD panel or video projector and speakers for presentations.)

- Students can tape their projects on video for later viewing.
Evaluation:
This assignment will count as a test grade.
Class participation grades and daily grades will be earned as you complete this task.
The accompanying schedule lists the other assignments to be completed.

Examples of Topics:
1. Aenas is an exemplary Roman hero.
2. The Aeneid is a typical epic that employs common characteristics of that genre.
3. The Aeneid is a nationalistic poem that served to advance Augustus' causes (e.g., political, social).
4. Discuss the role of women in the Aeneid.
5. Ovid uses a transformation in the Metamorphoses as a vehicle for advancing the action (whether psychological or physical) of each story.
6. Explain how Ovid created a unified work in his Metamorphoses.
7. Does Ovid believe in following one's intellect or one's heart in Metamorphoses?

Possibilities for Extension Activities:

- Students can share their projects with students in a different class, school, state or country.
- Students write papers that further analyze the pertinent points of the literary work.
- Students read another literary work by the same author or from the same time period and write a comparative paper.

Interdisciplinary Connections:

English Language Arts
Computer/Technology Skills (see specific objectives in Multimedia/Presentation strand)
Philosophy
World History
World Cultures

Brief Description of Classroom Setting:

If there are not enough computers for every student, divide the class into groups of three. Allow groups to alternate times at the computer. For example, groups 1-3 may be at the computer on Monday, and groups 4-6 may be at the computer on Tuesday. (If school is on a block schedule, divide into 45-minute segments.) Students with computers at home may want to complete the assignment there.

While some students are at the computer, other students may work on various assignments (e.g., translation, worksheets on historical events, creation of timelines.)
CULTURE MINI-LESSONS

Danetta Genung, Glenn High School, Winston-Salem/Forsyth Schools

Language: Latin
Time Needed: 4-7 hrs depending on number of computers

Language Level: Latin III-IV
Grade Level: Grades 9-12

Software: HyperStudio

Hardware: MacIntosh or IBM computer, scanner (optional) or digital camera

Other Equipment: LCD panel or video projector, overhead, speakers

Specific Objective(s) of the Lesson from the NC Latin Curriculum:

- Expand knowledge of Roman daily life and its relationship to societal practices.
- Expand knowledge of major historical and political figures and forms of Roman government, and relate them to their historical setting.

Procedures:

The objectives for this activity include:
To understand an avenue of the Roman's life in a general form;
To create a multimedia stack of one card;
To share information with fellow students.

- Choose one topic from the list provided.
- Research the information and take notes. Discover general, yet pertinent information about your topic.
- Select the most important points to use in the HyperStudio program.
- Create ONE card in a HyperStudio stack.
- Prepare one or two questions about your topic to ask your classmates.
- Avoid too much text. Try to make the card in the stack easy to read and pleasant to view.
- Add the following to your card: background or border, clip art, text box, button.
- After completing the card, go to the computer where a word processing document is showing. Type your question(s) at the computer, and include your name. The entire class will type questions at this computer. Then, the document will be printed, photocopied, and distributed to classmates. On a separate sheet of paper to turn in, write your question(s) and answer(s).
• Students rotate around the room to view HyperStudio stacks and answer questions asked by their classmates.

*Note: Students can import images or scan images to include in their card. The presentation can be recorded for sharing with others.

HyperStudio Card.
1. Click on program icon.
2. New Stack.
3. Add the following to your card: background OR border, clip art, text box, button.
4. Clip art and backgrounds are found under File. Text box and button are under Objects.
5. Go to Disk File, MacHD, HyperStudio, HS Art.
6. Button information: “Things to Do” go to next card; play a sound.
7. Save your card. Title of your stack will be your first name and last initial.

Evaluation:
Computer creations will be graded on the following: accuracy, originality, creativity, good use of time, group effort.

Possibilities for Extension Activities:
• Students create posters or projects on their topics.
• Class conducts a seminar/discussion on the influences of the Romans.

