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ABSTRACT

Computer courseware appropriate for instruction in grades K-12 is listed in this document. Entries are classified by subject or application: (1) communication skills, which include instruction in reading, writing, and research sources; (2) mathematics; (3) college selection services; (4) problem solving; and (5) social studies. Information on each software package includes the title, publisher, copyright date, price, package contents, equipment required, suggested grade level, and program goals. This information is followed by a detailed summary, a discussion of the courseware's major strengths and weaknesses, and a statement of recommended uses. The table of contents provides an annotated list of the software packages reviewed in this issue. (DB)

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Advisory List of  
Computer Courseware

Media Evaluation Services  
Department of Public Instruction

April 1991

Raleigh, North Carolina

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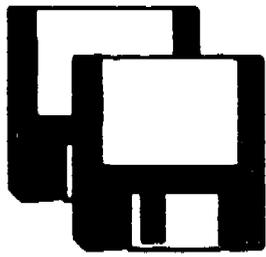
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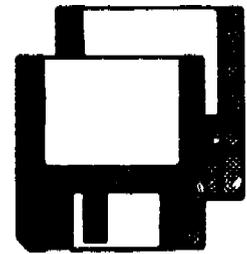
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# Advisory List of Computer Courseware



Media Evaluation Services  
Department of Public Instruction

April 1991  
Raleigh, North Carolina

- BIG BOOK MAKER: FAVORITE FAIRY TALES & NURSERY RHYMES.** Pelican Software ..... 2  
 Communication Skills Grades K-3; teacher use  
 Young students combine graphics and simple word processing to create pages, books, and posters based on familiar poems and stories.
- RESEARCH PAPER WRITER.** Tom Snyder Productions, Inc. .... 2  
 Communication Skills Grades 9-12  
 Students work through the research process with interviews, an on-screen library tour, use of secondary sources, notetaking, and construction of citations.
- STICKYBEAR WORD SCRAMBLE.** Optimum Resource, Inc. .... 3  
 Communication Skills Grades 1-3  
 Young learners practice with words through word scramble, word search, and memory match activities.
- PETERSON'S COLLEGE SELECTION SERVICE: FOUR-YEAR COLLEGES 1991.** Peterson's Guides. .... 4  
 Guidance Grades 9-12  
 Students identify colleges that match desired characteristics in up to twenty categories.
- EXPLORING MEASUREMENT, TIME, AND MONEY-LEVEL II. (Exploring Measurement, Time, and Money Series)** IBM Educational Systems. .... 4  
 Math Grades 3-5  
 Students find a variety of challenges and activities for each main topic (measurement, time, and money).
- ERIC ON SILVERPLATTER.** SilverPlatter Information, Inc. .... 5  
 Media Teacher/professional use  
 Educators access citations from the Educational Resources Information Center database.
- LABEL LAND.** Wings for Learning ..... 6  
 Problem Solving Grades 3-12  
*Label Land* challenges students to use logical thinking in solving visual, geographical, and numerical problems.
- GTV: A GEOGRAPHIC PERSPECTIVE ON AMERICAN HISTORY.** National Geographic Society ..... 7  
 Social Studies Grades 5-12  
 The combination of videodisc and microcomputer provides easy access to full-motion video, still pictures, graphics, and high fidelity audio about the history and geography of the United States.
- IMMIGRANT: THE IRISH EXPERIENCE IN BOSTON.** Sunburst Communications, Inc. .... 8  
 Social Studies Grades 5-11  
 This program supports integrated instruction, cooperative learning, and practice with *Appleworks*.

**BIG BOOK MAKER: FAVORITE FAIRY TALES & NURSERY RHYMES.** Grades K-3; teacher use. Pelican Software, 768 Farmington Ave., Farmington, CT 06032. (Vendor: Quee, Inc., 338 Commerce Drive, Fairfield, CT 06430). 1990. \$49.95. Contents: 2 double-sided program/data disks (5.25"), 1 program/data disk (3.5"), art "At a Glance" booklet 16 p., guide 27 p. Systems (\* indicates version previewed): Apple II family\*. Equipment required: microcomputer, 1 or 2 disk drives, monitor, printer, blank disks. Goals: Communication Skills Grade K Reading/Literature CG 1-6; Writing CG 1, 6, 8, and 9; Grade 1 Reading/Literature CG 1-6, 12-14, and 16; Writing CG 1, 7, 8, and 9; Grades 2-3 Reading/Literature CG 1 and 3-9; Writing CG 1, 7, 8, and 9; Library/Media & Computer Skills Grades K-3 CG 4 and 6

