

S W I F T R I V E R S C H O O L
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New Salem, MA 01355
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**The Peace Amphibian:
An Arts & Literary Magazine Made by Kids with the “Write” Stuff
Technology Lighthouse Grant (Fund Code: 607)
Massachusetts, Department of Education**

General Project Objectives

The Peace Amphibian Arts & Literary Magazine project gives Swift River children a local and accessible venue in which to present their writing and artwork. Students in the fifth and sixth grades use sophisticated publishing software (Adobe PageMaker, Adobe Photoshop, and Microsoft Word) to produce the magazine. The high-quality finished product constitutes a professional display of their talents, and demonstrates their technology skills.

Students from every grade level contribute. Classroom teachers guide students through the writing process, encouraging youngsters to draft, write, and re-write their articles and poetry before publication. Students carefully craft and edit their own work and the work of their peers. Knowing their literary and artistic submissions will be viewed in a public forum motivates them to do their best.

Supported Massachusetts Curriculum Frameworks: English Language Arts

This project addresses Massachusetts English Language Arts Learning Standards. It supports state Composition and Media Strands through writing and illustrating a magazine devoted to student-produced literature and art. By editing their literary submissions, students learn standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling. By encouraging youngsters to illustrate their submissions with original artwork, we provide alternatives for intellectual expression, self-awareness, and social exchange. Effective arts education, fosters imagination, and creativity, while engaging a broader range of students in the educational process.

Individual Class Projects:

a) Damon Douglas, Teacher, Grades 5 & 6

Students designed picture books about Japan for a unit studied in class. They created text with Microsoft Word and produced story illustrations in a variety of formats. Students formatted their books using PageMaker to construct a six-page publication.

b) Miranda Kavanagh, Teacher, Grades 5 & 6

Students studied poetry and creative writing. They chose their submissions from their best

work, using Microsoft Word to compose the text. After editing, they formatted their work in Adobe PageMaker for submission to the magazine.

c) Chris Wings, Teacher, Grades 3 & 4

Students in third and fourth grade read 15 Peruvian folktales to experience stories from another culture. They analyzed common themes and structures, and gathered information about environments, animals, clothing, and foods that appeared in the tales. Then, with Peru as the setting, each student wrote an original illustrated explanatory tale. Using a scanner, Adobe Photoshop, and Microsoft Word, they created beautiful storybooks to share with adults and children in the towns of New Salem and Wendell. They submitted their illustrated stories for publication in the *Peace Amphibian*.

d) Linda Ruel Flynn, Art Instructor, Grades 1 & 2 (and Janet Ducharme, Victoria Munroe, and Carolyn Croteau, Teachers, Grades 1 & 2)

Students in first and second grade studied the large flower paintings of artist, Georgia O’Keeffe. They examined real flowers and after detailed observations, created paintings with watercolors and craypas. Teachers scanned student paintings into Adobe Photoshop. Students learnt their way around basic photo manipulation tools in Photoshop to create new abstract art from their original flower paintings. Illustrations accompanied poems, written in class. Poems reflected their thoughts and feeling about their pictures.

e) Carol Hayes, Teacher, Grades 3 & 4

Students in Ms. Hayes’ class studied poetry. They chose their submissions from their best work and illustrated their contributions with hand-drawings which we digitized and included with their submissions.

Hardware and Software

A Massachusetts Department of Education Lighthouse grant funded the purchase of additional equipment for our computer lab, making it possible for students to benefit from whole class instruction. We bought 4 Macintosh workstations, 2 flatbed color scanners, a wide-format black and white laser printer, and 2 digital cameras. Students used Microsoft Word, Adobe Photoshop, and Adobe PageMaker to produce the magazine. They scanned in original artwork and manipulated their drawings to fit the magazine format. Edited submissions were imported into a PageMaker template laid out with text boxes, graphic placeholders, text styles, and columns.

