

**English**  
**High School Technology Integration**

Proposal

Department of Education  
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## **Acknowledgments**

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## Preface

This document is a continuation of the document, *Journey On* (1999). To reach the general outcomes as outlined in the APEF Curriculum Guide and the APEF Foundation Document English Language Arts 10 - 12, it is essential that using information technology (IT) be included within the parameters of Prince Edward Island's curriculum. By providing learning opportunities beyond the traditional classroom, students are able to experience a much broader spectrum of knowledge and skills necessary to gap the transition from school to work, from school to community, or from school to further educational endeavours. To respond to the needs of today's students, technology as an integrated component of any discipline, must become a tool to better allow a much clearer and meaningful delivery of program..

This document recognizes that students can engage in challenging communication and meaningful learning. By using communication technology applications that foster creativity, flexible thinking, problem solving and real life applications to gather information, students develop critical thinking and writing skills. The integration of communication technology invites inquiry, construction, communication, and expression.

This document also supports the philosophy outlined in *Journey On* but also suggests that today's society demands that educators prepare our young people to become independent and life long learners. In this sense, the majority of suggested activities presuppose that the students acquire the necessary technological skills for a given activity on their own and not through orthodox methods of skills delivery. The teacher will have to adopt the role of a resource person who encourages independent learning.

The reader will undoubtedly notice that the format of this document deviates from those of earlier grade levels, where the IT skills were listed first, followed by the subject outcomes. In this document the reverse has been implemented in order to facilitate technology integration for the subject teacher.

**English and Information Technology  
Outcomes, Suggested Activities, and  
Instructional Implications.**

**GCO A: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings and experiences.**

SCOs: Grade X

present a personal viewpoint to a group of listeners, interpret their responses, and take others' ideas into account when explaining their positions.

SCOs: Grade XI

ask perceptive/probing questions to explore ideas and gain information.

SCOs: Grade XII

examine others' ideas and synthesize what is helpful to clarify and expand their own understanding.

ask discriminating questions to acquire, interpret, analyze, and evaluate ideas and information.

articulate, advocate, and justify positions on issues or text in a convincing manner, showing an understanding of a range of viewpoints.

Teaching Suggestions and Activities:

Expand small group discussions, informal debates and oral presentations by employing e-mail and web pages so that students interpret, respond and self-evaluate a broader spectrum of information.

(See Appendix A, Lesson 2)

Supplement other public forums (eg. panel discussions, seminars, individual presentations, etc) with digital methods of presentation. For example, e-mail forms, newsgroups, web pages, and presentation slide shows.

Use the Internet for research on a global topic and present the findings using multimedia software (eg. Presentations) and/or by creating a web page.

(See Appendix C, Lesson 1)

**GTO F: Students will use technology to communicate information appropriately.**

STO: By the end of grade 12, students will be expected to

F1: access and use Help features and tutorials inherent in the e-mail, browser, and presentation software in order to independently gain new skills.

F3: apply organizational features of the e-mail and browser clients in order to organize their mail and bookmarks in an efficient manner.

F4: present their ideas on a given topic through a slide presentation.

Instructional Implications:

F3: Almost all e-mail clients allow the creation of mail folders in which incoming mail can be placed according to the nature of the folder. Initially, mail will be deposited in the default or main folder but will soon accumulate and will become too bulky. Students should be encouraged to create folders in which the incoming mail can be organized.

F3: Similarly, browsing the Internet involves invariably the creation of a number of bookmarks, according to the interest of the student. Again, the creation of sub-folders within the bookmark file will make retrieval easier and more efficient. Students should be advised that researching a given topic is made more effortless and faster if the pertinent sites are bookmarked first. Students should also be made aware that Netscape, for example, allows annotation of the saved bookmarks, which minimizes guesswork when the bookmarks are retrieved.

F4: Whether presenting an idea, the results of a research project, a concept and its application, or trends and observations through multi-media channels, all these allow for different learning styles. Most presentation softwares allow the user to place text, images, and even sound on a computer-generated slide with a preset background. The user has control over features such as formatting, text size, colour and placement, image size and placement, transition between slides, the speed of presentation (manual or automatic), and order of slides. Since presentation programs allow a multitude of effects, students should be aware that design is essential and effects should be used to enhance an idea, not to detract from it. Presentation manuals from major corporations, which use this form of communication constantly, emphasize simplicity and the need to focus on the message, not on technical effects.

**GCO B:****Students will be expected to communicate information and ideas effectively and clearly and to respond personally and critically.**

## SCOs: Grade X

give precise instructions, follow directions accurately, and respond thoughtfully to complex questions.

## Teaching Suggestions and Activities:

Acquaint students with the Help features of e-mail, browsers, search engines, or other suitable software (eg. Perfect Copy, Presentations). Emphasize the importance of giving and following directions purposefully.

(See Appendix A, Lessons 1 and 2)

## SCOs: Grade XI

effectively adapt language and delivery for a variety of audiences and situations to achieve their goals.

Ask students to select a public forum most suitable to digital presentations (eg. e-mail, presentations, Internet publishing)

## SCOs: Grade XII

respond to a wide range of complex questions and directions.

Students respond with e-mail to a broad range of questions and directions.

(See Appendix C, Lesson 1)

Have students do a personal or critical response to a genre, novel, poem, or short story via e-mail including attachments.

(See Appendix C, Lesson 1)



**GTO F: Students will use technology to communicate information appropriately.**

STO: By the end of grade 12, students will be expected to

F1: access and use Help features and tutorials inherent in e-mail, browser, and presentation software in order to acquire new skills.

F4: present their ideas on a given topic through a slide presentation or through e-mail correspondence.

Instructional Implications:

F4: Whether presenting an idea, the results of a research project, a concept and its application, or trends and observations through multi-media channels, all these allow for different learning styles. Most presentation softwares allow the user to place text, images, and even sound on a computer-generated slide with a preset background. The user has control over features such as formatting, text size, colour and placement, image size and placement, transition between slides, and the speed of presentation (manual or automatic), and order of slides. Since presentation programs allow a multitude of effects, students should be aware that design is essential and effects should be used to enhance an idea, not to detract from it. Presentation manuals from major corporations, which use this form of communication constantly, emphasize simplicity and the need to focus on the message, not on technical effects.

Similarly, the exchange of ideas through e-mail correspondence has become as important as telephone communication. It involves, however, distinctive rules and conventions which requires students to acquaint themselves with the conventions of e-mail communication.

**GCO C: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.**

SCOs: Grade X

demonstrate active listening and respect for the needs, rights, and feelings of others.

demonstrate an awareness of the power of language to influence, manipulate, and reveal ideas, values, and attitudes.

SCOs: Grade XI

demonstrate sensitivity and respect in interaction with peers and others in both informal and formal situations.

adapt language and communication style to audience, purpose, and situation.

SCOs: Grade XII

demonstrate the power of spoken language to manipulate, and reveal ideas, values, and attitudes.

Teaching Suggestions and Activities:

Demonstrate to students how to communicate effectively and correctly via e-mail.

Discuss with students how to identify disrespectful, biased and unethical Web sites.

Analyze the power of language in advertisements and in other forms of media and non-print material.

(see Appendix B, Lesson 1)

Ask students to examine and research a number of Web sites for intended audience and purpose.

(See Appendix B, Lesson 1)

Have students obtain information for a variety of topics from the Internet and analyze its validity.

(See Appendix C, Lesson 2)

**GTO A: Students will demonstrate an understanding of the use of technology and the impact that technology has upon society.**

STO: By the end of grade 12, students will be expected to

A8: demonstrate an awareness of appropriate conduct in the use of Computer Information Technology.

A9: identify how digital messages influence, manipulate and reveal ideas, values and attitudes.

