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Developing an understanding of the steps in the design of structures. Context This is a single lesson that allows students to create, design, and evaluate different structures. Students use Lego blocks to create different designs. They will assess the various steps required to create their structures. They will consider possible alternative steps for building their structures. The evaluation process is an important concept for early education, as students do not seem to understand what design is or why it is important. (Benchmarks for Science Literacy, p. 349) Students also have difficulty evaluating and applying knowledge from other contexts while participating in design and technology activities. (Benchmarks for Science Competence, p. 349) Since students like to build with many different materials, this activity with different materials makes it easier for them to participate in the process of application and evaluation. After mastering the design of simple objects, students should move to designing, assemlyseming, and operating more complex systems. Planning Ahead It is important that the blocks are bundled and prepared so that the student groups receive the same number and type of blocks. Motivation Set several packed sets of Lego standard blocks in advance. Make sure each of the bags contains the same number of blocks of different sizes (one, double, four, and eight peg blocks). Divide students into groups of three to four. Instruct them to create a structure that uses all the blocks. Allow students to work on their structures for 5-10 minutes as a group. As a whole class, share and discuss group structures. Ask the students: How are your structures the same? How do they differ? Which blocks did you use for a base? Which ones were used for the middle? How many steps have you taken to create your structure? Have you changed the structure at all? How? Have you all contributed to the construction and design process? Development Tell students that they will master some design challenges with their Lego blocks. Start by building the highest structures they can. Ask students: Which blocks did you use for the base? How did you decide which blocks to use? Did you determine this by trying or talking about it? How often did you have to rebuild your structure? Now the students have to design the widest structures they can. Ask the How did you determine the design of this structure? What blocks did you use for the base? Middle? How often did you have to rebuild your structure? Is this a strong structure? How do you know? How did you test it? Could you redesign it to make it stronger? Next, students can build structures that are able to bridge over a length of three inches. Allow students to perform their Ask students: How many steps have they taken to create this structure? How was the design of this different from the others? How was the design similar? What blocks did you use for the base? Which blocks were used for the center? How did your group choose to design your structure? Let your students repeat this whole process with Tinker Toys. Use the questions above for each of the three different themes. Once the students have completed the construction of the structures with Tinker Toys, ask the students: Were more steps involved in the construction of the Tinker toy structures than the Lego blocks? How were they different? How were they similar? Which blocks were best to build a high structure? Why? Which blocks were best to build a wide structure? Why? Which blocks were best for building a bridging structure? Why? Assessment Say to students: Today we looked at different types of structures and the steps it took to build them. Now your group will take on a challenge. You will receive 30 drinking straws and a small amount of clay. Your challenge is to build the highest and strongest bridge you can. We will test the strength of their bridge by placing a stack of 20 pennies. Allow students 15-20 minutes to build their bridges. When each group's bridge is complete, test the strength. Ask the students: Why did you design the bridge this way? How often did your group have to start over? What steps has your group taken to design this bridge? Was your bridge able to keep the weight of the penny ieven? If not, what do you think you need to change in your design? What have other groups done with their designs that have worked well in this challenge? Extensions Let your students enter a list of instructions. Ask students: How many instructions are on your list? Why do statements usually have more than one step? What do instructions help? is it important that the instructions are clear? Why? Let student groups end the instructions to make a peanut butter and jelly sandwich. Let each group give their instructions to another group and then try to make a sandwich with only the instructions that are provided. Ask the students: Was there more than one step in making the sandwich? Are the steps unclear? Are there any steps that have been omitted from the instructions? How could the steps be changed to make them better? Send us feedback on this lesson > Red font color or gray lights indicate text that appears only in the answer copy. Topology Addressing S-Device Interface IP Address Subnet Mask Standard Gateway R1 G0/1 209.165.201.1 255.255.255.224 N/A S1 VLAN 1 209.1 65.201.2 255.255.255.255 255.255.255.255 255.255.255.255 5.255.255.255.255.255.255.255.255.255.255.2 255.224 N/A Server NIC 209.165.201.30 255.255.255.224 209.165.201.1 Background / Scenario This activity