

Africa Interdisciplinary Unit

Comparing a Disease in Two Countries

Seventh Grade

2010/2011

Objective: Students will create a website comparing a common disease in two different countries in Africa; which will motivate students to research and identify information that is relevant and credible, and then synthesize information into a working project. This process will provide the opportunity to integrate specific knowledge from their core subjects (language arts, science, math and social studies) for support and/or details for comparison.

Each student will choose a specific disease and two countries where this disease has negatively affected the population. He or she will research the scientific, economic, environmental, geographical and cultural issues within the two countries, and then compare the effects of the disease in two different geographical locations.

Comparison Format (1 Website with 4 links)

1. Language Arts - Homepage (2 paragraphs)

Introduction in which you state your purpose

- State Purpose - thesis which states that you will discuss the differences between “malaria in Zimbabwe and Ethiopia”
- Hook
- Main Economical difference between 2 countries
- Main Geographical difference between 2 countries
- Main Cultural difference between 2 countries
- At least 1 citation within text
- Must include a graphic image that is relevant to website

**Elaboration of differences covered in following links*

2. Science - Disease – Link #1 (2 paragraphs)

- Define disease
- How is it caused?
- How are the body systems affected?
- How does it spread?
- Any treatments?
- Any interesting facts?
- Must include a diagram, picture, graph, etc. for support
- At least 1 citation within text

**Remember to use writing strategies to support/elaborate your information*

3. Country #1 – Link #2 (4 paragraphs)

Math - Economy (1 paragraph)

- Does this country spend money to research a cure to control, or to prevent the disease? If so, how much and how has it affected the disease?
- Have they spent enough? Too much? Why is this important?
- What is the GDP and per capita income, and how do they affect this country's ability to cure, control, or prevent the disease?

- Must include an excel spreadsheet that clearly illustrates data to support your information (money spent on cure, research, medical supplies, etc.)
- At least 1 citation within text

Social Studies - Cultural (2 paragraphs total)

- Describe the people and their culture
- How do their customs, religion, and traditions help the disease? Hinder the disease?
- Is the government effective in helping to cure, control, or prevent this disease? How? Why?
- At least 1 citation within text

Social Studies - Geography (1 paragraph)

- Describe the physical geography of this country
- How does the geography help and/or hinder this disease?
- Must include a map of the area plagued by disease
- At least 1 citation within text

** Remember to use writing strategies to support/elaborate your information*

4. Country #2 – Link #3 (4 paragraphs)

Math - Economy (1 paragraph)

- Does this country spend money to research a cure to control, or to prevent the disease? If so, how much and how has it affected the disease?
- Have they spent enough? Too much? Why is this important?
- What is the GDP and per capita income, and how do they affect this country's ability to cure, control, or prevent the disease?
- Must include an excel spreadsheet that clearly illustrates data to support your information (money spent on cure, research, medical supplies, etc.)
- At least 1 citation within text

Social Studies - Cultural (2 paragraphs total)

- Describe the people and their culture
- How do their customs, religion, and traditions help the disease? Hinder the disease?
- Is the government effective in helping to cure, control, or prevent this disease? How? Why?
- At least 1 citation within text

Social Studies - Geography (1 paragraph)

- Describe the physical geography of this country
- How does the geography help and/or hinder this disease?
- Must include a map of the area plagued by disease
- At least 1 citation within text

** Remember to use writing strategies to support/elaborate your information*

5- Language Arts - Conclusion – Link #4 (2 paragraphs)

- Re-state thesis which states the differences between “malaria in Zimbabwe and Ethiopia” (see example below)
- Restate main Economical difference between 2 countries
- Restate main Geographical difference between 2 countries

- Restate main Cultural difference between 2 countries
- Clincher
- At least 1 citation within text
- Must include a graphic image that is relevant to the website (different from Homepage)
- Works Cited page

**Remember to use writing strategies to support/elaborate your information*

DETAILS

Diseases/Countries

Each student will select a disease and then using the geographical information about the disease, will then select two countries. The following are choices for a disease and country:

Malaria, AIDS, Malnutrition (although not a true disease, it can be viewed as a major cause of death in Africa – possibly look at those effects), Tuberculosis, Ebola, Sleeping Sickness, Guinea Worms, Leprosy, Measles, Parasites, Cholera, Sickle Cell, Yellow Fever and Typhoid.

South Africa, Nigeria, Ivory Coast or Cote D'Ivoire, Djibouti, Somalia, Kenya, Democratic Republic of the Congo, Uganda, Niger, Senegal, Ghana, Angola, Burundi, Rwanda, Egypt, Sudan, Cameroon, Liberia, Zimbabwe, Ethiopia, Madagascar, Zambia, Malawi, Tanzania

Research/Format

Students will be given time to research in their Social Studies, Science, Language Arts and Math classes, and will be allowed time to write in their Language Arts classes. Projects will be given to students during homeroom, and all teachers will introduce their specific area of the IDU. Research workshops will take place in Language Arts, and Math will teach students about the validity of and how to create websites, as well as how to use Excel. Both the research and website sessions will also focus on the ill effects of plagiarism.

- Each student will be responsible for 10 entries pertaining to their sources utilizing PowerPoint (10 Source Pages).
- All research should be documented in MLA format, and all information (including visuals, images, maps, etc.) that is pulled from research should be appropriately cited within text in MLA format.
- Make sure to include the correct number of paragraphs for each links (there are a total of 14 paragraphs for the entire website). Remember that each paragraph must contain at least 5-7 sentences.
- All students must utilize a minimum of ten sources: 3 books, 2 reference/encyclopedias (online or print), at least 3 websites, and at least 2 articles from newspapers or magazines (online or print) for a total of 10
- Use Word to type your information and then copy/paste onto your website
- Use a jump drive to save your work – both Word and Website documents
- It is strongly recommended to use public library system.

Artwork

All artwork used in this presentation must be relevant to the material that is covered within the link. It must also adhere to the specifics of what is allowed based on the rubric. Any images, maps, visuals, clip art, etc. need to be documented in Source Pages and cited accordingly both within the text and on the Works Cited page.

Before and After School Assistance

Teachers will be available both before and after school for additional assistance. During this time, students will also be allowed to use school computers and printers. A schedule is attached and will be posted in all classes. However, there will be no tutoring or access to printers on the due date of Monday, March 7, 2011.

Specifics of Due Date

- The completed website (live and printed copy) will be due on Monday, March 7, 2011, and should be turned in to the student's homeroom teacher.
- No websites will be posted until graded and a quality assurance of no plagiarism has been confirmed.
- The MLA citation page must be posted on website AND turned in to Language Arts teacher.
- Even though there is a technology aspect to this presentation, students are required to submit a hard copy of their website.

COMPONENTS OF PROJECT <i>(Classes, location, and who receives component of project in bold)</i>	DUE DATES
1. How to Cite and create a Works Cited page - Media Center -Language Arts	Tues. 2/8/11 (Bane/Cummings/Gibson) and Weds.2/9/11 (Anderson/Debolt)
2. Introduce Project – All Classes	Mon. 2/7/11
3. Website/Spreadsheet Sessions – Media Center/Computer Lab – Math	Wed. 2/10/11 and Thurs. 2/11/11 (Kuty/Dittman and Mills/Miller)
4. Contract to include selected disease and country– Homeroom	Mon. 2/14/11
5.Sources Selected – Language Arts Teacher	Friday 2/18/11
6.Source Pages – Language Arts Teacher	Friday 2/25/11
7. Rough Draft – Homeroom Teacher	Thursday 3/3/11
8. Works Cited – Language Arts Teacher	Wednesday 3/2/11
9. Research Sessions – Media Center/Computer Lab – Science <i>*Check calendar to determine whether Computer Lab, Media Center, or both</i>	Mon. 2/14/11 and Tues. 2/15/11
10. Research Sessions – Media Center/Computer Lab – Social Studies <i>*Check calendar to determine whether Computer Lab, Media Center, or both</i>	Wed. 2/16/11 and Thurs. 2/17/11
11. Research Sessions - Media Center/Comp. Lab – Debolt/Mills	Fri. 2/18/11 and Mon. 2/21/11
12. Research Sessions – Media Center/Computer Lab – Math (45 minutes) <i>*Check calendar to determine whether Computer Lab, Media Center, or both</i>	Tues. 2/22/11 and Weds. 2/23/11
13.Research Sessions – Media Center/Computer Lab – LA <i>*Check calendar to determine whether Computer Lab, Media Center, or both</i>	Thurs. 2/24/11, Fri. 2/25/11 and 2/28/11 and Tues. 3/1/11
13. Final Website – Due to Homeroom teacher	Monday 3/7/11

February 2011 - AFRICA

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Media Center – NAEP Testing	2 8 th Grade LA – Media Center/Comp. Lab	3	4	5
6	7 All Classes Introduce Project - Connect Ed/Parents - Email to Parents Comp. Lab 7-7:30 *Dittman 3:15 – 4:00 Tutoring – every week	8 Research Skills – LA – Media Center *Anderson 3:15 – 4:00 Tutoring – every week	9 Research Skills – LA – Media Center	10 Media Center - Math Comp. Lab – Mills/Kuty (Website/Spreadsheet) (Research Sessions) *Russell 3:15 – 4:00 Tutoring – every week	11 Media Center - Math Comp. Lab – Miller/Dittman (Website/Spreadsheet) (Research Sessions) -contract due on Monday	12
13	14 B Media Center/ Comp. Lab – Sci. - Sanders <u>Contract due (w/ disease/country) HOMEROOM</u> Comp. Lab 7-7:30	15 A Media Center/Comp. Lab – Sci. - Sanders/Curd	16 B Media Center/ Comp. Lab – SS – Snodgrass/Curd	17 A Media Center/ Comp. Lab – SS – Snodgrass/Debolt	18 B Media Center/Comp. Lab – Mills/Debolt <u>Sources Selected Due LA</u>	19
20	21 A Media Center/Comp. Lab – Mills/Debolt Comp. Lab 7-7:30	22 B Comp. Lab – Math (Research sessions 45 min.)	23 A Comp. Lab – Math (Research sessions 45 min.)	24 B Comp. Lab – LA (Writing sessions)	25 A Comp. Lab – LA (Writing sessions) <u>Source Pages Due LA</u>	26

27	28 Comp. Lab – LA (Writing sessions) Comp. Lab 7-7:30	1 Comp. Lab – LA (Writing sessions)	2 Works Cited Due LA	3 <u>Rough Draft DUE - Homeroom</u>	4	5
6	7 <u>FINAL WEBSITE DUE - HOMEROOM</u>					

The 7th Grade Computer Lab is available for use from 7:00 – 7:30am DAILY. Teachers are assigned to supervise/tutor each day, Monday – Friday

2011 Africa IDU – Science Rubric

Grading Criteria	Teacher Points Earned	Meets and/or Exceeds Expectations	Somewhat Meets Expectations	Minimally Meets or Does Not Meet Expectations	Did Not Complete
Defined the disease		15 points Clearly defined the disease	12 points Somewhat defined the disease	11 points Weakly defined the disease	0 points
Explained how the disease is caused		15 points Clearly explained how the disease is caused	12 points Somewhat explained how the disease is caused	11 points Poorly explained how the disease is caused	0 points
Evaluated how the body systems are affected		15 points Clearly evaluated how the body systems are affected	12 points Somewhat evaluated how the body systems are affected	11 points Poorly evaluated how the body systems are affected	0 points
Explained how the disease is spread		15 points Clearly explained how the disease spreads	12 points Somewhat explained how the disease spreads	11 points Poorly explains how the disease spreads	0 points
Detailed treatments		10 points Clearly details	12 points Somewhat details	10 points Poorly details	0 points
Utilized interesting facts		10 points Clearly was interesting	9 points Somewhat interesting	7 points Minimally interesting	0 points
Diagram, picture, graph was used for support		10 points Clearly supported information	8 points Somewhat supported information	7 points Poorly supported information	0 points
Utilized at least one citation within the text		10 points Clearly cited within text	8 points Somewhat attempted to cite within text	6 points Minimally or did not cite within text	0 points
GRAND TOTAL		100 Points	85 Points	74 Points	0 Points

2011 Africa IDU – Social Studies Rubric
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Grading Criteria	Teacher Points Earned	Meets and/or Exceeds Expectations	Somewhat Meets Expectations	Minimally Meets or Does Not Meet Expectations	Did Not Complete
Describe people and their culture		20 points Clearly describes people and culture	17 points Somewhat defined the disease	15 points Weakly defined the disease	0 points
Explain how the government is or is not effective in helping to cure, control, or prevent the disease		20 points Clearly explained how the government is or is not effective	17 points Somewhat explained how the government is or is not effective	15 points Poorly explained how the government is or is not effective	0 points
Described the physical geography of the country		20 points Clearly described the geography	17 points Somewhat described the geography	15 points Poorly described the geography	0 points
Explained how the geography helped and/or hindered the disease		20 points Clearly explained how the geography helped or hindered	18 points Somewhat explained how the geography helped or hindered	15 points Poorly explains how the geography helped or hindered	0 points
Map is relevant to area plagued by disease		10 points Clearly relevant	8 points Somewhat relevant	7 points Poorly relevant	0 points
Utilized at least one citation within the text		10 points Clearly cited within text	8 points Somewhat cited	7 points Minimally or not cited	0 points
GRAND TOTAL		100 Points	85 Points	74 Points	0 Points

2011 Africa IDU – Math Rubric

Grading Criteria	Teacher Points Earned	Meets and/or Exceeds Expectations	Somewhat Meets Expectations	Minimally Meets or Does Not Meet Expectations	Did Not Complete
Explain how money has affected the disease		20 points Clearly explained how money affected disease	17 points Somewhat explained how money affected the disease	15 points Weakly explained how money has affected the disease	0 points
Explain how does the country's GDP affect the disease		20 points Clearly explained how the GDP affects the disease	17 points Somewhat explained how the GDP affects the disease	15 points Poorly explained how the GDP affects the disease	0 points
Explain how much money has been spent to cure or prevent the disease and why		20 points Clearly explained amount of money spent on cure/prevention	17 points Somewhat explained amount of money spent on cure/prevention	15 points Minimally explained amount of money spent on cure/prevention	0 points
Explain why they have spent too much or not enough		20 points Clearly explained	18 points Somewhat explained	15 points Poorly explains	0 points
Spreadsheet is relevant to information		10 points Clearly relevant	8 points Somewhat relevant	7 points Poorly relevant	0 points
Utilized at least one citation within the text		10 points Clearly cited	8 points Somewhat cited	7 points Minimally cited	0 points
GRAND TOTAL		100 Points	85 Points	74 Points	0 Points

2011 Africa IDU – Language Arts Rubric

Grading Criteria	Teacher Points Earned	Meets and/or Exceeds Expectations	Somewhat Meets Expectations	Minimally Meets or Does Not Meet Expectations	Did Not Complete
Purpose is stated in introduction		10 Points Clearly states purpose	8 Points Somewhat states purpose	7 Points Weakly states purpose	0 point
Economical difference between 2 countries is stated		15 Points Clearly states economical difference	13 Points Somewhat states economical difference	12 Points Poorly states economical difference	0 points
Geographical difference between 2 countries is stated		15 Points Clearly states geographical difference	13 Points Somewhat states geographical difference	12 Points Poorly states geographical difference	0 points
Cultural difference between 2 countries is stated		15 Points Clearly states cultural difference	13 Points Somewhat states cultural difference	12 Points Poorly states cultural difference	0 points
Differences are restated in conclusion		10 Points Clearly restates	9 Points Somewhat restates	7 Points Poorly restates	0 points
Utilized at least one citation within the text in introduction		5 Points Clearly cited	4 Points Somewhat cited	3 Points Minimally cited	0 points
Works Cited page		10 Points Clearly exhibits sources	9 Points Somewhat exhibits sources	7 Points Minimally exhibits sources	0 points
A graphic image is used for both homepage and conclusion		10 Points Clearly relevant to website	8 Points Somewhat relevant to website	7 Points Minimally relevant to website	0 points
Utilized at least one citation within the text in conclusion		10 Points Clearly cited	8 Points Somewhat cited	7 Points Minimally cited	0 points
GRAND TOTAL		100	85	74	0 Points

Africa Interdisciplinary Unit Contract

Please fill out this form, have your parents sign it, and return to your Homeroom teacher on Monday or Tuesday, February 14th or 15th. If your parents have any questions, please ask them to notify your homeroom teacher.

I have read the information regarding Africa Interdisciplinary Unit and understand the requirements and due dates. I also understand that plagiarism is not acceptable, and is considered cheating, and that if plagiarism is evident, my project will receive a zero as a grade for ALL classes. I also understand that I must provide my website address AND a printed copy of my website on Monday, March 7, 2011 and CANNOT print this copy at school on the day it is due.

NAME: _____

COUNTRY: _____

DISEASE: _____

WEBSITE ADDRESS: _____

PARENT SIGNATURE: _____

STUDENT SIGNATURE: _____

DATE: _____

Africa Interdisciplinary Unit

Guiding questions for Science

- Define disease
 - Give a detailed description of what the disease is and parts of the body it affects
 - What are the symptoms
- How is it caused? How does it spread?
 - Is it genetic? If so, how is it passed from one person to another
 - Is it passed from both parents or just one?
 - Is it viral or bacterial?
 - Is it caused by a parasite? A bite from a bug? Etc.
 - Can it be spread through the air? Passed through bodily fluids? In drinking water? Etc.
- How are the body systems affected?
 - Which systems are affected directly?
 - Which systems are affected indirectly?
 - Which organs are affected and how
- Any treatments?
 - Can it be treated?
 - If not, why?
 - What kind of treatments are there?
 - Antibiotics? Vaccines?
 - Can it be cured?
 - If so, How?
 - If not, why?
- Interesting facts?
 - Does it affect all cultures or one in particular more than others?
 - Is there a different view of the disease in certain cultures?
 - Is there a reason it is more or less prevalent in your chosen countries?

Africa Interdisciplinary Unit

Guiding questions for Social Studies

- Social Studies – Cultural
 - Describe the people and their culture
 - What are their religious beliefs?
 - How is the culture of this country unique
 - What is valued in this culture
 - Is the age range different than other countries? Why?
 - Describe the art, music, poetry and literature
 - Describe the workforce
 - How do their customs, religion, and traditions help the disease? Hinder the disease?
 - Are there certain customs that cause the disease to spread quicker? Explain
 - Are there certain traditions or customs that prevent the spread or treatment of the disease?
 - Is the government effective in helping to cure, control or prevent this disease? How?
 - Are they? If so, What are they doing to cure, control or prevent the disease?
 - If they are not helping to cure, control or prevent the disease is there a reason why? What is it?
 - Is there difference in the way the government views the disease or treatments/preventions versus other countries? i.e. the United States
- Social Studies – geography
 - Describe the physical geography of this country
 - Are there mountains, rivers, lakes
 - Is it on the Ocean?
 - What is the climate like
 - How does the geography help and/or hinder this disease?
 - Is access to water important?
 - Does the geography keep help away/ make treatment difficult?
 - Is the geography a reason for the disease spreading or having higher numbers in your chosen country? Why

- Does the geography play a part in lowering the numbers of people infected with your disease? How
- Geography could mean a higher or lower number of some parasites that cause disease, is this an impact in your countries?
- Is there a part of your country where the disease is mostly located? Or is it spread evenly throughout? Why? (would be a great place for an additional map and explanation)

Jump Drive 101

What is it?

A portable storage device that can be used as a separate Hard drive. Your computer will recognize the jump drive as the E:\ drive or E:\LEXAR MEDIA.




Why do I need it?

