Educational Objective: Fun!

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THE DRAGONLINGS

IN THE ONCE UPON A TIME WHEN PEOPLE BELIEVED IN MAGICAL DRAGONS, SORCERY, AND MAGIC, PEOPLE LIVED IN THE TIMES OF THE AMERICAN COLONIES. THE STORY OF THE DRAGONLINGS BEGAN WITH THE FIRST PEOPLE WHO LIVED IN AMERICA. THE DRAGONLINGS WERE A POPULAR LEGEND IN THE AMERICAN COLONIES.

ONE DRAGON LAID A CLUTCH OF EGGS. VALENTINE KNIGHTS BEGAN ATTACKING THE DRAGON FOR THE EGGS. ONE KNIGHT WOUNDED THE DRAGON AND TOOK IT HOME. HE CARED FOR ITS CLUTCH AND THE DRAGON ITSELF. THE EGGS HATCHED, BUT THE MOTHER DIED. THE KNIGHT BURIED THE MOTHER AND CARED FOR THE YOUNG DRAGONLINGS. HE TAUGHT THEM HOW TO FLY AND HOW TO CATCH PREY TO EAT. HE SET THEM FREE AND KEPT ONE FOR A PET AND GUARDIAN. HE NAMED IT SILVER WINGS. SILVER WINGS WAS LOYAL TO HIS MASTER AND MISTRESS. HE LOVED BOTH CLEARLY. SILVER WINGS OFTEN TOOK HIS MASTER AND MISTRESS FOR RIDES ON HIS BACK. WHEN HIS MASTER, SIR BRADFORD, RODE INTO TOWN, SILVER WINGS WAS MUCH ADORABLE TO THE TOWNPEOPLE. SIR BRADFORD, DRESSED IN HIS SHINING ARMOR, RODE ON SILVER WINGS' BACK. THEY MADE A MARVELLOUS PAIR. SOON AFTER SIR BRADFORD DIED, SILVER WINGS DIED OF GRIEF.

Integration with Social Studies

Computer resource teacher Paola Williams works with classroom teachers to develop computer activities that relate directly to the curriculum covered in the classroom. The following project was part of the study of the Polynesian migration of the first people to Hawaii. With LogoWriter, fifth graders Diane Kim and Sachie Sullivan made the islands from sprite shapes which were stamped in place, and used LABEL to identify the islands. The arrow is animated and shows the migratory routes believed to have been used within the Polynesian triangle.

A sixth grade class studying the American colonial period wanted to make a database of the information they had found about the colonies. Since most of the students had quite a bit of experience with both Logo and databases, Paola asked them to write their own database system using Logo II. She provided some tools and examples of how lists and their properties work. The results were outstanding.

Sharing ideas about the applications of Logo among teachers, students, and other schools has been important to the growth of our Logo program. Ideas are sometimes adopted without change, but more often they're built upon or revised to meet special needs. The more experiences teachers and students have, the better they are at finding new uses for Logo and computers. Creativity flourishes in the Logo environment where the computer truly becomes a tool for the mind.

Elaine Blitman and Barbara Jamile are the K-2 and 3-4 supervisors at the Punahou School in Honolulu, HI. They have been using Logo with young children since 1982. Their CompuServe number is 76067,211.

Logo LinX
by Judi Harris

Educational Objective: Fun!

Did I hear you "harrumphing" as you read this month's subtitle? For shame! Isn't fun in your district's standardized curriculum? It should be. "Go tell my principal," you say? OK. Tell him/her that it's really divergent thinking development, or creative design. But you, your students, and I will know what the real objective is.

Yes, fun can be worked into the traditional curriculum, from kindergarten through graduate school. You already know that. You try your best to make learning fun for your students; isn't that part of the reason that you use Logo with them? Making an activity fun is an excellent way to motivate learning in all traditional subject areas. But I'd like to look at fun from a different perspective.

