



# Table of Contents

<b>Introduction</b> .....	4
<b>Using the Kit</b> .....	5
• How-to Card Diagram .....	6
• Project Lesson Plan Diagram .....	7
• How to Use the Resource Kit in the Classroom .....	8
<b>Curriculum Matrices</b> .....	10
• Curriculum Matrix for Beginner Level Projects .....	10
• Curriculum Matrix for Intermediate Level Projects .....	14
• Curriculum Matrix for Challenging Level Projects .....	18
<b>Assessment</b> .....	22
• Portfolio Assessment .....	23
• Student Assessment .....	25
• Teacher Assessment .....	32
• Rubrics .....	35
• Student Recognition .....	39

# Introduction

For the past two decades, the presence of technology has been transforming our personal lives. One basic goal of education has always been to prepare students for adulthood. Educators have identified one of the most essential of these tools as the ability to communicate ideas and knowledge effectively to others.

In this fast moving “Information Age,” educators and students as never before need to deal with a constant stream of new information, ideas, and technology. A significant first step in preparing students to deal with this influx of information is to provide an environment in which they gain the ability to access, process, manage, and convey concepts and ideas effectively and efficiently.

Technology is definitely one of those tools that aid in this efficiency. Beyond enabling students to work faster, technology promotes the development of inquiry-based learning. Students develop individual learning styles as they experiment with, practice, and adopt the best methods of employing technology to share their ideas with others.

The *TechTools Resource Kit for Inspiration* provides opportunities for students to complete a project relevant to a curriculum area. While completing these projects, students also practice technology.

Using *Inspiration*, or any piece of technology in the classroom, requires a change in teaching styles. In order for students to get the most out of the experience, teachers must endeavor to become the guide on the side. This means allowing students to use technology as a tool to discover and explore their world. This can be a seemingly daunting task. Some familiar refrains include:

- “This takes too much time! I spent hours looking for appropriate Web sites. When students used *Inspiration*, they spent hours and hardly did any work.”
- “The final projects are nothing more than reiteration of the facts and ‘fluffy’ effects.”
- “I’m not sure how to assess the projects.”
- “It’s too difficult to design my own rubric.”
- “Students aren’t sure how to use *Inspiration*. I know a little but not enough to answer all their questions. I don’t want to stop my lesson to answer a technical question.”
- “Students can’t find appropriate media (sounds, pictures, or video clips) for their projects.”

The *TechTools Resource Kit for Inspiration* helps overcome these objections by including everything a teacher needs to effectively and creatively use *Inspiration* in the classroom.



# Using the Kit

The *TechTools Resource Kit for Inspiration* was created to give purpose for using *Inspiration* in your classroom. It teaches you many of the features of *Inspiration*. Its goal is to help facilitate the teaching of the technical skills by providing curriculum-based projects that require students to combine their critical thinking skills with their technology skills.

## **The *TechTools Resource Kit for Inspiration* includes:**

**100 How-to Cards:** These cards were designed to help students find answers to specific technical questions that might arise when using the *Inspiration* software. Each card has instructions for either Windows or Macintosh computers. (See page 6 for more information about these cards.)

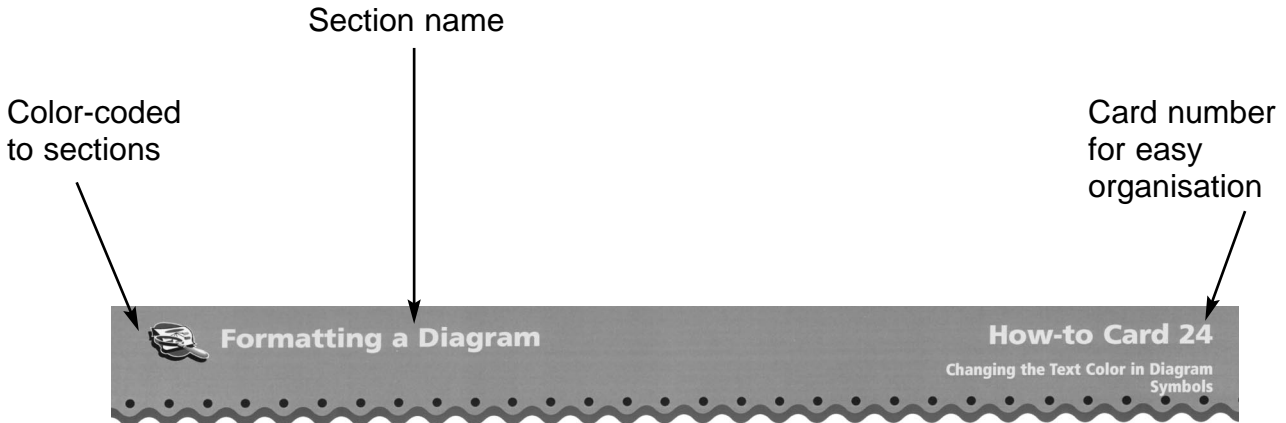
**Project Lesson Plans:** The heart of the *TechTools Resource Kit for Inspiration* is the carefully designed research project challenges. Each challenge places the student in a scenario that involves research, critical thinking, and decision-making. Each project requires students to produce a *Inspiration* document. The projects are organized into three sections: Beginner, Intermediate, and Challenging, with many themes from which to choose. Each lesson plan includes:

