



New Fellow Education Transfer Plan Cover Sheet

Title of ETP	Student-made PowerPoint Presentations for United Nations Day
Name of IISME Fellow	William Menkin
Fellow's year-round email	wmenkin@moreland.k12.ca.us
Sponsor Company	Tessera Technologies
Name of Mentor	Mike Warner
National Board Certificate Area	Early Childhood Generalist
<p>I, the IISME Fellow named above, affirm that the ETP I am submitting is my own work, that I acknowledged sources where appropriate, and that I avoided including any proprietary information of the Sponsor Company. By my submission I am assigning to IISME my entire copyright in the ETP. I understand IISME is simultaneously granting me a license to use the ETP for pedagogical purposes.</p>	
Signature _____	Date _____

Category	<p><i>Curriculum</i></p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Subject: Math</td> <td style="text-align: center;">Science</td> <td style="text-align: center;">Technology</td> <td style="text-align: center;">Social Studies</td> </tr> <tr> <td style="text-align: center;">Level: Elem</td> <td style="text-align: center;">Middle</td> <td style="text-align: center;">High</td> <td style="text-align: center;">Other</td> </tr> </table> <p>Staff Development <i>Describe: Provides training in the possibilities of student use of PowerPoint for 2/3 teachers and parents</i></p> <p>Other <i>Describe: Provides an opportunity for communicating and sharing learning going on in the classroom with parents and the outside community.</i></p>	Subject: Math	Science	Technology	Social Studies	Level: Elem	Middle	High	Other
Subject: Math	Science	Technology	Social Studies						
Level: Elem	Middle	High	Other						
Objectives	<p>At the end of the project:</p> <ol style="list-style-type: none"> 1. Students should be able to use PowerPoint to communicate what they have learned in a given subject area. 2. Students will have shown additional learning, beyond what they have learned from their original written assignment, in the subject area of their presentation. 3. Teachers and parents working on this project will feel comfortable using PowerPoint or other multimedia presentation programs on other subject matter throughout the year. 4. Teachers will feel comfortable creating their own presentations for and with students in their classes as a normal teaching tool. 5. After completing the project, students will feel comfortable accessing the Internet for images to support their written work. 								

<p>Abstract (50 words or less)</p>	<p>This project provides students and teachers with instructions and materials for turning a student written project into a PowerPoint presentation. Included are a PowerPoint presentation for parents and teachers on how to access and use a template, site sources of images, and references for sites that will help add images to these projects.</p>
<p>Describe how your ETP aligns with the National Board Standard stated in your proposal.</p>	<p>Standard V: Knowledge of Integrated Curriculum. Teachers take advantage of children’s natural background and curiosity and their own knowledge base in economics, government, geography and history to introduce children to the way social science looks at issues and events. They also begin to introduce their youngsters to the different languages, beliefs, and cultural norms of other nations and societies.</p> <p>Accomplished teachers use a rich multicultural array of resources including technology... to illustrate lessons. They design lessons around the classroom calendar to enhance children’s understanding of time, order and sequence; they use national holidays...and other special celebrations to create a starting point for children’s learning....They might help students draw upon data in photographs and other visual images.</p> <p>Standard VIII: Professional Partnerships. Accomplished early childhood teachers work as leaders and collaborators in the professional community to improve programs and practices for young children and their families. They work to overcome structures or traditions that separate teachers from one another and they seek to make the school a collaborative enterprise that draws out the best from its faculty....working jointly to develop materials or carry out an activity, group planning, and...making use of training activities provided through the school program.</p>

<p>Describe the connection between your ETP and the Summer Fellowship.</p>	<p>My fellowship with Tessera Technologies was centered on Digital Asset Management of the work generated by executives; mostly in their use of PowerPoint slide presentations. Since their company is primarily in the business of licensing intellectual property focused on microchip packaging, to sell this service and product, as well as keep other staff and investors informed, these executives produce a huge number of presentations each year.</p> <p>The work experience connection to this ETP is to use newly acquired PowerPoint and organizational skills to implement a large scale grade level project involving 11 other teachers and classes at my school. To help accomplish this project at Tessera, I needed to update my own skills on PowerPoint, learn about Digital Management Systems and interact with Tessera personal to refine the system making it useful to them. These fellowship skills will help me set up an organized structure of templates, student folders, and access rights that will enable easy access for classroom presentation and conversion to use on the school website. My work also provided experience with teaching adults a new system, which will be comparable to working with my colleagues and their varying degrees of computer skills at school.</p>
<p>Resources Needed</p>	<p>Computers with Microsoft Office (The project will work equally well with any presentation program such as Hyperstudio)</p> <p>Digital cameras for possible use if students have family artifacts to share.</p> <p>Access to school website and server to store and share presentations</p> <p>Video camera: for possible use video taping students talking about their projects either for independent use or transfer to the PowerPoint presentation.</p>
<p>Evaluation/Assessment Measures Used</p>	<p>Teacher evaluation, both informal and rubric based score sheet</p> <p>Student evaluation score sheet</p> <p>E-mail responses from website viewers and oral responses from audience at presentations.</p>
<p>Formatting specifications</p>	<p>PC</p> <p>Software used: Microsoft Word and PowerPoint</p>
<p>Submitted Copy</p>	<p>Soft and hard copy due to peer coach by the end of the summer fellowship. Also, a copy of the cover sheet signed by a school site administrator submitted to IISME Oct.3, 2004 to receive \$300 grant.</p>

I, the **Mentor** named above [please select one of the following],

- have read the attached ETP, and my comments, if any, appear below.
- have read the attached ETP, and, as outlined in the IISME-Company Fellowship Agreement, have reviewed it on behalf of the Sponsor Company, and have determined that the ETP does not contain any Sponsor-proprietary information. My additional comments, if any, appear below.

