Scavenger Hunt: A Tutorial for Teachers

The purpose of this scavenger hunt is to help teachers become familiar with the contents and structure of the *Inventions, Innovations, and Discoveries* interdisciplinary unit CD-ROM.

Part 1: OLEs (Ongoing Learning Experiences)

1. Open the "OLEs" link, read the top half of the page and answer the following questions: What is an OLE? Have you used them in the past? Why do you think they are included in this unit?

   _____

   _____

2. How many Black Line Masters (BLMs) are used in *OLE.7: Speak Ye! Hear Ye!?* Of the six Language Arts, which two are the most prominent in this OLE? _____

   _____

3. What are the Information Technology Literacy Skills and Competencies listed in *OLE.8: Reflection Journal?*

   _____

4. In *OLE.5: Share the Learning*, who is it suggested that students share with, and how often?

   _____

5. **Hot Potatoes™**.
   Return to the overview for the *Inventions, Innovations, and Discoveries* CD-ROM. Find "Hot Potatoes™" in the Resources section. Open the "Teacher Tips" file in the version appropriate for your computer (version 5 runs on older browsers). Access the tutorial for a quick tour of this resource.
   Which of the tools do you plan to use first with your students and why?

   _____

Part 2: Introductory ICT (Information and Communication Technology) Learning Experiences

1. Look at the list of ICTs. List the ones with which you are already familiar.

   _____

   _____

2. List the ICTs with which you think you need to become more familiar.

_____
_____
_____

3. Go to the file called *ICT.1: Toolbox Binder*. Explain what you think a toolbox binder is.

_____
_____
_____

4. *ICT.9: Look for It: Learning to Search the Internet* contains a Teacher BLM (TBLM) on "Acceptable Use of Copyrighted Electronic Resources". How many "Rules to Remember" are there? _____ Where did those Rules originate? _____

5. *ICT.10: Find It: Internet Scavenger Hunt* contains a TBLM on an essential learning strategy. Which one?

_____

Part 3: Module 1: What Does it Mean? An Introduction to *Inventions, Innovations, and Discoveries*

1. How many English Language Arts learning outcomes are targeted in *Mod.1.3b: Why Do We Invent*?

_____

2. How many Science learning outcomes are targeted in the same module? _____
When have you taught content from two or more different subject areas at the same time?

_____

How did your students react? _____
_____
_____

3. What might be the advantages of teaching content from more than one subject at the same time?

_____
_____

4. Which subject areas are integrated in *Mod.1.3c: Then and Now*? _____

5. Find *TBLM Mod.1.3c#2: Sample Chart for Inventions and Innovations* at the end of *Mod.1.3c*. It contains sequences of "predecessor, inventions, and innovations". In the space below, make up two other such sequences.

_____
_____

6. Return to the overview for the *Inventions, Innovations, and Discoveries* CD-ROM. Find "Inventions Timeline" in the Resources section.
Which Learning Experience in Module 1 will this timeline support? _____

7. Return to the overview for the *Inventions, Innovations, and Discoveries* CD-ROM. Find "Bibliography" in the Resources section.
    How many different bibliographies are available? _____

Part 4: Module 2: Explain That Again: A Further Investigation

1. Which of the suggested assessment strategies listed in *Mod.2.1: Extra! Extra! Read All About It* do you think you would use? Explain why.
    _____

2. Which Canadian TV personality can be associated with Rube Goldberg and his "odd-ball" machines in *Mod.2.3: Rube Goldberg*?
    _____

3. What are the four Information Technology Literacy Skills and Competencies areas listed in *Mod.2.5: Tally-Ho*?
    _____
    _____

4. One of the Applying Strategies in *Mod.2.6: Customer Service Department* suggests the use of an Exit Slip. What do you think an Exit Slip is? How can an Exit Slip be useful for you as a teacher?
    _____
    _____

Part 5: Module 3: Explore Electricity: The Backbone of Modern Inventions
Crocodile Clips
Return to the overview for the *Inventions, Innovations, and Discoveries* CD-ROM. Find "*Crocodile Clips*" in the Resources section.
1. Open the program "Crocodile Clips'"
2. Click on "Create a Circuit".
    See if you can create an electrical circuit (like you might see in a flashlight, for example) by connecting the icons that represent a battery, a switch, and a light bulb. Remember, the purpose of this exercise is just to familiarize yourself with the program. Have fun and play around.

Virtual Labs Electricity
1. Open the program Virtual Labs Electricity by selecting the "vlabs Electricity" launcher application on a PC or the "Virtual Labs Electricity" icon on a Mac.
2. Use the "Tour" menu on the bottom left of the screen to hear a description of the tools and how to create circuits.
3. Try creating a variety of circuits following the suggestions you hear on the "Tour".

A Handbook of Power Smart™ Energy Learning Resources (Paper copy or pdf file on the CD-ROM)

    1. Where might you find information regarding energy consumption in the home?

    _____

    _____

    2. Go to "Increase Your Energy Efficiency", p. 55. How can you adapt this activity for use in your classroom?

    _____

Manitoba Electrical Museum and Education Centre: Virtual Tour

    Note: The *Manitoba Electrical Museum and Education Centre: Virtual Tour* CD-ROM was included in the *Inventions, Innovations, and Discoveries* package sent to schools. If you cannot find the CD-ROM, information about the Electrical Museum can be accessed online at the Manitoba Hydro website: http://www.hydro.mb.ca/about_us/electrical_museum.shtml

    Insert the CD-ROM in the drive. It will start automatically. Click on the light to find the menu. As you hover the mouse on the menu items, what do you notice on the map?

    _____

    Select "Powering Up the Farm, 1942-1960". Look at "Elizabeth's Kitchen". Is this an energy efficient kitchen? Consider how you could get students to compare this kitchen with their own.

    _____

    _____

Part 6: Module 4: Invention Convention: The Student As Inventor

1. Look at the Suggestions for Assessment for *Mod.4.2: Design a Logo / Business Card*. What might make this assessment more effective?

    _____

    _____

2. How many Promotional Centres are there in *Mod4.3: Promotion*? _____ Is there one that would be of particular interest to your students? _____

3. Review *BLM Mod.4.4#1: Invention Convention Planning Timeline*. What can you add to that list?

4. Read the Suggestions for Instruction in *Mod.4.5: Mission Accomplished: A Reflection*. How does this Learning Experience support General Outcome 5 in English Language Arts?

    _____

    _____

    _____

    _____