

## APPENDIX: LESSON PACKET FOR STUDENTS

### Lesson Packet

#### INTRODUCTION

STUDENTS: Enclosed in this packet are the essential elements that you will need in order to successfully complete both the group project and the individual project. The materials will also be helpful when determining the other ethnic groups by listening to the clues from the other presentations. The maps that are marked with an \* will need to be downloaded and placed with your other materials. Also included are instructions for the individual project with examples of two different types of brochures. The last two pages contain two different rubrics. One is for the group project and the other rubric is for your individual project. Please refer to these rubrics to determine how your projects will be graded. The PowerPoint website link that is provided is an excellent resource to help create your presentation. Below is a list of resources and websites you will find in this packet. Please note the picture websites. They are colorful and show the true lifestyle of each ethnic group. Remember a picture is worth a thousand words!

- List of the six ethnic groups examined in this lesson
- Web sites of each ethnic group
- List of books
- Chinese National Minorities and Major Areas of Distribution Map
- Maps of China
- Geographical maps – with longitude and latitude indicators
- Instructions for individual project
- Rubric for the power point presentation
- Rubric for individual project

#### Resources

The six most populous ethnic groups in China are as follows:

*Zhuang*

*Mongolian*

*Hui*

*Uyghur*

*Miao*

*Tibet*

#### Ethnic Groups

Background information on ethnic groups and descriptions of what constitutes an ethnic group.

[www.index-china.com/minority/minority-english.htm](http://www.index-china.com/minority/minority-english.htm)

[www.c-c-c.org/chineseculture/minority/minority.html#ethnic](http://www.c-c-c.org/chineseculture/minority/minority.html#ethnic)  
[www.china.org.cn/e-groups/shaoshu/](http://www.china.org.cn/e-groups/shaoshu/)  
[www.chinagate.com.cn/english/11.htm](http://www.chinagate.com.cn/english/11.htm)  
[www.columbia.edu/itc/eacp/webcourse/chinaworkbook/society/ch\\_minor.htm](http://www.columbia.edu/itc/eacp/webcourse/chinaworkbook/society/ch_minor.htm)

### **Informative websites for each ethnic group**

#### ***Zhuang***

[www.peopleteams.org/Zhuang/](http://www.peopleteams.org/Zhuang/)  
[www.infomekong.com/p\\_group\\_zuang\\_1.htm](http://www.infomekong.com/p_group_zuang_1.htm)  
[www.mcel.pacifu.edu/as/resources/zhuang/zhuangintro.htm](http://www.mcel.pacifu.edu/as/resources/zhuang/zhuangintro.htm)  
[www.redflag.info/zhuang.htm](http://www.redflag.info/zhuang.htm)  
[www.travelchinaguide.com/intro/nationality/zhuang/](http://www.travelchinaguide.com/intro/nationality/zhuang/)

#### **Pictures**

<http://www.jzphotos.com/china.html>  
[http://www.tribaltextiles.info/Galleries/Lou\\_Jia\\_Zhuang.htm](http://www.tribaltextiles.info/Galleries/Lou_Jia_Zhuang.htm)  
Wedding Rituals  
<http://law.rikkyo.ac.jp/npa/020602.htm>  
<http://berclo.net/page00/00en-sea-people.html> –scroll down to Zhuang  
Religion  
[http://www.bethany.com/profiles/p\\_code/1881.html](http://www.bethany.com/profiles/p_code/1881.html)

#### ***Mongolian***

[www.mongols.com](http://www.mongols.com)  
[www.ezlink.com/~culturev/costumes.html](http://www.ezlink.com/~culturev/costumes.html)  
[www.peopleteams.org/chinese/Mongols.htm](http://www.peopleteams.org/chinese/Mongols.htm)  
[www.wsu.edu/~dee/CHEMPIRE/YUAN.HTM](http://www.wsu.edu/~dee/CHEMPIRE/YUAN.HTM)  
[www.cnn.com/EARTH/9708/10/mongolia.horses](http://www.cnn.com/EARTH/9708/10/mongolia.horses)

#### **Pictures**

<http://www.mongoliaphotogallery.com/>  
<http://www.ldeo.columbia.edu/trl/Mongolia/pix/Mongallery.HTML>  
Marriage Rituals  
<http://www.angelfire.com/mo/ostrowski/index.html>  
Religion  
<http://home.wanadoo.nl/archive/gvcom/monrelihys.htm>  
Dwellings, Custom, Food  
<http://www.indiana.edu/~mongsoc/mong/daily.htm>

#### ***Hui***

[www.cctv.com/english/tc/sanji/ningxia.html](http://www.cctv.com/english/tc/sanji/ningxia.html)  
[www.cityinf.cn.net/English.htm](http://www.cityinf.cn.net/English.htm)  
[www.travelchinaguide.com/intro/nationality/hui/](http://www.travelchinaguide.com/intro/nationality/hui/)  
[www.chinagate.com.cn/english/1251.htm](http://www.chinagate.com.cn/english/1251.htm)  
[www.bethany.com/profiles/a\\_code/china7.html](http://www.bethany.com/profiles/a_code/china7.html)

[www.yixints.com/teacher.htm](http://www.yixints.com/teacher.htm)

### **Pictures**

<http://www.windowstochina.com/yunnan/Kunming.html>

<http://groups.msn.com/WinkartExpressivePhotos/peopleofinterest.msnw?albumlist=2>

Wedding Rituals

<http://www.demoway.com/chinamask/c049.htm>

Religion

[http://www.bethany.com/profiles/p\\_code/1033.html](http://www.bethany.com/profiles/p_code/1033.html)

### ***Uighur***

[www.uyghuramerican.org/](http://www.uyghuramerican.org/)

[www.uyghurs.org/default-old.htm](http://www.uyghurs.org/default-old.htm)

[www.geocities.com/CapitolHill/1730/buh.html](http://www.geocities.com/CapitolHill/1730/buh.html)

<http://news.bbc.co.uk/1/low/world/asia-pacific/1748801.stm>

<http://english.peopledaily.com.cn/data/province/xinjiang.html>

### **Pictures**

[www.synaptic.bc.ca/gallery/xinjiang.htm](http://www.synaptic.bc.ca/gallery/xinjiang.htm)

[www.paulnoll.com/China/Minorities/min-Uyghur.html](http://www.paulnoll.com/China/Minorities/min-Uyghur.html)

[www.oqya.5u.com/photo5.html](http://www.oqya.5u.com/photo5.html)

Weddings, Dances, Dwellings

<http://www.oqya.5u.com/catalog.html>

<http://www.freehomepages.com/xinjiang/The%20uyghur.htm>

Religion

<http://www.geocities.com/CapitolHill/6807/UGHUR.html>

### ***Miao***

[www.sakurako-art.com/Travel-5.html](http://www.sakurako-art.com/Travel-5.html)

[www.peopleteams.org/miao/MiaoHmong.htm](http://www.peopleteams.org/miao/MiaoHmong.htm)

[www.hmongstudies.org](http://www.hmongstudies.org)

[www.hmongcenter.org/hmonglanguage2.html](http://www.hmongcenter.org/hmonglanguage2.html)www15

[www.atwtravel.net/doc/english/journal/china/index\\_guizhou.htm](http://www.atwtravel.net/doc/english/journal/china/index_guizhou.htm)

### **Pictures**

<http://www.c-c-c.org/chineseculture/minority/miao.html> – click on photo gallery

[http://www.tribaltextures.info/Galleries/De\\_Wo.htm#top](http://www.tribaltextures.info/Galleries/De_Wo.htm#top)

Wedding Rituals, Funerals, Dietary Habits

<http://www.gytouch.com.cn/English/Custom/miaozhu.asp>

Religion

<http://www.peopleteams.org/miao/photo.htm>

### ***Tibet***

[www.tibet.org](http://www.tibet.org)

[www.princeton.edu/~shawatw/tibet.html](http://www.princeton.edu/~shawatw/tibet.html)

[www.einnews.com/china/tibet/tibet.php3](http://www.einnews.com/china/tibet/tibet.php3)  
[www.tibetimages.co.uk/](http://www.tibetimages.co.uk/)  
[www.tibet.dharmakara.net/TibCulture.html](http://www.tibet.dharmakara.net/TibCulture.html)