Instructional Implications:

A8: Digital communications have their own set of rules. The traditional letter differs significantly from an e-mail letter, not only in form but also in etiquette and conventions. Although netiquette (the set of conventions defining appropriate conduct on the Internet), is based primarily on common sense and traditional sets of behaviours, it also addresses issues unique to the media in question. For example, it is considered impolite to send an e-mail letter without a subject heading. Similarly, writing in capital letters is considered shouting, and hacking someone's e-mail account is now recognized by the courts as a crime against privacy.

A8: Publishing on the Internet, because of the absence of editors and publishers (the author combines all of these roles), has made the need for sensitivity even more important. Writers must consider the feelings, rights, and needs of others.

A9: Publishing on the Internet differs significantly from the traditional paper publications, including interactivity, dynamic layouts, and immediacy of responses to questionnaires and forms. Yet, both forms try to convey a message. [It is an interesting exercise to identify the differences between these two media and their methods of achieving the same goal].

A9: Sites on the Internet that promote hate, discrimination, and the oppression of minorities often employ sophistication and deceit to convey their message. These sites, however, will normally fail a test using critical-thinking skills such as scrutiny of logic errors, bias, lack or absence of referencing, and emotional overtones.

**GCO D: Students will be expected to select, read, and view with understanding a range of literature, information, media, visual and audio texts.**

SCOs: Grade X

seek meaning in reading- using a variety of strategies such as cueing systems, utilizing prior knowledge, analyzing, inferring, predicting, synthesizing, and evaluating.

Teaching Suggestions and Activities:

Demonstrate to students the digital cataloguing of the library system with special emphasis on searching authors, title and subjects.

(Consult your teacher-librarian)

SCOs: Grade XI

assess ideas, information, and language, synthesize and apply meaning from diverse and differing perspectives.

Examine various Web sites for a topic, considering information, points of view, and applied meaning.

(See Appendix B, Lesson 1)

SCOs: Grade XII

articulate their own processes and strategies in exploring, interpreting, and reflecting on sophisticated texts and tasks.

Have students discuss various processes which allows them to effectively and efficiently determine the relevance and value of obtained information from the Internet.

(See Appendix C, Lesson 2)

**GTO C: Students will access, evaluate, and select information using technology.**

STO: By the end of grade 12, students will be expected to

C1: access and use Help features and tutorials inherent in the database and browser software in order to gain new skills.

C2: utilize efficient search strategies for simple and complex queries.

Instructional Implications:

C2: Whether searching a database, the Internet, a digital encyclopaedia, or similar digital containers of information, the quality of the query will determine the quality of the information received. This observation gives rise to the consideration that, arguably, the key to success in the use of CIT depends not on the knowledge of a particular subject, but rather, on the successful manipulation of search skills.

C2: The tools and/or strategies employed in a query will depend upon the source of information (Internet, database, etc), but common to all are Boolean operators. Students should be familiar with the Boolean operators AND, OR, NOT, AND NOT. In addition, students should be further acquainted within the Internet with the Booleans ADJ and NEAR.

C2: In databases, queries often require the use of Logic operators, such as: less than (<), greater than (>), less or equal (<=), greater or equal (>=), not equal (<>), and equal (=).

C2: The Internet offers additional search tools, such as required and prohibited operators or flags (+ and - respectively), exact phrases, natural-language queries, pipes, wildcards, and many more. Students should be familiar with the most often-used search tools.

C2: Students should utilize the various Help features of Internet search engines, which may differ in the way a query must be formulated. For example, a number of search engines require Booleans to be written in capitals.

**GCO E: Students will be expected to interpret, select and combine information using a variety of strategies, resources and technologies.**

SCOs: Grade X

research, systematically, specific information from a variety of sources

Teaching Suggestions and Activities:

Acquaint students with the most common methods of searching databases, the Internet, and other digital sources for information. (Please refer to the next page.)

(See Appendix A, Lesson 2)

SCOs: Grade XI

acquire information from a variety of sources, recognizing the possible relationships, concepts, and ideas necessary to generate student text

(See Appendix B, Lesson 2)

SCOs: Grade XII

access, select, and research in systematic ways, specific information to meet personal and learning needs

(See Appendix C, Lesson 2)

**GTO C: Students will access, evaluate, and select information using technology.**

**GTO D: Student will record, organize, manipulate and analyze data electronically.**

STO: By the end of grade 12, students will be expected to

C3: be familiar with various methods of searching the Internet and utilizing the most appropriate method for a given query.

D2: utilize logic and Boolean operators to retrieve information from a database.

Instructional Implications:

C3: At least five methods can be utilized to obtain Internet information.

(A) Browsing - refers to searching by following whims and momentary inclinations. Although the least productive method, it is nonetheless suitable for beginners wanting to acquaint themselves with the Internet's potential and obtaining ideas for projects or assignments.

(B) URLs - magazines, journals and books often indicate the address (i.e. URL) of a specific source of information. Knowing this address often eliminates needless searching.

(C) Lists or Catalogues - sites which organize information in subject trees. If the topic is known, a search at a List site is often a worthwhile beginning.

(D) Search Engines - specific programs that create and maintain a searchable database and retrieve the specified information. Probably, the most powerful search tool for the Internet, it requires a learning curve since the quality of information from the databases depends largely on the quality of the posed query.

(E) E-mail - the simple but often overlooked method of asking someone for help or information. Many educational and governmental organizations have "resident experts" who can be consulted and commercial enterprises are frequently willing to provide advice and information.

D2: The primary purpose of any database file is to store information which can be retrieved quickly and accurately. A database query can range from the simple (eg. Show all the records which are located in Charlottetown), to the complex (eg. Show all the records located in Charlottetown, of those younger than 35 and female only). The second example demonstrates the use of logic operators (less than, less or equal than, greater than, greater or equal than, not equal and equal), as well as the use of Boolean operators AND, OR, NOT, AND NOT.

**GCO F: Students will be expected to respond personally to a range of texts.**

SCOs: Grade X

make thematic connections using print texts, public discourse, and media.

SCOs: Grade XI

make connections between the ideas and information presented in literary and media texts and their own experiences.

Teaching Suggestions and Activities:

Have students use either a graphics package (eg. Paint Shop Pro) or Presentations to respond to text in a photo, slide, or graphics narrative. Students may also use the Internet to gain access to pictorial material.

Ask students to “translate” a text into a different medium (eg. text into graphics, text into images ) while preserving its original meaning.



**GTO F: Students will use technology to communicate information appropriately.**

STO: By the end of grade 12, students will be expected to

F5: utilize features in Graphics programs that allow editing and manipulation of objects. Such features may include but are not restricted to, layers, effects, filters, colour replacements, and cloning.

Instructional Implications:

F5: Graphics programs (eg. Paint Shop Pro) allow the creation of images (graphics and pictorial material) and their manipulation. Tools used for the creation of images are brushes, lines, and polygons. In addition, superimposing a grid on the image allows the user to determine the exact dimensions of any image component. The units of measurements are often pixels but can easily be changed to millimetres, centimetres, inches or points. Editing or manipulation of images is achieved with software tools such as clone brushes, colour replacement tool, erasers, and special effects are obtained through the application of filters and effects. One of the greatest breakthroughs in graphics design is the possibility to create an image in layers. An image created in layers is like an image that has been created with a number of acetates. Each acetate contains one component of the image and all acetates together render the completed image. This method allows the modification (editing, changing of colours and size, placement, etc) of each individual layer without affecting any other component in the image. Moreover, the order of the layers can be easily re-arranged and a layer that was a background in one completed image may become the foreground in the next.

**GCO F: Students will be expected to respond personally to a range of texts.  
(Continued)**

SCOs: Grade XII

articulate and justify points of view about texts and text elements

- interpret ambiguities in complex and sophisticated texts.

Teaching Suggestions and Activities:

Give students a predetermined URL (ie. the address of a web document), whereby the students have to analyze the text, note ambiguities and find means and methods to clarify the text in question. For example, students could use e-mail to contact the author of the text.

(See Appendix C, Lesson 2)

**GTO C: Students will access, evaluate, and select information using technology.**

STO: By the end of grade 12, students will be expected to

C4: apply critical thinking strategies to evaluate the validity of the obtained information.

Instructional Implications:

C4: The following outline will help evaluate the validity of a piece of information<sup>1</sup>.

1. Extract and clarify the author's claim  
Does the information answer the initially posed question? If not, reject the information.
  - a. Observe the tone of the information.  
Information required for a research paper should, in its language, be informative and not slanted, propagandistic, or display emotive and/or suggestive phrases.
  - b. Observe the thrust of the information
  - c. Clarification of claims  
Is there ambiguity (ie. too many definitions of the same term) or vagueness (ie. not enough definitions)?
2. Summarize
3. Check for logic errors  
A logically invalid argument cannot be true
4. Consider the evidence
  - a. Does the information have face validity, ie., does it sound right and credible?
  - b. Is the background of the information, ie., the other pages of this web site, credible? If the site is entirely out of context or of questionable taste, extreme care should be taken in accepting the information.
  - c. Compare the information with information already known. Does it fit or is it different?
  - d. Compare the information with information provided from other sources such as texts, articles, journals, etc.
  - e. Is the author's name given in the information? If not, consider the information as suspect.
  - f. Is the information current? This applies particularly to research involving new developments.
  - g. Contact the author by e-mail and request verification. If no response is forthcoming, consider the information as invalid.
  - h. Does the information contain references where needed? If not, consider the information as suspect.
  - i. Cross-reference the information with other Internet sites and compare. If two diametric pieces of information are obtained, at least one of them is most likely not accurate.
  - j. Contact an "expert" in the field and submit the obtained information for scrutiny.

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<sup>1</sup> This outline is based, in parts, upon Little's methodology of the critical thinking process.

**GCO G: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.**

SCOs: Grade X

examine the different aspects of texts (language, style, graphics, tone, etc.) that contribute to meaning and effect.

recognize the use and impact of specific literary and media devices (e.g., figurative language, dialogue, flashback, symbolism).

demonstrate an awareness that texts reveal and produce ideologies, identities, and positions.

evaluate ways in which both genders and various cultures and socio-economic groups are portrayed in media texts.

SCOs: Grade XI

explore the diverse ways in which texts reveal and produce ideologies, identities and positions.

reflect on their responses to print and media texts, considering their own and other's social and cultural contexts.

Teaching Suggestions and Activities:

Have students visit a URL with a definite bias, then find a site with the opposite point of view.

Have students analyze the elements of text and images that contributed to this bias.

Have students analyze the elements of text and images which evoke emotional and cognitive bias.

Ask students to analyze advertisements (both static and animated) to identify those elements which evoke preferences and biases.

<b>GTO A:</b>	<b>Students will demonstrate an understanding of the use of technology and the impact that technology has upon society.</b>
<b>GTO C:</b>	<b>Students will access, evaluate, and select information using technology.</b>

<p>STO: By the end of grade 12, students will be expected to</p> <p>A9: identify how digital messages influence, manipulate, and reveal ideas, values, and attitudes.</p>	<p>Instructional Implications:</p> <p>A9 The inexpensiveness and simplicity of Internet publishing has created an enormous amount of Internet information. Consequently, users must scrutinize this information for validity and adherence to society's standards. Since Internet publication is essentially a multi-media presentation of material where authors often remain anonymous, methods of scrutiny may have to be stricter than those applied to printed text.</p> <p>A9 Business on the Internet has grown exponentially and consequently, the methods of persuasion, advertisement and influence, have grown more sophisticated. The Internet is a unique environment which differs significantly not only from printed media, but also from television and radio. Unlike print, it is a multi-media environment; unlike TV and radio, it allows for interactivity. Its versatility contributes to the success of the Internet and makes the extensive use of it by politicians, businesses, lobby groups, and special interest groups understandable. Its impact upon society, particularly on values and conventions, cannot be denied.</p> <p>A9 Several governments (e.g. China, USA) have attempted, through regulatory bodies, to control Internet accessibility- unsuccessfully. As a result, one can most fittingly define the Internet as "the only working anarchy in the history of mankind". The Internet does not belong to any organization or state; it is not controlled by a defined body of regulators and consists of millions of users from various cultures, socio-economic backgrounds, and ages with vastly different points of views and interests.</p>
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**GCO G: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre. (Continued)**

SCOs: Grade XII

critically evaluate the information they access.

respond critically to complex and sophisticated texts

examine how texts work to reveal and produce ideologies, identities, and positions

examine how media texts construct notions of role, behaviour, culture, and reality

examine how textual features help a reader and viewer create textual meaning.

Teaching Suggestions and Activities:

Students will search specific URLs for a given research topic. The information from these sites will be critically evaluated and validated using the outline on the following page.

(See Appendix C, Lesson 1)

**GTO C: Students will access, evaluate, and select information using technology.**

STO: By the end of grade 12, students will be expected to

C4: apply critical thinking strategies to validate the obtained information.

Instructional Implications:

C4: The following outline will help evaluate the validity of a piece of information<sup>2</sup>.

1. Extract and clarify the author's claim
  - Does the information answer the initially posed question? If not, reject the information.
1. Observe the tone of the information.
  - Information required for a research paper should, in its language, be informative and not slanted, propagandistic, or display emotive and/or suggestive phrases.
2. Observe the thrust of the information
3. Clarification of claims
  - Is there ambiguity (ie. too many definitions of the same term) or vagueness (ie. not enough definitions)?
2. Summarize
3. Check for logic errors
  - A logically invalid argument cannot be true
4. Consider the evidence
  1. Does the information have face validity, ie. does it sound right and credible?
  2. Is the background of the information, ie. the other pages of this web site, credible? If the site is entirely out of context or of questionable taste, extreme care should be taken in accepting the information.
  3. Compare the information with information already known. Does it fit or is it different?
  4. Compare the information with information provided from other sources such as texts, articles, journals, etc.
  5. Is the author's name given in the information? If not, consider the information as suspect.
  6. Is the information current? This applies particularly to research involving new developments.
  7. Contact the author by e-mail and request verification. If no response is forthcoming, consider the information as invalid.
  8. Does the information contain references where needed? If not, consider the information as suspect.
  9. Cross-reference the information with other Internet sites and compare. If two diametric pieces of information are obtained, at least one of them is most likely not accurate.
  10. Contact an "expert" in the field and submit the obtained information for scrutiny.

<sup>2</sup> This outline is based, in parts, upon Little's methodology of the critical thinking process.

**GCO H: Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning; and to use their imaginations.**

SCOs: Grade X

use writing and other ways of representing to

- extend ideas and experiences
- reflect on their feelings, values, and attitudes
- describe and evaluate their learning processes and strategies.

use note-making, illustrations, and other ways of representing to reconstruct knowledge.

SCOs: Grade XI

use writing and other ways of representing to

- explore, interpret, and reflect on their experiences with a range of texts and issues
- monitor the language and learning processes and strategies they use
- record and assess their achievements as language users and learners
- express their feelings, and reflect on experiences that have shaped their ideas, values, and attitudes

use note-making strategies to document experience and reconstruct knowledge by

- paraphrasing
- summarizing
- using note cards, notetaking sheets, research grids
- video or audio techniques

Teaching Suggestions and Activities:

Familiarize students with advanced word-processing features which will help them represent and explore their own writing.

Students will summarize and compress a given text by using the outlining feature of their word processor.

Students will plan and create a piece of writing using the outlining feature of their word processor.



**GTO E: Students will use a variety of technologies to create new information in the form of written text and other ways of representing.**

STO: By the end of grade 12, students will be expected to

E1: access and use Help features and tutorials inherent in the word-processing and HTML editor software in order to gain independently new skills.

E2: utilize advanced word-processing features such as foreign character keyboards, tables of contents, and indexes, macros, templates, columns, and other features to help solve a given problem.

E5: utilize the outlining feature.

