RETA Training Module
Email: The Lost Treasure

Created by

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Student Content Standards

Upon successful completion of this unit, the learner will:
• experience email terminology.
• become familiar with email.
• utilize collaborative learning to complete the problem-centered model.

National Educational Technology Standards
1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tool

New Mexico's Standards and Benchmarks

Language Arts
1) Students will understand and use Language Arts for communication.
2) Students will understand and use Language Arts as a learning tool.
3) Students will listen and read for a variety of purposes.
5) Students will speak clearly and write effectively for a variety of audiences and purposes.
6) Students will speak and write clearly, effectively, and correctly.
10) Students will use state-of-the-art computer and other technology to gather, use and synthesize information, and to create and communicate knowledge.

Social Studies
13) Students will know and understand the impact of science and technology on societies.

Arts Education
7) Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression.

Career Readiness
2) Students will utilize and manage resources effectively to produce quality services and products.
3) Students will demonstrate the technological knowledge and skills required for future careers.
4) Students will develop and demonstrate responsible and ethical workplace behaviors.
5) Students will develop effective leadership, interpersonal, and team skills.
Introduction
Five hundred years ago, your fifth generation great-grandfather, Cabeza de Vaca, bestowed upon your family a portion of a map. Your grandfather recently passed this map to you. The executor of his will has told you that there are other far-flung members of your family who possess the other portions of the map. It has been discovered that the map leads to the location of a buried family treasure of untold wealth.

Cabeza de Vaca wanted to ensure that all descendants have an equal share of the wealth. The Claims Office has an original copy locked in a vault. However, in order to prevent fraud, each family member must present a complete map. This map must match the original map and be presented to the Claims Office no later than 3:00 p.m. today. The only means of communication with your distant family is by email. If any of the descendants fail to present the complete map, no treasure can be claimed by any family member. Using the resources in this activity, complete the map and find the treasure. Good luck!

Technology Use
• Email Program
• Access to Internet

Resources
• Alvar Núñez Cabeza de Vaca: http://www.fisica.uson.mx/History/biocava.html
• How to Design a Successful Project http://lrs.ed.uiuc.edu/Guidelines/Rogers.html
• Telecommunications In The Classroom: Keys to Successful Telecomputing http://lrs.ed.uiuc.edu/Guidelines/RAJC.html

Process
Tips
• Contact the district before training date to find out which email program is available.
• Make sure that there are email accounts for everyone.
• IMPORTANT: When distributing packets to participants, make sure to give only copies of the map that are assigned to each group.

Example:
Group 1 would receive only page A.
Group 2 would receive only page B.
And so on.
NO ONE SHOULD GET THE ENTIRE MAP!
**Materials/Handouts**

5. Crayons or colored pencils
6. Vocabulary
7. Netiquette
8. Evaluation
9. Entire Map
10. Map Key
11. Map A
12. Map B
13. Map C
14. Map D
15. Map E

**Preparation**

8) Print handouts and agenda.
9) Maps are PDF files and need to be opened with Adobe Acrobat Reader.
10) Make enough copies of handouts for all participants.
11) Become familiar with the email program that is available at the workshop site.

**Tasks**

3) Review Email vocabulary.
4) Demonstrate how to open a mail program, retrieve mail, compose a message, reply to a message, and forward a message.
5) Discuss netiquette.
6) Have participants interview someone outside of their school district via email.
7) Read THE LOST TREASURE to the group.
8) Pass out a portion of the map to each group.
9) Groups should begin email inquiries to complete their map. They provide a detailed description of their map to other groups. This email must be text based and descriptive in nature.
10) The missing parts of the map need to be drawn on the graph. Precise information is critical.
11) Have participants post their completed maps on the wall.

**Presentation**

Groups present completed maps for verification of Treasure location.

**Extension**

How can you take this model and use it in your classroom?

- This Old Castle
- Virtual High School Project-- Administered by the Concord Consortium from Concord, Massachusetts. One teacher per state offers net courses on diverse topics to students across the United States. Project focuses on active, asynchronous learning, and integration of peer collaboration. New Mexico Contact:
  
  Joe R. Sanchez  
  Snjrsanc@arriba.nm.org and http://thoreau.concord.org
EMAIL BASIC NETIQUETTE

Good etiquette is an essential part of communication on the Internet. Here are a few important rules to have proper "Netiquette":

- Do not send messages in all uppercased letters. This is considered "shouting" because it is the literal extension of shouting vocally at someone.
- Do not send a response to an online group that is directed only to one particular individual in the group.
- Include information like your name, e-mail address, mailing address, and phone number somewhere in the body of your message.
- Keep your messages to the point. Do not ramble.
- Do not make cruel or insensitive comments. Even if they are meant lightheartedly, they may not be interpreted that way. A good way to avoid misinterpretations is the usage of "Smileys".

