

TABLE OF CONTENTS

Introduction	4
Your Computer System	
Computer System and their Functions	5
Hardware	5
Basic Types of Software	6
Software Licensing	6
Telecommunications	
What Do I Need?	8
I'm Online—What Now?	9
How Do I Keep Students From Finding Things They Shouldn't See?	10
Management	11
Introduction to Geography Activities	12
Pick the Right Map	13
Map Exchange	21
Land Formations	23
Planning a Virtual Trip	28
The Whole Wide World	33
Geography Sleuths	39

TABLE OF CONTENTS *(cont.)*

Introduction to History and Government Activities	44
World Cultures	45
Ancient Civilisations	51
Seven Wonders of the Ancient World	59
Holidays Around the World	65
Money Matters	70
Quotable Quotes	75
What Happened on This Day	77
Important Historical Figures	81
Explorer Research Project	91
Australian Exploration	98
Australian History	102
State Statistics	107
Our System of Government	113
From Bills to Laws	117
Social Studies Reports	122
Citing Electronic References	123
Telecollaborating	124
Sharing Ideas With Other Terrific Teachers	125
Finding Lesson Plans Online	126

INTRODUCTION

Whether you have a job as a computer resource or classroom teacher, you have probably scanned all the educational resource catalogues for something, anything, that would give you some ideas on how to integrate the use of computer technology and the World Wide Web (www) into your curriculum area. There is plenty of material on how to use various software packages but not on how to effectively blend them with regular lessons. Hopefully this book and this series will help technology coordinators, resource teachers, media specialists, and classroom teachers find ways of incorporating computers and other peripheral devices into the curriculum they already know and love.

The first part of *Integrating Technology into the Social Studies Curriculum (Challenging)* will focus on some computer basics as well as the management involved in using the various technologies available in your school. There will also be a section to guide you through successful searching on the World Wide Web.

The second part of *Integrating Technology into the Social Studies Curriculum (Challenging)* will provide you with lesson plans that correlate with social studies concepts taught in grades 5–8. Keep in mind, however, that they are not ‘etched in stone.’ Once you read one lesson idea, it may spark several others and lead you on an exciting adventure of teaching and learning.

In most cases, there will be several Universal Resource Locator (URL) addresses for World Wide Web sites included with each lesson. These are not all the possible sites, but they will provide you with a starting point to help find additional background information, lesson ideas, or sites where you can download free or inexpensive software. As is the nature of the ever-changing Web, some addresses may change over time. Hopefully, there are enough listed with each lesson that you will have the opportunity to connect to several sites. To visit a Web site whose URL is listed, simply type that address into the ‘Location:’ space of your browser and press the Return/Enter key on your keyboard.

Integrating Technology into the Social Studies Curriculum (Challenging) is an excellent resource book for social studies and computer teachers who are looking for ways to incorporate technology into their lessons and lead students toward effective use of the World Wide Web. Enjoy!

INTRODUCTION TO GEOGRAPHY ACTIVITIES

The following pages contain activities which can be used either individually or throughout your entire geography unit.

The *Pick the Right Map* and *Land Formations* activities blend together nicely if you use topographic or shaded relief maps of your state to identify local land formations.

The *Map Exchange* and *Planning a Virtual Trip* activities could be tied together if your class teams up with another class in Australia and you assign your teams of students the task of planning a virtual trip to the other school's location. Teams may have different ways of travelling to the same location. The *Planning a Virtual Trip* activity has a list of Australian cities, but you can also use cities around the world if you are studying different continents.

The *Pick the Right Map* activity can also be extended to include maps of the world as your students work on their projects from *The Whole Wide World*.

The locations in the *Geography Sleuths* activity are all found outside Australia, but you can certainly do the same activity with locations within Australia. Include cities, mountains, lakes, rivers, parks, wildlife refuges, etc.

Telecommunicating with students in different locations will also be a wonderful addition to any of these activities. Students from other areas can be your local experts on customs, climate, sights to include, current maps, and currency information. This would also be a great time for you and your students to learn how to use a digital camera or scanner and take pictures of your surroundings (and yourselves) to transfer files along with your e-mail.

Make sure you check out the Global SchoolNet Foundation's Web site and find out about their projects designed to link students around the world. Projects such as 'Where on the Globe Is Roger?' are a super way to learn about other parts of Australia and the world.

Whatever projects you choose, be sure to have as many software resources available as you can for students to use. Ask local stores, suppliers, and businesses to donate single copies of last year's atlas, almanac, and encyclopedia software for your use in your classroom. Many times, people purchase the current year automatically and never use the previous issues. They will never know you could use them unless you ask! Duplicate donations of CD-ROM software can be used in different locations throughout your school (classroom, library/media centre, computer lab) and will allow more widespread access to the software than if you just have single copies available only in your classroom.

Let students' imaginations go wild as they choose project formats. You should have some kind of desktop publishing and multimedia software available for their use. The more options they have, the more creative they will become.

PICK THE RIGHT MAP

In order to understand their surroundings, both locally and globally, students must know how to read the many different types of maps they may encounter. This activity can be used to introduce them to maps and can be a springboard toward other map or geography activities.

Duration:

- several class lessons

Materials:

- copies of work sheet on page 20
- map/atlas programs
- online access to map sites

Optional Materials:

- graphics manipulation software (*Paint Shop Pro, Graphic Workshop, etc.*)
- sign-making/presentation/multimedia software (*PrintShop, HyperStudio, etc.*)

Procedure:

Before the Computer

Show students examples of different types of maps and explain that they will be finding examples of their own and then discussing what the differences are. (See the sample maps on pages 16–19.)

- Group students in teams of about 4 students.
- Assign each team a state or country, depending on your curriculum.
- Distribute the worksheet ‘Where Am I?’ to each team.

On the Computer

- Have students search to find the assorted map types. Teams may want to divide the work so that each student only finds 1 or 2 of the maps and all team members get a chance to work at the computer.
- Have students print each map and label it as to the map type or have them download and save the graphics to disk and use them in a multimedia presentation about different types of maps. Be sure to have them document the source of each graphic.

Options:

Have students create a map of their city or area using one of the online map-making sites. There are also several Geographical Information System (GIS) sites online as well as software programs such as *ArcView* which will allow you to create maps of your state or region with overlays of specific data. Students could learn to operate these programs and create thematic maps of their own.

Incorporate the map-searching activity into your study of each state or country. Have students save the printed maps and use them in a display about their location after finding additional data about it. This could be a great lead-in activity to a unit study of states or countries of a specific continent.