Storage space on the server at school is limited. Using your jump drive allows for more free space on the server. If you create large files (i.e. power points) and save them on your computer you are using a lot of space.

Can I use it at home?

Yes! Taking files to and from school is much easier... no more e-mailing stuff to yourself! As long as you have a fairly new/updated computer, you should not even have to format the jump drive to your computer, in other words, all you have to do is plug it in to the USB port.

What's the USB port?

Looking at the back of a hard drive on a school computer, look for this symbol:  Insert the jump drive in the port under that symbol. The jump drive will only fit one way, if you are having trouble, flip it around!

What happens when you plug it in?

The computer will recognize that a new device (your jump drive) was found. If your sound is on, it will make a 'kerplunk' noise. One of two things should happen:

1. A window may open asking you what you want to do. If you want to open files, click that, or you can click, NO ACTION (scroll down first).
2. A window may open that lists files and is titled E: LEXAR MEDIA. You can open files directly from here.

**I think the first will happen if you have pictures on your jump drive.

How do I put my grade book on my jump drive?

From your grade book...

- File
- Save As...
- Save in: "LEXAR MEDIA" (from the pull down menu)

- Type in the name you want to save it as.
- Click "Save"

You should also save the grade book to your computer each time you save it to your jump drive, and vice-versa.

How do you do that?

- File
- Save As...
- Save in: "debra.miller on 5431..." (from the pull down menu) (but it will say your name ☺)
- Click on the file you have your grade book saved as
- Click "Save"
- If you are asked if you want to overwrite the existing file, click yes.

What about saving other files?

Saving other files to your jump drive is done the same way as with the grade book...

- File
- Save As...
- Save in: "LEXAR MEDIA" (from the pull down menu)
- Type in the name you want to save it as.
- Click "Save"

I have other files on my computer I'd like to move to my jump drive. How do I do that?

1. Open My Documents by going to START, Documents, My Documents.
2. Move that window to one side of your screen.
3. Open My Documents again. See Step 1
4. Now, move that to the other side of your screen. You may want to adjust the size so that you can see both windows at once.
5. To move documents to your jump drive, it must be plugged in. Then, in one window only, select My Computer from the left side of the screen. Click on your jump drive (E:\LEXAR MEDIA)
6. Drag the files from My Documents to your jump drive. You will see the files you move in your jump drive and My Documents. You will have to manually delete all files from your Documents, but they will remain on your jump drive.
7. One tip: it is easier to see your files in a list rather than by icons. To view as a list, select View from the toolbar and click on List.

Tip...

If you are working on a document that is saved on your jump drive, don't remove the jump drive until you have saved the document again and closed the program. You can also save the document to your computer. Just remember which document is the most updated!

NAME: _____
LA TEACHER: _____

NOTE TAKING

Author(s):	BOOK
Title:	
City of publication:	
State of publication:	
Publisher:	
Year of publication:	
<hr/>	
Page 52	
Page 53	
Page 55	
Page 59	



SCIENCE:

Choose a disease from the list.
Find diagrams, pictures, graphs, etc.
Define the disease
How is it caused?
How are the body systems affected?
How does it spread?
Where in Africa is it?
Any treatments?

SOCIAL STUDIES:

Choose a country in Africa.
Describe the people and their culture.
Does it help get rid of or spread the disease?
How do their customs, religion, and traditions help the disease? Hinder the disease?
Is the government effective in helping to cure, control, or prevent this disease? How? Why?
Find a map of the area plagued with disease.
Explain how the features of the map influence it.

