

# Traveling the Silk Road: A Multimedia Approach

**Grade Level or Special Area:** 2<sup>nd</sup> & 4<sup>th</sup> Grade, Connections across grade levels and content areas.

**Written by:** Jennifer England & Stacey Free, Franklin K-8 School, Corvallis, Oregon.

**Length of Unit:** Lessons will vary in length. Technology component 5 months.

## I. ABSTRACT

Technology is easily integrated into Core Knowledge History and Geography, providing an innovative opportunity to increase understanding. In this unit, using second and fourth grade content, students will turn book learning into electronic projects. Investment and motivation will be high with many opportunities for collaborative work. A focus on ancient China will guide second graders. The theme, East Meets West: Trade and Growth, will link the study of Africa, Asia, and Western Europe for fourth graders. Using these themes, we will provide ideas and guidelines for creating, evaluating, and sharing student projects using Microsoft's PowerPoint and Publisher programs.

## II. OVERVIEW

### A. *Concept objectives*

1. Students will gain an understanding of the economic concepts of supply and demand.
2. Students will gain an understanding of how people's lives are affected by physical environment.
3. Students will gain an understanding of the importance and lasting influence of issues, events, people and developments in world history.

### B. *Specific content*

1. 2nd Grade: Geography of Asia
2. 2nd Grade: China
3. 4th Grade: Early and Medieval African Kingdoms
4. 4th Grade: China: Dynasties and Conquerors

### C. *Skills to be taught*

1. The student will demonstrate the ability to perform basic computer procedures.
2. The student will follow a series of steps to plan, design on paper, design electronically, and share an "About Me" PowerPoint presentation.
3. The student will work with a partner to follow a series of steps to plan, design on paper, design electronically, and share a PowerPoint presentation on trade routes of Africa (4th Grade) or Ancient China (2nd Grade).
4. The student will complete self-evaluation and peer feedback forms for PowerPoint projects.
5. The student will work with a cross-age partner to interview an adult staff member. They will follow a series of steps to produce an article with headlines using Publisher. This will become part of a school "Who's Who" newspaper.
6. The student will follow a series of steps to create a brochure to explain travel on the Silk Road (4th Grade) or Ancient China (2nd/4th Grade partner project).
7. The student will complete self-evaluation and peer feedback forms for Publisher project.
8. The student will share electronic projects with parents and guests at annual Chinese New Year's Celebration.

## III. BACKGROUND KNOWLEDGE

### A. For Teachers

1. Basic computer skills and vocabulary, including the ability to use Microsoft PowerPoint and Publisher

2. Core Knowledge history and geography content areas
3. Copyright and fair use guidelines
- B. For Students
  1. Basic computer skills and vocabulary
  2. Some keyboarding helpful
  3. Background knowledge (taught in class prior to or in conjunction with) on ancient China, Africa, Trade Routes, Geography as is appropriate to the grade level.

#### IV. RESOURCES

- A. For Teachers
  1. Simkins, Michael; Cole, K. Tavalin, F. Means, B. *Increasing Student Learning Through Multimedia Projects* Alexandria, Virginia, 2002, ISBN: 0-87120-664-1.
  2. Computer with appropriate software (Microsoft PowerPoint and Publisher) with projection capability
  3. Scanner
  4. Digital camera
  5. Internet access
  6. <http://fairuse.Stanford.edu>.
  7. Appendices A through T
- B. For Students
  1. Core Knowledge history books for both grades
  2. Access to computer with appropriate software (Microsoft PowerPoint and Publisher)
  3. Scanner
  4. Digital camera
  5. Internet access

#### V. LESSONS

##### **Lesson One: Computer Procedures (Introductory computer lesson – Not directly related to Core Knowledge)**

- A. *Daily Objectives*
  1. Concept objectives
    - a. The students will gain an understanding of basic computer skills
  2. Lesson content
    - a. Basic skills
      1. Log on and off
      2. Open a program
      3. Name and save a file
      4. Locate a saved file
      5. Use tools
        - a. Spell check
        - b. Grammar check
    - b. Basic vocabulary
      1. Picture
        - a. Photographs
        - b. Clipart
        - c. Scanned
      2. Text
        - a. Block

3. Sound
  4. Transitions
3. Skill objective
    - a. Students will gain adequate skills to complete their own PowerPoint presentation.
- B. *Materials*
1. Appendix A – Reference Flow Sheet
  2. Appendix B – Vocabulary Sheet
  3. Appendix C - Vocabulary and Skills Assessment Sheet
  4. Computers with Microsoft PowerPoint and Publisher
  5. Pencil
  6. Teacher created word document with mistakes “Teaching File” saved on shared drive
- C. *Key Vocabulary*
1. See Appendix B
- D. *Procedures/Activities*
1. Teacher creates “Teaching File” a word document with spelling and grammar mistakes and saves it to the shared drive.
  2. Students, seated at the computer, will practice step by step skills as introduced by teacher demonstration, and referenced by Skill sheet (Appendix A)
    - a. Demonstrate log on
      1. Students perform log on
    - b. Demonstrate open a program
      1. Students open a program
    - c. Demonstrate saving and naming a file
      1. Student save and name a file
    - d. Demonstrate closing existing file
      1. Students close existing file
    - e. Demonstrate locating and opening “teaching file”
      1. Students locate and open “teaching file”
    - f. Demonstrate Spell and Grammar check
      1. Students perform Spell and Grammar check
    - g. Demonstrate saving changes
      1. Students save changes
    - h. Demonstrate how to print
      1. Students print
    - i. Demonstrate closing a program
      1. Students close program
    - j. Demonstrate log off
      1. Students log off
    - k. Vocabulary discussion; fill in vocabulary sheet – Appendix B
- E. *Assessment/Evaluation*
1. Next computer session, pair students up and have them complete Appendix C – Vocabulary and Skill Assessment Sheet
    - a. Students work in pairs (each at own computer)
      1. Students perform each skill and check each other off according to Appendix C checklist
      2. Students help each other fill in Appendix C – Vocab Sheet
    - b. Teacher circulates to assess needs and focus of students

**Lesson Two: All About Me PowerPoint (introductory lesson – Core Knowledge will be applied in lesson four)**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Students will gain an understanding of PowerPoint
  - 2. Lesson Content
    - a. Basic skills – preplanning
      - 1. Paper slideshow templates – see appendix D and E
    - b. Basic skills - computer
      - 1. Insert slide
      - 2. Insert clipart
      - 3. Transition
      - 4. Scan a photograph/drawing
      - 5. Insert scanned work
  - 3. Skill Objective(s)
    - a. Students will complete an All About Me PowerPoint presentation
    - b. Students will self evaluate
    - c. Students will share presentation
    - d. Students will give peer feed back (see appendix F)
- B. *Materials*
  - 1. Appendix D – 2nd grade PowerPoint Guidelines /Self Evaluation
  - 2. Appendix E – 4<sup>th</sup> grade PowerPoint Guidelines/Self Evaluation
  - 3. Appendix F – 2<sup>nd</sup> & 4<sup>th</sup> Feedback Form
  - 4. Appendix G - Scoring Rubrics PowerPoint ; All About Me 2<sup>nd</sup> Grade
  - 5. Appendix H – About Me Scoring Rubric 4<sup>th</sup> Grade
  - 6. Pencil and paper
  - 7. Family photo / drawing
  - 8. Teacher produced About Me PowerPoint
    - a. Follow steps for appropriate grade Appendix D or E
- C. *Key Vocabulary*
- D. *Procedures/Activities*
  - 1. Teacher introduces project
    - a. 2<sup>nd</sup> and 4<sup>th</sup> grade teachers share their own All About Me PowerPoint
    - b. 4<sup>th</sup> grade teacher gives overview and assigns day one homework (Quilt section)
  - 2. Students will follow steps as described on Appendix D or E as appropriate for grade
- E. *Assessment/Evaluation*
  - 1. Students complete Self Evaluation section on Appendix D or E
  - 2. Students present PowerPoint in small group form
  - 3. Students complete peer feedback form – Appendix F
  - 4. Teacher assesses with scoring rubric – Appendix G or H
  - 5. Students will be using PowerPoint as a cumulative project one or two more times during this unit

