Name: Thomas M. Alfera
June 16, 20058:00 PM

INTERNET AND EDUCATION

(1) Navigating the Internet: A Uniform Resource Locator (URL) is the unique address which identifies a resource on the Internet for routing purposes. Know how to interpret URLs.

- Use a "traceroute" program such as "WhatRoute" (Mac) or Neotrace (PC) to trace the route between your computer and and a website outside of the United States. Include a screen shot showing a map and the text of the specific route taken when contacting the website. Compare your findings with those of others in the class. Are websites always located in the country in which they are registered? What does this show about the nature of Internet-based business and commerce?
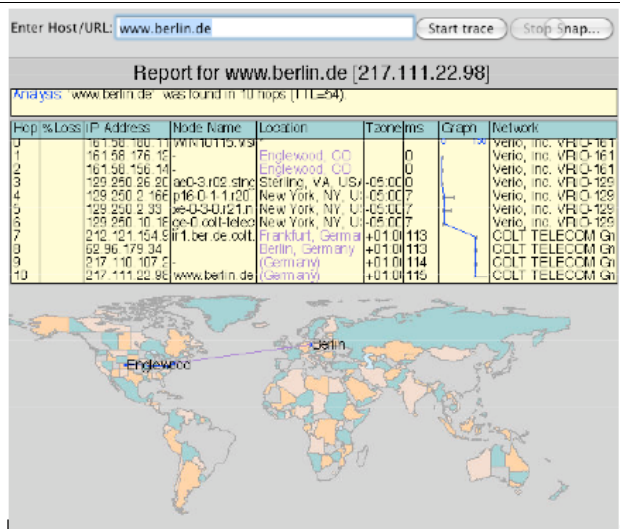
Unable to download

- Compare the connection in the CSUN laboratory with your connection at home or school. What are the IP addresses of the computers you are working with? What kind of connections are your working with (dial-up, DSL, cable, 100-Base TX (twisted-pair LAN), 100-Base FX (fiber LAN), etc.)? Compare are your connection speeds.

69.166.246.3 this is my laptop IP address

7347Kb per second appears to be my speed

- Most schools have developed Acceptable Use Policies (AUP) and have installed filters to keep student focused on education. Include text (scan or download is easiest) of your school's AUP and a description of the filters in place. If a school AUP is not available, provide a sample AUP, cite its source, and provide a link. If your are not working in a school, summarize how filters work.

Enter Host/URL: www.berlin.de   Start trace   Stop Snap...

Report for www.berlin.de [217.111.22.98]

Analysis: www.berlin.de was found in 10 hops (TTL=54).

Hop	%Loss	IP Address	Node Name	Location	Tzone	ms	Graph	Network
0		10.150.100.1	WIN10115.vs					Verio, Inc. VRIO-161
1		161.58.176.10		Englewood, CO		0		Verio, Inc. VRIO-161
2		161.58.156.14		Englewood, CO		0		Verio, Inc. VRIO-161
3		129.250.26.20	ae0-3.r02.stnc	Sterling, VA, USA	-05:00	0		Verio, Inc. VRIO-129
4		129.250.2.166	p16-0-1-1.r20	New York, NY, U	-05:00	7		Verio, Inc. VRIO-129
5		129.250.2.33	xe-0-3-0.r21.n	New York, NY, U	-05:00	7		Verio, Inc. VRIO-129
6		129.250.10.16	ge-0-colt-telec	New York, NY, U	-05:00	7		Verio, Inc. VRIO-129
7		212.121.154.9	ir1.ber.de.colt.	Frankfurt, Germa	+01:00	113		COLT TELECOM Gr
8		62.96.179.94		Berlin, Germany	+01:00	113		COLT TELECOM Gr
9		217.110.107.9		(Germany)	+01:00	114		COLT TELECOM Gr
10		217.111.22.98	www.berlin.de	(Germany)	+01:00	115		COLT TELECOM Gr

1

Name: Thomas M. Alfera
June 16, 20058:00 PM

http://notebook.lausd.net/portal/page?_pageid=33,136640&_dad=ptl&_schema=PTL_EP
At our school we use Cyber Patrol and this filter deems certain material offensive and a little siren comes on the screen and blocks access to the website.