Instructional Implications:

E2: Word processors can help just about anyone. For example, documents involving mathematical formulas and equations are greatly helped with equation editors and the creation of a mathematical character keyboard; text involving a foreign language with characters not found on the keyboard are also supported through the creation of a foreign character keyboard. Documents involving a number of chapters or distinct sections are best organized with a Table of Contents and an index of key terms. Drawings and more creative rendering of text can be achieved with Drawing tools or Textart, and graphical numeric representation can be created and manipulated through the graphics feature of most word processors. Most repetitive keystrokes can be eliminated through features such as Search and Replace, macros and variables. Students should become aware that today's word processor can facilitate most tasks involving the creation and manipulation of text and graphics which previously required a number of stand-alone softwares.

E5: The outlining feature of most word processors has become for many students an essential tool in organizing and summarizing material. Most often found in the word processor's Insert or Tool menu, once evoked it will provide a structure to organize or summarize ideas. The style of the structure and the levels of importance (usually up to eight levels are allowed) are left to the user. For example, a scientific research paper may look like this in outline form:

- I. Title
  - A. Author
  - B. Organization
  - C. Date of submission
- II. Abstract
  - A. State null-hypothesis  
*short and to the point*
  - B. State pro
  - C. State con
  - D. Method
    - 1. Method of selection
    - 2. Subjects
      - a. Number, sex and age
  - E. Findings
- III. Introduction
- IV. Etc

**GCO H: Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning; and to use their imaginations. (Continued)**

SCOs: Grade XII

use note-making strategies to reconstruct increasingly complex knowledge  
- explore the use of photographs, diagrams, storyboards, etc., in documenting experiences

Teaching Suggestions and Activities:

Students will explore Internet publishing to express their thoughts, feelings, and experiences.

**GTO E: Students will use a variety of technologies to create new information in the form of written text and other ways of representing. (Continued)**

STO: By the end of grade 12, students will be expected to

E4: prepare documents for publication on the Internet.

Instructional Implications:

E4: Students should become familiar with the basic HTML tags to obtain a document of text, graphics, and links within the page, as well as to other pages and sites. More advanced studies could include image maps, frames, Cascading Style sheets, embedding of sound and videos, and dynamic HTML. Students should always adhere to the principles of effective design, web page planning, and testing. Web pages should be evaluated by design, ease of navigation, browser compatibility, and accuracy of links and information.

**GCO I: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.**

SCOs: Grade X

create an organizing structure appropriate to the purpose, audience, and context of texts

- select appropriate form, style, and content for specific audiences and purposes
- use a range of appropriate strategies to engage the reader/viewer

SCOs: Grade XI

create a clear and coherent structure in various forms of writing and media production

- make informed choices of form, style, and content to address the demands of different audiences and purposes
- use effective strategies to engage the reader/viewer

SCOs: Grade XII

demonstrate an understanding of the ways in which the construction of texts can create, enhance, or control meaning

- make critical choices of form, style, and content to address increasingly complex demands of different purposes and audiences

Teaching Suggestions and Activities:

Students will write a news/sports/weather report for a newspaper or TV/radio broadcast using word processing features such as columns, outlines, templates, graphics, etc.

Students will use the advanced features of word processing to prepare résumés, position documents, or media scripts.

In order to transpose a text from one form to another, students will review and utilize the essential features of a word processor, including but not being restricted to, editing, formatting and advanced features.

**GTO E: Students will use a variety of technologies to create new information in the form of written text and other ways of representing.**

STO: By the end of grade 12, students will be expected to

E1: access and use Help features and tutorials inherent in the word processing and HTML editor software in order to gain independently new skills.

E2: utilize advanced features of word processing such as merges, foreign character keyboards, outlines, tables of contents and indexes, macros and other features which may be of use for the solution of a given problem.

E6: acquaint themselves with features such as paper size and orientation, watermarks, styles and templates, equation editor, font installations, and reveal codes.

Instructional Implications:

E2: Word processors can help just about anyone. For example, documents involving mathematical formulas and equations are greatly helped with equation editors and the creation of a mathematical character keyboard; text involving a foreign language with characters not found on the keyboard are also supported through the creation of a foreign character keyboard. Documents involving a number of chapters or distinct sections are best organized with a Table of Contents and an index of key terms. Drawings and more creative rendering of text can be achieved with Drawing tools or Textart, and graphical numeric representation can be created and manipulated through the graphics feature of most word processors. Most repetitive keystrokes can be eliminated through features such as Search and Replace, macros and variables. Students should become aware that today's word processor can facilitate most tasks involving the creation and manipulation of text and graphics which previously required a number of stand-alone softwares.

E6: Today's word processors have become desktop publishing software. They allow the manipulation of text and graphics with tools that help create an effective layout, and word processors add features appropriate for a given audience. Depending on the desired effect, the audience, and the content of the material, the user can select the appropriate paper size and orientation (by length or width), insert watermarks as graphics, type symbols not commonly found on the keyboard (eg. foreign characters, mathematical symbols, musical notations, etc), and develop a style template, making the document uniform and consistent in appearance.

E6: The psychological effect of fonts can not be overstated. Fonts fall basically into four categories: *serif fonts* (the characters have decorative end strokes: *Serif*), *sans serif* (the characters have no decorative end strokes - the present text is written in sans serif), *script* (characters resemble *hand writing* or calligraphy), and *decorative* (characters created for *special effects*). Each of these broad categories not only becomes the carrier of the message, but also conveys a message which can enhance or distract from the intent of the content. Fonts should not be mixed excessively. The rule of thumb is not to use more than two fonts within a document.

**GCO J: Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.**

SCOs: Grade X

experiment with the use of technology when communicating for a range of purposes

SCOs: Grade XI

make informed choices about the use of computer and media technology to serve their communication purposes

SCOs: Grade XII

use technology effectively to serve their communication purposes  
 - design texts that they find aesthetically pleasing and useful

Teaching Suggestions and Activities:

Suggestions for Teaching and Learning (English Language Arts Curriculum Grades 10 - 12) may be found on pages: 100, 102, and 104.

Ask students to write a document with a word processor, then publish it on the Internet.

Have students use information-technology methods to present ideas then communicate these ideas effectively to a given audience.

Ask students to review the various methods of communicating their ideas (eg. Internet, slide shows, videos, audio, text, etc) and discuss the optimal method given their topic and audience.

(See Appendix C, Lesson 1)

**GTO E: Students will use a variety of technologies to create new information in the form of written text and other ways of representing.**

STO: By the end of grade 12, students will be expected to

E3: integrate documents produced with a word processor into other softwares and/or integrate data from other softwares into a word processing document.

E4: prepare documents for Internet publication.

Instructional Implications:

E3: Often students must use a stand-alone software program. The problem then arises of how to “cut and paste” the information from one software to another. Graphics images, in particular, pose a problem because they come in a variety of formats, some, unfortunately, not understood by the word processing program. This problem frequently requires the use of a third program, i.e., a translation program which makes the image compatible to the word processor. Similar problems exist in multi-media documents (eg. sound, videos). The solution, invariably, requires planning and organization; and once this problem has been addressed, the task loses its complexity. For example, to import an image from the Internet (eg. a .jpg image) may involve these steps:

- Obtain the image from the Internet and save it
- Open the translation software (eg. Paint Shop Pro or LView Pro) and open the Internet image in this software.
- Save the Internet image in a file format understood by the word processor (eg. Word Perfect understands: .bmp, .wpg formats).
- Insert the newly saved image in the word processing document.

E4: Students should become familiar with basic HTML tags in order to create a document consisting of text, graphics, and links within the page, as well as to other pages and sites. More advanced studies could include image maps, frames, Cascading Style sheets, embedding of sound and videos, and dynamic HTML. Regardless of the level of HTML programming, students should adhere to the principles of effective design, web page planning, and testing. Web pages should be evaluated in regards to design, ease of navigation, browser compatibility, and accuracy of links and information.