**Lesson Three: Fair Use and Copyright (this lesson is not directly related to Core Knowledge, but necessary for the unit.)**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Students will gain an understanding of what Fair Use and Copyright mean

2. Lesson Content
    - a. When and where to cite sources
  3. Skill Objective(s)
    - a. How to cite sources
      1. Print
      2. Electronic
- B. *Materials*
1. Appendix I – Work Cited Reference Sheet
  2. Core Knowledge World History and Geography Book
  3. Previously viewed web sites related to Early African Civilization
- C. *Key Vocabulary*
1. See Appendix I
- D. *Procedures/Activities*
1. Review Appendix I, whole class
    - a. Discuss fair use and copyright– top portion
    - b. Discuss citing images
      1. Examples from print
      2. Examples from electronic sources
  2. Students practice finding and citing sources
    - a. Textbook
    - b. Internet sites
- E. *Assessment/Evaluation.*
1. Assessment comes after Lesson Four.

#### **Lesson Four: Trade In Early African Civilizations PowerPoint – 4<sup>th</sup> Grade**

- A. *Daily Objectives*
1. Concept Objective
    - a. Students will gain an understanding of the economic concepts of supply and demand
    - b. Students will gain an understanding of the lasting influences of issues, events, people, and development in world history
  2. Content
    - a. 4<sup>th</sup> Grade: Early and Medieval African Kingdoms
  3. Skill Objective(s)
    - a. Students will produce a PowerPoint on Trade in Early Africa, working in small groups
- B. *Materials*
1. Appendix I – Work Cited Reference Sheet
  2. Appendix J – Trade In Early African Civilization (TEAC) PowerPoint Guidelines/Group Evaluation
  3. Appendix F – Peer Feedback Form
  4. Appendix K- PowerPoint Scoring Rubric
  5. Appendix L – Cooperative Learning Checklist
  6. Core Knowledge History and Geography Book
  7. Paper and pencil
- C. *Key Vocabulary*
1. Supply and demand – The value of an item is dependent on the quantity and the demand for the item. High demand low quantity equals high value.
  2. Physical barriers – Geographic features that inhibit transportation and communication
  3. Caravan – A group of people and pack animals traveling together

4. Trade route – Land or water path taken by people doing business
  5. Culture – Characteristics of a civilization, such as art, religion, and language
  6. Nomadic – Moving from place to place
  7. Barter and trade – Exchange of goods or labor, not using money
  8. Key word phrases – Picking out the main idea – for bulleted information on a PowerPoint
- D. *Procedures/Activities*
1. Teacher introduces project
    - a. As students read chapters in textbook, encourage note-taking and use of key word phrases
    - b. Assign teams
  2. Class will do a quick review of when and how to cite graphics
  3. Teacher demonstrates how to access and utilize transitions
  4. Students follow steps as described on Appendix J – TEAC PowerPoint Guidelines/Group Evaluation
  5. Students share PowerPoint projects with rest of the class
- E. *Assessment/Evaluation*
1. Students fill out Group evaluation – Appendix J
  2. Students complete Cooperative Learning Checklist – Appendix L
  3. Students complete Peer Feedback Form – Appendix F
  4. Teacher assessment
    - a. Cooperative Learning Checklist – Appendix L
    - b. Scoring Rubric – Appendix K

**Lesson Five: Who’s Who Newspaper, Publisher (Introductory lesson, Core Knowledge will be applied in lesson six)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will gain an understanding of Microsoft Publisher
  2. Lesson Content
    - a. Learn interview skills and technique
    - b. Learn the inverted pyramid format for writing
    - c. Learn to use Microsoft Publisher, Newspaper
    - d. Learn to use a digital camera
  3. Skill Objective(s)
    - a. Students will work in cross-age pairs or groups of four
    - b. Students will conduct an interview of school personnel
    - c. Students will write one article, with headline, for Who’s Who at Franklin
    - d. Students will import their article into the Publisher software
- B. *Materials*
1. Appendix M – Interview Guideline/Evaluation Sheet
  2. Appendix N – Vocabulary Work Sheet
  3. Appendix O – Interview Request Form
  4. Appendix P – Interview Questionnaire Form
  5. Appendix Q – Scoring Rubric Newspaper
  6. Copies of newspaper articles that have the 5 w’s (who, what, when, where, and why)
  7. Paper, pencils, colors crayons, clipboards, glue, scissors
  8. Digital camera
  9. Newspapers – 1 per cross age team
  10. Adult volunteers or aids

C. *Key Vocabulary*

1. Byline – Writer of the article, usually printed under the headline
2. Caption – Explanation of a photo, drawing, or graph
3. Column – The vertical sections of a newspaper
4. Copy – The text of the article
5. Edit – To make changes to an article
6. Graphics – pictures, graphs and drawings
7. Interview – A meeting in person in which the reporter asks questions to get information for a story
8. Inverted Pyramid Style – The practice of placing the most important news at the beginning of the article, moving to more detailed information
9. Lead paragraph – First paragraph in an article, it sets the tone and invites the reader to read on
10. Masthead – Title of the newspaper and other publication facts
11. Putting the paper to bed – When it is ready to go to print

D. *Procedures/Activities*

1. Introductory set – Teachers provide overview of project from beginning to end
2. Assign cross-age teams
  - a. Hand out Vocabulary worksheet – Appendix N
    1. Students look through newspapers to find, cut, and paste an example of each item on list
3. Teacher shows examples of inverted pyramid articles and discuss five W's
  - a. Teacher models color coding technique of the W's
  - b. Cross-age teams color code selected articles
4. Teachers interview Superintendent or other District level Administrator, to model interview technique and skills
  - a. Prearrange time and location for interview
  - b. Follow Appendix P – Interview Questionnaire Form to conduct the interview.
    1. Take notes in a manner that students can see what you are doing
5. Assign cross-age teams and give them the name of their person to interview, hand out Appendix M and Appendix O.
6. Students follow Appendix M through the interview
7. Teachers model working as a team to write an inverted pyramid article using interview notes
  - a. Article includes byline and headline
8. Cross age-teams write their articles, following Appendix M
  - a. Articles include byline and headline
9. Students input article into Microsoft Publisher, Newspaper with the help of adult volunteers
10. Adult gives short lesson on the use of digital camera
11. Small cross-age groups take pictures of staff and import into the newspaper, with adult assistance
12. Adult does final proof / editing of newspaper before sending to print

E. *Assessment/Evaluation*

1. Students complete the self/small group evaluation
2. Teacher evaluates using Appendix Q – Scoring Rubric for newspaper

