

NOTE: Today and tomorrow are computer lab days. Please make sure you have signed up for them in advance.
*** This lesson requires extensive teacher preparation. Please read at least a week in advance of teaching.

TITLE OF LESSON

Multiculturalism Unit 1 Lessons 8 and 9 – Coat of Arms: Introduction to Word Processing for PC Users

TIME ESTIMATE FOR THIS LESSON

Approximately two class periods, depending upon the level of computer skills your students possess

ALIGNMENT WITH STANDARDS

California History- Social Science Content Standards: Grades 9-12 Historical and Social Sciences Analysis Skills

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

Historical Research, Evidence, and Point of View

4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

1. Students show the connections, causal and otherwise, between particular events and larger social, economic, and political trends and developments.

2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

MATERIALS

Word processing program
dry erase board with markers and eraser or blackboard with chalk and eraser
floppy disks if necessary

LESSON OBJECTIVES

- To obtain basic word processing skills necessary in future lessons
 - To employ standards for overall, specifically visual, typed presentation
 - To familiarize students with basic computer lab protocol
 - To type an interpretation essay
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FOCUS AND MOTIVATE STUDENTS

- 1) Homework Check – They must have their Essay Organizer completed, draft 1 with revisions, draft 2 with changes based on revisions and edited for mistakes, and a typed final draft to turn in , in order to receive full credit for this assignment. Have them take out all of the drafts of their essay. Initial their edited draft 2 for being completed on time.
 - 2) Agenda – Have students copy the agenda you have posted on the front board.
 - 3) Saving – Remind students that if they do not finish typing their assignment today, they should make sure to save their work before they leave the lab. You can not be responsible for any work deleted because students forgot to save or left their document open on their computer for another class to delete. Tell them they will be coming back to the computer lab to finish it tomorrow.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Explain – Have each student choose a computer and sit down. Tell them, "DO NOT TURN ON THE COMPUTER!" You may have students who turn it on anyway, as they may be more experienced with the computer. Ask them to turn it off, as they will be taking notes today regardless of their experience levels. If students persist, you may want to walk over and turn off their monitor.
2. Notetaking – Have students take out their notebooks, as they will be taking notes. Have them title their page Basic Word Processing Skills. You may want to take notes on the board – chalk or dry erase – as you have them write it in their notebooks, or if you have a PC hooked up to a Television monitor or an on-screen projector, you can take the notes on your own computer and what you see on your monitor will be exactly what the students see on the screen.
3. **Vocabulary** – Before they ever turn on their computer, write out the following terms: Monitor, CPU (computer), Keyboard, Mouse, A Drive (Pronounce like the letter "a." Only review this term if it is necessary to have students save their work to a disk. Otherwise, come back to it later.) Tell students they will be defining these terms, as you will be using them frequently and so will they. For each term, before you write the definition, ask if anyone knows what it is and what it does. When students have finished giving answers, write the correct definition next to the word.

MONITOR The screen

CPU Central Processing Unit – This is the brains of your computer, where all of your information is stored. It is like the filing cabinet for your computer. (This is normally what people mean when they speak of the "computer".)

KEYBOARD Your typing pad that allows you to tell the computer what to do.

MOUSE A tool for communication with and navigation of your computer.

A: DRIVE Accessible through a small slot where you insert a floppy disk, this is where you save info onto your portable filing cabinet (your floppy disk).

4. Turning on the Computer – Now students are ready to turn on their computers. To turn on a PC (used to refer to any computer that is not a Macintosh), the students will have to press the power buttons on both the monitor and on the computer itself. When the Windows screen comes up, explain first that what they're looking at is what's known as the *desktop*. The function of the desktop is just what it sounds like – they can imagine that they're sitting at a desk, and any files or documents they open, they'll open on their desktops. Write *desktop* on the board and have students write, too. The two tools they use to work on this desktop – instead of a pen or pencil – the *keyboard* and the *mouse*. If any students are not familiar with using a mouse, explain that the two buttons at the top of a PC mouse (ignore the middle one for now if there are three buttons) serve two different functions. The one on the left is the normal button, the one students will use to choose the things they want to do. Clicking the left button one time will select whatever the arrow (of the mouse) is pointing at on the screen. Clicking it twice – or double-clicking – will choose it. For example, if you see the name of a file you want to open, double-click it to open it. If you just want to select it, say you want to drag it somewhere, just click it once with the left mouse button and you'll see that it becomes highlighted. Do not introduce the functions of the right button right now; have them get comfortable using the left button first.
5. Opening a Document – Depending on the version of Office you have (95 or 97), some things here may be a bit different. The first thing students should do is open a new document – like taking out a blank piece of paper – by clicking on the *Start* button in the bottom left corner of the screen. Then, when the roll-up menu appears in the corner where the start button is, have them move the pointer of the mouse over the word *Programs*. Then move the mouse over to the next roll down screen and point to the words *Microsoft Word*. Microsoft Word should be highlighted. Students should click once on *Microsoft Word*. A blank page will appear with the *cursor* (the vertical line that tells you where you will be typing) blinking in the top left-hand corner of the page. This tells students the computer will begin typing letters or characters there.