- **Step-by-step teacher instructions** including objectives, resource needs, student preparation ideas, extension ideas, and other valuable information.
- **Student Activity Pages** that are highly motivating and work as an anticipatory set for the students.
- **Information Collection Grids** that help students organize their research. The collection grid helps students collect relevant information and stay on task during the research process.
- **Rubrics** that clearly define expectations for achieving a quality product. Students can use the rubrics as a guide, making sure they are on target with the expectations of the project.

The instructions on the student activity page itself are designed to be used by students without the need for teacher guided lessons. In some cases, you may wish to pre-select the pages that you want to make immediately available to students. You can also identify others that you wish to use as a whole group activity at some later point.

**CD-ROM:** The CD-ROM contains templates that give students a starting point when creating their projects. Also included is a collection of pictures and clip art that can be used with each project. (See the CD-ROM/Web site section of this notebook for file names and directions for use of the CD-ROM.)

# How-to Card Diagram

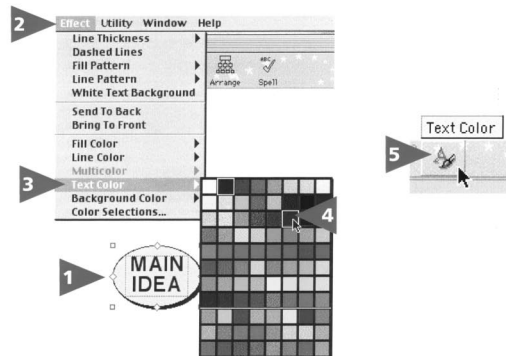


## Changing the Text Color in Diagram Symbols

1. Select the symbol or symbols where you would like to change the text color.
2. Click **Effect** on the **Menu** bar.
3. Click **Text Color**.
4. Click the text color you want.

—or—

5. Click the **Text Color** button on the **Drawing** toolbar.
6. Click the text color you want.
7. Click away from your symbol or symbols to view the changes you made.



Written sequential directions

Screen pictures with numbers that correspond to the written directions

# Project Lesson Plan Diagram

**On This Date Lesson Plan**

**Objectives**

- Students will use their date of birth to chronicle historical happenings on one date in history.
- Using a time line design in *Inspiration*, each student will create a graphic organizer that features a specific date in history and historical happenings on that date.

**Resources Needed**

Prior to beginning this project, students will need:

- On This Date Project Page
- On This Date Information Collection Grid
- On This Date Rubric
- TechTools Resource Kit for Inspiration* "How-to" cards
- Books and/or magazines featuring historical time lines
- TechTools Resource Kit for Inspiration* CD with project samples, templates, pictures, and clip art

**Internet Resources**

This project uses resources that include historical information, images, video clips and text. Web sites are available at <http://www.historychannel.com/thisday/>, <http://www.dmarie.com/timecap/>, and <http://www.on-this-day.com/>.

**Procedure**

**Student Preparation**

- Introduce historical time lines to the students. Model a time line that spans from 1800 to 2000 in twenty-year increments. Review how to research historical events and note taking during research.
- Explain that they are going use *Inspiration* to create their own time line, based on their own date of birth.
- Tell students that they will need to chronicle historical happenings over a period of time. Their report should include more than just famous birthdays or deaths.
- Read the Project Page challenge to the students. Review the Information Collection Grid.

Objectives

Resources Needed

Internet Resources

Procedure

**On This Date Lesson Plan (cont.)**

**Procedure (cont.)**

- Talk about how to find information on a specific date. Review books, magazines, newspapers, the historical Web sites linked to the pages at <http://www.historychannel.com/thisday/>, <http://www.dmarie.com/timecap/>, and <http://www.on-this-day.com/>, and/or other available resources with the students.
- Review the use of the "How-to" cards. Discuss *Inspiration* techniques and effects that can be used to enhance a presentation. Show the project sample and the template available for use with this project on the *TechTools Resource Kit for Inspiration* CD.
- Explain the scoring rubric. Suggest that students use the rubric to guide the development of their project.