### **Pictures**

<http://www.billbachmann.com/bachtour.htm>  
<http://www.wildchina.com/community/photo/listphoto.asp?sys=146>  
Marriage Rituals  
<http://omni.cc.purdue.edu/~wtv/tibet/marriage.html>  
[http://www.world-wedding-traditions.net/asia/tibet\\_wedding\\_traditions.htm](http://www.world-wedding-traditions.net/asia/tibet_wedding_traditions.htm)  
Religion, Food, Habitat, Dress  
[http://www.tibetinfo.com/tibetzt/ssmz\\_en/tibetan/001.htm](http://www.tibetinfo.com/tibetzt/ssmz_en/tibetan/001.htm)

### **Maps**

Basic maps of China. The maps that are marked with an \* should be downloaded and placed with your other materials for future use.

\*[www.maps-of-china.com/](http://www.maps-of-china.com/) - click on the country view  
[www.chineseculture.about.com/cs/maps/](http://www.chineseculture.about.com/cs/maps/)  
[www.worldrover.com/vital/china.html](http://www.worldrover.com/vital/china.html)  
\*[www.columbia.edu/itc/eacp/webcourse/chinaworkbook/geog/bei\\_rev.htm](http://www.columbia.edu/itc/eacp/webcourse/chinaworkbook/geog/bei_rev.htm) – excellent web site for map of Chinese National Minorities and Major Areas of Distribution.

### **Maps with Latitude and Longitude Indicators**

\*[www.whitneystewart.com/DXP/Mapping.htm](http://www.whitneystewart.com/DXP/Mapping.htm) – click on “place names”  
[www.worldatlas.com/aatlas/imageg.htm](http://www.worldatlas.com/aatlas/imageg.htm)

### **Student Books (the enclosed bibliography are easy to read informational books)**

- (1999) Benewick, R. and Donald, S. *The State of China Atlas*. New York: The Penguin Group.
- (1999) Fisher, Fredrick. *Mongolia*. Milwaukee: Gareth Stevens Publishing.
- (1997) Mason, Paul. *Atlas of Threatened Cultures*. Austin: Raintree Steck-Vaughn Publishers.
- (1997) Brittan, Dolly. *The Hmong*. New York: The Rosen Publishing Group, Inc.
- (1995) Husain, Sharukh. *What Do We Know about Islam*. New York: Macdonald Young Books Ltd.
- (1995) Pandell, Karen and Brant. *Learning from the Dalai Lama*. New York: Dutton Children's Books.
- (1991) Steele, Phillip. *The People Atlas*. Oxford: Publishers Limited.
- (1989) Tan, Jennifer. *Food in China*. Washington: Rourke Publications.
- 

### **PowerPoint**

<http://www.actden.com/pp/>

## **Individual Project**

**Students:** The individual project will be in the form of a brochure, which you will design. The purpose of the brochure is to inform the reader of the ethnic group that you and your work group researched. You may use any of the information and/or pictures from your PowerPoint presentation.

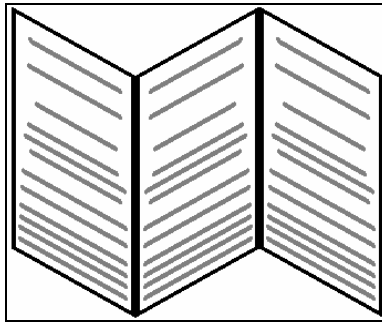
Below are several different examples of a brochure. Please refer to the grading rubric so that you will know how your individual project will be graded.

### *Different Brochures for Different Situations*

When creating standard 3-column brochures for classroom or business use, there are two main styles you can make depending on the situation.

#### **The Accordion Fold:**

This one-sided brochure goes simply from column one through column three in order, starting with the leftmost column on the page. When folded (see below), only the left column (the front panel of the brochure) shows, and the remainder of the brochure folds out to the right for reading.



