



# The TALKING SCHOOLHOUSE™ SERIES

Real Human Speech  
That Teaches Basic Skills

Apple®  
IIGS  
3.5" Disk

Ages 8 to Adult

TALKING  
U.S.A. MAP



3.5" Disk

512K

Power of Human Speech + Super Hi-RES, 16-Color graphics NO EXTRA HARDWARE REQUIRED!

# TALKING U.S.A. MAP



This series consists of four parts on two 3.5" disks:

United States Map  
State Maps

Regional Maps  
Capitals Quiz



The Talking Schoolhouse™ Series

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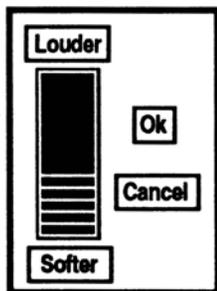
## BOOTING THE PROGRAM

**Talking U.S.A. Map** is designed to run on the Apple IIGS (512K minimum memory) with a 3.5" disk drive. Insert the Boot Disk into the drive label side up, then turn on your computer and monitor. The data necessary for loading running the program will boot automatically. After this disk has booted, a dialog box will appear requesting you to insert the Program Disk. Do so, then press *Return* on your keyboard. To abort the loading process, simply press the *Esc* key at this time.

## MAP MENUS

When **Talking Alpha Chimp** has completed loading, the Main Map will appear on the screen. The map is divided into four regions of different colors. In addition, there are buttons marked *Quiz* and *Quit*. Students may choose a region to study by clicking the mouse on any of the states within that region. If they prefer to take the *Capitals Quiz* first to see how much they already know, they may do so by clicking the mouse on that button.

## ADJUSTING THE VOLUME



To set the volume for the duration of the program, simply click the mouse on the button marked *Volume* located on the screens in each section of the program. A dialog box will appear displaying a volume control scale similar to the one pictured at the left. Clicking the mouse on *Louder* raises the volume, and clicking on *Softer* lowers the volume. When the spoken word is at the level desired, click the mouse on *OK* to

return to the program.

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# Introduction

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**Talking U.S.A. Map** is a four-part program on two 3.5" disks. It is designed for students in grades 4-12, but is suitable for those of any age who wish to learn state facts, capitals, and U.S. geography. Superbly detailed graphics of each individual state show the topography, borders, and moving bodies of water. The clear, digitized human voice pronounces the name of each state, and a simple click of the mouse brings up a variety of facts about the history, land, industry, and political characteristics of each state.

The format of **Talking U.S.A. Map** is highly interactive in nature. The user must use both the mouse and keyboard to advance the program. The four sections may be run in any order desired, however, it is highly recommended that users learn about all 50 states before taking the *Capitals Quiz*. In the *Capitals Quiz*, users have two tries to correctly name the capital of each of the 50 states. They receive immediate positive feedback for their answers. The quiz keeps a running total of the number of capitals named correctly on the first try, as well as an ongoing percentage score.

**Talking U.S.A. Map** displays the maximum capabilities of the Apple IIGS computer. Super high-resolution graphics and human voice will thrill youngsters and adults alike, and no additional hardware is required. All that is needed is a 3.5" disk drive and the standard 512K minimum memory. Developers have recorded actual human voice and electronically digitized the sound directly into the computer program. The result is clear, natural-sounding speech -- not a confusing, synthesized computer voice.



# Learning Objectives

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## **Conceptual Objectives**

Through the use of this program, students will learn to conceptualize the country of America as a whole. They will learn that there are fifty states that make up our country and begin to see that proximity, climate, and other characteristics enable groups of states to be classified into regions. Overall, students should develop a sense of the spatial relations between the states and conceive of them as parts that comprise a whole -- that whole being the country called the United States of America.

## **Skill Objectives**

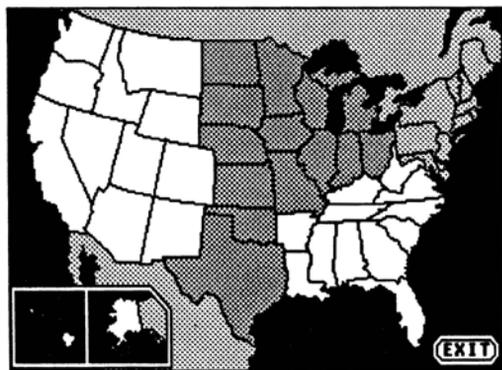
Repeated use of this program should vastly improve students' map-reading and geography skills. Students should become proficient at naming and locating regions of the United States as well as the individual states within those regions. They will learn the location, spelling, and pronunciation of all the state capitals as they receive thorough practice and reinforcement in this area. Students will learn to name the states bordering other states and become familiar with the major rivers and lakes within our country. They will also be exposed to a variety of pertinent facts about each individual state. Additionally, younger students' fine motor skills will be enhanced through increased practice manipulating the computer mouse and keyboard.

## **Affective Objectives**

Immediate positive feedback in the form of human voice and animated graphics will reinforce each child's feelings of confidence and accomplishment. Students control the program as they must interact with the microcomputer for the program to advance, so they are able to progress at their own pace, which is less intimidating for those having difficulty with the material presented.