Faculty and Staff

Damon Douglas	<i>Teacher Grades 5 & 6</i>	ddouglas@massed.net
Miranda Kavanagh	<i>Teacher, Grades 5 & 6</i>	mirandakavanagh@yahoo.com
Chris Wings	<i>Teacher, Grades 3 & 4</i>	cwings@rcn.com
Carol Hayes	<i>Teacher, Grades 3 & 4</i>	
Janet Ducharme	<i>Teacher Grades 1 & 2</i>	jaducharme@rcn.com
Victoria Munroe	<i>Teacher, Grades 1 & 2</i>	vitolio@excite.com
Carolyn Croteau	<i>Teacher, Grades 1 & 2</i>	ccroteau.mass@rcn.com
Linda Ruel Flynn	<i>Arts Instructor, Grades 1 & 2</i>	arcticmermaid@hotmail.com
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Susan Ward	<i>Technology Specialist</i>	micaface@hotmail.com

SWIFT RIVER SCHOOL
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Language Strand

Editing the literary submissions, students learn standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling.

Literature Strand

The magazine showcases several types of student-produced writing reflecting literature studies in the classroom.

Composition and Media Strands

Students write and develop a magazine devoted to student-produced literature and art.

Capturing Students' Vision with Technology

Exploring the Art of Georgia O'Keeffe with 1st and 2nd Graders

Lighthouse Technology Project 2001-2002

Linda Ruel Flynn, PreK - 2 Art

Swift River School, New Salem, MA 978-544-6926

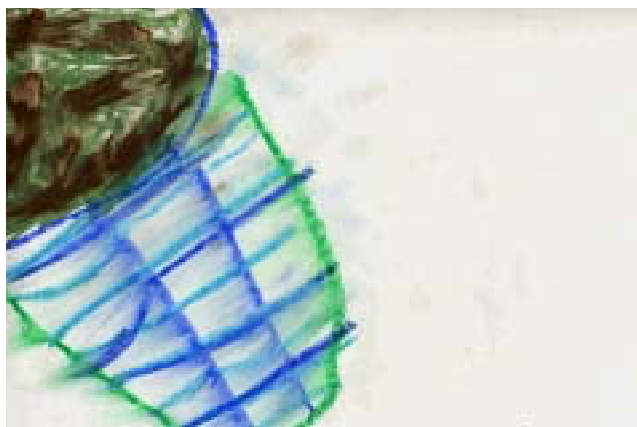
www.swiftriver.k14.mass.edu

-email: arcticmermaid@hotmail.com (be sure to use LIGHTHOUSE in your subject)

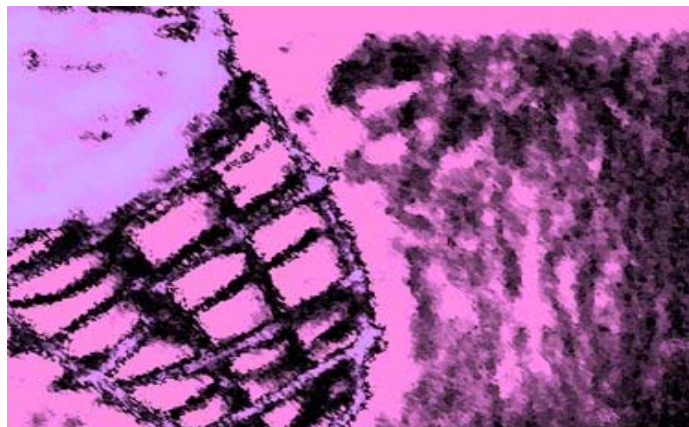
When asked, *"Why paint a flower so big?"* Georgia O'Keeffe explained, *"So that people will be surprised into taking the time to look."*
—*Hands and Minds; The Art and Writing of Young People in 20th Century America*

Visual arts education inspires students to perceive and shape their visual, spatial and aesthetic world. Using a variety of ways to explore, learn and communicate, students develop their capacity for imaginative and reflective thinking.

With this project we marry the traditional fine arts with the evolving field of technology for students to create works of art that had been out of their reach.



