

# **TITLE: I AM a Researcher, “I”nca, “A”ztec, “M”aya**

**Grade Level or Special Area:** Media, First Grade and Fifth Grade

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**Length of Unit:** Three Lessons (Approximately 5 weeks)

## **I. ABSTRACT**

Within a larger Core Knowledge unit on the ancient civilizations of Meso-America, this collaborative unit integrates research and presentation skills. Multi-level approaches involving first and fifth grade learners will be utilized. Fifth grade students will act as mentors to first grade students to foster cooperative learning. Students discover and process information, using a variety of reference resources and presentation tools including encyclopedias, non-fiction trade books, the Internet, HyperStudio, web quest, video and digital cameras. This information will be shared across grade levels, as the learners become teachers. Both student self-evaluation and teacher/media specialist evaluation rubrics will assess the learning process and the student's products. The activities described here are incorporated throughout the unit and rely on a variety of classroom lessons to provide background information and direction for research projects.

## **II. OVERVIEW**

### **A. Concept Objectives**

1. While developing a sense of the diversity and richness of Meso-American culture, students will acquire research and communication skills. Using the school media center, the learners will (TLW) apply information access skills to research aspects of Meso-American culture.
2. Through the use of Hyper Studio, fifth grade learners will help first grade learners gain understanding about a self-selected aspect of the ancient Mayan civilization.

### **B. Content from the Core Knowledge Sequence**

1. Modern Civilization and Culture: Mexico  
Geography page 28
  - North American continent, locate Mexico relative to Canada and the United States
  - Central America, Yucatan Peninsula
  - Pacific Ocean, Gulf of Mexico
  - Mexico City
2. Early people and Civilizations  
Maya, Inca and Aztec Civilizations page 29
  - Maya in Mexico and Central America
  - Aztecs in Mexico
  - Inca in South America (Peru, Chile)
3. Meso-American Civilizations  
Maya, Inca, and Aztec Civilizations page 112-113
  - Mayan Accomplishments as architects and artisans
  - Mayan Development of system of hieroglyphic writing
  - Mayan Knowledge of astronomy and mathematics
  - Aztec warrior culture
  - Aztec city of Tenochtitlan
  - Aztec religion
  - Incan cities of Machu Picchu, Cuzco

### **C. Skill Objectives**

1. First grade learners will demonstrate the research process through simple, introductory experiences with trade books, encyclopedias, web quest, and the Internet

2. Fifth grade learners will continue to develop research process skills including identifying keywords, summarizing information (note taking), organizing thoughts and ideas, understanding and applying copyright and plagiarism rules, and formatting a bibliography.
3. TLW compare and contrast cultural aspects of Meso-American civilizations.
4. TLW apply technology to production and presentation of information using HyperStudio.
5. TLW apply technology to production and presentation of information using a video camera.
6. The learner will demonstrate storyboarding/script writing techniques.
7. The learner will demonstrate the use of the Internet, web quest, encyclopedias, and trade books.

### III. BACKGROUND KNOWLEDGE

#### A. For Teachers

1. The facilitator is skilled in teaching the research process, and in the use of HyperStudio and video production.
2. Kyker, Keith. *Television production: a classroom approach*. Englewood, CO: Libraries Unlimited, 1993.
3. <http://www.hyperstudio.com/library/index.html> This Website contains informational documents, list-servs and support for HyperStudio users.

#### B. For Students

1. The media center objectives will be integrated within the Core Knowledge sequence. Classroom lessons using the *Pearson Learning Core Knowledge History and Geography* textbook and other resources will provide background knowledge. First grade learners possess the following research skills: use of a simple glossary, use of table of contents, use of alphabetical order, and basic use of dictionaries. The first grade learners also demonstrate basic map skills including: direction, compass, landforms, and water. Fifth grade learners have basic research skills such as note taking, use of keywords, Internet access, but have no prior experience using HyperStudio or producing a video.