**The Inspiration Product**

- Have students print their On This Date time lines.
- Allow an opportunity for peer/teacher editing and revision.
- The final product can be shared with peers and parents.

**Assessment**

A variety of assessment methods may be used. The project rubric offers a framework for objective marking, feedback, and standardization.

**Extension**

- Invite a Guest Speaker. Invite in a guest speaker who was born before 1925. Ask your guest to describe how things have changed since he or she was a child. Each student should prepare a written question prior to the visit.
- Compare Literature. Investigate children's literature from 1800 to today. Notice the quantity and quality of literature today. What types of literature did children have available from 1800 to 1950? Notice similarities and differences.

The Inspiration Product

Assessment

Extension Ideas

Student Project Page

**On This Date Student Project Page**

Have you ever wondered what happened in history on the day you were born? Your birth date will always be a special day for you. Now is your chance to find out what else has happened on that date.

You are going to research the month and the day of your birth. For example, if you were born on January 25th, you will look up January 25 and find out what happened on that day twenty years ago, a hundred years ago, or even two hundred years ago. Important battles may have raged, a new king may have been crowned, a medical cure may have been found. It is your job to find out!

You will create a time line detailing events on your birthday over the past two hundred years. You will start in the year 1800 and record an event every twenty years up until the year you were born.

**Your Inspiration project must include:**

- A historical time line with events recorded every 20 years from 1800 to the year of your birth.
- The historical time line must be based on your date of birth.
- Historical facts should be varied, including political events, inventions, notable firsts, hit songs, sporting events, etc.
- A graphic organizer that is clear and enhances the project.
- Graphics/visual effects to enhance the project.

**Resources**

Use books, magazines, newspapers and the Web sites for historical events available at <http://www.historychannel.com/thisday/>, <http://www.dmarie.com/timecap/>, and <http://www.on-this-day.com/>, or other available resources.

More Internet resources can be found by using a search engine. Three choices include: *Yahoo!igans* ([jehooligans.com](http://jehooligans.com)), *Lycoszone* ([lycoszone.com](http://lycoszone.com)), and *Ask Jeeves Kids* ([kids.com](http://kids.com)).

Key words for this lesson might include: historical time line, historical dates, on this day, birth date.

Information Collection Grid

**On This Date Information Collection Grid**

Your Birthday:		Historical Event
20-Year Time Span	Year	
1800-1820		
1821-1840		
1841-1860		
1861-1880		
1881-1900		
1901-1920		
1921-1940		
1941-1960		
1961-1980		
1981-2000		

Rubric and Scoring Sheet

**On This Date Rubric**

Criteria	GOALS 4-7 Points	ON-TRACK 5-7 Points	WANTS 8-10 Points	Number Score	
				Peer	Teacher
Content: The student has researched and documented historical events that occurred on the date of birth.	Includes the date of birth.	Includes the date of birth and the year of the event.	Includes the date of birth and the year of the event and includes a description of the event.		
Organization: The student has organized the information in a clear and logical manner.	Includes the date of birth and the year of the event.	Includes the date of birth and the year of the event and includes a description of the event.	Includes the date of birth and the year of the event and includes a description of the event and includes a description of the event.		
Visuals: The student has used graphics to enhance the project.	Includes the date of birth and the year of the event.	Includes the date of birth and the year of the event and includes a description of the event.	Includes the date of birth and the year of the event and includes a description of the event and includes a description of the event.		
Writing: The student has written a clear and concise report.	Includes the date of birth and the year of the event.	Includes the date of birth and the year of the event and includes a description of the event.	Includes the date of birth and the year of the event and includes a description of the event and includes a description of the event.		
Overall: The student has completed the project with a high level of quality.	Includes the date of birth and the year of the event.	Includes the date of birth and the year of the event and includes a description of the event.	Includes the date of birth and the year of the event and includes a description of the event and includes a description of the event.		
Comments:					
Overall Score:					