Why filter?

The Children's Internet Protection Act (CIPA) and other federal policies like Health Insurance Portability and Accountability Act (HIPPA) require us to protect students and staff. Part of that protection requires the provider of Internet service to impose technology to enforce both the district acceptable use policy and any federal or state policies.

Why now?

The District's AUP has been in effect for several years. Additionally October 28th, 2001 was the deadline provided by the federal government to impose technology to filter based on local, state, and federal policy. If we did not filter by this date, we would be at risk of loosing more than 100 million dollars in federal and state funding.

Why are anonymous email providers being blocked?

Anonymous email providers are just that anonymous. Anyone can create an account with fake information and begin direct communications with other students, teachers, staff and outside people. These anonymous emails can be inappropriate by name and content. These anonymous email providers do not restrict who gets an account, thereby leaving students, teachers, and staff at risk of being the recipients of inappropriate mail without any consequences to the sender. The CIPA makes specific reference to "the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications."

Since I can't access my anonymous email, what can be done now?

You can use your free LAUSDnet account or any registered email account (such as AOL, Earthlink, etc.). There is no restriction of sending or receiving message to these anonymous email providers. If you need to access your anonymous email provider you will need to do it with another service provider (there are many good deals and some free providers). Additionally, LAUSDnet provides web-based access to your account from any service provder. The direct URL to this access is **http://lausdnet01.lausd.k12.ca.us:8080** or you can click on the LAUSDnet Webmail link at the top of the LAUSD homepage at **http://www.lausd.k12.ca.us.** LAUSD employees and students are reminded that they have free email and Internet service with LAUSDnet. For details on getting an LAUSDnet account or obtaining your information, please go to **http://www.lausd.k12.ca.us/lausd/lausdnet/lausdnet.html**

What are the general criteria for filtering?

Primarily access to websites that have pornographic and hate content as well as web-based chat and anonymous email sites. The follwing is from CIPA:

(l) INTERNET SAFETY POLICY REQUIREMENT FOR SCHOOLS AND LIBRARIES.--

(1) IN GENERAL.--In carrying out its responsibilities under subsection (h), each school or library to which subsection (h) applies shall--
(A) adopt and implement an Internet safety policy that addresses--
(i) access by minors to inappropriate matter on the Internet and World Wide Web;
(ii) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
(iii) unauthorized access, including so-called `hacking', and other unlawful activities by minors online;
(iv) unauthorized disclosure, use, and dissemination of personal identification information regarding minors; and
(v) measures designed to restrict minors' access to materials harmful to minors;

Where can I find out more information on federal laws on filtering?

- [Children's Internet Protection Act](). The specific section of HR 4577. ([Requires Adobe Acrobat Reader]())
- [HR 4577 - Consolidated Appropriations Act for FY2001](). The complete text of HR 4577.
- [Complete text of FCC ruling](). (Requires Microsoft Word)

Will the policy change?
There is always a possibility of changes. Please check the website frequently **http://www.lausd.k12.ca.us/blocked2.html** and information on blocking and any changes will be posted there.

---

(2) Knowing your School: Teachers should have a good understanding of their school, students, and thc communities they represent. Much statistical data can be gained using online resources. *TPE-tip You may wish to develop a case study of your school using this and you personal observations to meet TPE 8.

- Develop a written profile of your school and students. Your profile should include the following:
    - School distinctives : Study your school website and discuss school history, distictives and goals.
    - Geography: Describe your campus and its community using satellite photos and maps. Using the photos, describe the nature of the community (commercial, apartments, single family homes, industry, etc.)
    - Socioeconomic status: Include maps showing the socioeconomic status (SES) of the communities contributing students to your school. Discuss two or more prominent SES characteristics of the school population.
    - School performance: Include test scores and the Academic Performance Index of your school. Discuss the academic climate of your school, including test scores, API, change in scores, dropout rate, English learners, students requiring special education, etc.

Name: Thomas M. Alfera
June 16, 20058:00 PM

Reseda Senior High School is considered high-poverty/low-achieving. The community that feeds children into our school is a high percentage of apartment dwellers. While there is a share of children who come from single family homes, the majority of students are from families who rent.
Reseda Senior High School opened its doors in 1955
Our API is 655
Just this past school year we were visited by the state appointed accreditation team. We received a six year accreditation which is the best a public high school can hope for.
We have approximately .03% special Education students who are by and large mainstreamed into the general education population, with appropriate supports of course.

> **(3) College Advisement:** Secondary teachers often have the opportunity to advise students on decisions pertaining to college. In many environments, teachers are the only individuals students know who have been to college.
>
> - Describe a real or hypothetical student (interests, family SES, personality) who is interested in pursuing a career in a field related to what you teach. Recommend a major and 4-year college and explain the rationale for your recommendation using information found on college websites. Provide active links to the colleges, and quote relevant information.
>
> - Provide a paragraph of advice to the parents of this student regarding financing college. Consider their financial and family situation.

Ashley White is an eighteen year old African-American female in my summer school class for Modern Literature. She is a very determined and self-driven young lady who has been bounced back and forth between South-central Los Angeles and Fairfax Virginia because of family squabbles; unfortunately she has been caught in the middle of these squabbles, so she has no sense of family roots or ties to one particular community. Ashley is interested in attending a four year college or university for based on the idea that a secure future will be the result of the career path borne from her experiences in college. She likes to cook but wants to run a restaurant, so she intends to study business administration in college. Based on Ashley's less than platinum academic record in high school, I am helping Ashley formulate a plan "A" and plan "B."

Plan A is to apply to California State University at Northridge www.csun.edu as an undecided undergraduate in the fall of 2005. Because she can claim residency, Ashley

should be able to qualify for some last minute aid for the fall; however, if this doesn't pan out as hoped then we are also developing a plan B.

        Plan B is to get enrolled in Los Angeles City College (LACC). www.lacitycollege.edu/ LACC is close to home for Ashley and there she can establish a solid academic record and transfer her Associate in Arts in Business Administration to a four year college or university like UCLA or CSUN.

---

(4) Professional Growth: Teachers should model "life-long learning" by attending workshops, reading journals, and participating in professional organizations.*TPE-tip You may wish to research professional organizations and employment opportunities and include plans for professional involvement and career development as part of your Individual Induction Plan required for TPE 13.

- Describe a professional conference (related to your field) you may benefit from attending. Describe the purpose and scope of the professional organization sponsoring the conference and provide a synopsis of the conference and one or more selected workshops or presentations you would like to attend. Include a link to the professional organization and to the specific conference.

I would benefit from attending the "What to Expect When Expected to Write: Best Practices and Strategies for Success" conference in Garden City, New York on Thursday and Friday August 25 and 26. This conference is sponsored by the National Council of Teachers of English (NCTE) of which I am a member. This conference will obviously focus on writing and the writing process, but specifically, I would like to hear the so-called experts discuss strategies to get students to focus on sentence-level attention to writing. I would specifically like to hear Leila Christenbury who has authored several books on the topic of activating student's interest in writing. Information for this conference can be found at the following link: www.ncte.org/profdev/conv/workshops/writing/locations/120599.

        The NCTE is dedicated to the promoting and improving of teaching and learning of English and language arts at all levels (NCTE home page, www.ncte.org/about/over, about, paragraph 1).

---

(5) Employment: Most schools and districts advertise job openings on the Internet. Teachers should use such resources not only to find employment for themselves, but also to attract others to their schools and thus build strong departments.

- Find a job announcement for a teaching position for which you are qualified. Include a screen capture of the advertisement. Describe the school and community using information found on the Internet. Cite your resources.