Interdisciplinary Connections:

Art
Architecture
Computer/Technology Skills (see specific objectives in Multimedia/Presentation strand)
ELP
English Language Arts
Food and Nutrition
World Cultures
World Geography
World History

Brief Description of Classroom Setting:
If there are not enough computers for every student, divide the class into groups of three. Allow groups to alternate times at the computer. For example, groups 1-3 may be at the computer on Monday and groups 4-6 may be at the computer on Tuesday. (If school is on a block schedule, divide into 45-minute segments.) Students with computers at home may want to complete the assignment there. While some students are at the computer, other students may work on various assignments (e.g., translation, worksheets on historical events, creation of timelines).
Classroom Information:
Language: Latin
Time Needed: 4-7 hrs. depending on number of computers
Language Level: Latin I-II
Grade Level: Grades 9-12
Software: HyperStudio, commercial CD on Roman culture
Hardware: MacIntosh or IBM computer, scanner (optional) or digital camera
Other Equipment: LCD panel or video projector, overhead, speakers

Specific Objective(s) of the Lesson from the NC Latin Curriculum:

- Recognize major architectural features, engineering products, and art forms of the Greeks and Romans, as representations of their cultural perspectives.
- Identify food, clothing, and artifacts to form generalizations and make inferences about daily life and customs.

Procedures:

- Choose one topic from the area of Roman civilization.
- Research the information and take notes on the 4"x6" cards provided.
- Select the most important points to use in the HyperStudio program.
- Find at least two pictures that represent your topic. You may also dress in Roman costumes and have your photo taken. Look at the CDs and reference books in the library.
- Complete the draft of your HyperStudio stack on the 5"x8" note cards provided. Limit your stack to four cards.
- Avoid too much text. Try to make each card in the stack easy to read and pleasant to view.
- Once the draft is finished, work at the computer on your assigned days. (Don’t forget to initialize your disk!)
- When the computer is not available, complete the assignments that will be given to you daily.
• Students make presentations (using video projector or LCD panel) to classmates who evaluate them (see enclosed rubric).

**Evaluation:**
Computer creations will be graded on the following: accuracy, originality, creativity, overall appearance, good use of time, and group effort.

**Possibilities for Extension Activities:**

• Students conduct more thorough research on assigned topics and produce a project. The project may be a videotape, a computer program, or a three-dimensional visual.

• Each group of students creates a one-page newsletter about the topic assigned.

**Interdisciplinary Connections:**

- Art
- Computer/Technology Skills (see specific objectives in Multimedia/Presentation strand)
- English Language Arts
- ELP
- Food and Nutrition
- World History
- World Geography
- World Cultures

**Brief Description of Classroom Setting:**

If there are not enough computers for every student, divide the class into groups of three. Allow groups to alternate times at the computer. For example, groups 1-3 may be at the computer on Monday, and groups 4-6 may be at the computer on Tuesday. (If school is on a block schedule, divide into 45-minute segments.) Students with computers at home may want to complete the assignment there.

While some students are at the computer, other students may work on various assignments (e.g., translation, worksheets on historical events, creation of timelines).
<table>
<thead>
<tr>
<th>HYPERSTUDIO EVALUATION</th>
<th>Group Name: ____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative</td>
<td>Excellent</td>
</tr>
<tr>
<td>Educational</td>
<td></td>
</tr>
<tr>
<td>Understandable Material</td>
<td></td>
</tr>
<tr>
<td>Delivered Message</td>
<td></td>
</tr>
<tr>
<td>Overall Presentation</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>
Classroom Information:
Language: Spanish
Time Needed: 

Software: HyperStudio
Hardware: Computer, scanner
Other Equipment:

Language Level: Beginning
Grade Level: Grade 4 (adaptable to 8th)

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Write familiar words and phrases which are associated with visuals, props, or familiar contexts.
- Demonstrate understanding of spoken and written words, phrases, and statements relating to familiar topics.
- Demonstrate understanding and apply information and skills that are common to foreign language instruction and the fourth grade class.

Procedures:

Assumptions:
a. Fruits, vegetables, farm animals, social studies vocabulary needed (e.g., directions words north, south, east, west, and question words have been reviewed).
b. Students have been exposed to HyperStudio.

Day One
- Students practice vocabulary needed.
- Students draw (trace) map of North Carolina (Tres regiones/three regions).
- Students draw (trace) pictures of fruits (apple, cherries, strawberries), other crops (cotton and tobacco), and livestock (chicken and eggs, turkey, pig, cattle).

Day Two
- Teacher brings clip art on a floppy disk.
- Students begin creation of the project: North Carolina HyperStudio Stack.
- Students may include pictures of real animals and/or crops using the scanner, if possible, or may draw on the computer if they have the needed skills. They can also use digital pictures if available.

Day Three On
Students include the following in their project:
- Use the words North, South, East, and West in relation to where they live.
- Identify the three regions of North Carolina.
- List the products: crops and livestock.
• Locate the lighthouse.
• May present a list of targeted nouns as well as questions and answers.

* Note: Students may want to go into the DPI infoweb to find units about NC
<www.dpi.state.nc.us>

Possibilities for Extension Activities:

• Students can use buttons over the map, they may create hot spots to targeted elements, and include as much information as wanted.

• Teacher may create a trivia section at the end of the project.

* Note: This project may be adapted for Middle Schools and integrated with eighth grade Social Studies curriculum.

Interdisciplinary Connections:

  Computer/Technology Skills (see specific objectives in Multimedia/Presentation strand)
  Health: Fruits, vegetables, meats
  Math: If so desired, project may be more complex to include prices, distances with the metric system, etc.
  Social Studies (North Carolina, 4th and 8th grades)

Brief Description of Classroom Setting:

The ideal situation: teacher has own classroom, even using only ONE computer. The project may be introduced and begun with the whole class. A demonstration of a sample project helps. After this, small groups of three may begin to create their own projects. From there on, it is up to the teacher to decide how to manage the creation of the projects.

Teachers may also want to use the media center or computer lab for access to more than one computer. Small groups can go to the media center or computer lab while the rest of the class receives small group instruction. For this practice, students are expected to know how to use the software very well; otherwise, they can use templates of the project and then enter the information.
Classroom Information:
Language: Spanish
Time Needed: 4-5 classes
Language Level: Beginning
Grade Level: Grades 4-5

Software: HyperStudio multimedia presentation software
Hardware: Computer, scanner, computer projector
Other Equipment: Books about Spain, encyclopedias, computer research

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Locate on a map or globe the target countries and identify their major geographical features.
- Write familiar words and phrases associated with visuals, props, or familiar contexts.
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

Procedures:
Each class was given an area of study: Madrid, Sevilla, and Barcelona and recreation or places of interest. All slide titles were in Spanish. Both Spanish and English were used on the slides because of the language level of the students. Titles are listed below in English for the benefit of teachers of other languages.

Group 1
Madrid: The Royal Palace, the fountains (La Fuente de Cibeles), the statues of Don Quixote and Sancho Panza in the Plaza de España, the Plaza Mayor, El Prado, Las Meninas and La Puerta del Sol.

Group 2
Sevilla y Barcelona
Sevilla: The festival in Sevilla, La Giralda, the Guadalquivir River, flamenco
Barcelona: Las Ramblas (a shopping area), the Sagrada Famila Cathedral, the statue of Christopher Columbus.

Group 3
El recreo (recreation)
Slides included skiing in the Pyrenees, the coast, soccer, bullfighting, outdoor cafes, the paseo (an evening walk).
Lugares de interes (places of interest)
Granada (the Alhambra palace), Salamanca (the university), Segovia (the aqueduct), Cordoba (the mosque), Pamplona (the running of the bulls), the castles (the Alcazar), la Mancha (the windmills of Don Quixote).

Our last slide said “the end” “El fin” in Spanish as well as “adios, hasta la vista” and “hasta luego.”

Class One:
All fourth grade classes met individually in the media center with the Spanish teacher and with the media specialist to view a HyperStudio project previously completed by the fifth grade. The various aspects of making a slide were discussed. Color, borders, and placement of a scanned picture, along with transitions were discussed.

Class Two:
The classes were divided into seven groups each. Each group was given a specific subject to research. They were asked to find a picture to scan and to write three sentences about their subject. Materials used for research included library books checked out by the Spanish teacher from both the school and public libraries, encyclopedias, and computer information obtained by the students in the school library or at home.

Class Three:
Each class had three scanners. The scanners were assigned to groups. As pictures were available, they were taken to the media center to be scanned on a disk. Each class had a disk. Seven pictures were scanned by each class on the disk. The groups made storyboards that included text, background color, borders, etc. Any additional scanning was completed during recreation time or other free time.

Class Four:
At this time, the students were excused by groups to go to the media center. The media specialist assisted them in typing their text onto the slide. The children chose their font, background colors, borders, etc. Forward and backward buttons were pre-chosen by the Spanish teacher. Each class voted on the type of transition between the slides that would be used.