Traditional Art



Traditional art manipulated in Adobe Photoshop

Capturing Students' Vision with Technology, continued



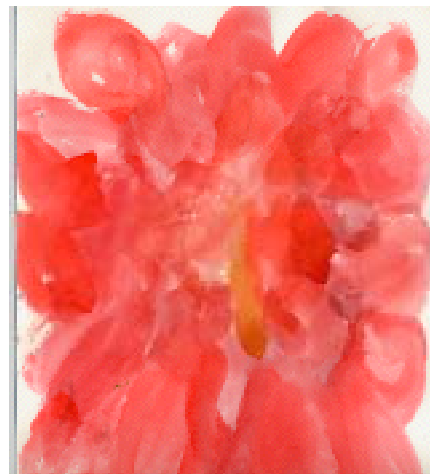
We observe

We spent considerable time looking at O'Keeffe's work, discussing scale, colors and composition. Students then looked at her work in comparison to live flowers as well as flower images from the Web. Students were given cardboard frames to assist in looking at portions of images and flowers. Pencil sketches were done first, followed by cray-pas (oil pastel) drawings and watercolors. Students chose their most successful piece to scan into Adobe Photoshop. Students were shown different style and effect applications in the software. After We observe examining different effects, students were allowed to explore freely with the software. They enjoyed changing their original drawings at will without losing their initial masterpiece.



We sketch

Within this process students mastered a variety of methods, materials and techniques found in traditional fine art. By using framing tools and preliminary sketches students began to grasp the principles and elements of design and positive and negative space.



We paint

Capturing Students' Vision with Technology, continued



Overall students were deeply immersed in observation (viewing paintings and flowers), abstraction (manipulating their original artwork), and invention (through their manipulation, students created pieces that were completely new and devoid of any flower reference). Students were also introduced to the exhibition process. Students mounted their works for display in Amherst, Massachusetts. They created critical responses to their work as well as poetry. Poetry and work were displayed at a community-wide event.

We learn



We explore and help



Look what we did!!!



We are pleased!

Digital Scanners and Cameras (with Adobe Photoshop and Microsoft Word) Lighthouse-sponsored Workshop

Location: Swift River, 201 Wendell Rd., New Salem, MA 01355; 978.544.6926 (voice);
978.544.2253 (fax)
Date Held: January 16, 2002
Presenters: Chris Wings (cwings@massed.net), Susan Ward, and Carol S. Holzberg, PhD
(carolh@anthro.umass.edu)

Web Sites

Scanning

- **How to Send Images by Email and other Scanning Tips** (<http://www.scantips.com/faq3.html#email>)
- **Scanning Techniques** (<http://www.photoshoproadmap.com/photoshop-tutorials-tips/scanning.html>)
Scanning 101, scanning line art, bit depth, resolution, FAQ, and so much more.
- **Scanning Tips** (<http://graffiti.org/faq/scan.html>)
- **Pixels, Dots, and Inches: How Big Can I Print It?** (<http://www.imaging-resource.com/TIPS/PRINT1/PRINT1A.HTM>)
- **Basic Image Scanning** (<http://www.wnt.cwrl.utexas.edu/web/tech.cfm?page=scanner>) Step-by Step:
How do I simply scan a picture? After scanning, how to manipulate the image.

Digital Cameras

- **Digital Camera Resource Page** (<http://www.dcresource.com/>). Reviews, buyer's guide, FAQ
- **A Complete Guide to Digital Cameras, Digital Photography and Digital Video** (<http://www.shortcourses.com/>). Useful how to's.
- **Digital Cameras Reviews and News** (<http://www.dpreview.com/>)
- **Digital Camera Links** (<http://www.emtech.net/cameralinks.htm>) List of camera manufacturers with links to their Web sites, plus links to Price Comparison Web sites so you can compare prices of cameras before buying.
- **Digital Camera Tutorials** (<http://www.find.com.au/tutorials/computerhardware/digitalcameras/>) How to find one, how to save battery power, how the cameras work, camera FAQ

Adobe Photoshop

- **Photoshop Tutorials Search Engine** (<http://psworkshop.net/>). Hundreds of Photoshop lessons on topics such as: 1) Basic tips and shortcuts; 2) color manipulation; 3) Special effects; 4) Photo editing and Scanning; 5) Text effects; and 6) Textures and backgrounds.
- **Photoshop Tips and Tricks on Your Mac (but easy to adapt to Windows)** (<http://www.apple.com/creative/resources/ttphotoshop/>). Topics include: Color Correction, Making Selections, Retouching, Text Effects, Vector Shapes, Web Graphics, and Working with layers..
- **Adobe Photoshop Expert Center** (<http://studio.adobe.com/expertcenter/photoshop/main.html>)
Register for free, then access free tutorials from Adobe.