*Big Book Maker: Favorite Fairy Tales & Nursery Rhymes* enables young students to combine graphics and simple word processing to create pages, books, and posters based on familiar poems and stories. Students design pages that cover two screens, selecting from twenty-two backgrounds (such as a ballroom, cottage, forest, or blank), five border styles, six type fonts, and more than one hundred graphics grouped by story (such as "Jack and the Beanstalk" or "Hansel and Gretel") or category (such as nursery rhymes, animals, kids, or props). Students follow a series of menus to start, load, or design pages (blank or with a background). To access clip art, students select a category and use the space bar to view each graphic in the group, arrow keys to move graphics (with options to flip them horizontally or vertically and refine movement increments), the return key to "stamp" a graphic on the page, and

an eraser block if needed. The program provides a standard typeface in three sizes as well as several less conventional ones (such as the "fairy tale" font). Students can center text, use upper and lower cases, and select bold or outline styles. Users save completed pages on a disk (formatted with program utilities) or print them in four sizes: minibook (one-quarter of a standard page), book (one page), big book (two panels covering four pages), and big big book (three panels covering nine pages). For the two smaller sizes, outlined or filled-in versions can be chosen. Color printing is also an option with appropriate printers, and the program accepts graphics from other titles in the Pelican Creative Writing series (such as *Monsters and Make-Believe*). A booklet illustrating available graphics and backgrounds accompanies the package. The guide includes program description, sample pages, and a "creative classroom guide" with notes (commenting on the importance of fairy tales and fitting the program into the whole language approach) and brief descriptions of classroom activities (such as round robin reading, book clubs, making puppets, and practice in sequencing).

**Weaknesses:** The word processing component does not provide word wrap. Graphics in the larger print sizes are not nearly so smooth as those in the smaller sizes.

**Strengths:** The program furnishes appealing figures, animals, backgrounds, and accessories that entice children to participate in a variety of whole language activities while learning to use the computer as a tool. Students increase their understanding of story elements as they explore familiar scenarios and create new ones.

**Uses:** *Big Book Maker: Favorite Fairy Tales & Nursery Rhymes* supports writing process objectives in the primary grades, especially where there is an emphasis on whole

language. Children will enjoy the program but need careful attention at first, particularly when disk switching is involved. Since each page must be saved separately (and students will want to create many pages), teachers need an efficient system for saving and retrieving. Students and teachers can make small books for sharing, big books for large-group use, posters, and bulletin board designs.



**RESEARCH PAPER WRITER.** Grades 9-12. Tom Snyder Productions, Inc., 90 Sherman Street, Cambridge, MA 02140. 1990. \$99.95. Contents: 3 program disks, 1 data disk, guide 130 p. Systems (\* indicates version previewed): Macintosh\* (Producer states network version available) Equipment required: microcomputer, 1 disk drive (hard drive preferred), monitor, printer, blank disk. Goals: Comm Skills English I Literature/Reading/Study Skills CG 8; English II-IV Literature/Reading/Study Skills CG 7; English I-IV Writing CG 1 and 2; Social Studies Grades 9-11 Skills CG 2 and 4; Library/Media & Computer Skills Grades 9-12 CG 2 and 3

*The Research Paper Writer* guides students through the research process with interviews, an on-screen library tour, use of secondary sources, notetaking, and construction of citations. Students participate in a hijacking simulation that incorporates animated graphics, text, and student choices as well as commandos, guns, demands, and rescue. This experience spurs students to investigate a related topic of their choice (such as victims' distress, terrorist psychology, or media coverage). The role-playing framework continues in the program modules (interviews, library search, and the writing and reading center). Students conduct telephone inter-

