

**Nancy Clark**  
**ISD 613**

## **Strategy Scenario**

**Strategy:** Frames Type 1  
Comics (thanks to Hiroko)

**Content:** Computer Literacy

**Title:** History of Computer Frame

**Time Required:** 4 hours (class periods)  
(class)

**Number of Participants:** 25

**Target Audience:** 9<sup>th</sup> grade computer literacy students

**Goal of Activity:** Students will be able to remember the significant inventions leading up to the invention of the first electronic digital computer

**Purpose of Script:** To illustrate the use of frames as a method of organizing and learning historical data.

**Learning Outcome(s), Gagne's Taxonomy:** Intellectual Skills

**Learning outcome(s), HEO Taxonomy:** Knowledge

**Learner Characteristics:** Typical ninth graders, reading on a 6<sup>th</sup> grade level.

**Entry Skills:** This unit should be covered after keyboarding, word processing and spreadsheets have been mastered.

**Setting:** Computer lab classroom.

**Media:** A comic book of the historical development of the computer is needed. Overhead projector and LED display or Data projector, and computer for teacher to demonstrate.

### **Process:**

1. The teacher introduces the unit on the history of computers. The students are told to load the spreadsheet program on which they have just completed. They are told that during the unit they will use the computer to generate a table to organize the data into a table which they can then use to take the test. The table will be printed out and turned in for a grade also.
2. They are told to make a table with 4 columns with the headings: Invention, Inventor, Date, Significance and given the column widths for each.
3. The teacher creates the same table using her data projector or overhead projection plate.

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4. The teacher gives the first example of an invention with the abacus, invented by the ancient Chinese in 2000bc, which was the first known manual calculator.
5. The students are told to read the comic book and select the inventions described. They are told how many they should find. They are given the remainder of this class period and the next to complete the table, save it and print it out. They may work in groups of two to find the facts.
6. On the third day the teacher goes over the entire list with the students giving them a chance to correct their tables.

**Strategy Assessment:** On day four, the students take a multiple choice test on the history of computers and are allowed to use their computers to reference their tables.

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**References:**

West, C., Farmer, J., & Wolff, P. (1991). *Instructional Design: implications from cognitive science*. Englewood Cliffs, NJ: Prentice Hall.