Comments:

Signature

Date

Administrator's comments:

Signature

Date

Student-made PowerPoint Presentations for
United Nations Day: Integrating Technology
and a Social Studies Unit at Grade Level
2/3

A Project for Teachers Learning to Integrate
Technology into the Curriculum to Enhance
Student Learning

Educational Transfer Plan
William Menkin
ISMEE Fellow 2004

Sponsor Company: Tessera Technologies
San Jose, CA

Overview of Project

This project provides students and teachers with instructions and materials for turning a student written project into a PowerPoint presentation. In the course of this project, students will take previously written material and combine it with images from the Internet to produce a multimedia presentation of this work to be shared in class and on the school website. Included in this project is a PowerPoint presentation for parents and teachers on how to access the Internet information needed to complete this work. Also included are a template for student use, a model project on Argentina, and information about how to site sources of images and information for sites that students will use to complete these projects.

Objectives

At the end of the project:

1. Students should be able to use PowerPoint to communicate what they have learned in a given subject area.
2. Students will have shown additional learning, beyond what they have learned from their original written assignment, in the subject area of their presentation.
3. Teachers and parents working on this project will feel comfortable using PowerPoint or other multimedia presentation programs to enhance other student learning in other subject matter throughout the year.
4. Teachers will feel comfortable creating their own presentations for and with students in their classes as a normal teaching tool.

After completing the project, students will feel comfortable accessing the Internet for images to support their written work.

Specifically, students will be able to:

1. Use PowerPoint text boxes to enter written work
2. Insert pictures into a place holder
3. Link a URL site with a hyperlink to a text on the presentation
4. Explore a given web site for specific information
5. Site a resource correctly
6. Type a URL into the navigation bar and bring up the site

National Board Standards

Standard V: Knowledge of Integrated Curriculum.

Teachers take advantage of children's natural background and curiosity and their own knowledge base in economics, government, geography and history to introduce children to the way social science looks at issues and events. They also begin to introduce their youngsters to the different languages, beliefs, and cultural norms of other nations and societies.

Accomplished teachers use a rich multicultural array of resources including technology... to illustrate lessons. They design lessons around the classroom calendar to enhance children's understanding of time, order and sequence; they use national holidays...and other special celebrations to create a starting point for children's learning....They might help students draw upon data in photographs and other visual images.

Standard VIII: Professional Partnerships.

Accomplished early childhood teachers work as leaders and collaborators in the professional community to improve programs and practices for young children and their families. They work to overcome structures or traditions that separate teachers from one another and they seek to make the school a collaborative enterprise that draws out the best from its faculty....working jointly to develop materials or carry out an activity, group planning, and...making use of training activities provided through the school program.

Resources:

Computers with Microsoft Office (The project will work equally well with any presentation program such as Hyperstudio)

Digital cameras for possible use if students have family artifacts to share.

Access to school website and server to store and share presentations

Video camera: for possible use video taping students talking about their projects either for independent use or transfer to the PowerPoint presentation.

Connection between the ETP and Summer Fellowship

My fellowship with Tessera Technologies was centered on Digital Asset Management of the work generated by executives; mostly in their use of PowerPoint slide presentations. Since their company is primarily in the business of licensing intellectual property focused on microchip packaging, to sell this service and product, as well as keep other staff and investors informed, these executives produce a huge number of presentations each year.

The work experience connection to this ETP is to use newly acquired PowerPoint and organizational skills to implement a large scale grade level project involving 11 other teachers and classes at my school. To help accomplish this project at Tessera, I needed to update my own skills on PowerPoint, learn about Digital Management Systems and interact with Tessera personal to refine the system making it useful to them. These fellowship skills will help me set up an organized structure of templates, student folders, and access rights that will enable easy access for classroom presentation and conversion to use on the school website. My work also provided experience with teaching adults a new system, which will be comparable to working with my colleagues and their varying degrees of computer skills at school.

Background Information

As part of a grade wide monthly project, students will be learning about a country of their choice to share in class on U.N.Day. Students will be familiar with the basic facts about their country before they begin using this material to build a PowerPoint presentation. In past years, students have shared this information with their classes using a few index card notes and an oral presentation. To enhance the learning, make this experience more interesting to the listeners (including the teacher), and provide a method for sharing this information with students and

parents outside the classroom, this project will help students prepare PowerPoint slides to accompany their presentations to the class and be posted on the school website.