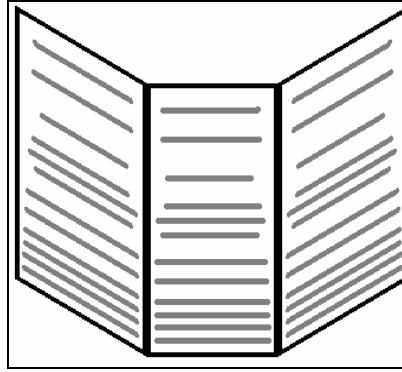
One advantage of the accordion-style brochure is that it is quick and easy to design. A busy teacher can easily reformat a handout or flyer designed for the classroom or for conferences into a handy, attractive accordion-style brochure.

---

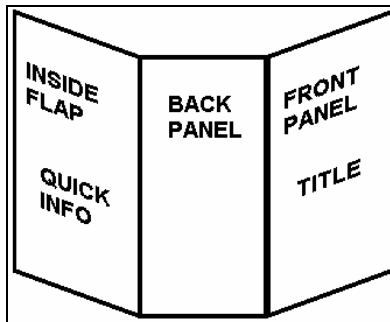
#### **The Two-Sided Trio-Fold:**

The two-sided brochure is the style most commonly seen in business and professional settings. While slightly more effort is required to produce the two-sided tri-fold brochure, it makes a decidedly professional impact in almost any setting. And, once you create a brochure, you can reuse it as a template for future ones.

The inside of the two-sided tri-fold brochure is similar to the regular accordion style. All three columns go in order from left to right when the brochure is opened completely:



The outside of the brochure is the part that requires the most thought. Since the brochure will be folded with an inside and outside flap, the layout begins with the inside flap (good place for quick information the reader will see upon first opening the brochure) on the left, the back panel (usually blank or reserved for mailing use) in the middle, and the front flap (title panel) in the right column, as shown below:



Whichever brochure you choose to make for your project, use graphics and fonts wisely to give it a professional look. Try making a brochure instead of a handout, and enjoy the results!

### Rubric for Power Point Presentation

Activity	Exemplary	Proficient	Partially Proficient	Incomplete
<b>Research and Note taking</b>	6 points Notecards indicate group members accurately researched	4 points Notecards show group members recorded relevant information	2 points Notecards show group members misinterpreted statements, and failed to	0 points Notecards show group members recorded information from three or

	many different information sources, evaluated and synthesized information.	from multiple sources, evaluated and synthesized information	identify relevant information.	less resources, and failed to gather relevant information.
<b>Preproduction Plan-Storyboard</b>	3 points The thumbnail sketches include title, text, and background color.	2 points The thumbnail sketches include titles and text.	1 points The thumbnail sketches have some titles and text for slides.	0 points There are very few thumbnail sketches with no title or text for slides.
<b>Introduction</b>	3 points The introduction is clear and coherent, introduces the concept of ethnic groups and draws the audience into the presentation.	2 points The introduction is clear and coherent, introduces the concept of ethnic groups and appealing to the audience.	1 point The introduction shows some structure but does not create a strong sense of what is to follow concerning ethnic groups and is somewhat appealing.	0 points The introduction does not orient the audience to what will follow concerning ethnic groups. Does not appear interesting to the audience.
<b>Content</b>	8 points The content is written clearly and concisely. Progression of information follows format discussed in class*. Information is accurate and current. Correct	6 points The content is written clear. Progression of information generally follows format discussed in class*. Information is mostly accurate and current. Correct	4 points The content is often written unclearly. Progression of information occasionally follows format discussed in class*. Information is sometimes accurate and current.	0 points The content is written unclearly. Progression of information does not follow format discussed in class*. Information is inaccurate and not current.

	terminology of new information is used consistently and correctly, for example: ethnic group names, religion names, dwelling names, etc.	terminology of new information is used frequently, for example: ethnic group names, religion names, dwelling names, etc.	Correct terminology of new information is occasionally used, for example: ethnic group names, religion names, dwelling names, etc.	Correct terminology of new information is not used, for example: ethnic groups names, religion names, dwelling names, etc.
--	------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------