6. Save – Once the new document is open, immediately teach them to save it and explain that they should save every few minutes or they will be very sorry on many occasions.

** You may want to create a folder that has your name and have the students save their work to your folder. You should do this prior to class so that each computer will have access to your folder or have a copy of it. Talk to your technology person about the best way to save data at your school site. It is to your benefit to be as knowledgeable about basic computer skills as possible, prior to this lesson. Go to the lab and talk to your technology support team. Ask your tech team the following questions: 1. Are the computers networked? 2. If computers are networked, will the tech team create a teacher folder with an individual folder for each class? 3. Will they teach you how to save to the system folder so you can teach your class? 4. If your computers are not networked, will the technology team provide disks for your students to save their work? 5. And if they do not provide disks free, would they be willing to make them available to the students for a nominal fee (e.g. 50 cents or a dollar per disk)? If your tech team cannot provide you with a systematic means to save student work, save all student work to a floppy disk – A Drive. This is often the easiest way to ensure that all student work is saved. You can hold the disks in a box for the students or you can have your students be responsible for their own disks. You know your students best. Decide on their level of responsibility (now, not what you're working toward for the end of the year). Then make a clear decision about who will carry the disks, you or the students. Pass that decision on to your students at the beginning of class in the computer lab and hand out the disks or have students buy them (unless they brought their own with them). Explain as you hand them out either that they must give them back to you before they leave the lab or ALL WILL BE LOST!, or that they must take them when they leave and bring them back to the lab with them the next day or ALL WILL BE LOST! If you choose to buy the disks yourself, you can get them at any wholesale store, member or non-member.

7. Name It and Place It – The first time they save a document they have to both give it a name, so they'll be able to find it again, and tell the computer where to put it, so they'll be able to... find it again. (This is the same thing as putting their name on a piece of paper, putting it in the file with, e.g., '3rd period History 1' on the tab of the file, then filing the file in a drawer of a filing cabinet. When they want to find the paper/document again, they'll open the drawer marked Mr./Mrs. So-n-so's History classes, find the file with their class period, then open it to find their paper.) To save their document and give it a name on the computer, they click on *File* in the upper left corner of their screen, move the cursor down to the words *Save As*, and click. What's called a *dialogue box* – or a box that the computer uses to ask you questions so it's sure it knows what you want -- opens in the middle of the screen. In the middle of the box is a list of files in the drawer named at the top. The box asks two things: *Save in:* which means where do you want to save this document? and *File Name:* which means what do you want to call this document? Have students save it in the file you have decided upon with your technology person. The easiest name to have a student give their documents is the first letter of their first name, followed by the first 5 digits of their last name and the number one for the first document. Make sure there are no spaces in between (i.e.. jsmith1). Each time students save THIS document after this, they only have to click *File*, then *Save*. (Two shortcuts: To save, after the file is named, hold the button marked "Ctrl" on the keyboard down while you press the "s" button. This will save. Also, they can use the mouse to left click, once, the icon at the top of the screen that looks like a floppy disk.) Students may come back to this document at any time and edit/make changes to the content.
8. New Name – At this point, it is extremely important to let students know that each time they create a new document, they must give it a new name. If they open a new document and give it an old name in order to save it, they will delete all their old work. For example, if they save this assignment as "jsmith1", and next week they open a new document to begin a new assignment, but forget and give it the name "jsmith1", the computer will ask if they want to replace an already existing document in that name. Students should say no. If they say yes, all of their old work in that document will be deleted. So make sure that the new document is saved as "jsmith2" and so on for each new assignment. You will want to reinforce this at the beginning of each new computer assignment.
9. Typing Requirements – On the front board post the following:

Your final paper must have a title page with your original title, your name (as you are the author), the class, the period and the date. It should be typed, double-spaced, with 1inch margins, in Times or Times New Roman 12

point ONLY, and be a MINIMUM of 5 paragraphs. A paragraph is at least 2 or more sentences and must include all of the information from your [Essay Organizer](#).