views with specialists and hijack victims, reading text and using the notecard feature to record information and observations. The library module provides a floor map with stations that introduce reference books, the card catalog, government documents, indexes, and journals. Students consult with the librarian to narrow a topic and identify descriptors, perform a database search, obtain a list of references, and read the text of chosen articles. At the reading and writing center, a peer tutor offers mini-lessons (with visual hints and practice) on adjusting reading rate, motivation, vocabulary building, skimming for main ideas and relevant facts, "crunching killer sentences," and bibliographic entries, as well as information on taking notes (with accuracy, selectivity, and relevance), using secondary sources (and avoiding plagiarism), and converting files for word processing. On-screen help is available frequently. Users can print screens, take notes, and designate sources for their bibliography from many places in the program. Notes are saved on student data disks. Follow-up exercises in the guide help students organize and draft the report. The guide provides a program overview and start-up support, objectives (categorized in areas of observation, interviewing, document searching, reading skills practice, and writing), program description, and an introductory walk-through. The guide also includes information sheets on program activities, worksheets on drafting a paper, ideas for lessons, and instructions for students.

**Weaknesses:** Some students may find the terrorist scenario unappealing. There is no easy provision to go back to a previous screen. Even eager readers will be daunted by the small type in the text displays. The card catalog introduction does not mention computerized catalogs.

**Strengths:** An information-rich environment, a collaborative tone with frequent touches of humor,

excellent teacher support, and a variety of writing and reading tasks characterize this carefully designed program. Screen displays and transitions are commendably uncluttered, without distracting overlaps. Students are exposed to a full range of information sources from the personal and immediate (in the interviews) to the more distant and formal (in databases and academic journals).

**Uses:** *Research Paper Writer* is appropriate for introducing, reviewing, or increasing students' comfort with the research process. Students will enjoy working together on similar topics. Effective use of the program necessitates extensive reading of text on the screen in five or more sessions (with the guide offering suggestions for lab or classroom settings). This program offers a framework for research and familiarizes students with reference sources (such as electronic databases) that they will encounter at the college level.



**STICKYBEAR WORD SCRAMBLE.** Grades 1-3. Optimum Resource, Inc., 10 Station Place, Norfolk, CT 06058. 1990. \$49.95. Contents: 1 program disk (3.5"), 2 program disks (5.25"), guide 10 p. Systems (\* indicates version previewed): IBM-PC, IBM PS/2\*, Tandy 1000\*. Equipment required: microcomputer, 1 disk drive, color monitor, printer (preferred). Goals: Communication Skills Grade 1 Reading/Literature CG 6 and 19; Grades 2-3 Reading/Literature CG 11

*Stickybear Word Scramble* offers young learners practice with words through word scramble, word search, and memory match activities. The game begins with the "Stickybear" character in an indoor or outdoor setting which includes stars and spheres. Moving the bear

to a star causes the program to present at random one of three activity formats. Quick and accurate responses give the bear energy and lengthen the amount of student playing time. Conversely, Stickybear's contact with a sphere reduces playing time as well as the opportunity to accumulate points. Once students complete an activity, the screen returns to the Stickybear setting, where they make contact with another star and avoid spheres in order to start a new activity. The new activity can be the same type as the one just completed or one of the other two activity types. Play continues until time expires. For "Scramble," a single word with its letters scrambled appears on the screen. Students move letters one at a time to spaces provided to unscramble the word. A definition of the mystery word or a context sentence (with the mystery word omitted) is available upon users' request as a clue to the word's identity. "Hidden Words" has a grid full of assorted letters and a list of three or more words for students to find on the grid. Several rows of rectangles appear on the "Match" screen for students to uncover a pair of rectangles per turn, looking for picture or word matches. The program allows users to select from three difficulty levels. The top five scores for each level can be recorded with students' names. The program contains word lists, and teachers also may create their own lists. The guide booklet describes program operation and the three activities.

**Weaknesses:** Users might want a focus on one of the three activities rather than a random presentation. Teachers will find the seven-letter restriction on words added to a word list to be limiting. The guide does not describe specific differences between the difficulty levels regarding content or activity variables.

**Strengths:** Beginning readers will enjoy completing these word games on a computer. Teachers need to

enter words and definitions only one time for all three activities to be available to students.

**Uses:** *Stickybear Word Scramble* is an enrichment program providing an alternate method for reviewing spelling and word definitions. The appearance of the Stickybear character and the restriction to short words limit the use of this program to young students.