If an activity is fun, then it probably fulfills an intellectual, psychological, physical, or spiritual need. This kind of fun isn't manufactured to encourage better spelling or help children to memorize the multiplication tables; it is inherent in the activity itself. If something is fun to do, then I believe that it has a rightful place in a student's schedule.

Is this heretical talk? Not really. Underlying this argument is a very basic assumption: human beings, when provided with a rich environment of possibilities from which to choose, naturally seek out learning experiences that they need. Such Piagetian reasoning must not seem unfamiliar if you have perused the pages of Mindstorms. Learning is an inherently pleasurable, self-fulfilling activity.

Out-of-Line Drawings

Time for some fun with Logo.

What's this?
This fun Logo project was inspired by a wonderful little book by the title of *Droodles.* (Price, R., Los Angeles: Price/Stem/Sloan, 1953.) The original designs for the droodles displayed in this article were taken from the line drawings in that delightful little volume. The author defines a droodle as "a borkey little drawing that doesn't make any sense until you know the correct title." (Price, p. 2.)

By the way: the first design is a "Mended Doughnut." The second one is a "Man in a Tuxedo who Stood Too Close to the Front of an Elevator." As you can see, the droodle is no fun without the label.

Droodle LinX
If the Curriculum Enforcement Committee is breathing down your neck, try a droodle that is integrated into the social studies curriculum:

(Inside view of Napoleon's coat)

Droodles can even get quite philosophical:

(The world outside as seen by a little person living inside a beer can)

But, most of all, Droodles are mind-stretchers, and therefore appropriate for both enrichment and remedial groups.

Droodle Logo
Droodles can be drawn in the immediate or delayed (procedure) mode, and labeled with a simple PRINT statement. Droodle captioning can be a group or individual activity, and droodle displays draw many admirers. Droodle printouts also make unusual Mother's or Father's Day presents. I hope that by now you are convinced that droodles have a rightful place in The Curriculum during these happy spring months. If that insistent administrator still raises an eyebrow when he/she sees "Logo Droodles" in your plan book, remind him/her what educational objective Roger Price quotes for droodling:

"You will find that droodling will help you to withstand the pressures of a troubled and complex world, develop your character and your motor ability, and make you more self-reliant..." (Price, p. 48)

Now, I ask you, who needs any more reason for "having fun" than that?

Judi Harris was an elementary school computer use facilitator, graduate education instructor, and computer consultant for a number of public and private schools in Pennsylvania. She is now a doctoral student in education at the University of Virginia. Her CompuServe electronic mail address is 75116,1207.

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**MathWorlds**
*edited by A. J. (Sandy) Dawson*

Uri Leron's article, "Logo Today," which appeared in *The Computing Teacher* in 1985, propelled Uri into the limelight within the Logo community. His presence on the West Coast at Berkeley last fall provided an opportunity for an invitation to come to Vancouver and share his current views on Logo with members of the BC Logo User Group. While here, Uri and a number of my mathematics education colleagues had a chance to discuss the topic of the relationship between Logo and mathematics. Those discussions led to my invitation to Uri to write a column about that topic. I also had an ulterior motive in making the request: I am to teach a Logo / mathematics course to graduate students during the summer of 1987 (it begins just about the time this column will appear), and I wanted the benefit of Uri's ideas and thoughts on the 'intersection' of Logo and mathematics. I was not disappointed when I received Uri's article, as he has begun to capture some of the mathematical essences inherent in Logo.

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**On the Mathematical Nature of Turtle Programming**
*by Uri Leron*

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The invitation from Sandy to write this column gave me an opportunity to reflect once more on what I think is the fundamentally mathematical nature of programming with the turtle. My emphasis will thus be on fundamental processes of mathematical thinking, rather than specific subject matter.

What's in a Rectangle?

Let me start by considering a procedure that 11-year olds can typically write on their own after a few weeks (or months) of learning Logo: