

MAISA and the REMC Association of Michigan Best Practices in Technology Integration Plan

Title: Reporting Classroom Activities on a Web Page

Subject(s): All

Intended Grade Level(s): Grade 6

Description:

The purpose of the lesson is to introduce students to the possibility of reporting classroom and school activities on the school's web pages. The existing school pages will be shown to the class and ideas elicited as to what current learning topics and school events could be posted. A brief overview of HTML and web publishing software will be presented. District web publishing policies and ethics will be discussed, as well as interest in forming a "web club," whose members would be responsible for maintaining and updating the school's web pages.

Curriculum Benchmarks:

The goal of this lesson is to acquaint students with the basic format and procedure necessary to report school and classroom happenings on their web site. Michigan Benchmarks and Standards are addressed as follows:

- *Language Arts* —
 - MI.ELA.2** Ability to write clear sentences
 - MI.ELA.3** Focus on meaning and communication
 - MI.ELA.4** Use English language effectively
 - MI.ELA.6** Communicate information accurately by actively enlightening and engaging an audience,
 - MI.ELA.7** Demonstrate skills used to communicate
 - MI.ELA.8** Explore characteristics of different types of texts, aesthetic elements, and mechanics to convey meaning
 - MI.ELA.9** Demonstrate understanding of complexity of enduring issues by generating themes within and across texts
 - MI.ELA.10** Apply knowledge drawn from texts to real lives
 - MI.ELA.11** Investigate important issues using a variety of resources
 - MI.ELA.12** Develop and apply criteria for the evaluation of presented material
- *Social Studies*
 - MI.SOC.V.1** Acquire information from various sources and organize and present the information using electronic technologies and media
 - MI.SOC.V.2** Conduct investigations and report results
 - MI.SOC.VI.2** Engage peers in constructive conversation about matters of public concern,
 - MI.SOC.VI.3** Compose coherent written essays on a public issue
 - MI.SOC.VII.1** Consider the effects of an individual's actions on other people, and acting in an ethically responsible way

- *Mathematics--*
 - MI.MAT.III.1** Collect, explore, analyze, and report data
 - MI.MAT.III.2** Use data to answer questions convincingly and persuasively
 - MI.MAT.III.3** Make predictions and inferences
- *Science —*
 - MI.SCI.I.1** Ask questions, design investigations, and communicate findings
- *Technology —*
 - Standard 1.** Prepare for life roles by using a variety of technology, p. 3.
 - Standard 2.** Use technology to input, retrieve, organize, manipulate, and communicate information, p. 4.
 - Standard 3.** Demonstrate the appropriate technology, p. 5.
 - Standard 4.** Use a systematic approach to technological solutions, p.6.
 - Standard 5.** Apply ethical and legal standards in implementing technology, p. 9.
 - Standard 6.** Evaluate the impact of technology to make informed decisions, p. 10.
- In addition, students will learn and/or make use of such skills as rudimentary HTML, word processing, creative writing, editing, interviewing, listening, evaluating, accurate and responsible reporting, and graphic design.

Materials/Hardware/Software:

- An LCD display and an overhead connected to the classroom computer and printer would be beneficial for a class demonstration.
- Internet service is required, as is the existence of school web pages, although this lesson could be adapted to create “virtual” as opposed to “actual” posted web pages.
- Adobe PageMill will be used to modify web pages in this lesson. Familiarity with this software is not necessary to conduct this lesson.
- Worksheet on HTML Introductory Lesson (included). Knowledge of HTML language is not necessary to conduct this lesson.

Activities/Procedures:

Teacher Preparation:

1. Set up the school internet site on the classroom LCD/overhead (connected to computer).
2. Make copies of the HTML Introductory Lesson worksheet for students (included).
3. Obtain permission from the principal to form a Web Club meeting once a week before or after school.
4. Obtain a copy of the school district’s existing policy on web publishing, or contact the ISD/server if in doubt.
5. Obtain copy of school district’s media release form if one is necessary.

Activities:

1. Show students the school web site on the LCD (permission granted to use Lincoln Elementary Schools web site at <http://www.macomb.k12.mi.us/vandyke/leshome/leshome.htm> if school web site is not available).
2. Ask what other information pertaining to school or class activities might be of interest (for example, school peace day activities, accelerated reader contest, class field trip, etc.).
3. Discuss district web publishing policies/ethics, or students may come up with their own, such as: publish only positive achievements, use no personal information (addresses, phone numbers, etc.), obtain prior approval for changes from principal, have media release signed, or other rules acceptable to school district and/or school board.
4. Minimize (or exit out of) school web page. Open “Notepad” or any word processing program to display on LCD.
5. Distribute worksheet on HTML Introductory Lesson, and use it to explain how web pages are created.
 - a. HTML stands for Hyper Text Mark-up Language. It can be understood by any computer with a browser.
 - b. HTML can be written using “notepad” or any word processing program.
 - c. A web page is set up like a letter, with a heading, a body, and an address.
 - d. Commands are given with the “greater than” and “less than” symbols, and come in pairs.
 - e. < and > are used to *begin* the commands.
 - f. </ and > are used to *end* the commands.
6. Type the following sample HTML document on word processor to show on LCD (words in parentheses do not need to be typed—they are for explanation only):

```
<html> (tells the browser what kind of document this is)
<head> (begins heading)
<title>Lincoln Elementary School</title> (begins and ends page title)
</head> (ends the heading)
<body> (begins body)
We are proud of our school. (body)
</body> (ends the body)
<address> ginger.mahrle@moa.net </address> (person responsible for page)
</html> (ends the HTML document)
```
7. Saving the above document creates a template which can be used for any web page.
8. There are also commands for inserting horizontal lines, images, paragraphs, fonts, and sizes. **BUT THERE IS AN EASIER WAY TO CREATE OR CHANGE A WEB PAGE**, using a program such as Adobe PageMill.
9. Exit out of word processor and show Adobe PageMill on LCD. Tell the students:
 - a. This program allows you to quickly create web pages without remembering all the HTML commands. It is called a “WYSIWYG” program, or “What you see is what
 - b. It looks and works very much like a word processor, except that the toolbar at the top is larger.
10. Try making a sample web page with this program:
 - a. Type in the name of your school.

- b. Type in a short paragraph about your school.
 - c. Click in the title bar and give your new page a name.
 - d. Highlight the name of your school and click the “center” icon in the toolbar. While it is still highlighted, click “Paragraph” at the top, and then click “Largest Heading”.
 - e. To add a horizontal line, click the toolbar icon that looks like a dash.
11. Explain to students that it is also possible to change the color of the text or the background, add images, create links to other pages, make tables and frames, and preview what the page will look like before it is posted to the web.
12. Press CONTROL-H to see how Adobe PageMill creates its own HTML for what you have typed.
13. Exit Adobe PageMill. Explore the possibility of creating a web club.
- a. Members will be responsible for maintaining and updating the school’s web pages.
 - b. Members must be able to meet every Wednesday from 7:30 a.m. to 8:30 a.m. (or day and time of your choosing).
 - c. Members must be familiar with basic word processing.
 - d. Members must be able to work as part of a team, and be willing to follow district rules.
14. Announce deadline for applications to be submitted, and date club members will be announced.

Assessment/Evaluation:

Student learning will be classified in accordance with the guidelines suggested by the Michigan Standards and Benchmarks—partially proficient, proficient, and advanced. Performance indicators will be class projects, discussions, demonstrated interest in the web club, ideas shown for possible inclusion on future web pages, response to web postings, and understanding of some very basic HTML language.

Follow-up Activities:

A date and time may be set for the first meeting of the web club. Ideas may be presented at this meeting for changes and updates to the school web pages. Use of a scanner may be shown as a way to add text or pictures to the web pages.

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School District: Van Dyke Public Schools

School: Lincoln Elementary School

**Address: 8465 Studebaker
Warren, MI 48089**

HTML (Hyper Text Markup Language)

Introductory Lesson Worksheet

HTML is new and is changing quickly. It is a set of commands that are used to create Web Pages. Most HTML commands are accepted as standards and will work with all browsers (Netscape, Mosaic, Internet Explorer, AOL, etc.).

HTML documents are easy to create, but do take some time. Although there are variety of software programs that will create HTML for you, none of them will do everything we want it to do. Learning HTML will allow us to use both Windows and Macintosh computers with true cross-platform compatibility. In addition, it will allow us to correct mistakes that are made in some HTML programs.

HTML can be written using “notepad” or any word processing program. A web page is set up like a letter, with a heading, a body, and an address. Commands are given with the “greater than” and “less than” symbols, and come in pairs. < and > are used to *begin* the commands. </ and > are used to *end* the commands.

Every basic HTML document should include the following commands:

<html>	(tells the browser what kind of document this is)
<head>	(begins heading)
<title>	(begins page title)
Lincoln Elementary School	(page title)
</title>	(ends page title)
</head>	(ends the heading)
<body>	(begins body)
We are proud of our school.	(body)
</body>	(ends the body)
<address>	(begins street or e-mail address)
ginger.mahrle@moa.net	(person responsible for page)
</address>	(ends the address)
</html>	(ends the HTML document)

There are also commands for changing colors, adding images, making tables, and changing font sizes. Once learned, you can make dynamic web pages out of these commands.