Because we have some parents who participate in classroom activities such as this, parents will work with students both in class and at the computer lab to help them complete the assignment.

All of the students have previous school experience with computers and know basic skills such as right and left click, dragging, and opening a program. As these are only 2nd and 3rd grade students, their typing skills are still slow and sometimes need coaching about word spacing and formatting.

Project Description

This project is about helping young students make richer and more content filled presentations about a subject they have already learned or have some knowledge. For the purposes of this project, students will complete what our grade level group refers to as “a monthly project” at home and bring their information to school. The directions for this part of the project will be worked out by the grade level team but are likely to include having the students select a country and gather information about the people, places and culture of that country. It may include images from student’s family photo albums, magazine photos or Internet resources. The school part of the project will take this information, and students will learn how to present it, or teach it, to other children and adults. To accomplish this, students need to have prepared information, preferably written that is ready for editing, adding details, and enhancing, as we do with many regular writing activities. Teachers will assess this information with whatever criteria and rubric is common to the school and classroom.

At this point, I would engage the class in a discussion about ways they could share this information both with each other and other classes, pointing out that their parents would also be interested in hearing their presentation. As they move through this discussion and if it is not brought up by them, I would suggest to the class, without being overly dictatorial, that using the computer might make these presentations more interesting and allow us to share them through our school website. Pointing out the benefits and the thrill of sharing in this manner has usually been enough to win over the majority of the class to buy into the idea. In the case of this project, since eleven other classes are involved, there is also some outside peer pressure to invoke.

Once the class has agreed, they should have some input about what they think is important to put into the project. This also gives teachers an opportunity to talk about their priorities, which will include things students are not likely to have thought of, such as citation of sources for pictures. Once the class and teacher are agreed, they can also talk about what form of assessment or rubric could be used to evaluate the final projects. I have included a sample of a rubric assessment, but it should be modified to fit the needs of each group of students.

As soon as students’ information work has been approved by the teacher (and/or peers), students are ready to begin working with the computer and the PowerPoint template. In order for teachers and parents to be ready for this stage, some groundwork, in-service training, and organizational preparations will be needed:

1. An in-service training of parents and teachers in a one to two hour workshop is likely to be necessary to get a large group ready. The workshop should focus on the basic skills of using PowerPoint, saving correctly labeled work to designated folders on the school server, accessing website information for the project, and how to use the template to create individual projects with students. Before students go to the computers for the first time on the project, it would be helpful for parents and teachers to do some exploration of websites students are likely to use for accessing pictures and save some images in a central folder on the server, as a starting place for students.
2. Students use their classroom computer time over a two or three week period (approximately 2 to 3 hours total time) to complete the project transferring their information to the computer and adding images and music. At this age level, it is expected parents and teachers may have to assist some students with these activities.
3. A storage area on the server needs to be set up with a project folder. My inclination would be to have a folder for each class, but have each student's project in that same folder. Individual folders would aid students with they are storing images and might add a level of security, but is more time consuming for the teacher to access later on.
4. If possible, the presentations to the class as a whole would be enhanced by having the PowerPoint slides shown on a large screen with the use of a video projector. (*For sharing the projects with reading buddies or other classes, individual computers in classrooms or computer lab will work well.*) Scheduling the use of the projector and times for sharing the projects may involve some calendar issues that teachers will need to work out in advance.

When the students have completed their projects, they will be ready to share them with the class and variety of audiences. Given our understand of learning, we know that the more a teacher teaches something, the more understanding the teacher gains. (My physics teacher used to say, the first time he taught something, no one understood, the second time, the he understood, and the third, the class understood.) A major part of this project is the presentation of what the children have done on the computer to as many audiences as possible. In our case, students will present to their class, their buddy class (same grade level), their reading buddies (kindergarteners), and their parents (probably at student led conferences, but perhaps earlier).

The final segment of the project will be to save the PowerPoint presentations as HTML files, create an index page with student names and links, and load the project to the school website server. With the good fortune of competent, eager help and enough time, the parents helping on the project could be responsible for doing the saving as HTML and creation of the index files for each class. If all the projects were in one folder and the parent in charge created one more PowerPoint file, saved as HTML, in that folder that had a single slide with the children's names, the names could all be hyperlinked to the students HTML files and would work without any further internal linking when transferred to the website. The Webmaster would only have to do the final linking from a class web page link to the created index for each class's folder.

Note: In doing a project of this nature that is posted openly on a school website, there may be some copyright issues that have to be addressed. Where as the law is clear that fair use of Internet material includes use in the classroom, it is another matter to re-use a picture from another site without specific permission. Most of the material suggested for use in this project has permission available with specified attribution of sources. (flags, anthems, and maps) Using

a picture of money from the <http://www.kcshop.com/imagegallery/Argentina.htm> website may not be in quite the same legal territory. The opinion from Oracle's WebQuest as shown by their current practice seems to indicate that as long as an image is properly credited, they will post the web project on their WebQuest site. According to other sources, this is not strictly legal but few are likely to complain especially if you give them credit for the source. In many cases, they have actually borrowed their pictures from other sites, so it is hard to know just how proprietary they are likely to be. Outside of a major industrial site such as Disney or Coke, who have been known to write cease and desist letters, and are capable of suing just to protect their product copyright if you use their images, (including your own pictures of your trip to Disneyland because these can be very touchy folks when it comes to protecting their properties), there is not likely to be a problem. However, since it is an ethical and legal matter, it is something about which to think carefully.

My current solution is to post this project on our website, downloading the folders to the server but leaving them unlinked to the school web pages. They would have a distinct URL address, but since it is unlinked, search engine spiders that look for material to add to search sites like Google, will not come across it. This way, the projects can be semi-public and not infringe on copyright law. Technically, they would still be for classroom use only, though on a public server. The URL can be distributed through e-mail, or even U.S. Postal, to parents, grandparents in New Jersey, teachers at other schools, and, of course, other classrooms at the school. They can type the link in manually into the location bar and save it with Favorites or Bookmarks for easy access. That's life in modern times.

Time Line for Project

Early September to early October: Choose and learn about a country for U.N. Day monthly project. Teachers will need to decide what they want included in this research and how they would like students to bring the project to school, probably in the form of worksheets or a set of questions to be addressed. For the purposes of this project it should include:

1. Title page with country selected and name of the student
2. Reasons for choosing this country (ancestors, like the shape, etc.)
3. Facts and information about countries people, places, and culture.
4. Describe what the country looks like on a map including major regions and cities.
5. Facts about money used and languages spoken.
6. How people live (jobs, houses, etc.)
7. Special plants, animals or things of interest to the student (giant impact craters).

Mid-October (or as students are ready if brought in earlier) (it happens, once in awhile...it could happen..really): Students use computer time to make presentations.

1. Students will work with template, but modify it, if desired.
2. Learn skills of placing an image, navigating to folders and websites, adding a hyperlink to get PowerPoint to access a website during a presentation.

October 24 and as much time as needed after: Presentation of Countries to class and others.

1. Full class presentation with video projector
2. Share with peers in buddy class or other class of choice in computer lab
3. Share with kindergarten reading buddies in computer lab

4. Share with parents and relatives on home computers or on visit to school

November: Post projects on website about time of first report cards for children to share at home, or school to parents

In Service PowerPoint Lesson

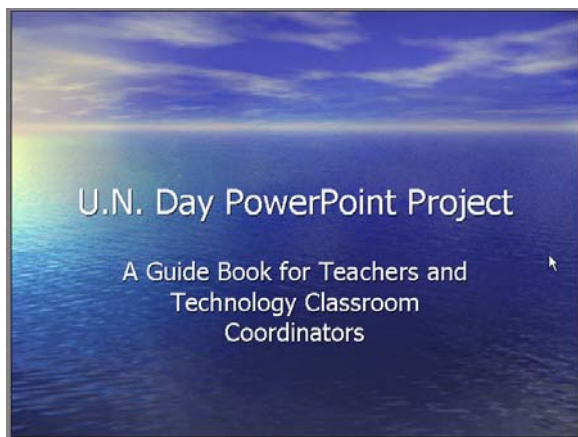
The skills necessary for parents and teachers to feel comfortable with do this project include:

1. Ability to open a template and save it as a presentation, navigating to the correct folder for saving.
2. Ability to choose different views within PowerPoint.
3. Ability to add and format text in a text box
4. Ability to import and place images in a placeholder
5. Ability to save an image from a website and/or copy and paste an image
6. Ability to copy and paste a website URL for a citation
7. Ability to use the hyperlink feature of PowerPoint to access a website during a presentation.
8. Ability to use Google or an appropriate search engine to access material.
9. Ability to change formats and backgrounds when necessary
10. Ability not to panic when everything crashes.

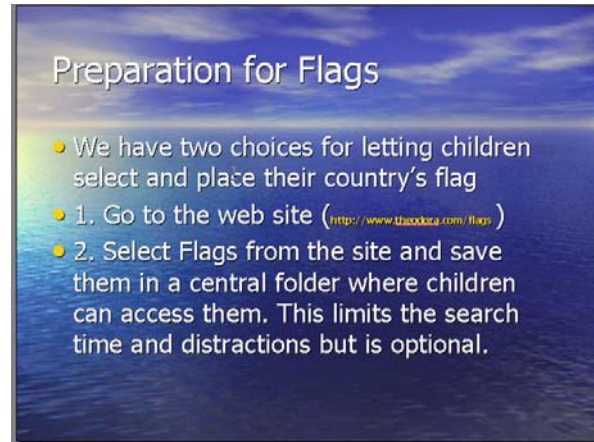
Before spending time teaching these skills, some kind of assessment of your group's skills will save time and embarrassment about trying to teach what is already known. You may also be able to assess these skills as you go through the following guide and discover as you go if you need to re-teach any of these skills.

U.N.Day Project Guide for Parents and Teachers

The following material is available as a PowerPoint stack and will be accessible at (<http://www.moreland.k12.ca.us/Discovery/room7EDS/room7new.html>) The slides of this presentation are designed to guide you to websites that will make this project easy and fun for everyone involved.



