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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 HyperStudio* provides opportunities for students to complete a project relevant to a curriculum area. While completing these projects, students also practice technology.

Using *HyperStudio*, 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 *HyperStudio*, 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 *HyperStudio*. 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 HyperStudio* helps overcome these objections by including everything a teacher needs to effectively and creatively use *HyperStudio* in the classroom.

Using the Kit

The *TechTools Resource Kit for HyperStudio* was created to give purpose for using *HyperStudio* in your classroom. It teaches you many of the features of *HyperStudio*. 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 HyperStudio* includes:

100 How-to Cards: These cards were designed to help students find answers to specific technical questions that might arise when using the *HyperStudio* 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 HyperStudio* 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 *HyperStudio* presentation. 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

Section name

Color-coded to sections

Card number for easy organization

Getting Started **Windows How-to Card 6**
 Navigating Between Cards in a Stack
 (Using the Menu Bar)

Navigating Between Cards in a Stack (Using the Menu Bar)

1. Click **Move**.
2. Click **Back** to return to whatever card you were previously on, or
3. Click **Home** to return to the Home Stack, or
4. Click **First Card** to move to the first card of the stack, or
5. Click **Previous Card** to move one card back in the stack, or
6. Click **Next Card** to advance one card forward in the stack, or
7. Click **Last Card** to move to the last card in the stack, or
8. Click **Jump To Card** to go to any card in the stack.
9. If you choose Jump To Card, you must type a card number in the **Jump To Card** dialog box and click **OK**.

1	Move	
2	Back	Ctrl+~
	Home	3 Ctrl+H
4	First Card	Ctrl+1
	Previous Card	5 +<
6	Next Card	Ctrl+>
	Last Card	7 Ctrl+9
8	Jump To Card...	Ctrl+J
	Find Text...	Ctrl+F