# How to Use the Resource Kit in the Classroom

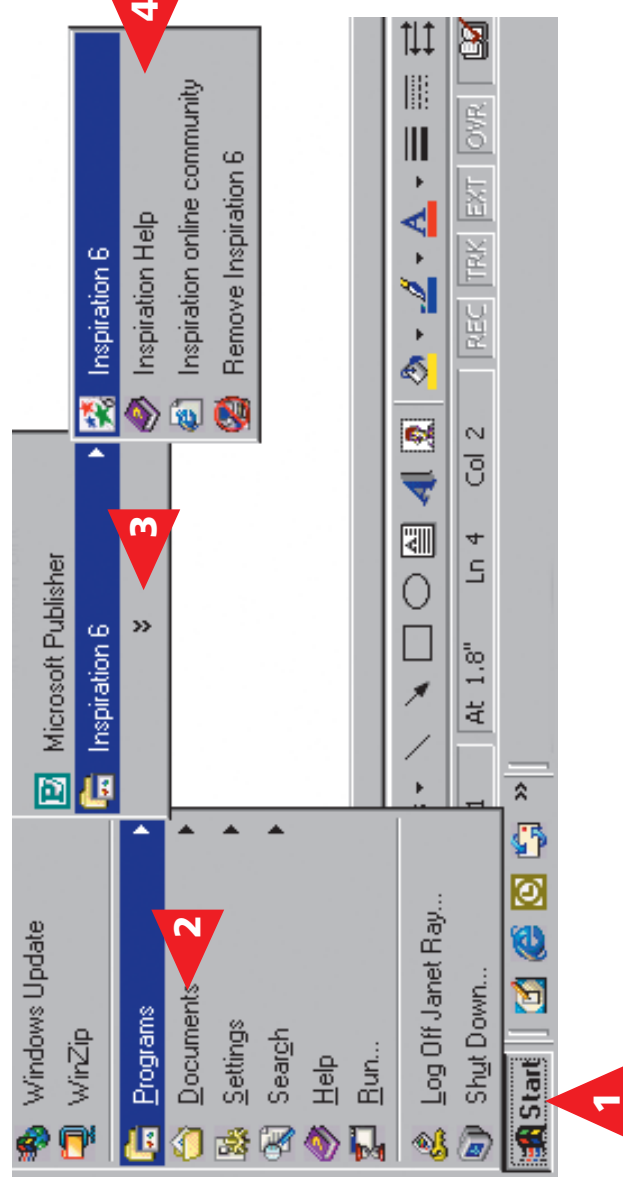
As with many lessons that we teach, the majority of the planning takes place before the students arrive.

1. Familiarize yourself with the lesson plans and select one relevant to your curriculum.
2. Make sure you have all the materials and resources needed for the project.
3. Look at a sample project to become familiar with the features of *Inspiration* that were used. The students need to see what a finished product looks like. The shared project will show them what the expectations are and will serve as a springboard towards generating or using a pre-defined rubric. In addition, the model will also show students what *Inspiration* is capable of doing. After students view the project, they should be excited and motivated to make their own.
4. Do the Student Preparation activities. Make sure the students have a background in the subject area and an understanding of the project before beginning.
5. Give the students their Information Collection Grids so they have a way to organize their information and resource materials.
6. Review the Assessment Rubric with the students so they understand the parameters of the project.
7. Share the relevant How-to Cards with the students. Make sure they understand the importance of the card.
8. Demonstrate the most basic *Inspiration* skill to the students first so that they can begin the project. Then add skills as they progress. Don't overwhelm them with too much at one time. It will not be remembered.
9. To teach students the technical skills necessary to produce a *Inspiration* product, you may want to use a technique called "Show & Go." You will find the steps to this technique on the following page.



## Starting Inspiration

1. Click **Start** on the **Task** bar.
2. Click **Programs**.
3. Click the **Inspiration** folder.
4. Click the **Inspiration** application icon to start the program.



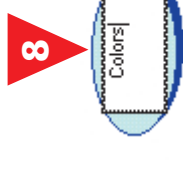
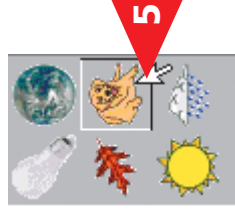
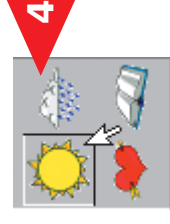




### Adding a New Symbol to a Diagram

There are several ways to add a symbol to a diagram.

1. Click the **New Symbol** button on the **Diagram** toolbar in the direction you would like the symbol to appear.  
—or—
2. Click the **New Symbol – Diagonal** button on the **Diagram** toolbar in the direction you would like the symbol to appear.  
—or—
3. Click where you would like the symbol to appear on your diagram.  
—or—
4. Click the symbol you want on the Symbol Palette.  
—or—
5. Click the symbol you want on the Symbol Palette.  
6. Drag it to where you would like the symbol to appear on your diagram.  
—or—
7. Click where you would like a symbol to appear on your diagram.  
8. Begin to type some text and a symbol will automatically appear.







### Changing the Line Color of Diagram Symbols

1. Select the symbol or symbols where you would like to change the line color.
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