**Lesson Six: Traveling the Silk Road – Publisher – 4<sup>th</sup> Grade**

A. *Daily Objectives*

1. Concept Objective(s)

- a. Students will gain an understanding of how people’s lives are affected by physical environment
    - b. Students will gain an understanding of the importance and lasting influences of issues, events, people, and developments in world history
  - 2. Lesson Content
    - a. 4<sup>th</sup> Grade: China; Dynasties and Conquerors
  - 3. Skill Objective(s)
    - a. Students will use Microsoft Publisher program to create a travel brochure or newspaper of either Marco Polo or The Silk Road
- B. *Materials*
  - 1. Appendix I – Work Cited Reference Sheet
  - 2. Appendix R – Traveling the Silk Road Guideline / Evaluation page
  - 3. Appendix L – Cooperative Learning Evaluation Form
  - 4. Appendix S – Scoring Rubric Publisher/Brochure
  - 5. Core Knowledge textbooks
  - 6. The Silk Route By John S. Major
  - 7. Marco Polo A Journey Through China by Fiona MacDonald
  - 8. Between the Dragon and the Eagle by Mical Schneider – Read aloud
  - 9. Any other books you have available on these topics
  - 10. [www.silk-road.com/toc/index.html](http://www.silk-road.com/toc/index.html)
  - 11. Paper, pencil
  - 12. Scanner
  - 13. Computer
- C. *Key Vocabulary*
  - 1. Silk Road – Water and land route covering thousands of miles that went over mountains and through deserts
  - 2. Marco Polo – An Italian explorer who visited China and wrote a book about his travels
  - 3. Dynasty – A series of rulers from the same family
- D. *Procedures/Activities*
  - 1. Teacher begins reading Between the Dragon and the Eagle aloud to the class (this is done daily for 20 minutes until complete)
    - a. Students journal and track the movement of a bolt of blue silk throughout the story
  - 2. The class works through Dynasties of China unit in the Core Knowledge text
    - a. Complete chapter questions and note taking, which provides necessary background information
  - 3. Teacher gives overview of project
    - a. Distributes Appendix R – Guidelines and Evaluation
  - 4. Children decide which topic they wish to pursue and divide into groups
    - a. Teacher double checks groups for size and balance
  - 5. Using the additional resources, students follow Appendix R to completion
- E. *Assessment/Evaluation*
  - 1. Groups share work with one other group
    - a. Fill out Appendix F
    - b. Groups review suggestions and determine which (if any) suggestions to implement
  - 2. Groups make changes as necessary
  - 3. Students fill out Appendix L – Cooperative Learning Form
  - 4. Teacher evaluates using Appendix S – Scoring Rubric for the Silk Road

**Lesson Seven: Ancient China Cross-Age Lesson, PowerPoint**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Students will gain an understanding of the economic concepts of supply and demand.
    - b. Students will gain an understanding of how people's lives are affected by physical environment.
    - c. Students will gain an understanding of the importance and lasting influence of issues, events, people, and developments in world history.
  - 2. Lesson Content
    - a. 4<sup>th</sup> Grade: China; Dynasties and Conquerors
  - 3. Skill Objective(s)
    - a. Students will produce a PowerPoint presentation
- B. *Materials*
  - 1. Appendix T – Guideline/Evaluation for Ancient China PowerPoint
  - 2. Appendix I – Work Cited Reference
  - 3. Appendix L – Cooperative Learning Form
  - 4. Appendix K– 4<sup>th</sup> Grade PowerPoint Coring Rubric
  - 5. Paper, pencil,
  - 6. Books appropriate for topic and grade levels
- C. *Key Vocabulary*
  - 1. Dynasty – Series of rulers from the same family
  - 2. Geography – Physical features of the earth
  - 3. Great Wall of China – A man made wall covering over one thousand miles. It was built to keep out invaders from the north
  - 4. Invention – Original device or process
  - 5. Mongolian Invasion – Hostile entrance into China from the north by the Mongolian people
  - 6. Silk – Fabric spun from fibers collected from the silkworm cocoon
- D. *Procedures/Activities*
  - 1. Introductory set – Teachers discuss the Chinese New Year Celebration and how to incorporate PowerPoint into it
  - 2. Teachers assign groups and topics (topics match vocabulary listed above)
    - a. Pass out Appendix T – Guideline/Evaluation for Ancient China
  - 3. Groups meet and follow Appendix T to completion
- E. *Assessment/Evaluation*
  - 1. Teachers use Appendix U – Scoring Rubric Ancient China
  - 2. Electronic projects will be on display during culminating event

**VI. CULMINATING ACTIVITY: Gung Hay Fat Choy – Celebrate Chinese New Year**

- A. Chinese New Year Celebration (Reference GUNG HAY FAT CHOY lesson plans presented at Core Knowledge Conference Spring 2000, Presented by Jennifer England and Judy Bufford)
  - 1. This is a cross-age celebration with 2<sup>nd</sup>, 4<sup>th</sup>, and 8<sup>th</sup> grades
  - 2. Parents, community members, and district personnel are invited and honored guests
  - 3. Examples of activities
    - a. Various Learning Centers
      - 1. Food
      - 2. Math
      - 3. Literature
      - 4. Calligraphy

5. Scroll Painting
6. Various arts and craft stations
- b. Community Speakers
  1. Traditions and Practices related to the New Year
  2. Acupuncture
  3. Geography
- c. Electronic Projects shared by students
  1. Ancient China PowerPoint Presentations
  2. Silk Road/Marco Polo Brochures

## VII. HANDOUTS/WORKSHEET

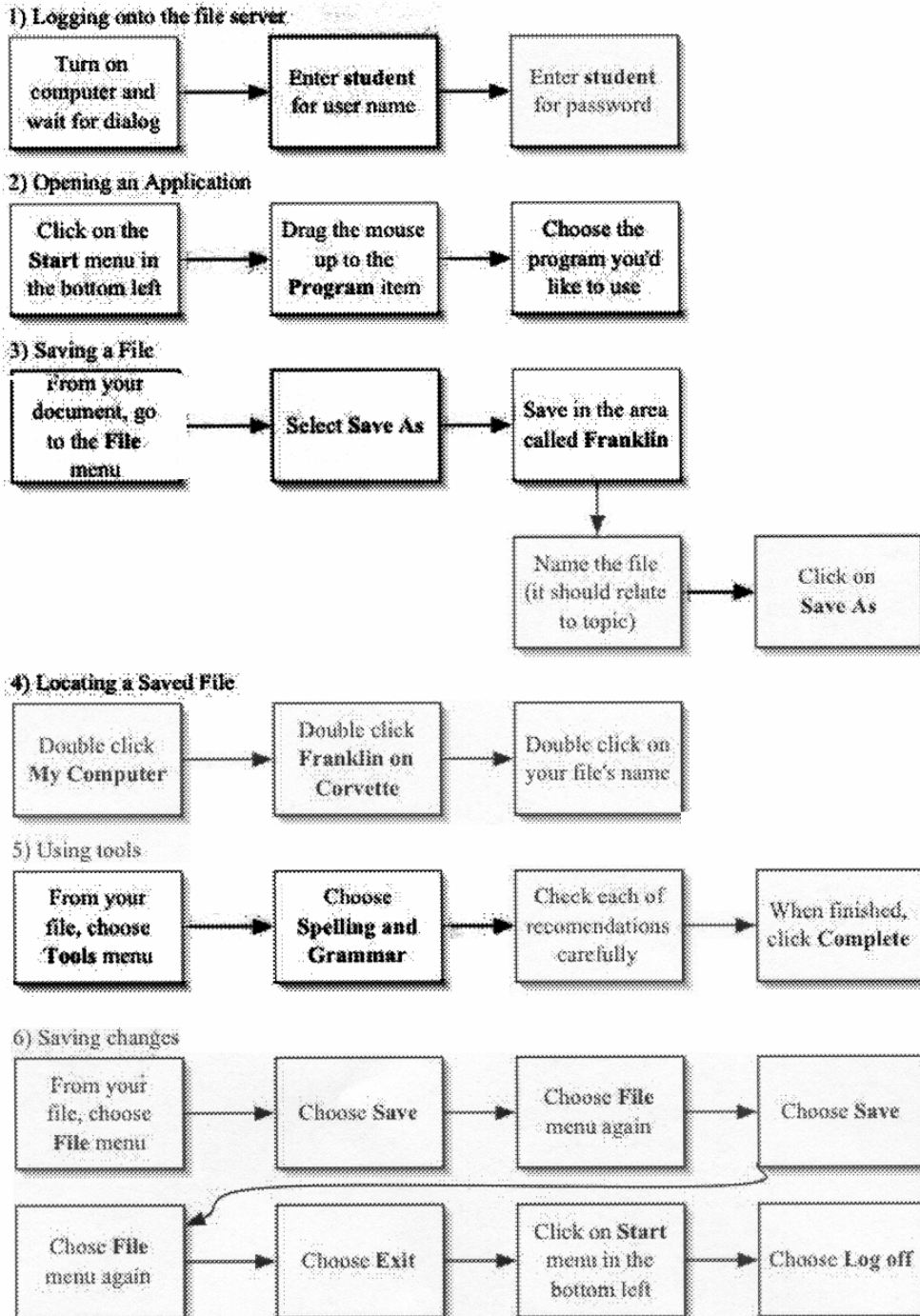
- A. Appendix A- Reference Flow Sheet
- B. Appendix B- Vocabulary Shet
- C. Appendix C- Vocabulary and Skills Assessment Sheet
- D. Appendix D- Self Evaluation
- E. Appendix E- About Me Power Point Guideline
- F. Appendix F- Peer Feedback Form
- G. Appendix G- Scoring Rubric, Grade 2
- H. Appendix H- Scoring Rubric, Grade 4
- I. Appendix I- Works Cited
- J. Appendix J- Group Evaluation
- K. Appendix K- Scoring Rubric, Grade 4
- L. Appendix L- Cooperative Learning Checklist
- M. Appendix M- Interview Guidelines
- N. Appendix N- Vocabulary Worksheet
- O. Appendix O- Interview Request Form
- P. Appendix P- Interview Question Form
- Q. Appendix Q- Scoring Rubric Newspaper
- R. Appendix R- Marco Polo Publisher Brochure
- S. Appendix S- Rubric Publisher Brochure
- T. Appendix T- Evaluation Sheet for Ancient China Power Point