Jump to card: 3 9

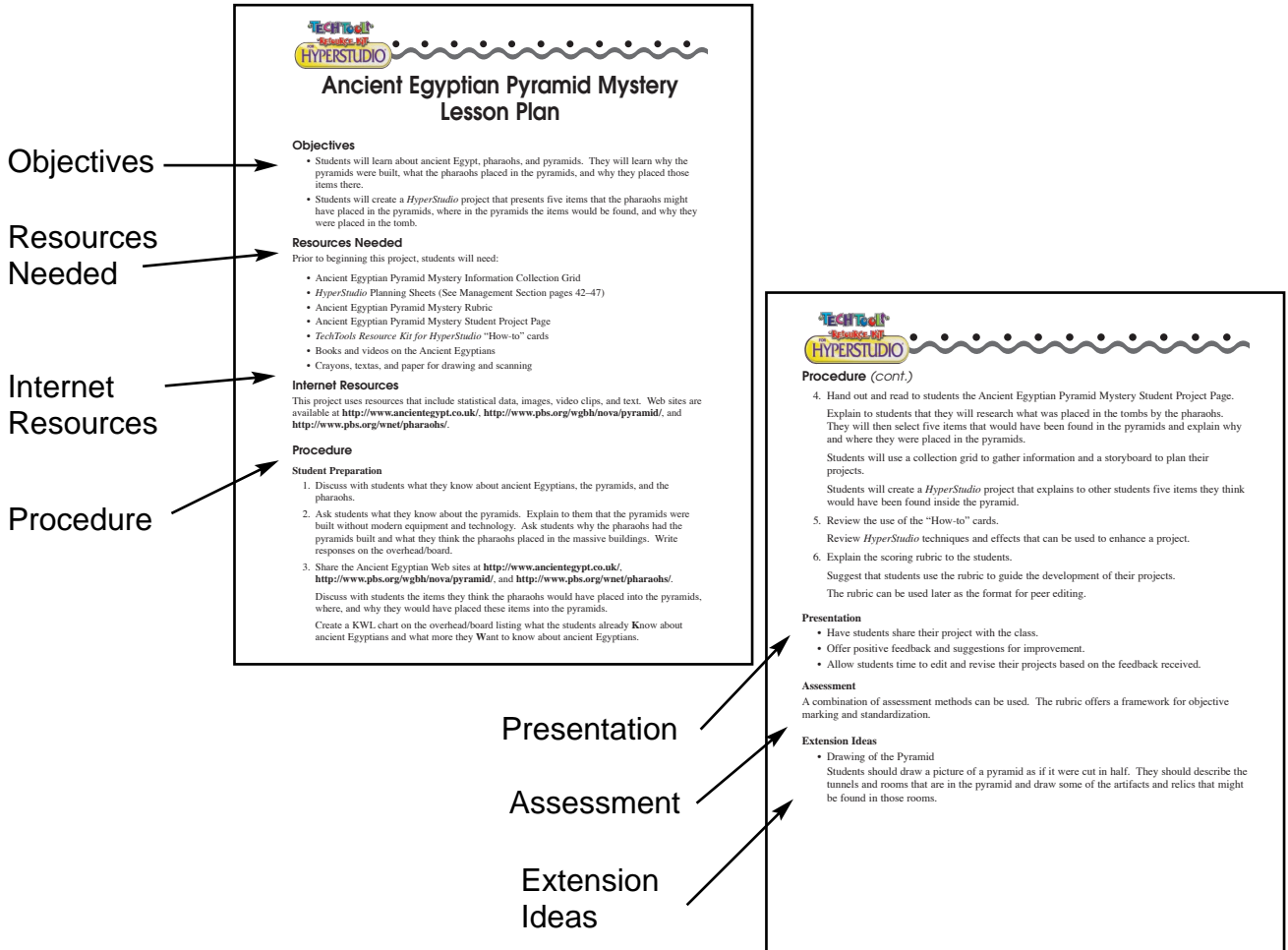
Cancel OK

HyperStudio® © Hawker Brownlow Education

Written sequential directions

Screen pictures with numbers that correspond to the written directions

Project Lesson Plan Diagram



Student Project Page

Ancient Egyptian Pyramid Mystery Student Project Page

The International Archaeologist Society of Egypt has discovered a buried pyramid in the desert near Giza. They want to give students the opportunity to be a part of history as it is opened. Before they begin the exploration of the pyramid, they want to have students research information to discover what types of artifacts, relics, and other items they might find in the tomb. They want to present this information to students around the world before they enter the tomb to give them an idea of what they can expect to see. You have been asked to create a HyperStudio project presentation that informs students what they might discover in the tomb and how it might look.

Your HyperStudio project must include:

1. Research of what types of artifacts, relics, and other items that might be discovered during the exploration of the pyramid.
2. The selection of five of the items researched, where you think they will be found in the tomb, and why they were placed into the pyramid.
3. A drawing created in HyperStudio of three of the items that might be found there.
4. Pictures of two other items that you find and scan.

Resources

This project uses resources that include statistical data, images, video clips, and text. The Ancient Egyptian Web sites are available at <http://www.ancientegypt.co.uk/>, <http://www.pbs.org/wgbh/nova/pyramid/>, and <http://www.pbs.org/wnet/pharaohs/>.

More Internet resources can be found by using a search engine. Three possible choices are: *Wikipedia*, *Lycos*, and *Ask* search engines.

Keywords for this lesson might include the following: Ancient Egypt, mummies, and pyramids.

Information Collection Grid

Ancient Egyptian Pyramid Mystery Information Collection Grid

Item	Where do you think it will be in the tomb?	Why do you think the pharaoh placed it there?	How/Why do you think it will be in the tomb?	How/Why do you think the pharaoh placed it there?
1. Let the second artifact, relic, or item that you think it will be in the tomb. Why do you think it will be in the tomb?				
2. Let the second artifact, relic, or item that you think it will be in the tomb. Why do you think it will be in the tomb?				
3. Let the second artifact, relic, or item that you think it will be in the tomb. Why do you think it will be in the tomb?				
4. Let the second artifact, relic, or item that you think it will be in the tomb. Why do you think it will be in the tomb?				

Rubric and Scoring Sheet

Ancient Egyptian Pyramid Mystery Rubric and Scoring Sheet

Criteria	Master (4 - Proficient)	Advanced (3 - Proficient)	Skills (2 - Proficient)	Total Score	
				Self Score	Teacher Score
1. Let the second artifact, relic, or item that you think it will be in the tomb. Why do you think it will be in the tomb?					
2. Let the second artifact, relic, or item that you think it will be in the tomb. Why do you think it will be in the tomb?					
3. Let the second artifact, relic, or item that you think it will be in the tomb. Why do you think it will be in the tomb?					
4. Let the second artifact, relic, or item that you think it will be in the tomb. Why do you think it will be in the tomb?					
Total Score					