### GUIDANCE

**PETERSON'S COLLEGE SELECTION SERVICE: FOUR-YEAR COLLEGES 1991.** Grades 9-12. Peterson's Guides, P. O. Box 2123, Princeton, NJ 08543-2123. 1990. \$159.00. Contents: 2 program disks (5.25"), 1 program disk (3.5"), installation sheet, *Peterson's Guide to Four-Year Colleges 1991*, guide 61 p. Systems (\* indicates version previewed): Apple II family, IBM-PC\*. Equipment required: micro-computer, 1 or 2 disk drives, monitor, printer (preferred). Goals: Guidance Grades 9-12 CG 2

*Peterson's College Selection Service: Four-Year Colleges 1991* helps students identify colleges that match desired characteristics in up to twenty categories. Users work through the program in an automatically sequenced mode or in their own order. An initial pool of 1,845 four-year colleges progressively narrows as users define criteria. In each of the twenty categories, students designate one or more appropriate subcategories (to eliminate inappropriate institutions) or make no selection (thereby declining to narrow the pool). Basic information categories include geographic location (U. S. and Canadian regions and an international subdivision), enrollment size,

control (public/private/religious), campus setting (urban to rural gradations), cost, overall entrance difficulty, freshman academic data and enrollment patterns, admission requirements and policies, and application deadlines. Students can also use potential majors (arranged in twenty clusters with subdivisions) as selection factors. Categories focusing on student life include student body type (male, female, or coeducational), intercollegiate sports opportunities for men and women, housing, campus features (such as newspapers, theater, radio, dress code, churches, accessibility for handicapped students, or fraternities and sororities), special help (for remedial, learning-disabled, and international students), academic/honors programs, programs that affect college costs (cooperative, part-time degree, accelerated, ROTC, and external degree programs and campus jobs), and student ethnic/age mix. At any stage in the search, students can check and revise choices. They can also display or print a list of colleges remaining in the pool or a report that summarizes the sequence of choices (with the number of colleges remaining after each step) and shows the final results with page references to in-depth descriptions in *Peterson's Guide to Four-Year Colleges 1991*. The "Why Not?" option explains in terms of the selection process why any school has fallen out of the pool. Users can view or print brief "snapshot" descriptions of colleges. The program will print a "personal inquiry letter" addressed to an admissions official at user-selected schools. The guide provides an overview of the program's coverage and structure, detailed description of the selection categories (with tips about their relative usefulness in college selection), an index of colleges, and a student worksheet that parallels program structure.

**Weaknesses:** The program prints lists of colleges remaining in the pool without descriptive headings.

Students cannot delete the reference to Peterson's in the personal inquiry letter.

**Strengths:** This program is easy to use, providing flexible access to an extensive array of information for any students planning to attend college. Individual students can combine their particular concerns and explore which colleges can address them best.

**Uses:** *Peterson's College Selection Service: Four-Year Colleges 1991* is a handy tool for students, counselors, and parents when used as one of several strategies for matching students with appropriate colleges. Counselors can caution students not to restrict their searches too much. Since there is no option to save records beyond a current session, access to a printer is highly recommended.



### MATH

**EXPLORING MEASUREMENT, TIME, AND MONEY—LEVEL II.** (*Exploring Measurement, Time, and Money Series*) Grades 3-5. IBM Educational Systems, P.O. Box 2150, Atlanta, GA 30055. 1990. \$136.00. Contents: 3 program disks, guide 158 p. Systems (\* indicates version previewed): IBM-PS/2\* (Producer states network version available). Equipment required: microcomputer, 1 disk drive, color monitor, printer (preferred), mouse, blank disk (optional). Goals: Mathematics Grades 3-4 CG 4, 5, 6, and 7

Students find a variety of challenges when using *Exploring Measurement, Time, and Money—Level II*. Activities for each main topic (measurement, time, and money) are found on a separate disk.