To access pictures of flags, this slide gives instructions for finding the URL and how to label the images source. This information is provided on the website and it is expected that these images will be re-used in this way.



These are examples of the quality of the flags. They come in several sizes, and can be re-sized if necessary. Flags from every nation seemed to be on this site. They also sell real flags should you be interested in collected them.



Maps come in a variety of sizes and details. To fit on the page, I am recommending the small less detailed maps, but using a URL link, students can also share a high quality larger map. Whether a student wants to use that feature will probably depend on their maturity. I was amazed at the quality that is now available without cost. These small ones are also pretty impressive. With luck you can even find aerial photographs.

Money: Suggestions

- Since in many cases the examples of money available are greater than the slide space, one or two examples of the currency with a link to the website would be a good solution for children with an interest in showing it.

Money (an example)



- Picture of Israeli Shekels are courtesy of: <http://www.sobno.com/mosabn/isa/trael.htm>
- It takes about 4 1/2 shekels to make one dollar or 45 shekels is about \$10.
- The 20 shekel bill is worth a little less than \$5.
- A hotel room in Jerusalem for one night would cost 450 shekels.
- Currency exchange information can be looked up by an adult at: <http://foxon.yahoo.com/currency>

Famous Sites and Landmarks



- Getting a few good pictures would be my first choice but in some cases, you may find linking to a website is a better solution.

<http://www.wurstmoo.com/food/moscu.htm>

Pictures of Countries



- This can be time consuming and frustrating. It is somewhat a matter of luck about whether the pictures you want are available. My best bet is to use a Google Search for a place with Images selected.

This part of the project may turn out to be the most difficult. The choices can be huge and some searches may turn up inappropriate or less useful photos. My personal experience is that children can have something extremely specific in mind and nothing else will do. That kind of photo can take a long time to find and you may lose a few hairs on these searches, if you are prone to pulling your hair in frustration. I try to keep expectations flexible and open, but many a child has a whim of iron and will not be satisfied with just making do. Setting some time limits may be a necessity. However, you never know. Sometimes you get lucky in a hurry.

Images from different countries



- My first try produced this screen which yielded the pictures I needed.
- You need to look first before working with a child. Some pictures are not that appropriate.

Incorporating sound into these presentations is as easy as linking to the right URL. I thought it would be interesting to use the original language and translation. This is done with copy and paste from the website.

Music: National Anthems

- As with the flags, there is a website devoted to the music from many countries.
- We can load the music or link to the website as long as we give proper credit on our web pages. :

<http://www.kissradio.com/national-anthems/>



Argentina's National Anthem



Flag courtesy of: <http://www.cadlax.com/flag/flags/>

- Que modela el alto sonido
Luchando Libertad (libertad)
Con el ruido de mis cadenas
Veo en todo a la noble libertad
Por su lado el viento alceando
Las convulsas unidas del sud!
Y las letras del mundo resplanden
Al Gran Pueblo Argentino Salud!
Al Gran Pueblo Argentino Salud!
Y las letras del mundo resplanden
Al Gran Pueblo Argentino Salud!
- CHORUS (three times)**
Sean eternos los torales
Que subimos con orgullo
Conquistados de plaza y campo
O tuemos con gloria morir

<http://www.familia.com.ar/country/argentina.htm>

Argentina's National Anthem in English

INTRODUCTION
THE GREAT NATIONAL ANTHEM
We salute the great people of Argentina!
We salute the great people of Argentina!
We salute the great people of Argentina!

CHORUS (three times)
May the torch be eternal
That we know how to use,
Let us live crowned with glory,
Or never to do otherwise.



This website will even give you the time in the country you are exploring.

Animals of a country

- Sometimes you get lucky and do a Google Search for something like: "Animals of Argentina"

Amazingly enough, there is a website:

<http://www.kissradio.com.ar/PhotoManifeco/PhotoManifeco.html>

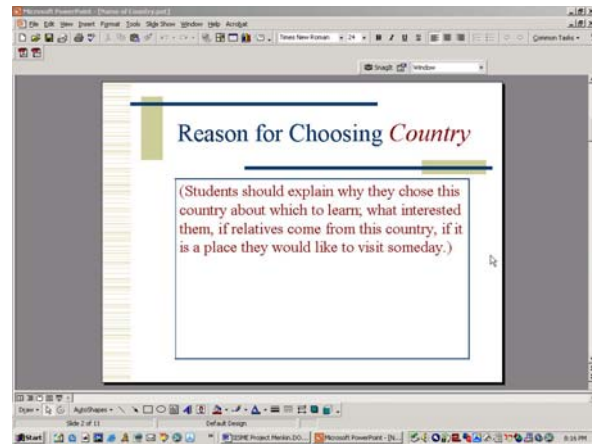
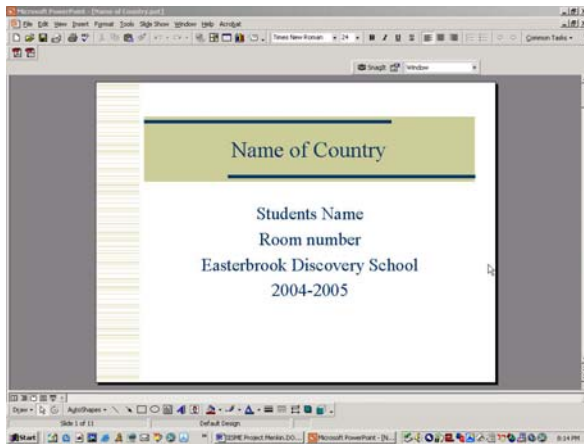