<b>Text Elements</b>	<p>3 points</p> <p>The fonts are easy to read. Point size is appropriate for headings and text. Use of italics, bold and indentations enhances readability.</p> <p>Text is appropriate in length and to the point.</p>	<p>2 points</p> <p>Sometimes the fonts are easy to read, but in few places the use of italics, bold detracts from the readability.</p> <p>Text is appropriate most of the time, occasionally too lengthy.</p>	<p>1 point</p> <p>Overall readability is difficult with lengthy paragraphs, too many different fonts.</p> <p>Text is inappropriate and too lengthy.</p>	<p>0 points</p> <p>The text is extremely difficult to read with long blocks of text. Fonts are too small. Poor use of italics and bold font.</p> <p>Text is inappropriate and too lengthy.</p>
<b>Citations</b>	<p>6 points</p> <p>Sources of information are properly cited.</p> <p>All sources of information are clearly identified and credited.</p>	<p>4 points</p> <p>Most sources of information are cited properly.</p>	<p>2 points</p> <p>Sometimes the sources of information are cited properly.</p>	<p>0 points</p> <p>Sources are not cited.</p>

## Rubric for Individual Final Project

Activity	Exceptional	Satisfactory	Acceptable	Poor
<b>Organization</b>	<p>6 points</p> <p>Extremely well Organized; logical format that was easy to follow; flowed smoothly from one idea to another and cleverly conveyed; the organization enhanced the effectiveness of the project.</p>	<p>4 points</p> <p>Presented in a thoughtful manner; there were signs of organization and most transitions were easy to follow, but at times ideas were unclear.</p>	<p>2 points</p> <p>Somewhat organized; ideas were not presented coherently and transitions were not always smooth, which at time distracted from the audience.</p>	<p>0 points</p> <p>Choppy and somewhat confusing; format was difficult to follow; transitions of ideas were abrupt and seriously distracted the audience.</p>
<b>Content</b>	<p>6 points</p> <p>Completely accurate; all facts were precise and explicit.</p> <p>Correct terminology was used correctly and consistently, for example: ethnic group names, religion names, dwelling names, etc.</p>	<p>4 points</p> <p>Mostly accurate; a few inconsistencies or errors in information.</p> <p>Correct terminology was used correctly frequently, for example, ethnic group names, religion names, dwellings, etc.</p>	<p>2 points</p> <p>Somewhat accurate; more than a few inconsistencies or errors in information.</p> <p>Correct terminology was used occasionally, for example, ethnic group names, religion names, dwellings, etc.</p>	<p>0 points</p> <p>Completely inaccurate; the facts in this project were misleading to the audience.</p> <p>Correct terminology was not used, for example, ethnic group names, religion names, dwelling names.</p>

<b>Creativity</b>	3 points Was extremely clever and presented with originality; a unique approach that truly enhanced the project.	2 points Was at times clever at times; thoughtfully and uniquely presented.	1 points Added a few original touches to enhance the project but did not incorporate it throughout.	0 points Little creative energy used during this project; was bland predictable and lacked “zip”.
<b>Presentation Mechanics</b>	3 points Was engaging, provocative, and captured the interest of the audience.  Great visual aids which were colorful and clear.	2 points Was well done and interesting to the audience, was presented in unique manner.  Some of the visuals were colorful.	1 point Was at somewhat interesting to the audience.  Some use of visuals.	0 points Was not interesting to the audience.  No use of visuals.

### Rubrics for Group and Individual Projects

The following are two rubrics prepared for the lesson “Guess Who”. Both lessons are to be graded by the teacher.

The first rubric is for the student work group’s PowerPoint presentation. On this rubric the emphasis is on the content portion of the project. Organization, research, presentation, and correct use of citations will influence the final grade for this project.

The second rubric is for each individual’s project. The emphasis is on the content portion of the project. Organization, creativity, presentation will influence the final grade for this project.