includes many of the skills you have acquired during your Networking Essentials studies. First, you will configure IP addresses on network devices on a simplified network. Second, set up the wireless configurations on your home network. Finally, you can verify your implementation by testing end-to-end connectivity by accessing the Web server, www.server.pka, and Router R1 using SSH on the simplified network. Implementation router R1 Configure the device name according to the addressing table. Configure the IP address on the G0/1 interface according to the IP addressing table and enable the interface. Create a banner that warns all users accessing the device that unauthorized access is prohibited. Be sure to include the word warning in the banner. Assign cisco as your console password and enable sign-in. Assign the class as a password-encrypted password in privileged EXEC mode. Encrypt all plaintext passwords. Configure SSH on R1: Set the domain name to network.pka Generate a 1024-bit RSA key. Create a user with a user name administrator with the password cisco123 Configure the VTY lines for SSH access. Use the local user profiles for authentication. S1 Configure the device name according to the addressing table. Configure the IP address of the switch on the SVI interface according to the IP addressing table and enable the interface. Server Configure the server's IP address according to the IP addressing table. Wireless Router in the home enter the home cluster. In the web browser on your PC, configure the following: Initial Wireless Router IP address: .... 192.168.1.1 Username / Password: .... admin / admin SSID: .... MyHome Security Mode: .... WPA2 Personal passphrase: .... 123Cisco DHCP Configuration: Wireless Router IP Address:.. 192.168.20.1 Start IP address: .... 192.168.20.101 Maximum number:... 100 DNS 1: .... 209.165.201.30 Devices in the Home Configure the wireless settings so that the end devices can access www.server.pka. Ssid:........................... MyHome Security Mode:.......... WPA2 Personal or WPA2-PSK Passphrase: .... 123Cisco Note: Use for Tablet and Pda, the Config tab for wireless configurations. Verify connectivity to verify that IP addresses are on the correct networks. All terminals should be on the 192.168.20.0/24 network. If you are not on the correct network, type the following commands at the command prompt. PC> ipconfig /release PC> ipconfig /renew Check that all devices in the home can access www.server.pka. Make sure that all terminals in the home are with password cisco123. PC> ssh –l admin 209.165.201.1 Script Router R1 enable configure t hostname R1 interface g0/1 ip add 209.165.201.1 255.255.255.224 no shutdown banner motd $Warning: Unauthorized access is prohibited!• line con 0 password cisco login enable secret class service password-encryption ip domain-name networking.pka crypto key generate rsa 1024 username admin password cisco123 line vty 0 4 transport input ssh login Switch local S1 enable configure t Hostname S1 Interface vlan 1 ip address 209.165.201.2 255.255.255.224 no shutdown Danh m c: K thu't I'p tr'nh ... CHAPTER 11 - PULLING IT ALL TOGETHER: CLOWN CANNON 233 balloonNode.translateX = 100 + Main.random.nextInt(400); balloonNode.visible = true; balloonAnim.playFromStart(); balloonMulti = 1; ... } function checkBalloon():Void if (collision(clownNode, balloonNode)) ' balloonNode.visible = false; balloonMulti = 2; CHAPTER 11 - ALL PULL TOGETHER: CLOWN CANNON ... 72 emit function, 27, 31, 44, 199, 211 emitCloud function, 208 emitSpark function, 208 emitter attributes, 29-35 emitter class, 25, 27-29, 31, 33, 44, 48, 240 emitter, 24 emitter... These notes were contributed by members of the GradeSaver community. We are grateful for their contributions and encourage you to make your own. Written by Elizabeth Shaw This text is a nonfiction book that deals with the experience of modernity. Modernity is defined as a shared experience of behaving, thinking and working in the modern world. The book begins with an introduction explaining Berman's thesis and what he wants to achieve when writing this text. This is followed by an examination of various literary texts and their relation to modernity. It begins with an analysis of Goethe's Faust, which relates the text to modern technology and the quest for progress. He defines Faust as a modernist text and links the piece to the concepts of dreams, love and development. Berman then proceeds to Marxism and explains the title of the book in this context. In this section, he argues that innovation and progress can often be self-destructive and reconcile the concept of Marxism with modernity. Berman then opens a discussion about modernity on the streets, drawing on the work of French poets. He focuses mainly on the works of Baudelaire, a French symbolist poet who was an influence for many of the more densemodernists. His works described the streets of Paris and the modern advances he observed around him. Afterwards, Berman talks about modernity in Petersburg, the rise of cities and the modernity of underdevelopment. Finally, Berman closes the text with a personal note. He describes modernity New York, the city where he grew up. He describes the positive and negative aspects of modern innovation in the city and how they are looking at themselves and others Level. You can help us by revising, improving, and updating this section. Update this section After you have claimed a section, you have 24 hours to submit a draft. An editor reviews the submission and either publishes your submission or gives feedback. Give feedback.