Students use the mouse and keyboard to make menu selections and to answer math questions. "Measure Up!" demonstrates how data can be organized on tables and bar graphs and then gives users the opportunity to enter their own data for manipulation. Four of the five time activities and three of the four money activities offer problems at four levels of difficulty. The time choices are "Explore"—moving hands on an analog clock, viewing the equivalent on a digital clock, and reading a list of different ways to express that time; "What Time Is It?"—reading a time on an analog clock and entering it on a digital clock; "Early and Late"—reading a short passage that includes a starting time for an event and the amount of time someone is early or late, viewing the starting time on a clock face and moving the hands on a second clock to reflect the early or late time; "How Much Time Did I Spend?"—calculating lapsed time; and "Time Detective"—given any two of the following, computing the third: starting time, lapsed time, and arrival time. The money options are "How Much Money?"—totaling the amount represented by facsimiles of currency and coins displayed on the screen; "Coin Detective"—reading a sentence that specifies an amount of money and a specific number of coins, then moving the right combination of coins together or indicating that the combination suggested is impossible; "Make Your Own Coin Problems"—designing one's own problems (like those in "Coin Detective") and solving them; and "Make Change"—using a calculator, on-screen coins, or mental math to determine change due. Teachers can preset activities and difficulty levels that will be available for students and control some variables that determine the complexity of the graphs and tables. Students can save and print their tables/graphs and coin problems. The indexed guide explains operation procedures, describes the three types of activities and subgroups of each, includes several reproducible sheets

for recordkeeping and lesson enhancement, and offers suggestions for introducing the program.

**Weaknesses:** In order to make the best assignments for students, teachers need a description of the differences among the four levels of a single type of problem. Students can save only one coin problem per file, making retrieval tedious.

**Strengths:** The screen displays are exceptionally clear and legible, including the representations of coins and currency. Hints are offered after incorrect responses. Feedback following three incorrect answers in the time section uses graphics to demonstrate how the solution is derived. Help segments and general instructions are easily accessible.

**Uses:** Students will find practice and review sessions for math topics as well as opportunities for employing thinking skills with *Exploring Measurement, Time, and Money—Level II*. Inclusion of the three topics and problems of various difficulty levels make this program useful for a wide range of student needs. Becoming accustomed to using the mouse and keyboard to respond to the program might require practice time for novices.



#### MEDIA

**ERIC ON SILVERPLATTER.** Teacher/professional use. SilverPlatter Information, Inc., One Newton Executive Park, Newton Lower Falls, MA 02162 (Vendor: George Hoag, 104 Boulder Ln., Chapel Hill, NC 27514). 1990. \$1,200 (Starter set includes current compact disc with quarterly updates and archival set of 2 compact discs for 1966-1975 and 1976-1982). Contents: 1 setup

disk, 1 database disk, 3 CD-ROMs (1 current and 2 archival), quick reference card, guide approx. 350 p. Systems (\* indicates version previewed): IBM-PC (MS DOS Version 3.1 or higher)\*, Macintosh (System 6.02 or higher). Equipment required: microcomputer (IBM-PC with 640K in RAM, Macintosh with 2 M RAM), hard disk drive, compatible CD-ROM drive (IBM requires controller card and MS-DOS CD ROM Extensions 2.0 or higher), printer preferred, blank disk (optional for downloading).

With the speed and convenience of CD-ROM technology, *ERIC on SilverPlatter* enables educators to access citations from the extensive Educational Resources Information Center database (ERIC), which includes references to and abstracts of unpublished documents (such as research reports, conference papers, and curriculum materials) as well as published articles from more than seven hundred periodicals covered in the *Current Index to Journals in Education*. Users create search strategies by stating topics of interest structured according to specified conventions of terminology, logic, and format. The standard authority for search terms is the *Thesaurus of ERIC Descriptors* (a separate volume of subject listings with references to broader and related topics), but a more limited on-screen index can also be used to identify appropriate topics. Complete search terms may include phrases (such as "whole-language-approach" or "critical thinking"), logical operators (such as "and," "or," "not"), symbols (such as "=" or ">"), and numbers that refer to earlier stages in the search process. Each database record has twenty-nine fields that include typical citation information (such as author, title, corporate source, publication year, number of pages, and journal name), areas indexable by subject (official ERIC descriptors, more specific topic identifiers, and abstracts), and source and control

categories (accession number, clearinghouse code, document type, government level, or availability information). Users can search the whole record for any occurrence of a term ("free text" form) or search more specifically by field using "in" and a field code (e.g., "Bruner-Jerome in au" to extract any documents by this author). The program posts the progress of the search (i.e., citations yielded) in sequential substeps. Users designate records (all or just selected ones) and fields (any or all) for display on the screen, downloading to hard or floppy disks, or printing.