# **Appendix A**

## **Grade X Lesson Plans**



# Author Study

English 421

Grade:10

Writing and Representing

Teacher: Pam Shaw

One-Computer Classroom or  
Computer Lab

## Description

After reading the novel, *To Kill a Mockingbird*, students will use an Internet site to glean more information about Harper Lee. Students will select three questions to ask the author and compose a letter.

## Readiness Activities

Students should:

- be finished reading *To Kill a Mockingbird*
- have the address of the Internet site.

## Materials

- address of site:  
<http://www.chaptersglobe.com>

# Author Study

Grade 10 - English 421

Writing and Representing

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## Learning Outcomes

### Curriculum

Students will:

- use writing and other ways of representing to explore, clarify and reflect on their thoughts, feelings, experiences and learning; and to use their imaginations.
- use note-making and other ways of representing to reconstruct knowledge.
- create an organizing structure appropriate to the purpose, audience and context of texts.

### Technology

Students will:

- utilize the outlining feature of a word processor.
- access and use help features and tutorials inherent in word processing.

# Author Study

Grade 10 - English 421

Writing and Representing

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## Instructions

In the computer lab, students should go to the site, [www.chaptersglobe.com](http://www.chaptersglobe.com) and click on author study. In the blanks provided for author type: Lee Harper and for title, To Kill a Mockingbird. Students should read through the information about Harper Lee and take notes on what is important or what they would like to know more about. At the end of this reading activity, every student should have at least three questions or comments for Harper Lee.

Students should use the outline feature of WordPerfect to compose an outline of their letter to Harper Lee. The outline should be printed, approved by the teacher, and used to write a letter to the author.

# Author Study

Grade 10 - English 421

Writing and Representing

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## Hints

The Help feature of WordPerfect is great for outlines

## Suggestions for Other Activities

- writing magazine articles about events in the news
- oral presentations of author letters
- other author studies or investigations
- newspaper of Maycombe County

## Resources

# Preparing debates using E-mail and Netscape

English 421

Grade: 10

Speaking and Listening

Teacher: Pam Shaw

One-Computer Classroom or  
Computer Lab

## Description

This lesson is designed to allow students to gather information for a debate using both e-mail and Web sites. Students will be taught to create e-mail folders and distribution lists as part of the activity. The importance of looking at Web sites carefully will also be emphasized.

## Readiness Activities

Students should

- have a topic chosen
- know the members of their group

## Materials

- list of student e-mail addresses
- teacher's school e-mail address
- handout on Boolean searches
- suggested Web sites

# Preparing debates using E-mail and Netscape

Grade 10 - English 421

Speaking and Listening

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## Learning Outcomes

### Curriculum

Students will:

- present a personal viewpoint to a group of listeners, interpret their reasons and take the ideas of others into account when explaining their positions.
- give precise instructions, follow directions accurately and respond thoughtfully to complex questions.

### Technology

Students will:

- apply organizational features of e-mail and browser clients in order to re-organize their mail and bookmarks in an efficient manner.
- present their ideas on a given topic through a slide presentation or through e-mail correspondence.

# Preparing debates using E-mail and Netscape

Grade 10 - English 421

Speaking and Listening

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## Instructions

After assigning, or allowing students to choose, a controversial topic, place students in groups of four and take them to the computer lab to prepare for the debate using several technology tools. Sample topics might include the following:

- Driving Age
- School uniforms
- Smoking ban on school property
- Raising the drinking age
- Post secondary education
- Students and part time jobs
- Increasing the length of the school day

Prepare a list of all students along with their e-mail addresses and give each individual student five addresses. Using Pegasus Mail have all students create a new folder labelled *Debate*. Using the address lists they were given, have students create a Distribution list for these addresses and e-mail students asking for their opinions about the issue. The Distribution list, along with all replies, should be sent with the teacher's address as "cc". When students receive the feedback, they should organize it in the folder labelled *Debate*.

Students should then, using Boolean search methods, find one site on the Internet to create more data on their subject. This site should be bookmarked. If the site proves useful, students should save it and use it to prepare for the debate. Sample sites might include *MacLeans*, *Time* or *Newsweek* as well as any on-line newspaper sites.

Students would then be responsible for compiling this data and meeting with group members to prepare for the debate.

# Preparing debates using E-mail and Netscape

Grade 10 - English 421

Speaking and Listening

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## Hints

- Use help option in Pegasus Mail
- Search engines might be useful for Internet searches

## Suggestions for Other Activities

- Spreadsheet activity to compile data
- slide presentation instead of an oral debate
- examining and critically analyzing the Internet site

## Resources



# **Appendix B**

## **Grade XI Lesson Plans**

# Assessing Internet Content

English 521

Grade: 11

Speaking and Listening

Teacher: Pam Shaw

One-Computer Classroom or  
Computer Lab

## Description

This lesson will expose students to Internet content and encourage them to develop skills in the area of critical analysis and oral presentations.

## Readiness Activities

Students should

- have a topic chosen to explore
- choose a partner

## Materials

- each pair needs a copy of the Information validity form in the High School Technology Integration handbook (see GCO F: and Appendix C, Lesson 2).

# Assessing Internet Content

Grade 11 - English 521

Speaking and Listening

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## Learning Outcomes

### Curriculum

Students will:

- assess ideas, information and language, synthesizing and applying meaning from diverse and differing perspectives.
- acquire information from a variety of sources, recognizing the relationships, concepts and ideas that can be utilized to generate student text.
- respond personally to a range of texts.

### Technology

Students will:

- utilize efficient search strategies for simple and complex queries.
- apply critical thinking strategies to evaluate the validity of the obtained information
- be familiar with various methods of searching the Internet and utilize the most appropriate method for a given query.

# Assessing Internet Content

Grade 11 - English 521

Speaking and Listening

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## Instructions

In groups of two, students should select a topic of interest, and using search engines visit at least two sites pertaining to the topic. Analyse each site based on the criteria given (please refer to the Information Validity form - GCO F: and Appendix C, Lesson 2). At the end of the activity, each group should submit a written report listing the two sites examined and a brief description of the information as well as whether or not they feel the sites are useful for others.

These topics of interest could then become the basis for an expository essay or an oral presentation.

# Assessing Internet Content

Grade 11 - English 521

Speaking and Listening

## Hints

- Strategies for complex searches are:
  - Booleans (AND, OR, NOT, NEAR, AND NOT)
  - Required and restrictive operators (+ and -)
  - Natural language query
  - Exact phrases (“...”)

## Suggestions for Other Activities

- Outline for paper
- CD-ROM searches on the same topic
- Oral presentation about topic
- Debate
- Expository essay

## Resources

# Revision Skills: Parallel Structure

Writing 521A

Grade: 11

Writing and Representing

Teacher: John Cameron

One-Computer Classroom or  
Computer Lab

## Description

To enhance their knowledge of revision skills, students will work on writing more concise sentences through the use of “parallel structure”.

## Readiness Activities

Throughout the course, students will be given suggestions on how to improve their writing, one of them being the effective use of parallel structure

## Materials

- class set of Diane Hacker’s *A Canadian Writer’s Reference* or, if unavailable, any other suitable reference book.
- a handout on how to efficiently use a Search Engine

# Revision Skills: Parallel Structure

Grade 11 - Writing 521A

Writing and Representing

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## Learning Outcomes

### Curriculum

- Students will learn to improve their writing skills, specifically sentence skills, through the recognition and manipulation of “parallel structure.”
- After examining the rules on parallelism, they will be asked to find examples of parallel structure in one of their assignments, as well as in their next assignment.

### Technology

Students will use a “search engine” to find information on “parallel structure,” specifically information provided by Diane Hacker’s site.