This project was done in May. Some classes were cancelled and time constraints were challenging. The Lead Mine teachers were very supportive in allowing students to go to the media center at other times to complete their slides.

Class Five:
On this day we viewed our finished projects. Two classes met at a time in the media center to view our masterpiece. The students proudly read each slide and enjoyed viewing the pictures they so carefully had selected.
Possibilities for Extension Activities:

- Projects are shared with parents during parent night. Administrators and other teachers are given a private viewing to spotlight the program.

- In foreign language study, the use of HyperStudio is endless. Children can make projects about animals, time, their community, or any other subject by scanning pictures and writing about them. These projects can be used from year to year. Foreign language materials can be difficult to find and expensive to purchase. This is an inexpensive, very beneficial method of building a foreign language library of useful materials.

Interdisciplinary Connections:

- Computer/Technology Skills (see specific objectives in Multimedia/Presentation strand)
- Information Skills
- Social Studies

Brief Description of Classroom Setting:

Our media specialist offered her support to our project by assisting the children with scanning and setting up their slides. I spent time with her going over their work and putting the project in order. She had a copy of our class schedules and knew to expect children in the media center.
COUNTRY PROJECT
Raymond A. Hafemann, Maumee High School, Toledo, Ohio

Classroom Information:
Language: Spanish  Language Level: Level IV
Time Needed:  Grade Level: Grades 9-12

Software: Multimedia programs such as HyperStudio, Encarta

Hardware: Computer, access to Internet is optional

Other Equipment: Diskettes, access to Internet for research, CD-ROMs, encyclopedias, etc.

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Develop in writing an organized summary, composition, report, or article.
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.
- Examine the geographical features of the target countries and explain their impact on the peoples
- Compare the native and target cultures in terms of various institutions.

Procedures:

Students in pairs or groups are to complete a research project on the country of their choice using HyperStudio.

Guidelines:
You may use clip art, photographs from Encarta, or from the Internet, or original artwork to illustrate your presentation but understand that certain elements (such as the map and the flag) must be reproduced. Each presentation must use one of the following aspects of the HyperStudio program:

1. Use of buttons, graphic and text objects
2. Hide/show NBA
3. Blabbermouth NBA
4. Animation
5. A minimum of four pages total
6. A credits page listing your sources of information and graphics.

HyperStudio Project Evaluation
1. Total points from research page (80 points possible)
2. Total points on Spanish usage (50 points possible)
3. Total points on use of HyperStudio program (20 points possible)
Extra Credit: Special effects used

Research Project: Country:

You must address:
1. the area/size/population (and compare it with one or two states in the US)
2. the flag (reproduce, copy, draw, include colors. Explain the significance of coat of arms and emblems

Geography:
3. the map with general information about mountains, rainforest, rivers, lakes, gulfs, oceans/seas
4. the capital and at least three important cities
5. neighboring or nearby countries

Economy:
6. major products, services
7. economic relationship with the US (what do we import and what do we send them?)
8. unit of currency and a recent exchange rate

History:
9. predominant Native Amerindians in this country
10. date discovered by Europeans and by whom?
11. part of which colony? date of independence and major figure in independence
12. 20th century history - recent events that figure in the importance for what the country is like currently

Present Information:
13. political structure of the current government, current leader of the country
14. economic or political problems within the country. People in the news
15. social problems, drugs trafficking

Food:
16. typical food in this country - find a recipe or an example of food eaten typically in your assigned country

*Note: This lesson was developed by Raymond A. Hafemann. {rhafema@BGNet.ggsu.edu} In FLTEACH. {FLTEACH@LISTSERV.ACSU.BUFFALO.EDU}. January 20, 1998.
Possibilities for Extension Activities:

Project can be shared with other groups and can be used with students as a teaching tool or as a model for the next year’s students.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Multimedia/Presentation strand)
English Language Arts
Social Studies (World Geography, World History)

Brief Description of Classroom Setting:

Students complete this project at the computer lab. If access to the lab is limited, students do their research in the library using all available resources (Internet, CD-ROMs, encyclopedia, etc.). They can organize the text corresponding to each card while in the classroom and use the computer lab to enter their information and incorporate the elements of HyperStudio.
1. Multimedia