## VIII. BIBLIOGRAPHY

- A. Core Knowledge Books
  1. Hirsch, Jr. E.D. *What Your Second Grader Needs to Know*. New York: Dell Publishing, 1993, ISBN 0-385-31027-7
  2. Hirsch, Jr. E.D. *What Your Fourth Grader Needs to Know*. New York: Dell Publishing, 1992, ISBN 0-385-31260-1
  3. *Core Knowledge Sequence*. Charlottesville, VA: Core Knowledge Foundation. 1998
  4. Hirsch, Jr. E.D. ed. *Pearson Learning Core Knowledge History and Geography (4<sup>th</sup> grade)*. USA: Pearson Learning, 2002, ISBN 0-7690-5025-5
  5. Hirsch, Jr. E.D. ed. *Pearson Learning Core Knowledge Ancient China*. USA: Pearson Learning, 2002, ISBN 0-7690-5013-1
- B. Newspaper
  1. Levin, M. *Kids In Print Publishing a School Newspaper*. Torrance, CA: Good Apple, 1997, ISBN 1-56417-661-4
  2. Levin, M. "NESPA" Available URL: [www.nespa.org](http://www.nespa.org)
  3. Levin, M. *The Reporter's Notebook*. Columbus, NC: Mind-Stretch Publishing, 2000, ISBN 0-9676409-0-3
- C. Africa

1. Koslow, P. *Mali Crossroads of Africa*. New York, NY: Chelsea House Publisher, 1995, ISBN 0-7910-3127-6
  2. Koslow, P. *Songhay The Empire Builders*. New York, NY: Chelsea House Publisher, 1995, ISBN 0-7910-294303
  3. Mann, K. *African Kingdoms of the Past*. Parsippany, NJ: Dillon Press, 1996, ISBN 0-87518-656-4
  4. Markowitz, Y. "Trade in Ancient Nubia," *Calliope*. November/December 1996, p. 20-21.
  5. [www.yahooligans.com](http://www.yahooligans.com)
  6. <http://www.penncharter.com/Student/africa/index.html>
  7. <http://www.mrdowling.com/609ancafr.html>
- D. China
1. Cotterell, A. *Ancient China*. New York, NY: Dorling Kindersley, 2000, ISBN 0-7894-5866-7
  2. MacDonald, F. *Marco Polo a Journey Through China*. Danbury, CT: Franklin Watts, 1998, ISBN 0-531-15340-1
  3. Major, J. *The Silk Route*. USA, HarperCollins Publisher, 1995, ISBN 0-06-443468-0
  4. Mann, E. *The Great Wall*. New York, NY: Mikaya Press, 1997, ISBN 0-9650493-2-9
  5. Michaelson, C. ed. *Ancient China*. San Francisco, CA: Time Life Books, 1996, ISBN 0-8094-9248-2
  6. Scher, L. & Johnson, M. *Culture kit China*. New York, NY: Scholastic Professional Books, 1996, ISBN 0-590-48803-1
  7. Schneider, M. *Between the Dragon and the Eagle*. Minneapolis, MN: Carolrhoda Books Inc. 1997, ISBN 0-87614-649-3
  8. Shuter, J. *The Ancient Chinese*. Des Plaines, IL: Heinemann Interactive Library, 1998, ISBN 1-57572-593-2
  9. <http://www.mrdowling.com/613chinesehistory.html>
  10. [www.silk-road.com/toc/index.html](http://www.silk-road.com/toc/index.html)
  11. [www.askasia.org](http://www.askasia.org) (teacher resource)
- E. Clipart
1. <http://school.discovery.com/teachingtools/teachingtools.htm>
  2. <http://library.hilton.kzn.school.za/mainpgs/clipart&.htm>
  3. <http://www.clipartconnection.com/>
  4. <http://dgl.microsoft.com>
- F. Technology
1. Simkins, M; Cole, K; Tavalin, F. & Means, B. *Increasing Student Learning Through Multimedia Projects Alexandria*, Virginia, 2002, ISBN: 0-87120-664-1.
  2. <http://fairuse.Stanford.edu>.

Appendix A: Reference Flow Sheet



**Appendix B: Traveling the Silk Road – Vocabulary Sheet**

Name \_\_\_\_\_

Date \_\_\_\_\_

Log on: \_\_\_\_\_

---

Log off: \_\_\_\_\_

---

Print: \_\_\_\_\_

---

File: \_\_\_\_\_

---

Save: \_\_\_\_\_

---

Tools: \_\_\_\_\_

---

Spell Check: \_\_\_\_\_

---

Program: \_\_\_\_\_

---

PowerPoint: \_\_\_\_\_

---

Publisher: \_\_\_\_\_

Clipart: \_\_\_\_\_

---

Scanner: \_\_\_\_\_

---

Transitions: \_\_\_\_\_

---

Sound: \_\_\_\_\_

---

Text: \_\_\_\_\_

---

## Appendix C – Traveling the Silk Road – Vocabulary and Skills Assessment Sheet

Name \_\_\_\_\_

Date \_\_\_\_\_

	Successful	Needed help
1. Log on your computer.	_____	_____
2. Open a program.	_____	_____
3. Save and name your file.	_____	_____
4. Close the file.	_____	_____
5. Open the “Teaching File”	_____	_____
6. Run spell and grammar check.	_____	_____
7. Save your changes.	_____	_____
8. Print the document.	_____	_____
9. Close the program.	_____	_____
10. Log off your computer.	_____	_____

### VOCABULARY

1. Picture:

2. Photograph:

3. Clipart:

4. Scanned:

5. Text:

6. Block:

7. Sound:

8. Transitions:

## Appendix D – Traveling the Silk Road 2<sup>nd</sup> Grade All About Me Guideline/Self Evaluation Sheet

Name \_\_\_\_\_

Date \_\_\_\_\_

Step 1: Draw and color a family portrait.

Due date: September 15

Step 2: Make a paper slideshow template. This is a rough draft of your PowerPoint and should include:

Frame 1: Title (your name and own sub title).

Frame 2: Family (include mom, dad, brothers, sisters, or whoever lives in your home, and first names of each)

Frame 3: Pets (type and name, or a pet they wish they could have if they do not have any). This frame needs to have a clip art inserted into it.

Frame 4: Favorite things to do (three or four things). This frame needs to have a clip art inserted.

Frame 5: A scanned piece of artwork that you have made, with a short description.

Due date: Sept. 20.

Step 3: Computer time. Follow step by-step instructions to turn your template into a PowerPoint presentation. Be patient and ask for help when you need it. This will take four or five lab sessions.

Due Date: Oct. 17<sup>th</sup>.

Step 4: Add transitions and color to you presentations. Follow the directions as we go.

Due date: Oct. 24<sup>th</sup>.

Step 5: Show your presentation to three friends and the teacher. Then to an adult (we will invite your parents in to see them on Nov. 4<sup>th</sup>).

Step 6: Teacher will score your presentations using the scoring rubric.

Self Evaluation:

- Does the background look nice
- Is the font size appropriate
- Are your words spaced properly
- Does the clipart match the text on the slide
- Has your family portrait been imported
- Did you run spell check
- Did you follow all directions from other side of this sheet
- Did you save all of your work

Tell two new skills you learned while making this PowerPoint presentation. Use complete sentences.

## **Homework Assignment--About Me Project**

Design an 8 1/2” x 11” quilt section to share information about yourself. Use key words and pictures – make your project attractive and colorful. Check your spelling.

Be sure to include the following:

- Your name
- Family members + pets
- Hobbies
- Favorites—food, holiday, sport, book, subject at school, color, etc.
- A summer event
- An interesting or little known fact

Bring completed page to school on Thursday, September 5<sup>th</sup>. Also bring a family photo that can be scanned by Friday. It will be returned to you next week. Put your name on the back of the photo. You will be making a PowerPoint presentation in technology –this will help you get started.

## **Homework Assignment--About Me Project**

Design an 8 1/2” x 11” quilt section to share information about yourself. Use key words and pictures – make your project attractive and colorful. Check your spelling.

Be sure to include the following:

- Your name
- Family members + pets
- Hobbies
- Favorites—food, holiday, sport, book, subject at school, color, etc.
- A summer event
- An interesting or little known fact

Bring completed page to school on Thursday, September 5<sup>th</sup>. Also bring a family photo that can be scanned by Friday. It will be returned to you next week. Put your name on the back of the photo. You will be making a PowerPoint presentation in technology –this will help you get started.

## **Homework Assignment--About Me Project**

Design an 8 1/2” x 11” quilt section to share information about yourself. Use key words and pictures – make your project attractive and colorful. Check your spelling.

Be sure to include the following:

- Your name
- Family members + pets
- Hobbies
- Favorites—food, holiday, sport, book, subject at school, color, etc.
- A summer event
- An interesting or little known fact

Bring completed page to school on Thursday, September 5<sup>th</sup>. Also bring a family photo that can be scanned by Friday. It will be returned to you next week. Put your name on the back of the photo. You will be making a PowerPoint presentation in technology –this will help you get started.

## Appendix E, cont.--About Me PowerPoint Guidelines

Name \_\_\_\_\_

Date \_\_\_\_\_

Step 1: Design an “About Me” quilt section. Use pictures and words; make it colorful and attractive. Check your spelling. Include the following information: Your name; family members/pets; hobbies, favorites (food, holiday, sport, book, subject at school, color, etc.); a summer event; an interesting or little known fact about yourself.

Due date: September 5th  
Point value: /20 pts.

Step 2: Bring in a family photo to be scanned and used in PowerPoint presentation. Write your name on the back.

Due date: September 6th  
Point value: /5 pts.

Step 3: Make a paper slideshow template. This will be a rough draft & include the following:

Frame 1-- Title (your name and date)

Frame 2-- Family and pets

Frame 3 --Your choice-- hobbies, favorites or summer event

Frame 4 --Your choice -- hobbies, favorites or summer event

Frame 5 – Interesting or little known fact about yourself

You will have a topic title on each slide and key word phrases. Decide where you want to put your scanned family photo and make a sketch on that slide. Think about clip art graphics that you could include on the other slides. Sketch them in where appropriate. You should have at least four graphics in your final project.

Due date: September 9th  
Point value: /20 pts.

Step 4: Scan your family photo and save it for later use.

Due date: September 9th  
Point value: /5 pts.

Step 5: Computer lab time! Bring your paper slideshow template with you. Together, we will do a step-by-step process to create your PowerPoint presentation. Keep it simple. Be sure to save frequently. Check your spelling. We'll add graphics and scanned photo to the slides as we go along. You will be assigned a partner so that you can help each other. Remember, it takes time and practice to learn—so be patient.

Due date: September 17th

Step 6: Double check your work for accuracy and interest. Save, save, save your work! Print out two copies. Complete the self-evaluation. Share your project with assigned team of four and give written feedback to each other. Turn in one copy of PowerPoint and evaluation sheets to teacher.

Due date: September 20<sup>th</sup>  
Point value: /50 pts.

Step 7: Teacher scores PowerPoint presentation against scoring rubric and totals points earned.

**Appendix E, cont. – About Me Self-Evaluation Sheet**

**Name** \_\_\_\_\_

**Date** \_\_\_\_\_

Did you remember to:

- Choose appropriate background
- Choose appropriate font size
- Prepare slides with text
- Prepare slides with clip art
- Import scanned photograph
- Spell check
- Use appropriate spacing between words, commas and periods
- Follow guidelines for project
- Review PowerPoint presentation one more time and save all changes
- Print out two copies

Describe two new skills you learned while working on this project.

1. \_\_\_\_\_

2. \_\_\_\_\_

**VIII. Name** \_\_\_\_\_

**Date**

Did you remember to:

- Choose appropriate background
- Choose appropriate font size
- Prepare slides with text
- Prepare slides with clip art
- Import scanned photograph
- Spell check
- Use appropriate spacing between words, commas and periods
- Follow guidelines for project
- Review PowerPoint presentation one more time and save all changes
- Print out two copies

Describe two new skills you learned while working on this project.

1. \_\_\_\_\_

2. \_\_\_\_\_

## Appendix F – Traveling the Silk Road - Peer Feedback Form

In the spaces below write your name (Evaluator) and the name of the person you are evaluating (Evaluatee). Make two positive comments about what you liked and one suggestion for improvement.

Evaluator: \_\_\_\_\_

Evaluatee: \_\_\_\_\_

Liked:

1 \_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_

Suggestion for improvement:

1 \_\_\_\_\_  
\_\_\_\_\_

Evaluator: \_\_\_\_\_

Evaluatee: \_\_\_\_\_

Liked:

1 \_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_

Suggestion for improvement:

1 \_\_\_\_\_  
\_\_\_\_\_

Evaluator: \_\_\_\_\_

Evaluatee: \_\_\_\_\_

Liked:

1 \_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_

Suggestion for improvement:

1 \_\_\_\_\_  
\_\_\_\_\_

**Appendix G – Traveling the Silk Road Scoring Rubric - PowerPoint; All About Me 2<sup>nd</sup> Grade**

	4	3	2	1
Contents A score of 5 will be given to exceptional work	All slides are complete and interesting Slides are organized in an logical manner	Most slides are complete and interesting	Some slides are complete	Incomplete work
Standards	All spelling and capitalization correct	Only one or two errors, But not disruptive to the presentation	Several errors, somewhat Disruptive to presentation	Several errors, very disruptive to Presentation
Technology	5 frame 4 graphics (one is the scanned family portrait) smooth transitions	5 frames 2 graphics (one is the scanned family portrait) no transitions	5 frames 2 graphics transitions are distractive	5 frames 1 graphic no transitions or distractive transitions
Self-Directed Learner	Students stay on task and follow directions Students use time wisely	Students on task generally Use time well	Students off task often	Students used time poorly