### IV. RESOURCES

- A. Internet websites (Appendix M )
- B. HyperStudio 4.0 software by Roger Wagner Publisher
- C. General and content encyclopedias
- D. Trade books (see bibliography)
- E. *Pearson Learning Core Knowledge History & Geography* (first and fifth grade level)
- F. Web Quest

### V. LESSONS

#### **Lesson One: Learning about the Mayans through HyperStudio (Seven Days)**

##### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Through the use of Hyper Studio, fifth grade learners will help first grade learners gain understanding about a self-selected aspect of the ancient Mayan civilization.
2. Lesson Content
  - a. Aspects of Mayan culture including geography, history, religion, food, art, and recreation.
3. Skill Objective(s)

- a. The fifth grade learner will demonstrate competency with HyperStudio by creating a presentation for first grade learners.
- B. *Materials*
1. HyperStudio 4.0 software by Roger Wagner Publisher
  2. Learner's notes of their selected topic from classroom research
  3. Computer stations
  4. Multimedia projector
  5. Index cards
  6. Project rubric (Appendix A)
- C. *Key Vocabulary*
1. Hyperstudio - Multimedia production software
  2. Card - each card (or slide in a set) contains a bit of information
  3. Stack - one or more cards in a set
  4. Button - moves the viewer between cards
  5. Graphic - picture placed on a card by using clip art or HyperStudio paint tools
  6. Action - allows a button to do various things or go various places
  7. Transition - special effects when moving from card-to-card
  8. Text field - where information may be typed on a card
- D. *Procedures/Activities*
1. Day one: The media specialist will conduct a demonstration of HyperStudio using the step-by step Hyperstudio tutorial and a multimedia projector. The media specialist will review with fifth grade learners the research process skills, including identifying keywords, summarizing information (note taking), organizing thoughts and ideas, understanding and applying copyright and plagiarism rules, and formatting a bibliography.  
The media specialist will explain the project expectations using a rubric (Appendix A).  
TLW take notes using a note-taking handout (Appendix B).
  2. Day two: TLW rotate through two learning centers set-up in the Media center. Each center will require approximately 30 minutes.
    - a. Learning Center A: Using their notes from day one, the learner will work with a partner to explore the step-by-step HyperStudio tutorial. Learners will use this opportunity to clarify any questions about the application of HyperStudio.
    - b. Learning Center B: TLW select a specific topic. Using the resources in the media center, TLW take notes on their self-selected topics and decide, based on their new knowledge of HyperStudio, how many slides are required to convey the information they want to teach to the first grade learners.
  3. Day Three: Using a checklist (Appendix C), TLW plan their cards by creating storyboard card mock-ups on 5x7 note card.
    - a. The storyboard content card will include: text, graphic, button.
    - b. The storyboard title card will include: title, graphic, button.
  4. Day Four: Using the storyboard created in the previous lesson as a guide, the learner will create their HyperStudio content and title cards. The learners will follow a media specialist designed checklist to complete this activity (Appendix C)
  5. Day Five: TLW decide on a logical order for the topics to be presented. TLW assemble their previously created cards into a presentation for first grade learners. Using small content groups the learners will work with the media specialist to link each card.

6. Day Six: TLW preview their HyperStudio project and practice their presentation to the first grade learners. The media specialist and classroom teacher will assess the project using a rubric.
  7. Day Seven: Using a multimedia projector, the fifth grade learners will present their HyperStudio project on selected aspects of Mayan culture to first grade learners. Fifth grade learners will conduct a question and answer session to clarify the content information presented, and explain the HyperStudio process.
- E. *Assessment/Evaluation*  
Learning About the Mayan Through Hyperstudio Evaluation Rubric (Appendix A)

**Lesson Two: The Making of a Pictorial Encyclopedia: “Foods from the Sun: Meso-American Cuisine” (6 days)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. While developing a sense of the diversity and richness of Meso-American culture, students will acquire research and communication skills. Using the school media center, the learners will (TLW) apply information access skills to research aspects of Meso-American culture.
2. Lesson Content
  - a. Aspects of Mayan culture including geography, history, religion, food, art, and recreation
3. Skill Objective(s)
  - a. First and fifth grade partnered-learners will create a pictorial encyclopedia of Meso-American foods.
  - b. TLW identify through research, foods that were important to the Inca, Aztec and Maya.
  - c. TLW select one food to create a pictorial encyclopedia entry.
  - d. TLW use a media specialist created WebQuest to research via the Internet.
  - e. TLW write a description and brief history of the food and draw a picture using the layout template (Appendix E).