- CD-ROMs
- HyperStudio
- PowerPoint

- How to Do Something
- Victor Hugo
- Unsere Ferien
- Grammar Review Transparencies
Carson, Bethanie. {jethanie@tbcnet.com} “PowerPoint Presentations - Feelings.” FLTEACH. {FLTEACH@LISTSERV.ACSU.BUFFALO.EDU} October 7, 1998.
In my Spanish II classes, we are presently working with emotions/feelings with estar. Tired of the lame textbook pictures, I decided to try something new, different, and hopefully, more interesting. After teaching the emotions through TPR, I assigned an emotion to each pair of students and gave them 2 minutes to figure out how best to act out/demonstrate that feeling. Then, I used a digital camera to take pictures of each pair and put the photos into a PowerPoint presentation and added the appropriate captions. Using the timing delays, we can review vocabulary using our new visuals, and students are more keyed into the discussion than normal because they are the stars of the presentation.

Colozzi, Diane M. {dcolozzi@websecure.com} “Ideas for French 4 projects.” FLTEACH. {FLTEACH@LISTSERV.ACSU.BUFFALO.EDU} December 20, 1996.
I am just finishing a project with French IV Honors. They had to do a commercial in French on PowerPoint. We go to the computer lab once a week to work on it. I wrote out the process and what I expected them to do by the end of the quarter. When they are finished, they will be presenting their products to the class. All information is written in French. They used clip art and we scanned in some pictures.

Rose, Chris. {wmrose@nr.infi.net} “PowerPoint.” FLTEACH {FLTEACH@LISTSERV.ACSU.BUFFALO.EDU} January 13, 1998.
Today one of my Spanish III students gave us his PowerPoint presentation of Jerumbi, a Venezuelan legend very similar to Hansel and Gretel, which he read. Each student had to read a different legend and present it to the class as a video claymation, a mini television set with audio (a box with a hole cut for the spooled story to pass by), a flannel board presentation, a puppet show, or an electronic presentation of the story. They could not just read the legend; they had to give a summary. Everyone loved the little unexpected additions of characters that popped into the scene. Also, these PowerPoint presentations can be videotaped for later use on the TV.

I made a presentation at the beginning of the year to show the requirements and my expectations for the year and gave them a handout with the information.

There are many other uses to PowerPoint e.g., explanations and examples of concepts that you wish to present. Also I have my Spanish I students write poetry about themselves using adjectives and verbs that explain what they do and the qualities they possess. With PowerPoint, the plan for the poetry and examples could be shown on the TV right from the computer.

Stacy, Carol. {crstacy@aol.com} “News and PowerPoint in the classroom.” FLTEACH. {FLTEACH@LISTSERV.ACSU.BUFFALO.EDU} April 20, 1998.
I use PowerPoint and have “noticias” the first few minutes of each class. I just use the headlines - appropriate vocabulary, of course, but introducing vocabulary in context (Who can miss “el transbordador Columbia tiene 2000 animales”?) along with the news of the Hispanic world, news of the economy, or other world or national news.
The length and detail depends on your class, but once you have the general format, set the automatic timer on PowerPoint, and let it roll while you deal with attendance and other administrivia. Students read it, then we discuss it, then they take notes. I add breaking news every day, and everything is completely new each week. Every three weeks we have a test, using their notes.

Along with vocabulary and verbs, we must not forget that we are teaching a language - a living, breathing language in which all ideas can be expressed (without resorting to English), and a language which is infinitely useful in the professional arena. I desperately want my students to know that there is a bigger world out there - bigger than their current world which is limited by the Seven-Eleven on one side and the mall on the other.

It also keeps me on my toes—not a bad thing at all. And - wonder of wonders! - my students sometimes come to class and tell ME what the stock market is doing! For some of my students, this is definitely a major miracle.
Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Explain a simple process, incorporating instructions.
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

Procedures:

* Note: Length of activity varies with the students’ level of familiarity with PowerPoint.

- Teacher begins the lesson by showing the students a PowerPoint slide presentation about something he/she does especially well (e.g., How to Bake a Cake), making sure that each step is clearly explained. To help students with the presentation, a copy of the slides is printed as a handout (3 or 6 slides by page) where students can take notes as the teacher remarks on specific points (not too much text, large font). Teacher may also illustrate the use of Notes Pages where additional information not on the slides is written for use as a reminder in the oral presentation.