# Revision Skills: Parallel Structure

Grade 11 - Writing 521A

Writing and Representing

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## Instructions

- Using Diane Hacker's *A Canadian Writer's Reference* (Senior High handbook), refer to the section on "parallelism" (63-68) to demonstrate one way of creating effective sentences.
- Referring directly to the text - or if unavailable in class sets, summarizing the principal points on the board or on overhead - go over Hacker's definition of "parallelism," then identify, with examples, the major ways to use parallelism:
  - balance ideas in a series
  - balance parallel ideas presented in pairs (by "coordinate conjunctions," "correlatives," or "than / as.")
- Then, using a Search Engine such as Infoseek, search for a site to complement the study of "parallelism." For example, search for sites associated with Hacker herself (e.g. Diane Hacker).
- Their search leads to [www.bedfordstmartins.com/hacker/](http://www.bedfordstmartins.com/hacker/)  
Here, students will find a link to the 4<sup>th</sup> edition of *A Writer's Reference*. The link reveals four sections, including "Interactive Exercises," "A Writer's Online Resources," "Research and Documentation Online," and "Contact Diane Hacker."
- Within "Interactive Exercises," students will find an exercise menu which includes four exercises on "parallelism" - each one re-enforcing the rules from Hacker's text. Each exercise provides instant feedback.
- For example, in the first exercise (E1-1), students are presented with two sentences: if they choose the one with proper parallelism, they are informed they are correct and why; If they choose the wrong one, they are suitably informed and why. At the end of the exercise, they can check their mark out of 100.
- Finally, students can be tested at the end of this process, using exercises to accompany *A Writer's Reference* or another teacher-chosen source.

This study of parallelism, via text and the Internet, can only help both teachers and students appreciate the complementary educational value of the Internet.



# Revision Skills: Parallel Structure

Grade 11 - Writing 521A

Writing and Representing

## Hints

- Consider using one of the Search Engines which simultaneously searches a number of search engines. One example is Copernic 2000, found at [www.copernic.com](http://www.copernic.com). Once downloaded and decompressed, it fully integrates with Microsoft Explorer; in fact, it becomes the Search component of Explorer.
- Consider downloading **GuruNet** at [www.gurunet.com](http://www.gurunet.com). While connected to the Internet, Gurunet is an “instant lookup service” via a dictionary, thesaurus, encyclopedia, and web search . Here’s the simple procedure: While depressing the ALT key, place your mouse arrow over the word of choice. In no time, an explanation for the word appears, usually with examples. For example, depressing the ALT key and placing the mouse arrow over the word “parable” results in a definition; an available encyclopedia search provides examples of parables from the Old and New Testaments, plus a reference to the Talmud, and an available Web Search provides numerous sites to illustrate “parable.”

## Suggestions for Other Activities

## Resources

# Appendix C

# Grade XII Lesson Plans

# Preparation for Persuasive Presentation.

English 621

Grade: 12

Speaking and Listening

John Cameron

One-Computer Classroom or  
Computer Lab

## Description

Students will prepare themselves for a 5-minute persuasive presentation through a preliminary readiness activity: searching for information for a warmup 2-minute persuasive presentation, then sharing this information with another student plus the teacher via e-mail, and then presenting it to the class.

## Readiness Activities

- Students will be asked to find examples of persuasion — for example, in text(s), newspapers, magazines, television, as well as from the Internet.
- Students will be asked to analyze their examples according a) the author's purpose, b) evidence to support the purpose, and c) the success or failure of the argument.

## Materials

- Text(s), newspapers, magazines.
- Handout describing ways to search the Internet.

# Preparation for Persuasive Presentation.

Grade 12 - English 621A

Speaking and Listening

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## Learning Outcomes

### Curriculum

Students will prepare a 2-minute persuasive presentation through the following activities:

- find and examine one or more commentaries—from magazines, newspapers, or other media like radio or television, then from the Internet.
- upon choosing a commentary, evaluate its purpose, and the evidence to support the purpose
- present a personal opinion on the commentary.

### Technology

Students will do the following:

- effectively use one or more search engines
- create a folder for Web sites
- save selected writings or audio / video clips in a WordPerfect file
- share this file via e-mail with another student plus the teacher.

# Preparation for Persuasive Presentation.

Grade 12 - English 621A

Speaking and Listening Skills

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## Instructions

Use a Search Engine like “altavista.com” or “infoseek.com”. For instructions on how to do a “simple search” or an “advanced search” using Boolean operators click on the “Help” section of the search engine.<sup>3</sup>

1. Search via a Search Engine for an article; for example, use the operators suggested by the search engine. Example: “where can I find magazine and newspaper commentaries” or “newspaper and magazine commentaries”.
2. Search results can lead to some of the following commentators: cnsi.com (Peter King & Rick Reilly), cbc.ca (Rex Murphy, video clip, and Don Cherry, audio & video clip)<sup>4</sup>; canoe.ca (Allan Fotheringham & Douglas Fisher), theguardian.pe.ca (Don Morrison, Letters to the editor), nationalpost.ca (Wayne Gretzky, Cam Cole, Mordecai Richler, Christie Blatchford), globeandmail.com (Stephen Brunt, Grant Kerr, Jan Wong); macleans.ca (Allan Fotheringham, Charles Gordon, Barbara Amiel).
3. Create a folder for Web sites to be used
4. “Copy and Paste” selected commentaries into a WordPerfect file, save this file, and then attach it to an e-mail and send it to another student and the teacher. The student who receives the attachment will reciprocate with his/her commentary. (The Help section of the e-mail program will explain how to attach a file to your e-mail).
5. Each student will examine his/her article for (a) purpose, (b) supporting evidence, and (c) personal response; he/she will also do the same for his/her partner’s article.
6. Finally, each student will present his/her response in a two-minute presentation. Afterwards, the student partner who critiqued the article will have to agree or disagree with the response.
7. This process will help each student prepare for a 5-minute persuasive presentation.

---

## Preparation for Persuasive

Speaking and Listening

<sup>3</sup> Provide students with examples of a “simple search” and an “advanced search”.

<sup>4</sup> Audio and video clips can be saved like a regular file and e-mailed.

# Presentation.

**Hints**

**Suggestions for Other Activities**

**Resources**

# Developing search skills.

English 621A

Grade:12

Reading and Viewing

Teacher: John Cameron

One-Computer Classroom or  
Computer Lab

## Description

The Internet provides almost unlimited opportunities for effective research; however, it also provides opportunities for the questionable kind. Being able to evaluate the quality of a site is essential!

## Readiness Activities

Discussion on student use of the Internet, ways to effectively search for information, and evaluation of chosen sites, if any.

## Materials

- Handout on recognizing domains
- Detailed Evaluation form for Web sites
- Condensed Evaluation Form for Web sites

# Developing search skills.

Grade 12 - English 621A

Reading and Viewing

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## Learning Outcomes

### Curriculum

- use the Web to research
- critically view and evaluate each site to ensure its credibility

### Technology

- recognize the kind of domain (address)
- recognize a personal web site
- evaluate a quality web site



# Developing search skills.

Grade 12 - English 621A

Reading and Viewing

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## Instructions

Go over the following table on the identification of domains, along with the examples. Ask for student examples for each domain.

Domain Type	What It Means
.com (nortel.com)	a commercial business
.edu (harvard.edu)	an educational institution. [Note: most Canadian institutions use the “.ca” domain.]
.org (oxfax.org)	other organizations: nonprofit, non-academic
.net (isn.net)	a network administration, other Internet related
.gov (whitehouse.gov)	an American non-military government entity. [Note: Canadian government sites end in “.ca”.]
.mil (usmc.mil)	an American military organization. [Note: Canadian military sites end in “.ca”.]
.int	an international organization or company
.uk, .au, .jp,	domains denoting servers found in other countries.
If you see a tilde (~) as part of a URL, be aware that the Web site is a personal page likely created by someone given space on the Web server in an unofficial, unauthorized capacity. However, since domain names are fairly inexpensive and easy to obtain, many Web-page creators have abandoned sites such as <a href="http://www.server.org/~studytips/">www.server.org/~studytips/</a> in favour of <a href="http://www.mystudytips.com">www.mystudytips.com</a> .	