## Appendix H - Traveling the Silk Road - About Me Scoring Rubric 4<sup>th</sup> Grade

Name \_\_\_\_\_

Date \_\_\_\_\_

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<p><b><i>Content</i></b></p> <p>A score of 5 will be given to exceptional work</p>	<p>The content is organized and easy to understand. It follows guidelines and gives complete and accurate information. No editing corrections are needed.</p>	<p>The content is mostly organized and understandable. It follows guidelines and gives complete and accurate information. A few corrections are necessary.</p>	<p>The content is hard to follow and confusing at times. It does not follow guidelines. It gives accurate but only partial information. Some corrections are necessary.</p>	<p>The content is confusing and disorganized. It gives inaccurate or incomplete information. Many corrections are necessary.</p>
<p><b><i>Technology</i></b></p>	<p>PowerPoint includes four or more appropriate graphics, one of which is a scanned family photo. Background and design enhance presentation.</p>	<p>PowerPoint has fewer than four graphics or graphics do not represent content. Background and design are fine.</p>	<p>One graphic is used which does little to explain content. Background and design are satisfactory.</p>	<p>No graphics or effects are used. Design is not interesting.</p>
<p><b><i>Self-Directed Learner</i></b></p>	<p>Student stays on task and follows directions; uses time well and meets all due dates.</p>	<p>Student stays on task and follows directions; minimal assistance needed to complete project on time.</p>	<p>Student needs a lot of teacher direction to complete project on time.</p>	<p>Student does not complete project or turn it in on time.</p>

## Appendix I – Traveling the Silk Road - Work Cited Reference Sheet

Name \_\_\_\_\_

Date \_\_\_\_\_

**Copyright** is the legal right to be the only one to reproduce, publish, and sell the contents and form of a literary or artistic work.

**Fair Use** is a part of the copyright law that says for purposes such as teaching, scholarship or research it is acceptable to use portions of copyrighted materials.

When creating PowerPoint, brochures, newspapers, reports, or other projects, students are given permission to “BORROW” information from published works (books, magazines, web sights, newspapers, etc.). Students must give credit to all sources, and may use only what is NECESSARY.

**Students may use no more than 10% of the information contained in the published work.**

**CITING IMAGES:** Every image must have an attached copyright notice that includes copyright year of publication and name of copyright holder.



This is an electronic image found on line.

2002 Microsoft Corporation

Now open your textbook to Geography of Africa.

Pick a photograph and write the citation in the space provided. Please add page number.

---

Locate one more graphic about Africa and write the citation in the space provided. Please add page number.

---

When using this skill in your project, you will need to make the font smaller, and place it under the image.

**Appendix J – Traveling the Silk Road**  
**Trade in Early African Civilizations PowerPoint Guidelines / Group Evaluation**

Name \_\_\_\_\_

Date \_\_\_\_\_

You will be working on a team of three to design a PowerPoint presentation on Trade in Early Africa. Information will come from the Core Knowledge World History & Geography book and other classroom resources. You will use scanned pictures, drawings, and clip art to make the presentation more interesting. Remember that more than goods were traded. Include some of these ideas in your project (religion, language, etc.)

A new feature to include in this project is the selection of a transition style to move from one slide to the next. Also you will need to tell where you found each graphic. Use your reference sheet to properly cite each source.

Step 1: Work with your teammates to make the “paper slide templates” on notebook paper. Review the information in the textbook and write down key word phrases to bullet. Your presentation must include a slide for each of these:

- Title Page with team member names and date (no graphics)
- Geography of Africa—how it helped or hurt trade
- Kingdom of Kush and Aksum
- Trans-Saharan Trade
- Ghana
- Mali
- Songhai
- Trade brings more than goods

You can work on each slide together or divide the slides so that each person finds information on two topics. Be sure to give accurate information. Use key word phrases—not complete sentences. Review your information with team members to get their input. Check your spelling and capitalization. Decide where you want to put graphics and sketch these in. If you are using a textbook or other print materials, be sure to write down information for citing each source. Use your reference sheet! Sketch in where your drawings will go.

Due date: November 15<sup>th</sup>  
Point Value: / 35 pts.

Step 2: Computer lab time. Bring your paper slide templates with you. Pick a background and transition style for your project. Type your first slide. Save your work. Select the format for the other seven slides and type in your text. Check the spelling and capitalization. Use key word phrases. Save, save, save.

Due date: November 21<sup>st</sup>  
Point Value: /35 pts.

Step 3: Make a sketch, map, camel caravan picture, etc. and scan it into your project. Select other graphics from clip art or other designated sources. Remember to include at least four appropriate graphics.  
Use your reference sheet to properly cite your sources.

Due date: November 27<sup>th</sup>  
Point Value: / 20 pts.

**Appendix J, cont.**  
**Trade in Early African Civilizations PowerPoint Guidelines**

Step 4: Double check your work for accuracy and interest. Save, save, save. Complete evaluation sheets for group cooperation and project content. Print out two copies. Be ready to share your project next week. Decide who will describe which slide.

Due date: December 3<sup>rd</sup>  
Point Value: /10 pts.

Step 5: Share your project with classmates. Your bulleted phrases need to be expanded when you talk so remember to add details as you describe each slide. Everyone in the group must be involved in oral presentation. Someone from another group will give written feedback and suggestions to you.

Due date: December 5<sup>th</sup>  
Point Value: /20 pts.

Step 6: Teacher scores PowerPoint against scoring rubric and totals points earned in each area.

How well your group cooperates (listens, share ideas, use time wisely) will affect the quality of your project. Have fun but get the job done on time!

Your team consists of :

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

**Group Evaluation**  
**Did you remember to:**

- Choose appropriate background
- Choose appropriate transitions
- Prepare slides with accurate text
- Choose appropriate font size
- Prepare slides with clip art
- Import scanned student drawing
- Import photographs from books
- Correctly cite your sources for each graphic
- Check your spelling
- Use appropriate spacing between words, commas, and periods
- Decide which slides you will explain to the class (slides # \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_)
- Practice what you will say about these slides with the others in your group

Describe two new things you learned while working on this project.

\_\_\_\_\_  
\_\_\_\_\_

**Appendix K – Traveling the Silk Road  
4<sup>th</sup> Grade PowerPoint Scoring Rubric**

Name \_\_\_\_\_

Date \_\_\_\_\_

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<p><b><i>Content</i></b></p> <p>A score of 5 will be given to exceptional work</p>	<p>The content is organized and easy to understand. It follows guidelines and gives complete, accurate information. All graphics are properly cited. No corrections are needed.</p>	<p>The content is mostly organized and understandable. It follows guidelines and gives complete, accurate information. All graphics are properly cited. Few corrections are needed.</p>	<p>The content is hard to follow and confusing. It does not follow guidelines or gives inaccurate or incomplete information. Graphics are not properly cited. Some corrections are needed.</p>	<p>The content is confusing and disorganized. It gives inaccurate or incomplete information. Graphics are not properly cited. Many corrections are needed.</p>
<p><b><i>Technology</i></b></p>	<p>PowerPoint includes at least four appropriate graphics (one of which is a scanned drawing) that help explain content. Background, design and transitions enhance presentation.</p>	<p>PowerPoint has fewer than four graphics or graphics do not represent the content. Background, design and transitions are fine.</p>	<p>One graphic is used which does little to explain content. Background, design, and transitions are satisfactory.</p>	<p>No graphics or effects are used. Design is not interesting.</p>
<p><b><i>Self-Directed Learner</i></b></p>	<p>Student stays on task and follows directions; uses time well and meets all due dates. Student works cooperatively in assigned group.</p>	<p>Student stays on task and follows directions; minimal assistance needed to complete project on time. Student works cooperatively in assigned group.</p>	<p>Student needs a lot of teacher direction to complete project on time. Student hinders group efforts.</p>	<p>Student does not complete project or turn it in on time. Student hinders group efforts.</p>

**Appendix L – Traveling the Silk Road - Cooperative Learning Checklist**

Name \_\_\_\_\_

Date \_\_\_\_\_

Title \_\_\_\_\_

Members \_\_\_\_\_

5 = excellent 1 = very poor. On your own, please rate how the group worked.