- Students are asked to think about something they do well: playing a sport, a musical instrument, singing, hobbies, etc. and to create their own PowerPoint presentation. At this time, a rubric outlining the criteria used to judge the project is given to the students and a brief discussion explaining the criteria (if need be) follows.

- The first step in the creation of the project requires the students to organize their thinking into a series of steps, each one corresponding to one PowerPoint slide. This step can be accomplished at their desks to minimize time at the computer if computer access is limited.

- After they have selected each step, students concentrate on the choice of words and the kinds of graphics to accompany each step.

- Students are now ready to work at the computer. Using the AutoLayout, they create a slide for each step by adding the text and graphics.
Once the work at the computer is completed, students rehearse their presentation, timing themselves. They present their project to the rest of the class who evaluates the projects according to the rubric which was shared at the beginning of the project. Presentation is made with LCD panel or a data/video projector which allows the computer screen to be projected on a large screen for all to see.

* If access to the computer is limited, students can work in pairs or in groups of three with each student having responsibility for creating a certain number of slides. Another option would involve one student responsible for the oral presentation and one responsible for the computer presentation.

**Possibilities for Extension Activities:**

- Presentations can be printed as handouts (3 or 6 slides per page) and given to students for review purposes.
- Presentations can be videotaped and shared with other publics (parents, other students, etc.).

**Interdisciplinary Connections:**

Computer/Technology Skills (see specific objectives in Multimedia/Presentation strand)
English Language Arts

**Brief Description of Classroom Setting:**

This activity is best when completed in a computer lab with individual, pairs, or groups of three students working at one computer. If there is only one computer available in the classroom, groups of three students work on their project during one class time, while the rest of the class is involved in another activity. With this set-up, it is especially useful to have students organize their ideas, write down the text, and think about the graphics while at their desk.
Classroom Information:
Language: French
Time Needed: 5 days
Language Level: French IV
Grade Level: Grades 9-12

Software: PowerPoint, Storyboard

Hardware: Computer, printer

Other Equipment: None listed

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Compose narrations and detailed descriptions in present, past, and future time orally and in writing.
- Summarize, interpret, and analyze information from authentic materials or literary samples orally and in writing.
- Analyze, evaluate, organize, and determine point of view and purpose from oral and written materials.
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

Procedures:

My French IV students just finished PowerPoint projects on Victor Hugo, and they did a very nice job. Here are some of the details of the project.

I have 30 students in the class. I divided the class into several different categories. (We had read excerpts from Les Misérables and they had watched the Disney film Le Bossu de Notre Dame.)

Each group was to make 4-5 PowerPoint slides on their given topic to be put together to make one long presentation on Victor Hugo and related culture topics. Numbers in parentheses indicate the number of partner groups covering this topic.

Computer partner groups:
1. Victor Hugo - romancier et poète (1)
2. La poésie de Victor Hugo (2)
3. La cathédrale de Notre Dame de Paris (1)
4. L'architecture gothique (2)
5. Les Misérables (4) (Storyboard)
6. Le Bossu de Notre Dame (4) (Storyboard)
7. Les Exclus (1) (as a theme in Hugo's works as well as some current information on homeless in France today.)
Our computer lab was just finished in October so this was our first attempt at a major project on PowerPoint. The students loved doing it and they learned quite quickly how to add animation, scan in their illustrations, etc. Of course, we did have some technical difficulties at times, and it took longer than I had hoped. I originally thought that 3 days in the lab would do it. However, it took 5 days and 2 groups went after school or on lunch hours to complete theirs. The end result was a beautiful presentation, student-made and all in French, which was shared with the whole class.

A rubric was used to grade the project.

* Lesson by: Mandl, Marge. {jmmandl@ameritech.net}. “Hyperstudio vs PowerPoint.”
  In FLTEACH. {FLTEACH@LISTSERV.ACSU.BUFFALO.EDU}. January 13, 1998.

Possibilities for Extension Activities:

- Exchange presentations with students in other classes, schools, and/or countries.

- Show presentations during parent day/night. Share at a PTO meeting.

- Collaborate with English Language Arts and/or Arts teachers to identify additional areas of integration and to design a common project.