The following link and screen shot are of a job in a high school in Aspen, Colorado that is an International Baccalaureate Organization (IBO) certified Diploma Programme--high school. Many people compare an IBO school to the AP program in public high schools. While the two programs are similar in that they both offer academically rigorous instruction, the IB programme is an entire curriculum designed around something called the Theory of Knowledge (TOK). This TOK is implemented in the Primary Years

Programme and is built upon to the end of the Diploma Programme. This is an excellent opportunity for someone who wants to work with students operating at and above grade level and who are preparing for life in the University.

www.aspenk12.net/dist/positions/positioninfo.cfm?position=59

(6) **Multi-media resources:** Numerous educational videos, sound clips, and animations are available on the Internet. Teachers should be able to find appropriate multimedia resources, and link to or download such files.

- Identify an audio resource appropriate to teaching your subject (music, speech, animal sound, poem, newscast, etc.). Download the file and embed it in your portfolio, or provide an active link to it. Cite the source and describe how and why you will use it in instruction.

- Identify a video or animation appropriate to teaching your subject. Download the file and embed it in your portfolio, or provide an active link to it. If you provide a link, also include screen captures of key sections of the video or animation. Cite the source and describe how and why you will use it in instruction.

http://www.emersoncentral.com/

The link above is to a site of the complete works of Ralph Waldo Emerson, a 19th Century Transcendentalist philosopher and poet. I would use this site to access poems and project them on the vidscreen for the class to analyze. Our textbook is woefully inept when it comes to offering pieces from Emerson's collected writing, both poetry and prose.

Procedure

1. Begin by supplying foundation material for the students

through the Online NewsHour Extra article, the background explanation above and the links provided.

2. Distribute the complete text of "I Have a Dream" (see link above).

3. Review literary terms (see link above) with the students.

 4. Have the students carefully read the entire speech, either in small groups or individually -- preferably aloud. After they have read the text, ask them to address the following activity questions:

- **What examples of figurative language can be found in the text?** (For example, "seared in the flames of withering injustice"; "manacles of segregation and the chains of discrimination"; "whirlwinds of revolt"; "oasis of freedom and justice"; "symphony of brotherhood."
- **How do these uses enhance the overall impact of the speech?**
- **What oratorical devices does King use to add vitality and force to his speech?** (For example, use of **refrains** such as "I have a dream," "let freedom ring" and "we can never be satisfied"; multiple shifts in sentence lengths; dramatic shifts in tone, such as from enraged to cautionary to hopeful; use of questions as well as exclamations, such as "when will you be satisfied?" and "I have a dream today!")
- **In what specific ways does King call forth his experience as a preacher to lend persuasive power to the speech?** (For example, he uses several images that call to mind both the plight of black Americans as well as the Old Testament Hebrews under the oppression of slavery -"the manacles of segregation" and the "chains of discrimination"; the final line of the speech invokes "the old Negro spiritual" and is steeped in Biblical influence -"Free at last, free at last; thank God Almighty, we are free at last!"

5. Discuss the responses as a class.

Extension Activity I

For this activity, have the students compare the structure and content of "I Have a Dream," Lincoln's "Gettysburg Address" and Kennedy's inaugural address *(see links above)*. This activity may be done with any number of other influential speeches as well *(see links)*.

A primary goal here is to help the students see the common structural and figurative threads that tie together many famous oratorical works.

After the students have carefully studied the three speeches, you may wish to begin with the following questions, being sure they defend their responses with supporting examples:

- How are the speeches alike and/or different in their choices of language? In other words, do the speeches seem as if they were composed for the general public or rather for specific groups?

- Of the three, which do you see as being the most direct? That is, which speech uses the least amount of figurative language and/or obscure references?

- Which of the three is the most metaphorical in its content? In other words, which makes the most use of figurative language?

- For each speech, explain how relevant its ideas would be in society if the speech were delivered today. Do the mentioned struggles still exist? Has the country evolved since the speeches were given? Has society responded to the specific appeals for change?

- Based strictly on the texts themselves, which speech do you see as the most:

  1. eloquent?
  2. passionate?
  3. intellectual?
  4. persuasive?

5. honest?

