



## Scavenger Hunt: A Tutorial for Teachers - Answer Key

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?

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2. How many Black Line Masters (BLMs) are used in *OLE.7: Speak Ye! Hear Ye!*?

7 BLMs, 4 TBLMs + 2 ELA BLMs

Of the six Language Arts, which two are the most prominent in this OLE?

Speaking and Listening

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

Word Processing Web Authoring

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

Classmates, Teachers, Parents

once a week or more

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?

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### 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.

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

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

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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? 5 Where did those Rules originate? Grassroots Communities

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

### 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?*

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2. How many Science learning outcomes are targeted in the same module? *This could be a trick question. Before answering it, consider the intent of the unit, and how you are planning to approach it with your students. Learning outcomes could change based on those considerations.* When have you taught content from two or more different subject areas at the same time?

How did your students react? \_\_\_\_\_

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

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4. Which subject areas are integrated in *Mod.1.3c: Then and Now*? ELA, Science, Social Studies

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.

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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? Mod.1.3a

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? 5

#### 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.

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

Red Green

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

Communicating Electronically, Electronic Publishing, Spreadsheet Analysis, Basic Operating Skills

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?

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#### 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?  
Throughout the booklet and in the following sections: Energy, Electricity, Water Efficiency

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](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?

The dot representing that room on the map lights up

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?

Students could do a Gallery Walk and comment on each other's designs

2. How many Promotional Centres are there in *Mod.4.3: Promotion*? 5 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?