- |   |               |
|---|---------------|
| 1. Listened to each other                   | 5-----3-----1 |
| 2. Took turns as leader                     | 5-----3-----1 |
| 3. Encouraged participation and ideas       | 5-----3-----1 |
| 4. Talked through decisions and compromised | 5-----3-----1 |
| 5. Used time wisely                         | 5-----3-----1 |
| 6. Everyone did their share                 | 5-----3-----1 |

One thing the group could do better is

---

Appendix L – Traveling the Silk Road - Cooperative Learning Checklist

Name \_\_\_\_\_

Date \_\_\_\_\_

Title \_\_\_\_\_

Members \_\_\_\_\_

5 = excellent 1 = very poor. On your own, please rate how the group worked.

- |   |               |
|---|---------------|
| 1. Listened to each other                   | 5-----3-----1 |
| 2. Took turns as leader                     | 5-----3-----1 |
| 3. Encouraged participation and ideas       | 5-----3-----1 |
| 4. Talked through decisions and compromised | 5-----3-----1 |
| 5. Used time wisely                         | 5-----3-----1 |
| 6. Everyone did their share                 | 5-----3-----1 |

One thing the group could do better is

\_\_\_\_\_

## Appendix M – Traveling the Silk Road - Interview Guidelines/Evaluation Sheet

Name \_\_\_\_\_ Date \_\_\_\_\_

Interviewing is an important way to obtain information. It is necessary to plan carefully, be prepared, and conduct the interview properly.

### Before the Interview:

- Meet with your interview partner.
- Fill out the Interview Request Form to make an appointment. Explain the purpose of the interview and best times and dates.
- Review the interview questions.
- Decide who will ask which questions and if you might need a follow-up question. Avoid “yes” or “no” answers.
- Practice asking interview questions.

### Day of the Interview:

- Arrive five minutes early.
- Take your interview questions, clipboard and two sharpened pencils (each person should have these).
- Introduce yourselves. Explain the purpose of the interview.
- Be very polite and attentive.
- Speak clearly when you ask your questions. Do a follow-up question if more information is needed.
- Take careful notes. If you want to quote him/her, make sure you have the information word for word.
- Ask the person you are interviewing to spell any names you are not sure of.
- Offer to bring him/her a draft of the interview for approval before it is printed.
- Tell him/her that a group photograph will be taken later.
- Thank him/her for their time.

### After the Interview:

- Compare your notes with your partners. Make sure you agree on what was said in the interview.
- Think about your lead sentence and what you want to include.
- Write your lead sentence and lead paragraph. Remember to include at least 4 of the 5 W’s in this paragraph.
- Make your lead paragraph interesting but don’t include all the details.
- Complete your rough draft that is no more than three paragraphs long.
- Write a catchy headline that is three to five words long.
- Revise; edit punctuation, capitalization, spelling; check for accuracy of information.
- Take copy of revised article to person you interviewed for their approval.

### In the Computer Lab:

- Experiment with Publisher software.
- Have an adult help you with font size and placement of your article on existing pages.
- Type in your revised article and headline.
- Include your names in the byline.
- Use spell check and grammar check. Save changes.
- Have an adult help you import digital photographs into the newspaper.
- Save your work.

### Appendix M, cont. Self-Evaluation Checklist

Name of reporter \_\_\_\_\_

Name of interview subject \_\_\_\_\_

Headline \_\_\_\_\_

- Headline has good choice of words
- Headline is in bold face and centered
- Byline includes both reporters' names
- Byline is under headline but not in bold face
- Lead sentence is interesting to the reader.
- Lead paragraph includes at least 4 of the 5 W's
- Article is written using inverted pyramid style and answers 5 W's.
- Article has a good closing
- Article is accurate
- Article is interesting
- Article reads smoothly
- All editing corrections and revisions have been made and saved.

## Appendix N – Traveling the Silk Road - Vocabulary Work Sheet

Names \_\_\_\_\_

Date \_\_\_\_\_

Byline – Writer of the article, usually printed under the headline

Caption – Explanation of a photo, drawing, or graph

Column – The vertical sections of a newspaper

Copy – The text of the article

Edit – To make changes to an article

Graphics – pictures, graphs and drawings

Interview – A meeting in person in which the reporter asks questions to get information for a story

Inverted Pyramid Style – The practice of placing the most important news at the beginning of the article, moving to more detailed information

Lead paragraph – First paragraph in an article, it sets the tone and invites the reader to read on

Masthead – Title of the newspaper and other publication facts

Putting the paper to bed – When it is ready to go to print

Using a newspaper find samples of as many of the vocabulary words as possible. Cut them out and glue them down to a large piece of paper. Write the vocabulary word next to each example.

## Appendix N – Vocabulary Work Sheet

Names \_\_\_\_\_

Date \_\_\_\_\_

Byline – Writer of the article, usually printed under the headline

Caption – Explanation of a photo, drawing, or graph

Column – The vertical sections of a newspaper

Copy – The text of the article

Edit – To make changes to an article

Graphics – pictures, graphs and drawings

Interview – A meeting in person in which the reporter asks questions to get information for a story

Inverted Pyramid Style – The practice of placing the most important news at the beginning of the article, moving to more detailed information

Lead paragraph – First paragraph in an article, it sets the tone and invites the reader to read on

Masthead – Title of the newspaper and other publication facts

Putting the paper to bed – When it is ready to go to print

Using a newspaper find samples of as many of the vocabulary words as possible. Cut them out and glue them down to a large piece of paper. Write the vocabulary word next to each example.

## Appendix O – Traveling the Silk Road - Interview Request Form

Dear \_\_\_\_\_

We would like to interview you for our Who's Who of Franklin Newspaper that is to be published December 16<sup>th</sup>.

We would like to set an appointment for \_\_\_\_\_

At \_\_\_\_\_ am/pm.

Thank you for your time and interest in our learning.

Sincerely,

---

Dear \_\_\_\_\_

We would like to interview you for our Who's Who of Franklin Newspaper that is to be published December 16<sup>th</sup>.

We would like to set an appointment for \_\_\_\_\_

At \_\_\_\_\_ am/pm.

Thank you for your time and interest in our learning.

Sincerely,

---

Dear \_\_\_\_\_

We would like to interview you for our Who's Who of Franklin Newspaper that is to be published December 16<sup>th</sup>.

We would like to set an appointment for \_\_\_\_\_

At \_\_\_\_\_ am/pm.

Thank you for your time and interest in our learning.

Sincerely,

---

Dear \_\_\_\_\_

We would like to interview you for our Who's Who of Franklin Newspaper that is to be published December 16<sup>th</sup>.

We would like to set an appointment for \_\_\_\_\_

At \_\_\_\_\_ am/pm.

Thank you for your time and interest in our learning.

Sincerely,

---

## Appendix P – Traveling the Silk Road - Interview Question Form

Name \_\_\_\_\_

Partners \_\_\_\_\_

Date \_\_\_\_\_

Record the answers to the following question, remember you will not have time to write every word so write the most important. If you wish to quote the person you must write exactly what they say. For Questions 9 and 10 you make up the questions. Please have a teacher check them before you use them.