In addition to the search component, the program offers a searching tutorial (at basic and advanced levels), a system overview, and a guide to ERIC. The system overview explains basic commands, on-screen help features as they appear throughout the program, function keys, and special keyboard tips (e.g., for truncation or punctuation). The guide to ERIC delineates the twenty-nine fields in a database record, defines key terminology, and demonstrates searches. The users' manual includes instructions for installation and updating as well as a "Getting Started" section with a tutorial and detailed reference guide.

**Weaknesses:** On-screen access to the *ERIC Thesaurus* would facilitate construction of search strategies.

**Strengths:** This program gives educators instant access to extensive, current information in published and unpublished resources. Search structure is flexible and efficient. Plentiful, easy-to-follow instructions and help segments guide users effectively.

**Uses:** *ERIC on SilverPlatter* is an excellent tool for enhancing current awareness and research capabilities of professional educators. Broad searching permits an "overview" approach to trends, whereas narrow searching facilitates intensive

investigation in specific areas. Although the search process is not inordinately difficult, beginners will avoid frustration by allocating sufficient time for introductory sessions.



### PROBLEM SOLVING

**LABEL LAND.** Grades 3-12. Wings for Learning, 1600 Green Hills Road, P. O. Box 660002, Scotts Valley, CA 95067-0002. 1991. \$65.00. Contents: 1 program disk, 1 back-up disk, guide 93 p. Systems (\* indicates version previewed): Apple II family\*. Equipment required: microcomputer, 1 disk drive, monitor. Goals: Grades 3-12 Thinking skills

*Label Land* challenges students to use logical thinking in solving visual, geographical, and numerical problems. To determine whether pictures, places, or numbers fit a pattern or condition, students make inferences, assess potential solutions, identify and classify attributes, perceive relationships, and Experiment with problem-solving strategies. The program presents three label "lands" in a similar framework. In "Bird Land" students view pictures of birds that possess certain attributes (one or more of three kinds of crests, tails, and feet as well as two types of bills). Four of the five levels of difficulty include a practice phase in which a graphic example is labeled (with one or more defining characteristics) and a challenge phase in which students try to identify hidden labels. In either phase, students examine as many birds as they like (with the program identifying each as examples or non-examples), review a summary display of birds that fit and those that do not, and take a quiz in which they state whether each of five new birds is in or outside of the group. The

first level focuses on a single label (such as "is triple crested"). The second level allows exclusion (such as "is not triple crested"). The third level introduces two labels and the "both" condition ("triple crested" and "long billed"). In the fourth level students work with two labels and additional conditions ("just one of," "neither," "at most one of," and "at least one of" as well as "both"). The fifth level does not provide a practice phase, and students must figure out the operative condition as well as identify two labels. In "Map Land" students determine whether sets of states are north or south of Washington, D. C.; east or west of the Mississippi River; inland or bordering Canada, Mexico, the Atlantic, or the Pacific; or in one of six time zones. In "Number Land" students work with numbers (ranging from one through ninety-nine) with characteristics of divisibility by numbers from one to nine, as well as being even, odd, prime, composite, or square. Teachers adjust overall difficulty by limiting the pool of attributes used and also specify whether students can make these changes. The guide includes program objectives and description, notes on strategies and use in the classroom, a listing of labels, off-the-computer concept activities that explore program issues, and eleven computer-based lesson plans with handouts and worksheets.

**Weaknesses:** The program offers no recordkeeping or hint functions. When users miss one of the five quiz questions, they exit automatically from that section. In the review mode, students cannot toggle back and forth quickly between examples that fit and those that do not. In "Map Land" some of the letters in the state abbreviations are hard to distinguish from others.

**Strengths:** This program infuses thinking skills into several curricular areas. The levels of difficulty provide appropriate activities for a range of students, who can experi-

ment with problem-solving strategies and set their own pace. Teacher options permit adjustment for individual needs.