How to Use the Resource Kit in the Classroom

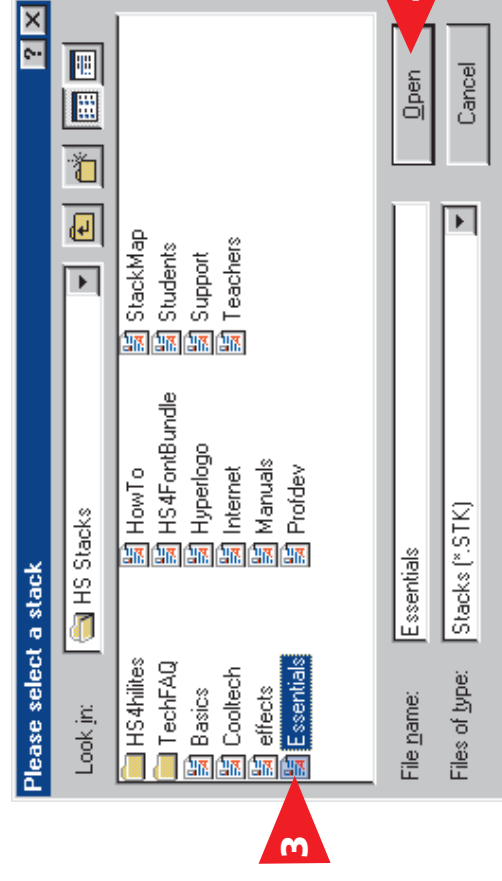
As with many lessons that we teach, the majority of the planning takes place before the students arrive.

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 *HyperStudio* 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 *HyperStudio* 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 *HyperStudio* 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 an *HyperStudio* presentation, you may want to use a technique called "Show & Go." You will find the steps to this technique on the following page.



Opening a Stack

1. Click **File**.
2. Click **Open Stack**.
3. Locate the stack.
4. Click **Open**.

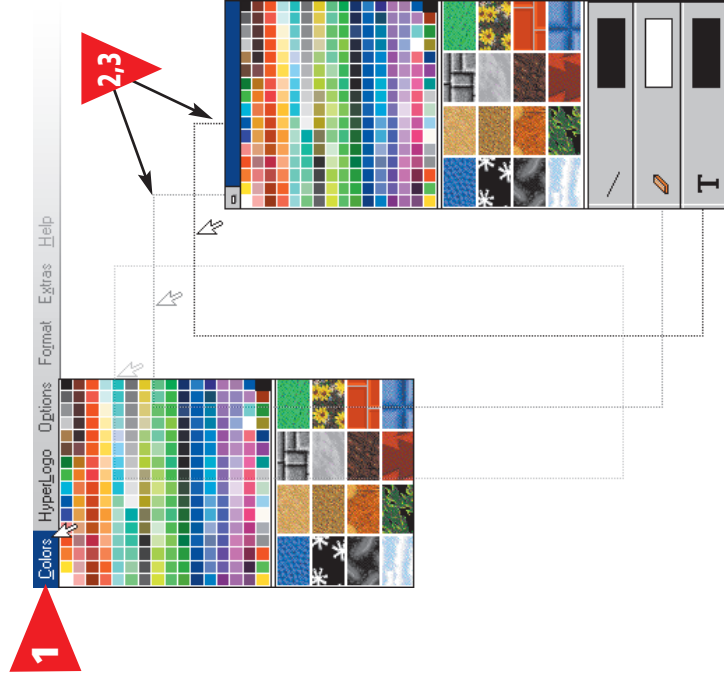




Tearing Off the Color Palette from the Menu Bar

For convenience as you work, you can “tear off” *HyperStudio*’s color palette from the menu bar and place it out on the screen.

1. Click **Colors** and **hold down** the mouse button.
2. **Drag** the **pointer** down and over to the **left, right, or bottom** edge of the color palette. The color palette will separate from the menu bar.
3. **Drag** the color palette wherever you would like on the screen and **release** the mouse button.
4. To move the color palette, **click and drag** on the **bar** at the top.
5. To put the color palette away, click in the **little square on the far left** of the bar.





Flipping a Selection Horizontally

1. **Select a portion of the background** with the lasso, oval selector, or rectangle selector.
2. Click **Edit**.
3. Click **Effects**.
4. Click **Flip Sideways**.