Interdisciplinary Connections:

Arts

Computer/Technology Skills (see specific objectives in Multimedia/Presentation strand)

English Language Arts

Brief Description of Classroom Setting:

Thirty students in the class. We worked out of the computer lab.
Classroom Information:

Language: German  
Time Needed: 3 full 90 min. periods  
Language Level: Level II  
Grade Level: Grades 9-12

Software: PowerPoint

Hardware: Computer with Internet access

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Give oral and written presentations about people, places, things, and events using simple sentences and paragraphs.
- Identify main idea(s) and some details from simple oral and/or written passages.
- Investigate perspectives and practices of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

Procedures:

*Note: This lesson parallels a lesson I already had in place. It is used to go along with the material covered in chapter 3 of 2nd year Komm Mit. At first, we only used a classroom computer to gather the information via the Internet, and then the students prepared a verbal report with posters, etc.

- To access Ms. Fasciano’s homepage, go to <http://www.hickory.k12.nc.us>
  Go to Hickory High School, Department, German. The following lesson is found there.

- Welcome to your PowerPoint presentation instructions. First, you need to visit the following website: <http://www.city.net>

- While there, you need to select a German city and find out the following information:
  1. Interesting places to visit (2-4)
  2. Locate 2-3 restaurants to visit
  3. Locate overnight lodging
  4. Get the cost of restaurants and lodging

- Once you have gathered your information, you are ready to start. After some group instruction in the basics of PowerPoint, you will begin to create your presentation. You will create 5 slides according to the outline:
Slide 1: Title Slide (Stadt usw)
Slide 2: Was hast du besichtigt.besucht oder gesehen? (What have you viewed, visited, or seen?)
This is to review the correct idiomatic usage of these verbs.
Slide 3: Wo hast du gegessen und wie war’s? (Where did you eat and how was it?)
Slide 4: Wo hast du übernachtet und wie war’s? (Where did you spend the night and how were the accommodations?)
Slide 5: Wie hat dir die Stadt gefallen? (What was your overall impression of the city?)

Viel Spass!

Possibilities for Extension Activities:

Put together a booklet by printing out handouts of the presentation. Students are given a budget to work with. First, they have to decide which tours they can afford and then decide which tour they want to take. Once they have selected a tour, they write a paper about the city as if they had visited it.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Multimedia/Presentation strand)
Life Skills - Budgeting and planning a vacation
World Geography
World History (why would a tourist site be important to that city?)

Brief Description of Classroom Setting:

15-25 students. This lesson works best in a computer lab but could be assigned as an out-of-classroom assignment if resources and student familiarity with PowerPoint allow.
Classroom Information:
Language: Latin  
Time Needed: 1-2 hours  
Language Level: Latin I-IV  
Grade Level: Grades 7-12

Software: PowerPoint, SuperPrint, PrintMaster Gold, ClarisWorks, PrintShop Deluxe, Microsoft Works

Hardware: IBM or MacIntosh and a color printer

Other Equipment: Transparencies designed for deskjet printers, overhead projector

Specific Objective(s) of the Lesson from the NC Latin Curriculum:
- Write simple sentences and phrases in Latin.
- Draw conclusions and make inferences orally or in writing.

Procedures:

This activity allows the student to be the teachers and allows them to review grammatical constructions at the beginning of the year.

Each student will create a transparency that reviews a grammatical construction. The student will review with the class by showing the transparency and explaining the concept. Every transparency should have the following:

1) define the concept;
2) give an example of the construction and provide the translation/answer;
3) give another example and ask the class for the correct answer.

Students should encourage class participation during the presentation.

Evaluation
Transparencies are graded on the following: accuracy, originality, creativity, presentation, encouragement of class participation.

Possibilities for Extension Activities:

• Students create original sentences and share with classmates (on a handout that the teacher compiles).
- Students create a grammar review card. The teacher chooses the most accurate, comprehensive card and photocopies it for the entire class.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Multimedia/Presentation strand)
English Language Arts

Brief Description of Classroom Setting:

If there are not enough computers for every student, divide the class into groups of three. Allow groups to alternate times at the computer. For example, groups 1-3 may be at the computer on Monday, and groups 4-6 may be at the computer on Tuesday. (If school is on a block schedule, divide into 45-minute segments.) Students with computers at home may want to complete the assignment there.

While some students are at the computer, other students may work on various assignments (e.g., translation, worksheets on historical events, creation of timelines).