Extension Activity II

In the spirit of "I Have a Dream," have the students compose and deliver speeches that address a wrong or injustice they see in society. Suggested guidelines are:
- 5-10 minutes in length
- Clearly defined opening, body and conclusion
- Clearly defined thesis (main point)
- Use of supporting examples to support thesis
- Use of figurative language
- Use of oratorical devices such as refrain and hyperbole
   - Clearly expressed goals (legal reform; public awareness; etc.)

http://www.brainpop.com/english/readingandspeaking/publicspeaking/zoom.weml

This is a public speaking website that is a movie. It is so hard to find anything useful for students on this topic. I was grateful to be linked to this one because I have students speak constantly; it is, after all, their English class. They should be the ones practicing language. This sort of cheesy movie actually has some decent practical advice.

---

(7) Interactive/Linked Unit Plan : Many application programs (including word processors, presentation managers and spreadsheets) allow users to hyperlink to local (e.g. movies, animations, presentations, text) and remote files. This can greatly facilitate the development and use of a unit plan. *TPE-tip You may wish to incorporate this material into a unit plan for TPE1.

- Develop a unit plan (or augment an existing plan) for the subject you teach, incorporating as many resources as possible developed in this class.

- Incorporate two or more good third-party lesson plans for teaching your subject. Cite the author and URL of the resources, and include screen captures of the relevant parts of the lessons.

- Include links in you unit plan to at least five relevant external internet resources. Use a search engine with Boolean search features to locate web sites relevant to your subject. Embed the URLs for at least 5 excellent sites (or local files) that are

related to a lesson you will provide.

- Provide links to other relevant documents or resources you have developed.

Unit Plan <u>Antigone</u>

Enduring Understanding:
To what degree will you go to preserve self-interest versus acting on behalf of the common good?

1. **Essential Questions:**
    Is it more important to be right than to be happy?
    Is it our responsibility to rebel against and break an unjust law?
    What price should a person be willing to pay if he/she breaks an unjust law?
    Can a leader show uncertainty and maintain leadership?

2. **Final Assessment:** Position paper:
Imagine that you are the leader of a nation. Illegal immigration has divided your nation to the point of civil war. You have two daughters. One is married to an illegal immigrant; the other is married to the general in your army.
You are hooked on the horns of a dilemma. You must take action. You have two choices:
Option A: close the borders, post armed guards, and repatriate all illegal immigrants. Your daughter must repatriate with her husband.
Option B: maintain an open border policy and suffer the consequences of the country's majority populace deposing and killing you and your family. Your second daughter's husband will lead the army against you.
You must explain your decision in a press conference to the nation. Explain why the option you chose is better than the one you rejected.
Your position must do the following:
    Explore the complexity of the moral issues associated with both positions.
    Provide logical, emotional, and ethical justification for the decision.
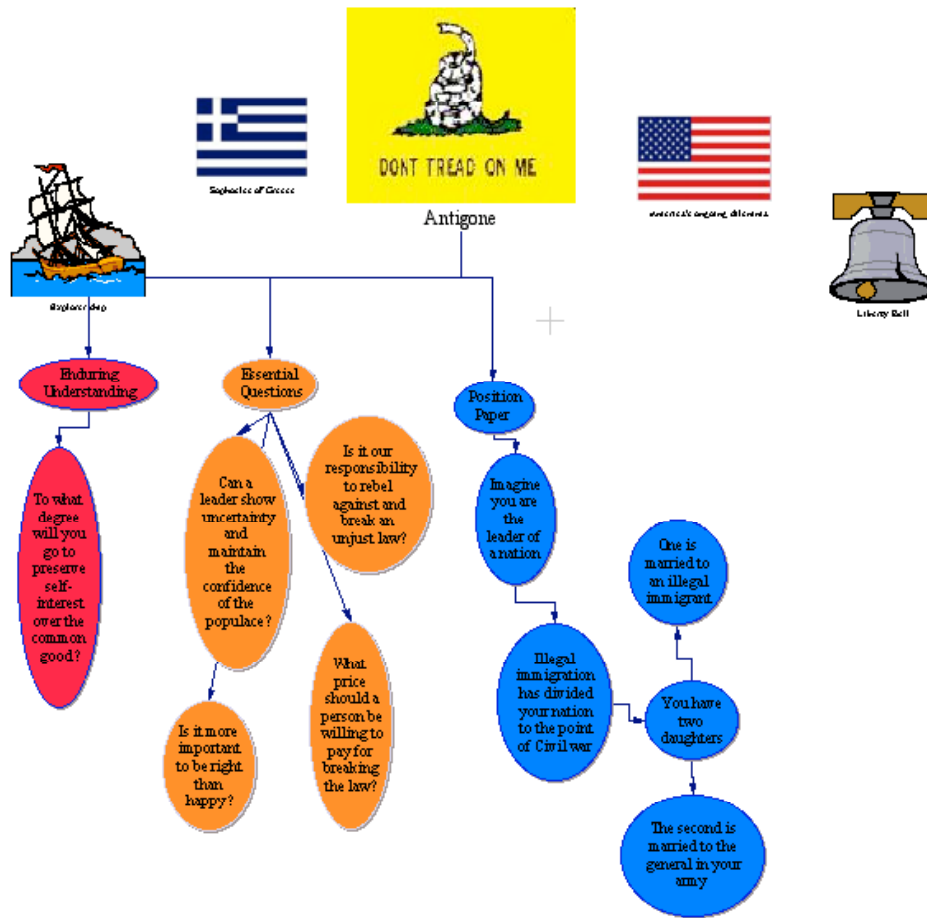   Propose a remedy for the opposing side.
   Articulate your vision/position with clarity and confidence.
www.geocities.com/SoHo/Atrium/1437/pers.html. The URL to the left is a considerably useful website for those of you interested in the various elements of a persuasive argument. Here you'll find links to things like *evidence, claims, appeals,* and *logical writing* among other things.
www.humanities.byu.edu/rhetoric/silva.html. This URL is a dedicated site to navigating one's way through the great forest of Persuasive composition theory. Excellent links to delivering oral speeches also.
www.virtualsalt.com. This is a site where I want you to go to discover how conjunctions create a relationship between the writer/speaker and the audience. You will chose five conjunctions or conjunctive adverbs and create a sentence. Then you will analyze that sentence and tell us what relationship you are conveying to us, your audience.