MATH:

Does your country spend money to research a cure, to control, or to prevent the disease?
If so, how much and how has it affected the disease?
Have they spent enough? Too much? Why is this important?
What is the GDP and per capita income, and how do they affect this country's ability to cure, control, and prevent the disease?
**Must include an excel spreadsheet that clearly illustrates data to support your information (money spent on cure, research, medical supplies, etc.)*
**Must include a computer generated graphic*

LANGUAGE ARTS:

State and restate economical difference between two
State and restate geographical difference between two countries
State and restate cultural differences between the two countries
(Language Arts includes the homepage and Link #4 – make sure differences are related to disease)
**Must include a computer generated graphic that is relevant to the information in both the homepage and the conclusion*

that is relevant to the information in the website

Author(s):

BOOK/WEBSITE

Title:

URL:

City of publication:

State of publication:

Publisher:

Year of publication:



Page

Page

Page

Page

NAME: _____ L.ARTS TEACHER _____

Print Resources for 7th Grade Africa Interdisciplinary Unit

BOOKS: (at least 3)



- 300s: African Cultures and Social Issues
- 551s: Climate and Drought
- 578s to 579s: Parasites and Microlife
- 614s to 616s: Diseases
- 960s to 969s: African countries
- Public Library

If you are taking notes from a book, you will need to write down:

Author(s):

Title:

City of publication:

State of publication:

Publisher:

Year of publication:

PRINT REFERENCE/ENCYCLOPEDIAS: (at least 2 print or online)



- *World Book*
- *Encyclopedia Americana*
- *People & Places*
- *Lands & People*
- *Jr. Worldmark Encyclopedia of Physical Geography*
- *Culture Grams*
- *Several environmental encyclopedias, science encyclopedias, and health/disease encyclopedias*

If you are taking notes from a print reference/encyclopedia, you will need to write down:

Author(s) of article:

Title of article:

Name of encyclopedia:

Year of publication:

PRINT PERIODICALS: MAGAZINES/NEWSPAPERS (at least 2 print or online)

- *Newsweek*
- *Discover*
- *Popular Science*
- *National Geographic*
- *Charlotte Observer*
- *Folder in media center with various articles*



If you are taking notes from a print magazine/newspaper, you will need to write down:

Author(s) of article:

Title of article:

Name of magazine/newspaper:

Date of publication:

Page number(s):



NAME: _____ L.ARTS TEACHER _____

Online Resources for 7th Grade Africa Interdisciplinary Unit

ONLINE REFERENCE/ENCYCLOPEDIAS (<http://www.ncwiseowl.org/zones/middle/index.htm>)

login & password from home: _____

- Click on “Grolier Online” and type in search term
- Click on “Student Research” and choose “Books & Encyclopedias” or “Country Reports”
- Click on “Junior Reference” and click on “Reference” under Basic Search



If you are taking notes from an online reference/encyclopedia, you will need to see if it already has an MLA citation to copy. If not, you will need to write down:

Author of article: (skip if no author)

Title of article:

Name of online reference/encyclopedia:

Year of publication:

Date you accessed it:

URL: (<http://www...>)

WEBSITES (at least 3)

- NY State Dept. of Health

<http://www.health.state.ny.us/diseases/index.htm>

This is a list of diseases and viruses with information about causes, effects, symptoms, and possible treatments.

- Centers for Disease Control and Prevention

<http://www.cdc.gov/DiseasesConditions/>

This is a list of diseases with information about causes, effects, control and prevention, and other useful items such as maps.

- CIA: The World Factbook

<https://www.cia.gov/library/publications/the-world-factbook/index.html>

This is a great website to find up-to-date facts, maps, and flags on countries of the world.

- Culture Grams

http://online.culturegrams.com/world/world_region.php?contid=1&wmn=Africa

Click on one of the African countries and then click on “View Full Report as PDF” to view information on the people, geography, health issues, government, and more.

- About.com: Geography

<http://geography.about.com/>

Type in your country and click on links with information on it as well as maps.

- Factmonster.com

<http://www.factmonster.com/>

This is a great search engine for a country or a disease search.

- Clusty.com

<http://clusty.com/>

This is a great website for a country or a disease search.



- Internet Public Library

<http://www.ipl.org/>

This is an online library with free encyclopedias, dictionaries, almanacs, atlases, and much more. Just type in your country or disease.