B. *Materials*

1. Books on the Aztecs, Incas and Mayas (see bibliography)
2. General and content encyclopedias, for example:  
*The World Book Encyclopedia*. Chicago: World Book, 2002, ISBN 0-7166-0101-X  
*Amazing Animals of the World*. New York: Grolier, 1995, ISBN 0-7172-7396-2
3. WebQuest
4. Index cards
5. Construction paper
6. Markers or crayons
7. Teacher made layout template
8. Spiral bookbinder
9. White board
10. Overhead projector
11. The Making of a Pictorial Encyclopedia Evaluation Rubric (Appendix G)

C. *Key Vocabulary*

1. Recipe - set of directions for food preparation.
2. Content encyclopedia - encyclopedia covering a particular subject.
3. WebQuest - a directed and self-paced Internet research tool created around a specific topic.
4. Meso-American food terms will vary depending on individual research topic.
5. Front and back cover - used to enclose the pages of a book.

6. Title page - first printed page in a book, encyclopedias usually include title, publisher, date.
7. Index - alphabetical subject listing with page numbers of a book's content.
8. Entry order - order in which content is presented (usually alphabetical for encyclopedias)
9. Binding - method of permanently assembling a book.

D. *Procedures/Activities*

1. Day one: TLW develop a KWL about content encyclopedias (Appendix F). The facilitators will introduce the project and show learners examples of encyclopedia entries. The media specialist will review with fifth grade learners research process skills including identifying keywords, summarizing information (note taking), organizing thoughts and ideas, understanding and applying copyright and plagiarism rules, and formatting a bibliography. The facilitators will present the project rubric and discuss expectations (Appendix G)
2. Day Two-three: TLW rotate through three centers in the media center as follows:
  - a. TLW will research an Aztec, Inca or Maya food and recipes using a media specialist created WebQuest.
  - b. TLW will research selected trade books and take notes about an Aztec, Inca or Maya food and recipes.
  - c. TLW will research general encyclopedias and take notes about an Aztec, Inca or Maya food and recipes.
3. Day Four-five: Partnered learners will create the encyclopedia entry using a layout template. TLW answer the following questions for their encyclopedia entry:
  - Which civilization used the food?
  - What was their name for the food?
  - Is the food still in use today in Meso-America?
  - How was the food grown and processed?
  - How was the food prepared?
  - Do Americans eat this food?

The learner will self assess their entry using the pictorial encyclopedia student checklist (Appendix H)
4. Day Six: Day: Learners will work at a variety of centers to complete the following tasks:
  - a. Partnered-learners will assemble the pictorial encyclopedia in alphabetical order.
  - b. TLW will work in small groups to create the following:
  - c. Front and back cover
  - d. Title page
  - e. Index
  - f. Entry order
  - g. Binding

(This pictorial encyclopedia will be added to the reference section of the media center.)

E. *Assessment/Evaluation*

Facilitators will assess each partnered-learners' entry using the project rubric (Appendix G).

**Lesson Three: Lights, Camera Action: Creating a "How-to" Video (9 days)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. While developing a sense of the diversity and richness of Meso-American culture, students will acquire research and communication skills. Using the school media center, the learners will (TLW) apply information access skills to research aspects of Meso-American culture.

2. Lesson Content
  - a. Aspects of Mayan culture including geography, history, religion, food, art, and recreation
3. Skill Objective(s)
  - a. TLW will work in teams to produce a “how to” video.
  - b. TLW define basic video production terminology (see vocabulary list below)
  - c. TLW demonstrate video camera techniques including: pan, zoom, long shot, medium shot, close-up.
  - d. TLW write a script for their Meso-American cooking “how-to” video
  - e. TLW will determine appropriate camera shots, such as close-up, medium and long shot
  - f. TLW will create a storyboard for a video production
  - g. TLW will demonstrate the above skills by producing a “how to” video
  - h. The fifth grade learner will foster a mentor relationship with a first grade student. Fifth grade students will include the first grade students in every aspect of the “how-to” video.