**Uses:** *Label Land* reinforces skills in visual discrimination, mathematics, and geography while necessarily engaging students' higher order thinking processes. The top levels are very challenging and will require perseverance of most students. The program can be used by individuals or small groups.



### SOCIAL STUDIES

**GTV: A GEOGRAPHIC PERSPECTIVE ON AMERICAN HISTORY.** Grades 5-12. National Geographic Society, 17th & M Streets NW, Washington, D.C. 20036. 1990. \$995.00. Contents: 2 videodiscs (4 sides), 1 system disk (3.5"), 1 application disk (3.5"), 1 showsaver disk (3.5"), 1 computer/videodisc player interface cable, 1 barcode guide sheet, 1 GTV wall poster, 1 America on Parade poster, 1 color map of the United States, 1 reproducible map of the United States, 1 set of catalog cards, guide 73 p. Systems (\*indicates version previewed): Apple IIGS\*, Macintosh. Equipment required: microcomputer (Apple IIGS\* 512K minimum, 1.25M recommended), 1 disk drive (2 disk drives recommended), monitor, mouse, printer (optional), videodisc player (Pioneer LD-V2000, 2200, 4200, 6000, or 6000A; Sony LDP-1000 or 2000) and monitor/receiver (as required by videodisc player). Goals: Social Studies Grade 5 Knowledge CG 1-3, 9-11, 14, 15, 17, 20-23; Grade 5 Skills CG 1-5; Grade 11 Knowledge CG 1-18; Grade 11 Skills CG 1-5; Library/Media & Computer Skills Grades 5-12 CG 2, 3, 4, and 6

In *GTV: A Geographic Perspective on American History*, the combination of videodisc and microcomputer provides easy access to full-motion video, still pictures, graphics, and high fidelity audio about the history and geography of the United States from pre-Columbian times to the present. The videodisc contains approximately thirty-four, full-motion features accompanied by a digitally reproduced stereo sound track. Featured is a wide variety of topics, such as "Lay of the Land" describing the physical geography of the continental United States, "Settling Down, Moving On" depicting the development of colonial America and westward migration, and "Shifting Winds" portraying the internal migration of people in the United States during the 1940s. A second segment called "Personal Journals" describes everyday life in America through personal accounts of real people, illustrated with contemporary paintings, drawings, and photographs. A third segment, "Population Clock," presents graphics that track population statistics for native American and immigrant populations throughout the history of America. Information on videodiscs is accessed through a main menu. A table of contents lists all features, journals, and population clocks on each of the four videodisc sides. Students or teachers can play a segment by simply clicking on the segment title, at which signal the computer program then finds and plays the videodisc. If the desired segment appears on a different videodisc, the program prompts users to remove the current videodisc and insert the appropriate one. Brief, written descriptions of features, journals, and population clock segments appear in windows on the screen of the computer. A "Search" option allows users to ask the computer to search all features, population clocks, and journals for one of approximately two hundred keywords. When users select keywords, the program marks all items in the table of contents

containing information about the keywords sought. Searches are limited to two keywords joined with and or or. "Showmaker" allows users to locate, retrieve, and present information on the videodisc in any order desired. The search option permits them to locate and retrieve features, journals, population clocks, and "slides" (still images). After a search, users can sort through all the related images located by the computer. For example, if searching for the keyword "pollution," users will be shown a variety of relevant features, slides, and journals. Each item is represented by an icon identifying its subject and format. Icons are placed on a work space resembling a slide sorter. Users can arrange and rearrange icons by simply dragging them from place to place. As users create their own presentations, they can write descriptions of each image that will appear on screen during the presentation. When icons are arranged to suit users, the final product can be saved on data disks for later use. The final section—"Showtime!"—permits teachers or students to retrieve and show previously created presentations. During playback, users can pause, stop the show, or turn audio channels on or off.

An engagingly written guide introduces the operation and uses of the package, describes each feature, and lists instructional objectives, length of presentations, location on videodiscs, and historical periods covered. The guide also suggests follow-up activities.

**Weaknesses:** Full-motion features cannot be broken into smaller segments for use in "Showmaker" activities. Access to segments of these features would allow users more flexibility in presenting their own productions.