Animals of Argentina

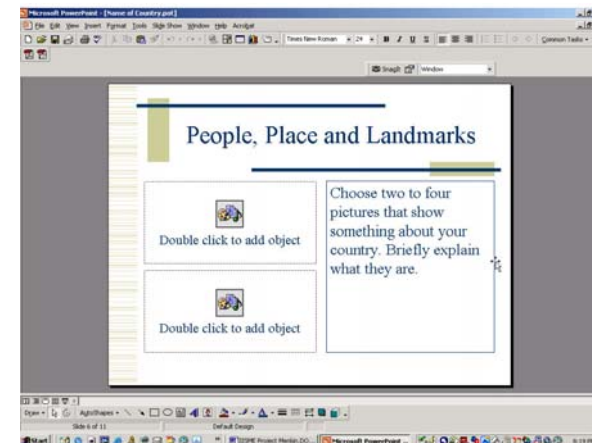
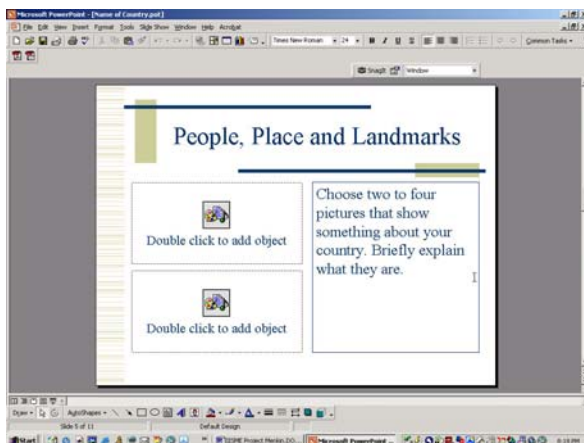
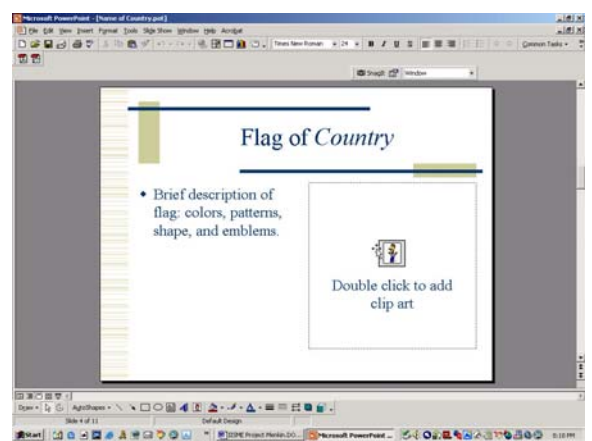
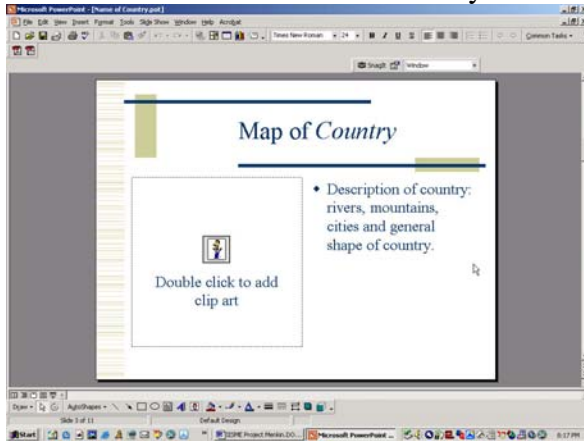


Seals, hedgehogs, foxes, and capybaras are animals found in Argentina
<http://www.foto4save.com.ar/PhotoManifeco/PhotoManifeco.html>

Finding images of animals, plants, and birds from a country can be something to add on for your more advanced and interested students. The luck of finding this information will probably depend on the country. Argentina had tons; I'm not sure how easy it will be for Bosnia.