## Rubric for Power Point Presentation

Activity	Exemplary	Proficient	Partially Proficient	Incomplete
<b>Research and Note taking</b>	<p>6 points</p> <p>Notecards indicate group members accurately researched many different information sources, evaluated and synthesized information.</p>	<p>4 points</p> <p>Notecards show group members recorded relevant information from multiple sources, evaluated and synthesized information</p>	<p>2 points</p> <p>Notecards show group members misinterpreted statements, and failed to identify relevant information.</p>	<p>0 points</p> <p>Notecards show group members recorded information from three or less resources, and failed to gather relevant information.</p>
<b>Reproduction Plan-Storyboard</b>	<p>3 points</p> <p>The thumbnail sketches include title, text, and background color.</p>	<p>2 points</p> <p>The thumbnail sketches include titles and text.</p>	<p>1 points</p> <p>The thumbnail sketches have some titles and text for slides.</p>	<p>0 points</p> <p>There are very few thumbnail sketches with no title or text for slides.</p>
<b>Introduction</b>	<p>3 points</p> <p>The introduction is clear and coherent, introduces the concept of ethnic groups and draws the audience into the presentation.</p>	<p>2 points</p> <p>The introduction is clear and coherent, introduces the concept of ethnic groups and appealing to the audience.</p>	<p>1 point</p> <p>The introduction shows some structure but does not create a strong sense of what is to follow concerning ethnic groups and is somewhat appealing.</p>	<p>0 points</p> <p>The introduction does not orient the audience to what will follow concerning ethnic groups. Does not appear interesting to the audience.</p>

<b>Content</b>	<p>8 points</p> <p>The content is written clearly and concisely.</p> <p>Progression of information follows format discussed in class*.</p> <p>Information is accurate and current.</p> <p>Correct terminology of new information is used consistently and correctly, for example: ethnic group names, religion names, dwelling names, etc.</p>	<p>6 points</p> <p>The content is written clear.</p> <p>Progression of information generally follows format discussed in class*.</p> <p>Information is mostly accurate and current.</p> <p>Correct terminology of new information is used frequently, for example: ethnic group names, religion names, dwelling names, etc.</p>	<p>4 points</p> <p>The content is often written unclearly.</p> <p>Progression of information occasionally follows format discussed in class*.</p> <p>Information is sometimes accurate and current.</p> <p>Correct terminology of new information is occasionally used, for example: ethnic group names, religion names, dwelling names, etc.</p>	<p>0 points</p> <p>The content is written unclearly.</p> <p>Progression of information does not follow format discussed in class*.</p> <p>Information is inaccurate and not current.</p> <p>Correct terminology of new information is not used, for example: ethnic groups names, religion names, dwelling names, etc.</p>
<b>Text Elements</b>	<p>3 points</p> <p>The fonts are easy to read. Point size is appropriate for headings and text. Use of italics, bold and indentations enhances readability.</p> <p>Text is</p>	<p>2 points</p> <p>Sometimes the fonts are easy to read, but in few places the use of italics, bold detracts from the readability.</p> <p>Text is appropriate most of the time,</p>	<p>1 point</p> <p>Overall readability is difficult with lengthy paragraphs, too many different fonts.</p> <p>Text is inappropriate and too lengthy.</p>	<p>0 points</p> <p>The text is extremely difficult to read with long blocks of text. Fonts are too small. Poor use of italics and bold font.</p> <p>Text is inappropriate</p>

	appropriate in length and to the point.	occasionally too lengthy.		and too lengthy.
<b>Citations</b>	6 points  Sources of information are properly cited.  All sources of information are clearly identified and credited.	4 points  Most sources of information are cited properly.	2 points  Sometimes the sources of information are cited properly.	0 points  Sources are not cited.

\*The clues given by each group will progress from very specific clues to general clues.

### **Rubric for Individual Final Project**

<b>Activity</b>	<b>Exceptional</b>	<b>Satisfactory</b>	<b>Acceptable</b>	<b>Poor</b>
<b>Organization</b>	6 points  Extremely well organized; logical format that was easy to follow; flowed smoothly from one idea to another and cleverly conveyed; the organization enhanced the effectiveness of the project.	4 points  Presented in a thoughtful manner; there were signs of organization and most transitions were easy to follow, but at times ideas were unclear.	2 points  Somewhat organized; ideas were not presented coherently and transitions were not always smooth, which at time distracted from the audience.	0 points  Choppy and somewhat confusing; format was difficult to follow; transitions of ideas were abrupt and seriously distracted the audience.
<b>Content</b>	6 points  Completely accurate; all facts were	4 points  Mostly accurate; a few inconsistencies	2 points  Somewhat accurate; more than a few	0 points  Completely inaccurate; the facts in this