Sophocles of Greece

DON'T TREAD ON ME

Antigone

Explorer ship

America's ongoing dilemma

Liberty Bell

Enduring Understanding

To what degree will you go to preserve self-interest over the common good?

Essential Questions

Can a leader show uncertainty and maintain the confidence of the populace?

Is it more important to be right than happy?

Is it our responsibility to rebel against and break an unjust law?

What price should a person be willing to pay for breaking the law?

Position Paper

Imagine you are the leader of a nation

Illegal immigration has divided your nation to the point of Civil war

One is married to an illegal immigrant

You have two daughters

The second is married to the general in your army

The following is the outline generated from PowerPoint. I will first include a screen capture of the slides.
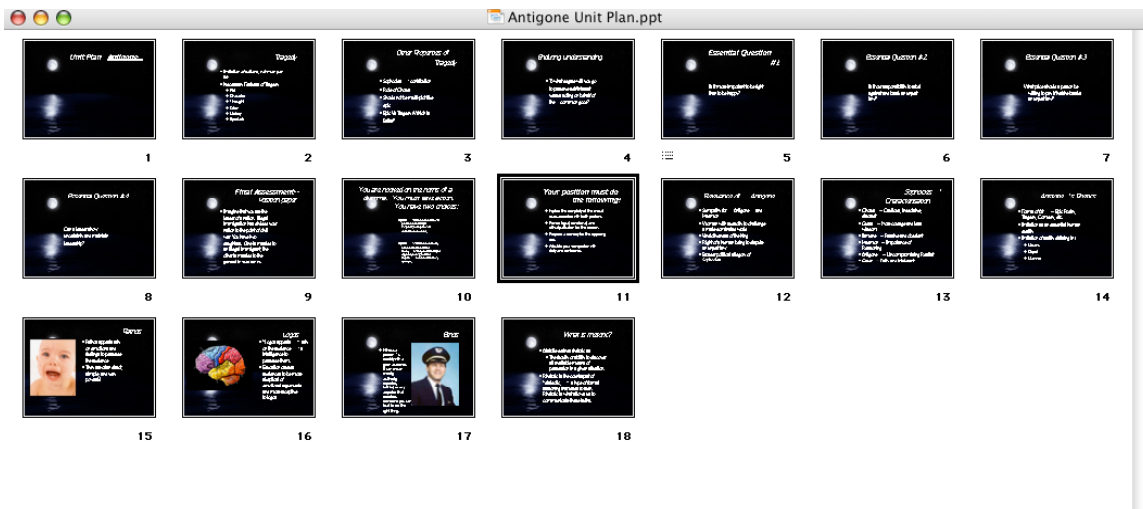
Unit Plan <u>Antigone</u>