Please turn it in stapled together in the following order:

Essay Organizer on the bottom

First Draft

Second Draft

Typed Draft on the top

10. Typing Basics – If the students have typed before, let them go ahead and get started on their essays. If not, you may want to review some of the basics of typing on the computer with them. Tell them to hold the button marked *Shift* down while they type a letter if they want to type a capital letter. Tapping the blank, long bar across the bottom of the keyboard places a space after the last letter typed, so tap it between words. Tab automatically indents five spaces at the beginning of paragraphs. If you would like to allow students to use different fonts and font sizes, have them point to the word *Format* at the top of their screen and click on it. A roll-down menu will appear underneath the word *Format*. Have them point to the word *Font*. A dialogue box will open in the middle of their screen with the word *font* at the top. Students will see the words *Font*, *Font Style*, and *Size* written across the top of the box. Underneath the word *Font* will be a window with two arrows to the right. Students can point either of the arrows to scroll up or down the list of fonts in the window. When they have decided on a font, they should point to it and click on it. In the box at the bottom of the window is a preview of what that font will look like on their page. If they don't like it, they can change it by repeating the steps above. They can do the same for Font Style and Size. When all three have been decided upon, students should click the okay button in the top right hand corner of the box. You may want to check for legibility of fonts prior to allowing students to actually use one. Or it may be a class discussion point about why fonts should be standardized for formal papers (e.g. readability). Letting them have access to different fonts to begin with sets the stage for this discussion and class agreement. Use the same procedure for font size and font style.
11. Typing – Have students begin typing their interpretation essays. It will be your job to circulate, as students always have questions and problems while using computers. If you are an inexperienced computer user, it would be to your benefit to ask your technology person to be present in the lab the first day the students use it, as he or she can help you with the students.
12. Spell Check – As students finish typing their assignments, have them spell check the entire document. They can do this by pointing and clicking on the *ABC* icon at the top of their computer screen or they can point to *Tools* and click on the words check *Spelling*. Explain to students that a spelling check does not always mean the computer is right. It simply makes suggestions. It is up to the student to decide which one of the computer's suggestions is accurate, if any.
13. Print – Next, students are ready to print (after making sure their name is at the top of the document and that they have given their piece of writing an original title). Have students point to *File* at the top of their screen, holding down the button on their mouse. In the roll over bar that appears, they should still be holding down the button on their mouse, while they point to the word *Print* and release the button. The computer will show a box in the middle of the screen. Students should make sure that where it asks how many copies, the computer reads 1. Then they should point to the word *Print* and click the button on their mouse. The computer will print. If the printer is not printing, make sure to contact your technology team (another good reason to have someone present for this first exercise!). Usually it is the communication between your computer and your printer that is at fault. DO NOT allow students to print more than once since the computer holds the command to print in its memory as many times as the student gives it which can make for some amazingly large numbers of copies. Also, remember to allow enough time for all students to print before the end of class. The last five minutes of class should not be used to print (Imagine 30 students printing at the same time!). If you get to the last five minutes of class and students have not printed, either make sure all students save their work and set another time to come back to the lab, or have students come in after school or during lunch – on their own time to finish up.
14. Save Again – Ten minutes before the end of class, remind all students to save their work. Have them make sure they are saving it to the correct place (A Drive if it is a floppy disk you would like them to save to).

15. Clean Up – Allow the last five minutes of class to do the following:

As a courtesy to all classes using the computer lab after your class, teach students to shut down their computers properly. The correct way to do this is to have students point to *File* at the top of their screen. A roll-down menu will appear. Have students find the word *Exit*, point to it, and click. This will close their document and take them back to the desktop. Next have them point to the *Start* button. A roll-up menu will appear. Have students point and click on the words *Shut Down*. A box in the center of the computer will appear that says "What do you want the computer to do?" Underneath this statement, the computer will have three or four choices, one of which will be *Shut Down*. Have students click on the words *Shut Down*. A black dot will appear in the circle next to these words indicating their choice. Next ask students to click on the word *Yes* at the bottom of the box. At this point the computer will shut itself down. However, students are not finished yet ... they must turn off the power button on the CPU and the monitor of their computer, make sure their mouse and mouse pads are to the right of their keyboards and push in their chairs. Have students check to make sure they have collected all papers, pencils, trash around their work station. Now, when the bell rings, they are free to leave.

16. Collect Work – At the end of these lessons be sure to remind students that they will be presenting their Coat of Arms Images tomorrow during class. Explain that their homework is to organize their presentation and be prepared to perform for 5 minutes (this time may vary depending on the number of students in the class). Ask students to turn in their Interpretation Essays. Have students staple them together in the following order and turn them in for a formal letter grade:

- a. Final Draft Typed
- b. Second Draft
- c. First Draft
- d. Essay Organizer

In addition to their essays, make sure that they also turn in their Coat of Arms project that contains the following items:

- a. Coat of Arms First Draft
- b. Coat of Arms Revision Sheet
- c. Final Coat of Arms

Tell them you will be returning both tomorrow so that they can make their presentations. If you can not grade them all by tomorrow, simply initial that they were completed on time and give them back to the students for their presentation. Be sure to collect them when they are done.

HOMEWORK

Organize their presentations and be prepared to perform and explain their Coat of Arms in a five minute presentation.

GROUP ROLES

Students will be working individually during these lessons.

DOCUMENTATION FOR PORTFOLIO

Interpretation Essay #1
Personal Coat of Arms Image