Person interviewed \_\_\_\_\_

Job title \_\_\_\_\_

1. What do you do at Franklin?

---

---

2. What do you like best about your job?

---

---

3. What do you like least about you job?

---

---

4. Where were you born?

---

5. Where did you grow up?

---

6. How many people are in your family now?

---

7. What are your special interests or hobbies?

---

---

8. What is a little known or interesting fact about you?

---

---

**Appendix P continued**

9. \_\_\_\_\_

\_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

## Appendix Q – Traveling the Silk Road - Scoring Rubric Newspaper

Name \_\_\_\_\_

Date \_\_\_\_\_

	4	3	2	1
<p><b><i>Content</i></b></p> <p>A score of 5 will be given to exceptional work</p>	<p>The content is organized and easy to understand. It gives complete and accurate information. No corrections are needed.</p>	<p>The content is mostly organized and understandable. It gives complete and accurate information. Few corrections are necessary.</p>	<p>The content is hard to follow and confusing at times. It gives accurate but only partial information. Some corrections are necessary.</p>	<p>The content is confusing and disorganized. It gives inaccurate or incomplete information. Many corrections are necessary.</p>
<p><b><i>Technology</i></b></p>	<p>Article includes a headline and byline appropriately placed Appropriate formatting used. No corrections needed.</p>	<p>Article includes a headline and byline that are appropriately placed Few corrections needed in formatting.</p>	<p>Article includes a headline or byline appropriately placed with many corrections needed.</p>	<p>Article does not have headline or byline.</p>
<p><b><i>Self-Directed Learner</i></b></p>	<p>Student stays on task and follows directions; uses time well to meet due dates. Student works cooperatively in group.</p>	<p>Student stays on task and follows directions; minimal assistance needed to complete project on time. Student works cooperatively in group.</p>	<p>Student needs a lot of teacher direction to complete project on time. Student hinders group efforts.</p>	<p>Student does not complete project or turn in on time. Student hinders group efforts.</p>

## Appendix R—Traveling the Silk Road/Marco Polo Publisher Brochure

Name \_\_\_\_\_

Date \_\_\_\_\_

*Step 1:* Decide if you want to design a travel brochure for *Traveling the Silk Road* or *The Adventures of Marco Polo*. You will be working with a team on this project.

*Step 2:* Divide into two main groups according to interest. An ideal group will have 6-8 people in it. If there are more than 6-8 interested people, divide again so that group is a more workable size.

*Step 3:* In your smaller group:

- ❖ Read and take notes from the supplemental materials. You can work with a partner or read and discuss together. Remember to paraphrase ideas and put them into your own words.
- ❖ Use available on-line sources for additional facts and information. Use key word phrases or paraphrase into your own words.
- ❖ Watch for interesting graphics from books or computer sites that would enhance your travel publication. Write these down and use your Work Cited Reference Sheet as a guide.

*Step 4:* Decide within your group who will cover the suggested topics below so that work is shared equally. It is important to have the brochure articles finished on time.

Traveling the Silk Road:

- Answer the 5 W's –what was it; who traveled on it; when was it used; where did it go; and why was it important?
- What was the secret of silk; how is silk made; why was it so important?
- How were goods transported?
- What goods were traded? (give specific examples and countries where found)
- What were some of the dangers?
- What might be seen along the way?

Adventures of Marco Polo:

- Answer the 5 W's—who was he; when; where; what; why is he famous?
  - Describe his journey from Italy to China –what did he see, etc.
  - Describe his time in the court of Kublai Khan.
  - Describe the inventions and wonderful things he found in China
  - Describe the journey home
  - Describe his book and fame
- ❖ Do a rough draft from your notes.
  - ❖ Get suggestions for improvement from others in your group.
  - ❖ Pick the graphics you want to include (or sketches you want to draw); have information ready so you can cite the graphics.

*Step 5:* In the computer lab, decide as a group on the template style you want for your brochure. Select the color and other effects. Decide which articles and which pictures will go on each page.

## Appendix R, cont. Travel Brochure Publisher

- ❖ Type in your articles-put a headline and byline for each article.
- ❖ Use the spell and grammar checks.
- ❖ Insert the graphics you have selected (scanned photos, electronic graphics, or scanned drawings, maps, etc.)
- ❖ Correctly cite each of your graphics.
- ❖ Save your work!
- ❖ Have another person in your group read the article for accuracy and suggestions.
- ❖ Make needed changes and save again.

Step 6: Complete the self-evaluation checklist. Then print out one copy for the group to edit one more time; make changes; save.

### Self-Evaluation Checklist

- Headline has good choice of words
- Headline is in bold face and centered
- Byline includes name(s)
- Byline is under heading but not in bold face
- Lead paragraphs are interesting to the reader
- Article is written following inverted pyramid style and answers the 5 W's
- Article has a good closing
- Article is accurate
- Article is interesting
- Article reads smoothly
- All editing corrections have been made
- Graphics help explain the information in the articles
- All graphics are properly cited

Step 7: Print out a copy for each person in your group and one for the teacher.

**Appendix S – Traveling the Silk Road - Scoring Rubric Publisher/Brochure**

	4	3	2	1
<p><b><i>Content</i></b></p> <p>A score of 5 will be given to exceptional work</p>	<p>The content is organized and easy to understand. It gives complete and accurate information. No corrections are needed.</p>	<p>The content is mostly organized and understandable. It gives complete and accurate information. Few corrections are necessary.</p>	<p>The content is hard to follow and confusing at times. It gives accurate but only partial information. Some corrections are necessary.</p>	<p>The content is confusing and disorganized. It gives inaccurate or incomplete information. Many corrections are necessary.</p>
<p><b><i>Technology</i></b></p>	<p>Brochure includes at least four appropriate graphics that enhance publication and help explain content. Color and design add interest.</p>	<p>Brochure has fewer than four graphics or graphics are not representative of content. Color and design are fine.</p>	<p>Few graphics are used and they do little to explain content. Color and design are satisfactory.</p>	<p>No graphics or effects are used. Design is not interesting.</p>
<p><b><i>Self-Directed Learner</i></b></p>	<p>Student stays on task and follows directions; uses time well to meet due dates. Students works cooperatively in group.</p>	<p>Student stays on task and follows directions; minimal assistance needed to complete project on time. Students works cooperatively in group.</p>	<p>Student needs a lot of teacher direction to complete project on time. Student hinders group efforts.</p>	<p>Student does not complete project or turn in on time. Student hinders group efforts.</p>

## Appendix T – Traveling the Silk Road - Guideline/Evaluation Sheet for Ancient China PowerPoint

Name \_\_\_\_\_

Date \_\_\_\_\_

You will be working in a cross-age team to design a PowerPoint presentation on a part of Ancient Chinese history. Information will come from the Core Knowledge World History & Geography (4<sup>th</sup> grade), Ancient China (2<sup>nd</sup> grade) and other classroom resources. You will use scanned pictures, drawings, and clip art to make the presentation more interesting.

Step 1. Work with your teammates to make the “paper slide template” on notebook paper. Review the information in the available resources and write down key word phrases to bullet. Your presentation must include:

- Title Page with team member names and dates (no graphics)
- 5 – 6 slides that cover all necessary information to cover your topic completely
- 4 or more graphics
- Complementary backgrounds and transitions

You can work on each slide together or divide the slides so that each person finds information. Be sure to give accurate information. Use key word phrases – not complete sentences. Review your information with team members to get their input. Check your spelling and capitalization. Decide where you want to put graphics and sketch these in. If you are using textbook or other print materials, be sure to write down citing information. Use your reference sheet!

Due date: \_\_\_\_\_

Point Value: \_\_\_\_\_

Step 2: Computer lab time. Bring your paper slide templates with you. Pick a background and transition style for your project. Type your first slide. Save your work. Select the format for the other slides and type your text. Check spelling and capitalization. Remember to use key word phrases. Save often.

Due date: \_\_\_\_\_

Point Value: \_\_\_\_\_

Step 3: Make a sketch, drawing, or picture to match your topic and scan it into project. Select other graphics from clip art, textbooks, or other designated sources. Insert these into your project. Remember to cite your sources appropriately.

Due date: \_\_\_\_\_

Point value: \_\_\_\_\_

Step 4: Double check your work for accuracy and interest. Save! Complete evaluation sheets for group cooperation and project content. Print two copies of your project.

Due date: \_\_\_\_\_

Point Value: \_\_\_\_\_

Step 5: Teachers score PowerPoint using scoring rubric and total points earned.

## Appendix T continued

How your group cooperates (listens, shares ideas, use time) will affect your project. Have fun, but get the job done on time.

Team members names: \_\_\_\_\_

### Group Evaluation

Did you remember to:

- Choose appropriate background
- Choose appropriate transitions
- Prepare slides with accurate text
- Choose appropriate font size
- Prepare slides with clip art
- Import student art work
- Import photographs from books
- Correctly cite your sources for each graphic
- Check your spelling
- Use appropriate spacing between words, commas, and periods