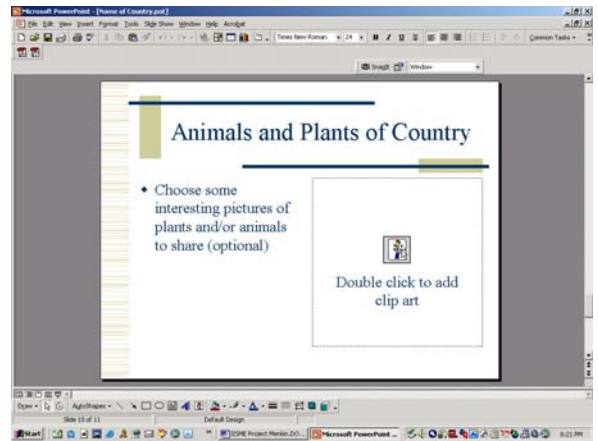
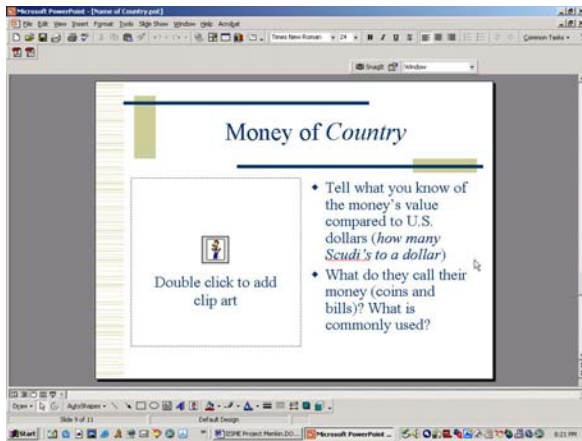
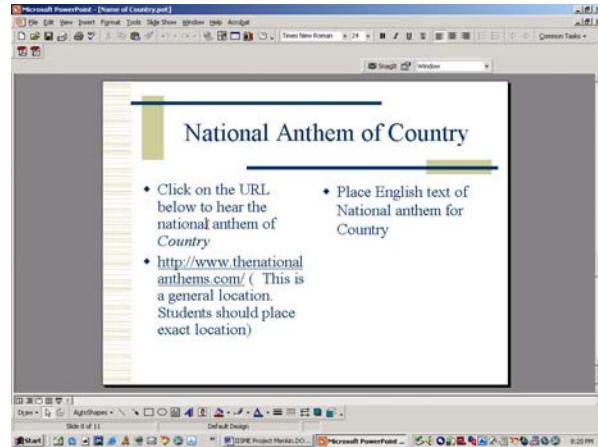
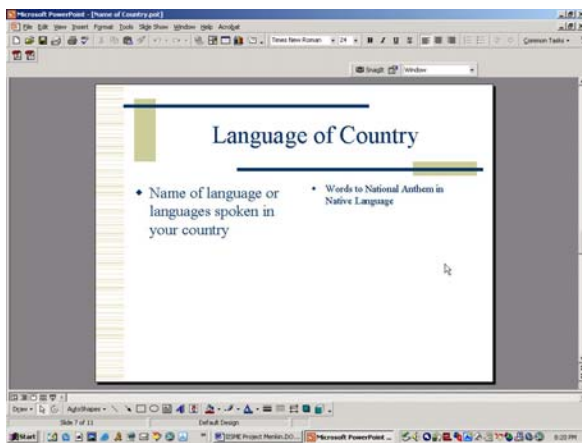


To personalize the template, students need only highlight the text and type in their own. If there is too much text (not likely with 2/3 students, but possible) to fit in the text area, parents can help students adjust the text size to fit, or create a second slide. At this point, the presentation needs to be saved as a .PPT file. It is currently a .POT file.



The template includes two slides for these pictures. Students can use one or more depending on their skill and interest, not to mention time. Placing a picture in this holder is a little tricky. When you double click on the placeholder and box comes up offers the choice of opening a program to get an image or getting it from a file. You need to check the file box and then

navigate to where the image is stored. You can also do a straight copy and paste, available with Internet Explorer, but unfortunately not with Navigator. In Navigator you must save the image to disk and then access it with the double click and navigation described above. Both work well.



I generally prefer not to show an example to students of what I want something to look like. I prefer to see individual creativity and work with students to make their efforts meet the standards for content but not necessarily in the same form as another student. However, given the time constraints and the number of students working on this, I thought it fair to produce an example of

a finished project. Perhaps, a second or third variation would help inspire more creativity, but for now, I only have the direct use of the template to show.




You are able to change the background for any slide, though it is usually considered gauche and poor design to have every slide with a different background, at least in the PowerPoint world; they tend to prefer consistency. This background is simply a photo found on the search of Argentina. It is rather small in the original, but PowerPoint stretches it to fit without asked if you use it for a background.

Reason for Choosing *Argentina*

Argentina used to have one of the great concert halls of the world where famous orchestras performed. It is also a country that allowed my step-mother's half brother to come and live when, during World War II, Jews were being persecuted in Europe and many countries did not welcome them. Since this uncle still lives there, I chose this country to share with you.

Map of *Country*



- ♦ Argentina is long large country in the south of South America On the western side of the country it has the Andes mountains, and on the east the Atlantic Ocean. For a detailed map: <http://www.un.org/Depts/CartoGraphic/english/htmain.htm>
- ♦ Flag courtesy of CIA's Dept of All Countries used with permission

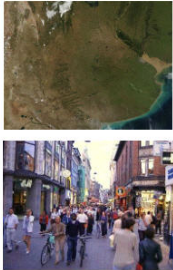
Flag of *Country*

- ♦ The flag of Argentina has three stripes that are blue, white and blue. It also has a picture of the sun in the center.