B. *Materials*

1. Video camera/tape
2. Tri-pod
3. Videotape
4. Poster board
5. Art supplies
6. Research for Food Encyclopedias/Recipes
7. Storyboard forms
8. Hotplate
9. Cooking props (knives, pans, etc.)
10. Selected food items
11. Project rubric (Appendix K)
12. Video Storyboard (Appendix L)
11. *Easy Home Videos*. Media West Home Video. 199-.  
*How to Repot a Houseplant*, student produced “how-to” video,  
*How to Make Taco 's*, student produced “how-to” video.

C. *Key Vocabulary*

1. Audience — the viewers or intended viewers of a production
2. Close-up — a shot that appears close to the subject
3. Composition — choices made that determine a final product
4. Credits — names and jobs of those who contributed to the production
5. Director — person in charge of production
6. Editing — assembling of the final video
7. Graphics — an image used in a video production, primarily sketches and pictures either hand drawn or created on a computer.
8. Long shot — used to show multiple subjects or an entire scene.
9. Medium shot — a shot of the subject from hips to head, in between long shot and close-up
10. Pan — moving a camera from left to right on a horizontal line
11. Shot — picture recorded by a camera
12. Storyboard — sketches of scenes with the script written beside the sketch, used to plan each scene by describing the action and dialogue.
13. Talent — actors in front of camera
14. Zoom — seeming to go closer or further from the subject by changing the lens. The actual distance of the camera from the subject is unchanged.

D. *Procedures/Activities*

1. Day One: TLW develop a K-W-L (Appendix J) on how to make a video. The media specialist will introduce the “how-to” video project and discuss expectations. TLW will view *Easy Home Videos*.
2. Day Two-four: Working in centers:
  - a. TLW practice and demonstrate the camera shots and techniques explained in introductory lesson on day one.
  - b. TLW review the technique of storyboarding (camera shots and dialogue/script) and view two student produced “how-to” videos (see materials above) to identify the elements of a “how-to” video.
  - c. TLW explore and take notes on Video with Professor Monkey Web Site, [www.sotherden.com](http://www.sotherden.com).
3. Day Five: Using their prior research on foods and recipes of Meso-America, TLW create a script for a “how-to” video.
4. Day Six: Using their script each production team will plan their Meso-American cooking video production using the storyboard technique (Appendix L). TLW assemble the food resources and cooking equipment necessary to recreate an Aztec, Inca or Maya recipe.
5. Day Seven: Using Meso-American art and design TLW design needed graphics and credits for their production on poster board. TLW rehearse their production prior to taping
6. Day Eight: Production teams will film a “how-to” video.
7. Day Nine: TLW will celebrate their videos at a premier showing for their peers. Food samples of the Aztec, Inca, and Mayan cuisine will be available for tasting to further expose the students to the Meso-American culture.

E. *Assessment/Evaluation*

The facilitators will assess the students with Light, Camera, Action; Creating a “How to Video” Evaluation Rubric (Appendix K).

**VII. HANDOUTS/WORKSHEETS**

- A. Appendix A – Hyper Studio Evaluation Rubric
- B. Appendix B – Hyper Studio Note-taking sheet
- C. Appendix C – Storyboard Checklist
- D. Appendix D – Web Quest
- E. Appendix E – Encyclopedia Template
- F. Appendix F – K-W-L Chart for Content Encyclopedias
- G. Appendix G – Pictorial Encyclopedia Evaluation Rubric
- H. Appendix H – Pictorial Encyclopedia Checklist
- I. Appendix I – “How to Video” Vocabulary Test
- J. Appendix J – K-W-L Chart for How to Make a Video
- K. Appendix K – “How to Video” Evaluation Rubric
- L. Appendix L – Video Storyboard
- M. Appendix M – Websites for Meso-American Cuisine