Microsoft Word

- **Templates** (<http://www.microsoft.com/mac/webtools/templates/default.asp?navindex=totw4>)
- **Lesson Plans** (<http://www.microsoft.com/education/default.asp?ID=LessonPlans>)
- **How To Chapters for Office 2001 (Mac) Products** (<http://www.microsoft.com/education/downloads/tutorials/classroom/macoffice/Word.doc>)
- **Office 2000/XP Tutorials** (<http://www.microsoft.com/education/?ID=IOCTutorials>)
- **Microsoft Word Tutorial** (<http://www.nailitnow.com.au/word/free/tocheadings.html>)

Sample pages from the magazine

SALAMANDER TOES
SWIFT RIVER SCHOOL'S ARTS AND LITERARY MAGAZINE



JUNE,
2002

ACKNOWLEDGEMENTS

This project was funded by a Technology Lighthouse Grant (Fund Code 607) and a Community Service Learning Grant awarded to Swift River School (2001-2002) by the Massachusetts Department of Education.

We would like to extend a special thanks to all Swift River teachers who made it happen and to Tom King, our principal for his guidance, support, and encouragement throughout the project. We are indebted to the Swift River office staff, Christine Heard and Christine Morin, for their brilliant organizational skills.

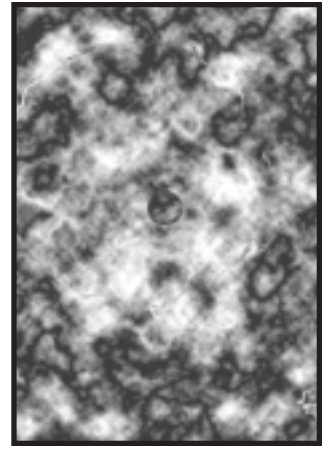
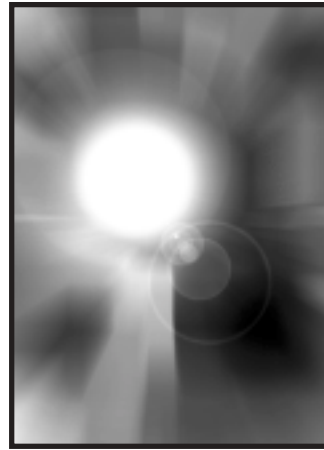
“Genius is 1% inspiration and 99% perspiration.” — Thomas A. Edison

Susan Ward, Technology Specialist
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UNTITLED

A fierce storm
Black
Hurricane
Wind
Rain.