Flag courtesy of CIA's Dept of All Countries used with permission


People, Place and Landmarks



The first picture was taken from outer space and is looking down on Buenos Aries. The second picture is people walking in that city.

These pictures look small here, but when they are in slide mode on PowerPoint they are clear and easy to see. I would like the students to use an elaborating sentence for each detail sentence, but I can see, my own example lacks that touch.

People, Place and Landmarks



Argentina is a country of great contrasts. In the north there is this amazing waterfall wider than Niagara Falls. In the Andes Mountains, there are huge glaciers.

For more pictures and an interesting look at Argentina click!
<http://www.turismo.gov.ar/eng/menu.htm>

Photos courtesy of: <http://www.studyalroad.com/cont-america/argentina.html>

This slide includes both pictures and a link to web slide show with beautiful pictures from several regions of Argentina, a lucky find.

Language of Country

- Although there are many Indian and native dialects, Spanish is the national language of Argentina, at least for major cities.

*¡Oíd mortales! el grito sagrado:
 ¡Libertad, Libertad, Libertad!
 Oíd el ruido de rotas cadenas:
 Ved en trono a la noble igualdad.
 ¡Ya su trono dignísimo arrojan
 Las orgullosas unidas del Sud!
 Y los libres del mundo responden:
 ¡Al Gran Pueblo Argentino Salud!
 ¡Al Gran Pueblo Argentino Salud!
 Y los libres del mundo responden:
 ¡Al Gran Pueblo Argentino Salud!
 Y los libres del mundo responden:
 ¡Al Gran Pueblo Argentino Salud!*

- CHORUS (three times)**
 Sean eternos los laureles
 Que suamos conseguir.
 Coronados de gloria vivamos
 O juremos con gloria morir.

<http://www.thenationalanthems.com/country/argentina.htm>

National Anthem of Country

- Click on the URL below to hear the national anthem of *Country*
- <http://www.thenationalanthems.com/country/argentina.htm>
- ARGENTINE NATIONAL ANTHEM** Mortals! Hear the sacred cry, Freedom! Freedom! Freedom! Hear the noise of broken chains. See noble Equality enthroned. The United Provinces of the South Have now displayed their worthy throne. And the free peoples of the world reply, We salute the great people of Argentina! We salute the great people of Argentina! And the free peoples of the world reply, We salute the great people of Argentina!
- CHORUS (three times)**
 May the laurels be eternal
 That we know how to win.
 Let us live crowned with glory,
 Or swear to die gloriously.

PowerPoint, like Word, unless told otherwise, red underlines words it does not know. This does not appear in the slide show, but students need to understand their computer does not carry a dictionary for every language.

Money of Argentina



- Argentina has a lot of inflation so the exchange rate changes quickly. In July 2004, it was about 3 pesos to one dollar
- Australes and Pesos are the common currency

Animals and Plants of Country

- Argentina has all kinds of animals including penguins and hedgehogs.



By the time I made this slide, I had learned about looking for the date of the currency. These pesos are from 1998. I don't know if they are still in use. I will ask by step-half uncle next time he visits.



Pretty easy, yes?

U.N. Day Projects

Country Presentations

Student Name _____

Name of Country _____

Date of Presentation _____

Category	4	3	2	1
Content	<p>Content contains most of the information from the monthly project</p> <p>Presentations enhances original project with additional maps and pictures</p>	<p>Content includes over half of the information from the monthly project</p> <p>Presentation includes basic images including flags, maps, and currency</p>	<p>Content includes a quarter to half of the information from the monthly project</p> <p>Presentation lacks some of the basic images.</p>	<p>Content includes less than a quarter of the information from the monthly project</p> <p>Presentation is missing many of the slides and images</p>

<p style="text-align: center;">Presentation</p>	<p>Shared project with class and others with confidence and understanding</p> <p>Material was complete and well organized with some original touches</p> <p>Each image used is described or explained.</p>	<p>Shared project with class and others with understanding but lacking confidence</p> <p>Material was mostly complete and organized but no original touches</p> <p>Most images are described or explained</p>	<p>Shared project with class and others but showed little knowledge or understanding beyond just reading slides.</p> <p>Material is only partially complete</p> <p>Many images are missing description</p>	<p>Unable to share the project with class and others with knowledge or understanding</p> <p>Material is missing over ½ of the major slides</p>
<p style="text-align: center;">Writing</p>	<p>Writing includes appropriate titles, topic sentences, details and elaboration.</p>	<p>Writing includes appropriate titles and topic sentences with some details</p>	<p>Writing lacks details and elaboration.</p>	<p>Little writing beyond titles</p>
<p style="text-align: center;">Overall</p>	<p>Shows understanding of the country and how people there are alike and different from here.</p>	<p>Shows understanding of country with some gaps</p>	<p>Shows a weak understanding of the country.</p>	<p>Unable to make comparisons between chosen country and here</p>
<p>Comments and Score:</p>				