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- O. [http://216.239.53.100/search?Q=cache:4yEmNdSZkG8C:library.thinkquest.org/C005446/text\\_version/English/maya.htm](http://216.239.53.100/search?Q=cache:4yEmNdSZkG8C:library.thinkquest.org/C005446/text_version/English/maya.htm)
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## Appendix A

Name \_\_\_\_\_ Date \_\_\_\_\_

### Learning About the Mayan Through Hyperstudio Evaluation Rubric

Activity	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Score
Story board (Plan for Card/slide)	Well written and organized. Includes 6 or more facts. Carefully drawn and shows the format/design of each card.	Well written and fairly well organized. Includes 4 facts. Gives a good idea of design of each card.	Writing not well organized, does not include at least 2 facts. Design not clearly defined.	Writing disorganized. Contains no factual information. Design of card unclear.	
Grammar and Spelling	Grammar and spelling are correct. No more than 3 minor errors.	Grammar and spelling contain 3 to 5 errors.	Grammar and spelling contain 5 to 8 errors.	More than 8 errors.	
HyperStudio Presentation Content	Contains factual information that is creative and compelling to view.	Contains some factual information. Shows some creativity.	Contains factual errors and lacks sufficient information.	Slide is incomplete, lacks information.	
Visual	Carefully drawn or made, shows good detail.	Shows adequate detail.	Lacks detail, still possible to tell what it is.	No detail, impossible to tell what it is.	
HyperStudio Presentation Technical	Optimal use of medium. All links work. Student work includes graphic, working button, scrolling text, and one other HyperStudio feature.	Good use of medium. All links work. Student work includes graphic, working button, and scrolling text.	Slide created but lacks essentials such as graphic, button, scrolling text, etc.	Slide not completed, does not link to rest of slides in set.	

Comments:

Appendix B

*Do I Know My Hyperstudio Words?*

Name \_\_\_\_\_

**Directions: Take notes in your own words**

*Hyperstudio*

*Card*

*Stack*

## Appendix B

***Button***

***Action***

***Transition***

***Text Field***

## Appendix C

### Storyboard Checklist

<b>Information Card</b>		
	<b>Yes</b>	<b>No</b>
<b>Scrolling text box</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Button</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Graphic</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Background</b>	<input type="checkbox"/>	<input type="checkbox"/>

**Directions:** Arrange in logical and attractive order on card and check Yes or No

<b>Title Card</b>		
	<b>Yes</b>	<b>No</b>
<b>Text box for Title</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Button</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Graphic</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Background</b>	<input type="checkbox"/>	<input type="checkbox"/>

**Directions:** Arrange in logical and attractive order on card and check Yes or No

## **Appendix D**

Please see attached WebQuest.

## Appendix E

### Encyclopedia Entry Template

Entry Title

Body of Text

Authors' Names

Recipe

Appendix F

**K-W-L Chart**

**Content Encyclopedias**

What I Know about Content Encyclopedias  <b>K</b>	What I Want to Know about Content Encyclopedias  <b>W</b>	What I Learned about Content Encyclopedias  <b>L</b>



## Appendix G

Name \_\_\_\_\_ Date \_\_\_\_\_

# The Making of a Pictorial Encyclopedia Evaluation Rubric

Activity	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Score
Encyclopedia Content Information	All information included is accurate and is clearly stated in the student's own words..	Information is incomplete, or contains slight inaccuracies, but is stated in the student's own words	Information with slight inaccuracies or not in student's own words.	Any information is either inaccurate or copied directly from source. (Plagiarism)	
Factual information presented	Five or more facts are presented in more than one paragraph.	Four facts are presented in paragraph form.	Three facts are presented in sentence form.	Less than two facts are presented.	
Encyclopedia Grammar and Spelling	Grammar and spelling are correct. No more than 3 minor errors.	Grammar and spelling contain 3 to 5 errors.	Grammar and spelling contain 5 to 8 errors.	More than 8 errors.	
Encyclopedia Illustration	Carefully drawn, shows good detail of food.	Shows adequate detail.	Lacks detail, still possible to tell what it is.	No detail, impossible to tell what it is.	