If you are taking notes from a website, you will need to see if it already has an MLA citation to copy. If not, you will need to write down:

Author(s): *(skip if no author)*

Title of homepage:

Title of website with information:

Date of webpage posting:

Organization: *(skip if no organization)*

Date you accessed website:

URL: (<http://www...>)



ONLINE PERIODICALS: MAGAZINES & NEWSPAPERS

<http://www.ncwiseowl.org/zones/middle/index.htm>

- Click on “Newspapers” and enter search term
- Click on “Student Research,” choose “Magazines” & “Newspapers,” and enter search term
- Click on “InfoTrac Junior” and type in search terms

If you are taking notes from an online magazine/newspaper, you will need to see if it already has an MLA citation to copy. If not, you will need to write down:

Author(s) of article or editor:

Title of article:

Name of online magazine:

Date of publication: (day/month/year)

Date you accessed website:

URL: (<http://www...>)



For your works cited:

CITATION MACHINE (MLA):

<http://citationmachine.net/index.php?reqstyleid=1>

You should have at least 10 sources on your works cited slide:

- 3 books
- 2 reference/encyclopedias (print or online)
- 3 websites
- 2 magazine/newspaper articles (print or online)

My Website's Information	
E-mail:	
Password:	
URL: http://_____.webs.com	
<i>You cannot edit your site from this address. You must log-in to www.webs.com to make changes.</i>	

Creating your site the first time

1. Go to www.webs.com
2. Enter your email account and create a password.
3. Write the information in the boxes above.
4. Hit create a website.

Setting up your website

The first time you log-in you will be prompted to do the following things:

1. Create your webs ID
2. Set up your site: Address- First last (name). This will be your URL. Ex. johnsmilth.webs.com
Title your site.
(For the site category: Choose groups/org and then hit Education).
3. Select a template for your site. Hit continue.
4. Uncheck all pages so you can set up the pages below.
5. An advertisement will appear. Hit NO Thanks!
6. Ignore the box that says start here. Instead set up your pages.
 - a. Click New Page, title "Disease" then CREATE PAGE
 - b. Click New Page, title "Country #1" then CREATE PAGE (You will change this to the actual Country once that is decided upon).
 - c. Click New Page, title "Country #2 " then CREATE PAGE
 - d. Click New Page, title "Conclusion" then CREATE PAGE
 - e. Click New Page, title "Works Cited" then CREATE PAGE

The green content box in the left hand corner is what you hit to add text, photos, etc. Before adding any content, you must verify your email address at home by responding to the email the webs.com site sends you.

Publishing your website

This will allow your site to be accessed by anyone on the World Wide Web.

1. Click Publish (GREEN box in upper right corner)
2. Choose the 1st option
3. Click continue and click publish all pages
4. Your site will pop up

“Publish” often! The site will log you out if you are inactive and changes won’t be saved.

Editing your site

- To edit, log in again at webs.com, not your website.
- When you make changes, you must publish again, this time it will not ask you for different options.
- To remove a part of your page, click the X in the upper right corner

Adding a picture

You cannot copy and paste to add a picture

1. Choose a layout with a picture. “Click photo button” in left corner and save photo in documents and click upload.
2. A toolbar will appear at the top of the screen.
3. Choose the location of the file and click the file you want to use.
4. You can resize the image by dragging the red box in the lower right corner of the image.

Printing your website

You must print a hard copy of your website to turn in. To do this, you must print EACH link in addition to the Excel document you loaded to your page.

1. On the Home page: Click File, Print, and Print the page.
2. Then go to the next link and print. Repeat this process for each link: Science (Disease), Country #1, Country #2, and Conclusion (includes Works Cited).
3. To print the Excel document, open the file linked to your page and click File, Print

Saving to a jumpdrive

You can work on your website anywhere that has internet access. You do not need to save to the jumpdrive every time. You are only saving to the jumpdrive at the very end of the project. The jumpdrive is used to make sure you have a saved copy.

Make sure you are at your published website. This is the website name you created. It is not the site that you can edit.

1. Go to your published site
2. Click File
3. Save As
4. Choose the location to save your file by choosing the drop down menu at the top “Save in:”
5. Select your jumpdrive
6. Name your File
7. “Save As Type” you want to save your file as “Web Page, complete”
8. Encoding: “Unicode (UTF-8)”
9. Click Save