Emoticons (Smileys)

Smileys are little symbols in a message that are made up of a few characters and are supposed to be viewed sideways. They can be used to show the kind of emotion you are feeling in your message. Remember to use them in moderation, however. There are many emoticons. They can be learned from books, Internet, or by exchanging ideas with friends. Here are a few of the most widely used Smileys:

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>:-) or :) or :o</td>
<td>happy</td>
<td>6.</td>
<td>:-@</td>
<td>screaming or yelling</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>:(</td>
<td>sad</td>
<td>7.</td>
<td>:-}</td>
<td>grin</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>}:/ or }:&lt;</td>
<td>mad</td>
<td>8.</td>
<td>:-)</td>
<td>wink</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>:-O</td>
<td>surprised</td>
<td>9.</td>
<td>:-I</td>
<td>hummm</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>:-D</td>
<td>laughing</td>
<td>10.</td>
<td>:-P</td>
<td>tongue out</td>
<td></td>
</tr>
</tbody>
</table>
VOCABULARY OF EMAIL

Electronic mail
URL
Netiquette
Emoticons
In box
Out box
Delete
To:
Cc:
Be:
Subject
Immediate delivery
Deferred delivery
Send later
Eudora
Pine
Netscape
Telnet
Returned mail
Compose
Reply
Forward
## EMAIL WORKSHOP RUBRIC

<table>
<thead>
<tr>
<th>Level</th>
<th>Minimum Performance</th>
<th>Limited Performance</th>
<th>Sufficient Performance</th>
<th>Superior Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Objective 1: Understand and know how to use e-mail vocabulary and netiquette.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Target Objective 2: Using e-mail, as a part of a group could assemble the treasure map.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Target Objective 3: Can use various applications: open mail program, retrieve mail, compose a message, reply to message, and forward a message.</td>
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<td></td>
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</tbody>
</table>
# TRAINER'S AGENDA

## THE LOST TREASURE

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:00</td>
<td><strong>Introductions and Business</strong></td>
</tr>
<tr>
<td></td>
<td>Welcome. Review and sharing. Introduce, review, and discuss E-mail vocabulary and netiquette.</td>
</tr>
<tr>
<td>9:00-9:15</td>
<td><strong>All About E-Mail</strong></td>
</tr>
<tr>
<td></td>
<td>Demonstrate various e-mail applications: open mail program, retrieve mail, compose a message, reply to a message, and forward a message.</td>
</tr>
<tr>
<td>9:15-10:00</td>
<td><strong>Intriguing Interviews</strong></td>
</tr>
<tr>
<td></td>
<td>Partner with someone outside of your school district. Use the following questions to interview your partner via e-mail:</td>
</tr>
<tr>
<td></td>
<td>School and grade level taught</td>
</tr>
<tr>
<td></td>
<td>Birth date and place of birth</td>
</tr>
<tr>
<td></td>
<td>Favorite color</td>
</tr>
<tr>
<td></td>
<td>Find something non-educational that you have in common.</td>
</tr>
<tr>
<td>10:00-10:15</td>
<td><strong>BREAK</strong></td>
</tr>
<tr>
<td>10:30-12:00</td>
<td><strong>The Lost Treasure</strong></td>
</tr>
<tr>
<td></td>
<td>Read THE LOST TREASURE to the group. Pass out a portion of the map to each group. Groups should begin e-mail inquiries to complete their map.</td>
</tr>
<tr>
<td>12:00-12:45</td>
<td><strong>LUNCH</strong></td>
</tr>
<tr>
<td>12:45- 2:00</td>
<td><strong>Continue The Lost Treasure</strong></td>
</tr>
<tr>
<td>2:00-2:15</td>
<td><strong>BREAK</strong></td>
</tr>
</tbody>
</table>
2:15-3:15 Presentations

Each group should turn their map into the facilitator to be placed on the wall. Questions for Discussion: What kind of communication was necessary to complete the map? Did spokesperson or a leader emerge? How did you organize yourselves or did you? Would it have been easier if you had known each other to complete the map? How is each piece of information important to finish the map?

3:15-3:45 Extended Activities

- How can you take this model and use it in your classroom?
- Spruce Up This Old Castle
- Virtual High School Project-- Administered by the Concord Consortium from Concord, Massachusetts. One teacher per state offers net courses on diverse topics to students across the United States. Project focuses on active, asynchronous learning, and integration of peer collaboration. New Mexico Contact:
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3:45-4:15 Bridge to Practice

Participants will construct a list of 5 different ways they can use e-mail in their classroom to share with the group at next session.

Participants taking the class for credit will create and conduct an e-mail activity for their class and bring back examples of project to share with group at next session.

4:15 Evaluation/Rubric

Have participants complete rubric for this session.
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<td>2:15-3:15</td>
<td>Presentations</td>
</tr>
<tr>
<td>3:15-4:15</td>
<td>Extended Activities</td>
</tr>
<tr>
<td>4:15</td>
<td>Evaluation/Rubric</td>
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**NOTES:**