# Developing search skills.

Grade 12 - English 621A

Reading and Viewing

## Instructions

### CRITICAL EVALUATION OF A WEB SITE : SECONDARY SCHOOL LEVEL

Kathy Schrock's Guide for Educators -- <http://discoveryschool.com/schrockguide/>

**URL of Web page you are evaluating :**

http://\_\_\_\_\_

**Name of the Web page you are evaluating :**

#### Technical and Visual Aspects of the Web Page

Does the page take a long time to load? YES / NO

Do the pictures add to the page? YES / NO / NOT APPLICABLE

Is the spelling correct on the page? YES / NO

Are there headings and subheadings on the page?  
YES / NO

If so, are they helpful? YES / NO

Is the page signed by the author? YES / NO

Is the author's e-mail address included? YES / NO

Is there a date of last update? YES / NO

If so, is the date current? YES / NO

Is the format standard and readable with your browser? YES / NO

Is there an image map (large clickable graphic w/ hyperlinks) on the page? YES / NO

Is there a table on the page? (You may have to look at the source code to tell.) YES / NO

If so, is the table readable with your browser? YES / NO

If you have graphics turned off, is there a text alternate to the images? YES / NO

On supporting pages, is there a link back to the home page? YES / NO

Are the links clearly visible and explanatory? YES / NO

Is there a picture or a sound included?

If so, can you be sure that a picture or sound has not been edited? YES / NO

If you are not sure, should you accept the information as valid for your purpose?  
YES / NO

#### Content

Is the title of the page indicative of the content?  
YES / NO

Is the purpose of the page indicated on the home page? YES / NO

When was the document created?  
\_\_\_\_\_

Is the information useful for your purpose? YES / NO

Would it have been easier to get the information somewhere else? YES / NO

continued...

Would information somewhere else have been different? YES / NO

If so, why?

---

Did the information lead you to other sources that were useful? YES / NO

Is a **bibliography** of print sources included? YES / NO

Is the information current? YES / NO

Does up-to-date information matter for your purpose? YES / NO

Does the information appear biased? YES / NO

Does the information contradict something you found somewhere else? YES / NO

Do most of the pictures supplement the content of the page? YES / NO / NOT APPLICABLE

### **Authority**

Who created the page?

---

What organization is the person affiliated with?

---

Has the site been reviewed by an online reviewing agency? YES / NO

Does the domain (i.e. edu, com, gov) of the page influence your evaluation of the site? YES / NO

Are you positive that the information is true? YES / NO

What can you do to prove that it is true? \_\_\_\_\_

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Are you satisfied that the information is useful for your purpose? YES / NO

If not, what can you do next?

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Can you get a printed version of the information? YES / NO

# Developing search skills.

Grade 12 - English 621A

Reading and Viewing

continued....

**Web Site Evaluation Checklist** (<http://gateway.lib.ohio-state.edu/tutor/les1/checklist.html>)

Directions	Check the Box if . . .
Is the site relevant for your research? Does it seem to have the information you need?	<input type="checkbox"/> Site is relevant
Next, investigate the site's publisher (or author), purpose, and currency of information.	<input type="checkbox"/> Site meets its stated intent. <input type="checkbox"/> author (organization) has appropriate credentials. <input type="checkbox"/> Publisher (Web server) recognizes this page. <input type="checkbox"/> Site has up-to-date information.
Now, examine the content more carefully	<input type="checkbox"/> Content is not biased or slanted.
Compare this site to sites of similar content. Use a Search Engine like <b>Infoseek</b> ( <a href="http://www.infoseek.com">http://www.infoseek.com</a> ), to find other sites.	<input type="checkbox"/> Compared to others, this site offers broad and balanced coverage of the topic.
Finally, look for evidence of recognition by others. For example, search the <b>Alta Vista</b> Engine ( <a href="http://www.altavista.com">http://www.altavista.com</a> ) to get a sense of how many other pages are linking to this web site.  Sample Search: +link: <a href="http://www.lebensraum.org">www.lebensraum.org</a> (51 links) +link: <a href="http://www.gg.ca">www.gg.ca</a> (685 links) +link: <a href="http://www.greenpeace.org">www.greenpeace.org</a> (3,746 links)	<input type="checkbox"/> Site is recognized as significant.

Count the number of boxes you have checked.

- Your score for this site:
- 6-8 points - a winner!
  - 3-5 points - questionable; may be useful for some projects
  - 0-2 points - look for a better source!

## Developing search skills.

Grade 12 - English 621A

Reading and Viewing

continued.....

After carefully reviewing the suggested evaluation criteria, have students use the detailed form to evaluate a pair of similar-domain Web sites.

Some suggestions:

- [www.whitehouse.gov](http://www.whitehouse.gov)
- [www.gg.ca](http://www.gg.ca)
- [www.consumerreports.org](http://www.consumerreports.org)
- [www.greenpeace.org](http://www.greenpeace.org)
- [www.washingtonpost.com](http://www.washingtonpost.com)
- [www.nationalpost.com](http://www.nationalpost.com)
- [www.cs.unc.edu/~chen/tarheels](http://www.cs.unc.edu/~chen/tarheels)
- [www.charm.net/~rbennett/l'chaim/html](http://www.charm.net/~rbennett/l'chaim/html)
- [www.lebensraum.org](http://www.lebensraum.org)
- [www.stfx.ca](http://www.stfx.ca)
- [www.nd.edu](http://www.nd.edu)

After becoming familiar with the detailed form, the condensed evaluation form should make more sense and eventually become the form of choice.

# Developing search skills.

Grade 12 - English 621A

Reading and Viewing

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## Hints

## Suggestions for Other Activities

## Resources

- ▶ <http://www.library.ucla.edu/libraries/college/instruct/web/critical.htm>
- ▶ <http://gateway.lib.ohio-state.edu/tutor/les1/checklist.html>
- ▶ Kathy Schrock's Guide for Educators:
- ▶ <http://www.school.discovery.com/schrockguide/evalhigh/html>

## **Appendix D**

### **Useful Web sites**

These Web sites are offered in addition to those presented throughout this document. Sincere gratitude on our behalf is offered to Bruce Brine, Information Technology Facilitator, and Jennifer Connell, Language Arts Teacher at Charlottetown Rural High School, for locating, organizing and sourcing these useful and relevant Web sites.

## Dictionaries, Thesauri, Encyclopaedias, Vocabulary Builders

Description	URL
Bartlett's quotations	<a href="http://www.columbia.edu/acis/bartleby/bartlett/">http://www.columbia.edu/acis/bartleby/bartlett/</a>
Clever Net - Topical words, Turns of the phrase, pronunciation guide, question and answers.	<a href="http://clever.net/quinion/words/">http://clever.net/quinion/words/</a>
Dictionary.com - contains, among others, Roget's Thesaurus, newspapers, translators, grammar...	<a href="http://www.dictionary.com/">http://www.dictionary.com/</a>
Encyclopaedia Britannica's Internet Guide	<a href="http://www.ebig.com/">http://www.ebig.com/</a>
Reference Desk - a number of Language links	<a href="http://www.refdesk.com/">http://www.refdesk.com/</a>
WWWebster Dictionary - Search screen	<a href="http://www.m-w.com/netdict.htm">http://www.m-w.com/netdict.htm</a>
Wollinsky Web - Fun with words, language related sites, mnemonics, run-on sentences, slanguage, anagrams, etc	<a href="http://www.wolinskyweb.com/word.htm">http://www.wolinskyweb.com/word.htm</a>