Tragedy

✦ *Imitation of actions, not men per se*
✦ *Necessary Features of Tragedy*
  ✦ Plot
  ✦ Character
  ✦ Thought
  ✦ Diction
  ✦ Melody
  ✦ Spectacle

Other Properties of Tragedy

✦*Sophocles' contribution*
✦*Role of Chorus*
✦*Should not be multi-plot like epic*
✦*Epic Vs Tragedy: Which is Better?*

Enduring Understanding

✦**To what degree will you go to preserve self-interest versus acting on behalf of the common good?**

Essential Question #1

Is it more important to be right than to be happy?

Essential Question #2

Is it our responsibility to rebel against and break an unjust law?

Essential Question #3

What price should a person be willing to pay if he/she breaks an unjust law?

Essential Question #4

Can a leader show uncertainty and maintain leadership?

Final Assessment--**Position paper**

✦*Imagine that you are the leader of a nation. Illegal immigration has divided your nation to the point of civil war. You have two daughters. One is married to an illegal immigrant; the other is married to the general in your army.*

You are hooked on the horns of a dilemma. You must take action. You have two choices:

Option A**: close the borders, post armed guards, and repatriate all illegal immigrants. Your daughter must repatriate with her husband.**

Option B**: maintain an open border policy and suffer the consequences of the country's majority populace deposing and killing you and your family. Your second daughter's husband will lead the army against you.**

Your position must do the following:

- ✦ **Explore the complexity of the moral issues associated with both positions.**
- ✦ **Provide logical, emotional, and ethical justification for the decision.**
- ✦ **Propose a remedy for the opposing side.**
- ✦ **Articulate your vision/position with clarity and confidence.**

Relevance of Antigone

- ✦ *Sympathy for Antigone and Haemon*
- ✦ *Woman with audacity to challenge a male dominated world*
- ✦ *Vindictiveness of the King*
- ✦ *Right of a human being to dispute an unjust law*
- ✦ *Broader political allegory of Sophocles*

Sophocles' Characterisation

- ✦ *Chorus – Cautious, indecisive, discreet*
- ✦ *Guard – More courage and less wisdom*
- ✦ *Ismene – Passive and obedient*

✦ *Haemon – Importance of Reasoning*
✦ *Antigone – Uncompromising Realist*
✦ *Creon – Petty and intolerant*

Aristotle's Poetics

✦ *Forms of Art – Epic Poetry, Tragedy, Comedy, etc.*
✦ *Imitation as an essential human quality*
✦ *Imitation of reality differing in:*
  - ✦ **Means**
  - ✦ **Object**
  - ✦ **Manner**

Logos

✦ *"Logos appeals" rely on the audience's intelligence to persuade them.*
✦ *Education causes audiences to be more skeptical of emotional arguments and more receptive to logos*

Ethos

✦ *Ethos is a person's credibility with a given audience. It can mean sincerity, authority, expertise, faithful, or any adjective that describes someone you can trust to do the right thing.*

What is rhetoric?

✦ *Aristotle defines rhetoric as*
  - ✦ **The faculty or ability to discover all available means of persuasion in a given situation.**
✦ *Rhetoric is the counterpart of "dialectic," a type of formal reasoning that leads to truth. Rhetoric is what allows us to communicate these truths.*