**Comments:**

Appendix H

## *Pictorial Encyclopedia Student Checklist*

Names \_\_\_\_\_ Date \_\_\_\_\_

	Yes	No
1. Did I pick one food from Meso- America?		
2 Did I write a brief description of the food using a minimum of two facts in at least three sentences?		
3. Did I write a brief history of the food using at least four sentences?		
4. Did I make an appropriate picture with color?		
5. Does my recipe relate to my food?		

## Appendix I

Name \_\_\_\_\_ Date \_\_\_\_\_

“How to Video” Lights, Camera, Action

**Directions: Match correct terms to the definitions on the next page.**

### Terms

\_\_\_ Audience

\_\_\_ Close-up

\_\_\_ Composition

\_\_\_ Credits

\_\_\_ Director

\_\_\_ Editing

\_\_\_ Graphic

\_\_\_ Long shot

\_\_\_ Medium shot

\_\_\_ Pan

\_\_\_ Shot

\_\_\_ Storyboard

\_\_\_ Talent

\_\_\_ Zoom

## Appendix I

### Definitions

1. moving a camera from left to right on a horizontal line
2. assembling of the final video
3. the viewers or intended viewers of a production
4. actors in front of camera
5. names and jobs of those who contributed to the production
6. person in charge of production
7. a shot of the subject from hips to head, in between long shot and close-up
8. a shot that appears close to the subject
9. picture recorded by a camera
10. sketches of scenes with the script written beside the sketch, used to plan each scene by describing the action and dialogue
11. images used in a video production, primarily sketches and pictures either hand drawn or created on a computer
12. seeming to go closer or further from the subject by changing the lens. The actual distance of the camera from the subject is unchanged
13. choices that determine a final product, arrangement of objects for a camera shot
14. used to show multiple subjects or an entire scene

Appendix J

**K-W-L Chart**

**Light, Camera, Action**  
**“How to Make a Video”**

What I Know about Making a Video <b>K</b>	What I Want to Know about Making a Video <b>W</b>	What I Learned about Making a Video <b>L</b>

## Appendix K

Name \_\_\_\_\_ Date \_\_\_\_\_

### Lights, Camera, Action Creating a “How-To Video” Evaluation Rubric

Activity	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Score
Video Script	Script is creative and compelling and includes all factual information.	Well written and fairly well organized. Includes most of the information required	Writing not well organized, does include some of the required information.	Writing disorganized. Contains no or very little information.	
Video Story board	Well written and organized. It is drawn carefully with set design and shot compositions included. Correct Video Vocabulary is evident.	Well written and fairly well organized. Includes most of the information required.	Writing not well organized, does include some of the required information.	Writing disorganized. Contains no or very little information.	
Video Production Acting	Acting is excellent. Dialogue clear and with expression.	Acting is good. Dialogue usually clear. Little expression	Acting is poor. Dialog unclear,	Acting does not enhance the video, dialogue is inaudible.	
Video Production Camera Technique	Camera work is excellent. Dialog clear, camera shots focused, credits correct. The production is free of technical errors.	Camera work good. Dialog usually clear, most shots in focus, credits show only minor mistakes.	Dialogue unclear, camera shots fuzzy, props missing to detriment of project.	No camera techniques are demonstrated. The video is unclear and impossible to view.	
Video Production Props	All props are excellent and were ready for shoot.	Most were appropriate and present for shoot.	props missing or inappropriate for project.	There are no props present.	
Video Content	Video uses factual information that is compelling to watch and presented in a creative manner. Dialogues give a clear understanding of the recipe process.	Video uses factual information that is compelling to watch. Dialogue gives a clear understanding of the recipe process.	Video uses factual but confusing information. Dialogue is not clear.	Video is confusing and difficult to understand.	

**Appendix L**  
**Video Storyboard**

Video Title: \_\_\_\_\_

Approximate Length of Production: \_\_\_\_\_

<b>Scene Sketch</b>	<b>Description</b>	<b>Dialogue</b>

## Appendix M

### Websites for Meso-American Cuisine

Team #27981-Max, Teresa and Jailan, A Web Site designed for Think Quest. *Food and Drink*. Available URL: <http://library.thinkquest.org/27981/food.html>, 1999.

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