## News

Description	URL
CBC	<a href="http://www.cbc.ca/">http://www.cbc.ca/</a>
CBC Online   Prince Edward Island	<a href="http://www.charlottetown.cbc.ca/">http://www.charlottetown.cbc.ca/</a>
CNN	<a href="http://www.cnn.com/">http://www.cnn.com/</a>
Collection of Canadian content News	<a href="http://www.canoe.ca/">http://www.canoe.ca/</a>
Maclean's Online - Home Page	<a href="http://www.macleans.ca/index.stm">http://www.macleans.ca/index.stm</a>
News Themes - News related and current events	<a href="http://www.cln.org/themes/current.html">www.cln.org/themes/current.html</a>
PBS Online	<a href="http://www.pbs.org/">http://www.pbs.org/</a>
The Globe and Mail	<a href="http://www.theglobeandmail.com/">http://www.theglobeandmail.com/</a>



## Citing and Referencing

Description	URL
APA electronic referencing	<a href="http://www.uvm.edu/~xli/reference/apa.html">http://www.uvm.edu/~xli/reference/apa.html</a>
A student's guide to electronic referencing	<a href="http://cua6.csuohio.edu/%7Eemie/courses/cite.htm">http://cua6.csuohio.edu/%7Eemie/courses/cite.htm</a>
Citing electronic resources	<a href="http://www.cyberbee.com/citing.html">http://www.cyberbee.com/citing.html</a>
Cornell Language - references, writing tips, citing electronic sources	<a href="http://www.tc.cornell.edu/Edu/ArtSocGateway/langarts.html#references">http://www.tc.cornell.edu/Edu/ArtSocGateway/langarts.html#references</a>
Research paper - prewriting, writing, topic selection, documentation, etc	<a href="http://www.researchpaper.com/">http://www.researchpaper.com/</a>

## Grammar

Description	URL
Big Dog's Grammar Page - also includes MLA documentation	<a href="http://gabiscott.com/bigdog/index.htm">http://gabiscott.com/bigdog/index.htm</a>
Gateway - Grammar page with K-12 links	<a href="http://thegateway.org/index2/languageartsgrammar.html#6-8">http://thegateway.org/index2/languageartsgrammar.html#6-8</a>
On-Line English Grammar	<a href="http://www.edunet.com:80/english/grammar/">http://www.edunet.com:80/english/grammar/</a>
University of Ottawa Language page	<a href="http://aix1.uottawa.ca/academic/arts/writcent/hypergrammar/">http://aix1.uottawa.ca/academic/arts/writcent/hypergrammar/</a>

## Media Awareness

Description	URL
Center for Media Literacy	<a href="http://www.medialit.org/">http://www.medialit.org/</a>
CLN WWW Home Page	<a href="http://www.cln.org/cln.html">http://www.cln.org/cln.html</a>
Media Awareness Network	<a href="http://www.media-awareness.ca/">http://www.media-awareness.ca/</a>
Web Awareness: Knowing the Issues	<a href="http://www.webawareness.org/">http://www.webawareness.org/</a>

## Collection of Lists and Links

Description	URL
American, British and World Literature	<a href="http://www.homeworkcentral.com/knowledge/vsl_sections.asp?flt=CAB">www.homeworkcentral.com/knowledge/vsl_sections.asp?flt=CAB</a>
Authors and their works	<a href="http://www.ipl.org/ref/litcrit/">http://www.ipl.org/ref/litcrit/</a>
Biographical Sources	<a href="http://www.lib.ttu.edu/reference/biograph.htm">http://www.lib.ttu.edu/reference/biograph.htm</a>
Biography Home page	<a href="http://www.biography.com/">http://www.biography.com/</a>
Cyberguides Gr. 9 - 12 many titles.	<a href="http://www.sdcoe.k12.ca.us/score/cy912.html">www.sdcoe.k12.ca.us/score/cy912.html</a>
Geocity Language Links	<a href="http://www.geocities.com/~newteach/language.html">http://www.geocities.com/~newteach/language.html</a>
Internet Public Library - authors, book lists, criticism, literature by time period, mythology, folklore, etc	<a href="http://www.ipl.org/ref/RR/static/hum6000.html">http://www.ipl.org/ref/RR/static/hum6000.html</a>
List of authors, African-American literature, mythology, science fiction, etc	<a href="http://cityhonors.buffalo.k12.ny.us/city/reference/English/auth.html">http://cityhonors.buffalo.k12.ny.us/city/reference/English/auth.html</a>
Mr. Shakespeare and the Internet	<a href="http://daphne.palomar.edu/shakespeare">http://daphne.palomar.edu/shakespeare</a>
Performing arts, Young adult authors	<a href="http://www.uq.net.au/~zzloreto/english.htm">http://www.uq.net.au/~zzloreto/english.htm</a>
Reference tools, Web projects, writing contests, tutorials, homework helpers, etc	<a href="http://www.ash.udel.edu/ash/teacher/teacherframe.html">http://www.ash.udel.edu/ash/teacher/teacherframe.html</a>
Resumes, cover letter writing, etc	<a href="http://www.cln.org/themes/writing_resumes.html">www.cln.org/themes/writing_resumes.html</a>
U. of Toronto Library - list of Canadian poets	<a href="http://www.library.utoronto.ca/canpoetry/index_poet.htm">www.library.utoronto.ca/canpoetry/index_poet.htm</a>
Shakespeare Bookshelf	<a href="http://www.ipl.org/reading/shakespeare/shakespeare.html">http://www.ipl.org/reading/shakespeare/shakespeare.html</a>
Vocabulary, writing and grammar	<a href="http://www.angelfire.com/ok/freshenglish.html">http://www.angelfire.com/ok/freshenglish.html</a>
Yahoo Literature Site	<a href="http://dir.yahoo.com/Arts/Humanities/Literature/">http://dir.yahoo.com/Arts/Humanities/Literature/</a>

# **Appendix E**

## **Summary of Search Engine Strategies**

# Search Engine Summary Sheet

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	<b>Alta Vista</b> <a href="http://www.altavista.com">http://www.altavista.com</a>	<b>Ditto</b> <a href="http://www.ditto.co">http://www.ditto.co</a>	<b>Excite</b> <a href="http://www.excite.com">http://www.excite.com</a>	<b>HotBot</b> <a href="http://www.hotbot.com">http://www.hotbot.com</a>	<b>Infoseek</b> <a href="http://www.infoseek.com">http://www.infoseek.com</a>	<b>Lycos</b> <a href="http://www.lycos.com">http://www.lycos.com</a>	<b>MetaCrawler</b> <a href="http://www.metacrawler.com">http://www.metacrawler.com</a>	<b>Northern Light</b> <a href="http://www.northernlight.com">http://www.northernlight.com</a>	<b>WebCrawler</b> <a href="http://www.webcrawler.com">http://www.webcrawler.com</a>	<b>Yahoo</b> <a href="http://www.yahoo.com">http://www.yahoo.com</a>
<i>Natural Language queries</i>	■		■		■			■	■	
<i>Required/Prohibited Operators</i> “+” and “-“	■		■	■	■	■		■		■
<i>Booleans (AND, OR, NOT)</i>	■	■	■	■		■		■	■	
<i>Special Booleans (ADJ, NEAR, FAR,...)</i>						■			■	
<i>Exact phrases</i>	■	■	■	■	■	■		■	■	■

	<b>Alta Vista</b> http://www.altavista.com	<b>Ditto</b> http://www.ditto.co	<b>Excite</b> http://www.excite.com	<b>HotBot</b> http://www.hotbot.com	<b>Infoseek</b> http://www.infoseek.com	<b>Lycos</b> http://www.lycos.com	<b>MetaCrawler</b> http://www.metacrawler.com	<b>Northern Light</b> http://www.northernlight.com	<b>WebCrawler</b> http://www.webcrawler.com	<b>Yahoo</b> http://www.yahoo.com
<b>Case Sensitivity</b>	■				■	■				
<b>Wildcards (*)</b>	■							■		■
<b>Foreign Characters</b>	■									
<b>Special Functions</b>	■			■	■			■		■
<b>url:</b>	■				■			■		■
<b>image:</b>	■			■						
<b>Searches several databases</b>		■					■			
<b>Searches for images only</b>		■								