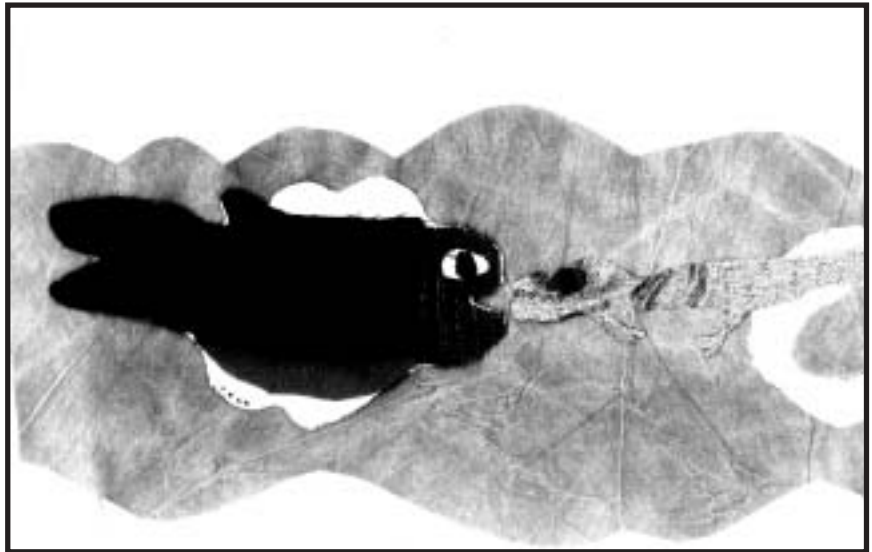
TOM
GRADE 2



WHY CAMIN IS SO SHY

Long, long ago, before people were alive, Camin was afraid of nothing. Camin was a long scaly lizard who lived in the Amazon River in Peru. Camin lived a good life chomping on fish that also lived in the river.

One gloomy morning Camin was eating fish. He came to an odd looking fish that had sharp teeth. After looking at it for a long time he decided to eat it.



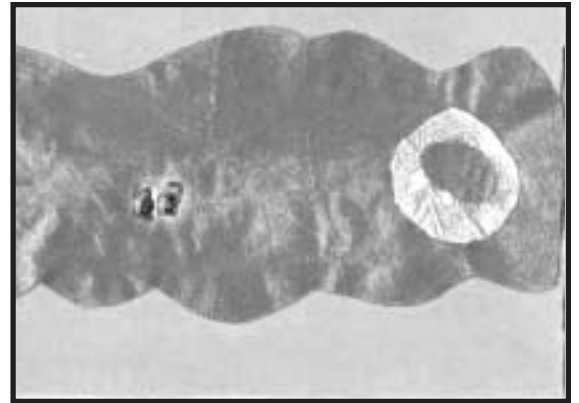
But when he was about to close his mouth the strange looking fish screamed out “STOP!”

Camin replied, “ Now, who is this saying that I, the brave Camin, can not eat them?”

“My name is Piranha and if you eat me, every animal will try to kill you when they see you.”

Camin did not believe him and ate Piranha.

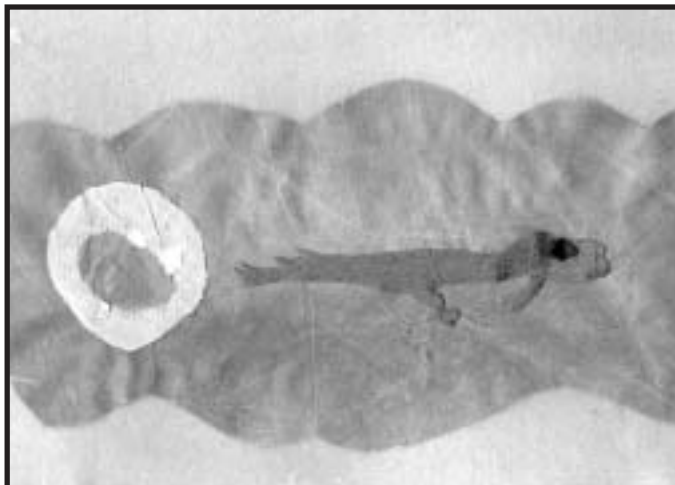
That night Camin could not sleep. In his mind he saw pictures of Piranha. He kept imagining that the other animals were nearby just waiting to kill him. The scared lizard did not want to die. He liked living in the Amazon River.



The next day Camin found a way to check if any animals were around. He would stick his eyes out of the water so that he could see the other animals in the rainforest, but they could not see him.

Since that day camins have been shy.

BEN
GRADE 4



GOD BLESS AMERICA

God bless America the country that is free.
I love this country so.
Let us remain free too.
God bless America the land I live in.
Protect us God from war.
Save us from this tragedy.
Keep us safe and warm.
God bless America I think war is wrong.
Soldiers die, Hearts are broken.
God bless America.

DANIELLE
GRADE 4



Coco

stubborn to kids
because he does not play
with me and he gets annoying sometimes
My dog.

CHRIS
GRADE 4