**Strengths:** The videodisc and computer combination provides teachers and students with easy access to *GTV's* beautifully produced

images and sound. The table of contents organizes information into topical units. "Showmaker" allows teachers and students to create their own presentations. And the cheerful guide should soothe the most nervous novice. Its friendly suggestions and summaries of content enable teachers to correlate the package's information and their lessons.

**Uses:** *GTV: A Geographic Perspective on American History* provides excellent resources to supplement classroom instruction in United States history and geography. Teachers can use the package to present previously arranged units or to create customized presentations to support lessons. Individuals or small groups of students can view features, personal journals, and population clocks that reinforce classroom instruction. Students can use "Showmaker" to create their own multimedia reports.



**IMMIGRANT: THE IRISH EXPERIENCE IN BOSTON.** Grades 5-11. Sunburst Communications, Inc., 101 Castleton Street, Pleasantville, NY 10570. 1990. \$59.00. Contents: 1 data disk, 1 back-up disk, guide 78 p. Systems (\* indicates version previewed): Apple II family\*. Equipment required: microcomputer, 1 disk drive, monitor (monochrome preferred), printer (preferred), blank disks, *Appleworks*. Goals: Communication Skills Grades 5-11 Writing CG 1; Home Economics Grades 7-10 Exploratory/Introductory CG 13, 14, and 22; Library/Media & Computer Skills Grades 5-11 CG 6; Mathematics Grades 5-8 CG 5; Social Studies Grade 5 Knowledge CG 20 and 22; Grade 9 Knowledge CG 3; Grades 5-11 Skills CG 4 and 8; Thinking Skills Grades 5-11

*Immigrant: The Irish Experience in Boston* supports integrated

instruction, cooperative learning, and practice with *Appleworks* as students assume roles of immigrants in the mid-1800s. For the ten, sequentially designed lessons, the guide includes plans for teachers, transparency masters, and reproducible sheets to direct or record students' work. The diskette contains files and templates to use with *Appleworks'* word processor, database, and spreadsheet. Students begin by reading a passage about an immigrant family and completing a worksheet comparing life then and now. After exercises to familiarize users with database concepts in general as well as databases accompanying the program, the class should work in groups of four. The guide defines four roles to be rotated among team members: team leader, secretary, data entry person, and librarian. In the lessons that follow, each team chooses a family, jobs for family members, housing, foods for meals, and clothing purchases. Next, budgets are prepared to analyze the validity of choices already made. Teams make oral presentations to the class about the progress of their family. In addition, each team member identifies with a family member and keeps a diary as that person might have done. A concluding activity encourages further comparison of life for these early immigrants with life today. The guide recommends making additional resource material available to students and includes a bibliography of suggestions.

**Weaknesses:** Teachers totally unfamiliar with *Appleworks* would benefit from additional step-by-step instructions.

**Strengths:** These activities will challenge and motivate students. Teachers will appreciate the well-organized, complete guide that includes suggestions for packets of materials to provide for each team and a checklist to help teachers organize before they work with students.

**Uses:** Possibilities for using *Immigrant: The Irish Experience in Boston* are numerous and exciting. Implemented by teams of teachers or an individual, it can be used to integrate social studies, math, media, writing, and nutrition skills. The guide makes suggestions for ways to use the program if there is not sufficient time for all students to complete all lessons. Because the program uses tiny amounts of money to reflect prices in the 1800s (a loaf of bread is \$.06), both younger students and students with weak math skills have the potential for success with this program. Many practical matters considered by students when making decisions—pondering the numbers and ages of family members and the impact of each on the financial success of the family, investigating the availability and cost of transportation between home and work, planning nutritious, affordable meals—expand this item's usefulness to home economics or life skills. Teachers must have a basic knowledge of *Appleworks* before using this program. The time allotted for completion of assignments will depend on students' familiarity with *Appleworks*. Finally, this program was originally developed as a device for familiarizing teachers with computer tools and could still be used for teacher training.



**The Advisory List of Computer Courseware is produced by Media Evaluation Services, a section of the Division of Media and Technology Services, North Carolina Department of Public Instruction, Raleigh, North Carolina 27603-1712. (919) 733-3929.**