	<p>precise and explicit.</p> <p>Correct terminology was used correctly and consistently, for example: ethnic group names, religion names, dwelling names, etc.</p>	<p>or errors in information.</p> <p>Correct terminology was used correctly frequently, for example, ethnic group names, religion names, dwellings, etc.</p>	<p>inconsistencies or errors in information.</p> <p>Correct terminology was used occasionally, for example, ethnic group names, religion names, dwellings, etc.</p>	<p>project were misleading to the audience.</p> <p>Correct terminology was not used, for example, ethnic group names, religion names, dwelling names.</p>
<b>Creativity</b>	<p>3 points</p> <p>Was extremely clever and presented with originality; a unique approach that truly enhanced the project.</p>	<p>2 points</p> <p>Was at times clever at times; thoughtfully and uniquely presented.</p>	<p>1 points</p> <p>Added a few original touches to enhance the project but did not incorporate it throughout.</p>	<p>0 points</p> <p>Little creative energy used during this project; was bland predictable and lacked “zip”.</p>
<b>Presentation Mechanics</b>	<p>3 points</p> <p>Was engaging, provocative, and captured the interest of the audience.</p> <p>Great visual aids which were colorful and clear.</p>	<p>2 points</p> <p>Was well done and interesting to the audience, was presented in unique manner.</p> <p>Some of the visuals were colorful.</p>	<p>1 point</p> <p>Was somewhat interesting to the audience.</p> <p>Some use of visuals.</p>	<p>0 points</p> <p>Was not interesting to the audience.</p> <p>No use of visuals.</p>

# **PowerPoint**

## **What is it?**

PowerPoint is a tool used for presenting information in a slide show format. Text, charts graphs are some of the elements students can incorporate into their presentations by using PowerPoint.

Provided in the space below are directions to create a simple PowerPoint presentation. For additional information about creating PowerPoint presentations, the following site is an excellent resource. This site will help your students go beyond simple PowerPoint presentations to more advance presentations.

<http://www.actden.com/pp/>

## **Directions to create a Slide Show**

### **Creating the Title Page**

- The teacher will demonstrate using the computer to make a PowerPoint presentation to the class. After the presentation is over the students will create their own PowerPoint. Each student has the PowerPoint website link in his or her lesson packet to help when necessary.
- The first step is to open the PowerPoint program. The PowerPoint dialog box will appear.
- In the PowerPoint dialog box click the blank presentation option button. The new slide dialog box will appear. It will ask you to choose an auto layout format.
- Click on the title slide layout. It's the first in the list. The name title slide appears ready for you to work with.

### **Adding Text to the Slide**

- Click in the title text box. A thick gray border appears around the text box indicating that it is selected.
- Type a title.
- Click the subtitle text box and type a subtitle.

### **Creating the Second Slide**

- Click the new slide button on the common task toolbar.
- The auto layout dialog box will appear. Choose a layout for your next slide.
- Continue this procedure to create multiple slides.

### **Adding Images from the World Wide Web**

- Position your cursor over the picture.
- Click your right mouse button. A pop-up menu will appear.
- Select save Picture As in the pop-up menu. The save picture will appear.
- Type a name for the image into the Save Picture window and find a directory to store it in.

- Click the Save button.

### **Moving from Slide to Slide**

- To move to previous slide, click the upper double arrow on the lower right corner of the power point window. The previous slide will appear.
- To move to the next slide, click on the lower double arrow on the lower right corner of the PowerPoint window.

### **Saving Your Presentation**

- Click the file menu, and then click Save As. The Save As dialog box will appear.
- In the file name box, type a name for your presentation. Click Save.

## **Vocabulary to Use with PowerPoint**

**Slide:** an individual screen in a slide show

**Presentation File:** the file you save that contains all the slides, notes, and handouts.

**Object:** any element that appears on the PowerPoint slide, such as clip art, text, drawings, charts and sounds.

**Slide show:** a series of slides displayed in sequence. A slide show can be controlled manually or automatically.

**Transition:** a special effect used to introduce a slide during a slide show.