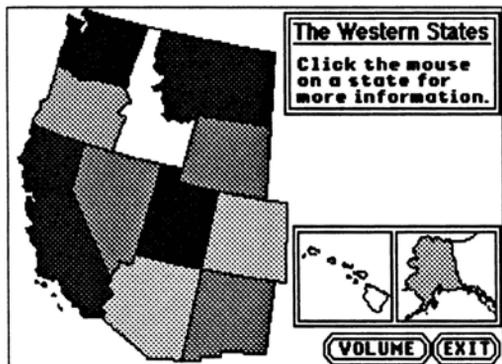
# Program Description



In the first section of **Talking U.S.A. Map**, students are presented with the overview map of the United States. The map is color-coded into four regions, with the states of Alaska and Hawaii appearing as cut-outs in the bottom left-hand corner of the map. Two buttons appear at the right-hand side of

the screen, labeled *Volume* and *Quit*. Students may choose to set the volume at this point. This process is described in the latter part of page three of this guide. After students view the map of the entire United States, they should decide which region they would like to study first. Beginning with the students' home state region might be a good place to start.

Students should begin by using the mouse to move the cursor into the region they wish to study. To view a map of that region, users need only click the mouse. For the purposes of this program, the country has been divided into four regions, which are clearly delineated in color on the main map. The green region represents the *Western States*; the orange region represents the *Central States*; the pink region represents the *Southern States*; the yellow region represents the *Northeastern States*.





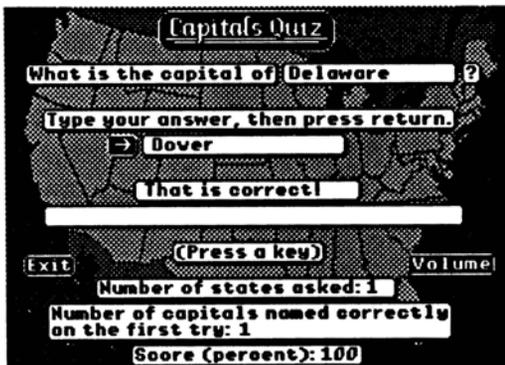
# Program Description



Once students are viewing a particular region, they will be directed to click the mouse on an individual state within that region to learn more about it. The screen then shows a close-up, highly detailed topographical map of that state, complete with moving water. Clicking the mouse on the map elicits the

name of the state, pronounced in a clear voice. Clicking on the written name of the state displays the number of that state and the date at which it entered the union. Students may then click on one or all of three numbered buttons that appear. Doing so will produce a page of factual information and trivia about the state. Clicking on the *Exit* button returns to the main U.S. map.

The final portion of *U.S.A. Map* is the *Capitals Quiz*. Students are verbally asked to identify the state capitals, one at a time. The questions come up in random order, differently each time the quiz is run, to ensure that students are not simply memorizing the order of names instead of truly learning them in connection with the states to which they belong. They are given two tries per state. Answers receive immediate feedback, and a running total of the number *and* percent of capitals named correctly on the first try is shown.





# Teaching Strategies

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- There are a variety of activities teachers may use to supplement the exposure their students will get from the **Talking U.S.A. Map** program. A simple 'map game' can be fun for students as well as excellent practice and reinforcement of their growing knowledge of the geography of the United States.
  
- Divide students into two teams and have them line up on either side of a large, pull-down map of the United States. Call the first student from each line up to the map. Begin with the states. Say, "Find North Dakota." The first student to successfully point to the state wins a point for his or her team. When students become proficient at finding the states, move on to state capitals. Say, "Find Sacramento." Alternately, you might say, "Find the capital of California." Give the game variety. Ask students, "How many states border Nebraska?" or "Locate the Mississippi River." To speed up the process, teachers should prepare questions and answers on index cards, ahead of time, then read them off during play. If possible, offer a reward of some sort for the team with the most points. Play the game at least once per week, alternating the composition of teams to be fair. Playing the game on an ongoing basis will reinforce students' knowledge and help them retain the information they've learned.
  
- Have students create their own maps of the United States, or any one state in particular. Allow them to color or paint their maps, and ask them to label the major cities, lakes, rivers, mountains, and other geographical features. When students have completed their maps, hang them up for display.



# Teaching Strategies

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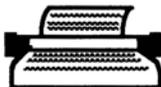
- As a long-term project, assign or allow students to choose a state. Have them research that state in depth, and accompany their report with maps, drawings, etc. Perhaps have the students give oral reports in order to share their information with the rest of the class.
  
- Ask students where they would like to live if they could choose anywhere in the United States. Ask them why they chose those states. Encourage them to tell specific things about the location, land, climate, etc. that makes them want to live in the state they chose. Afterwards, ask students what they like and dislike about the state they are living in currently. What would they like to change about it? What things make them proud of their home state? To extend this discussion, shift to the United States as a whole. What do students think about our country? What are its strengths and weaknesses? What would they change if they could? Are there ways to change some things in our country? If so, how would they go about effecting that change?
  
- Have students break up into small groups and assign them a project that is most challenging. Ask them to design the ideal state, or the ideal country. What would the land be like? What about the government, the schools, the rules, etc.? Have students draw detailed maps of their ideal state or country. Have them invent names of capitals, states, cities, towns, and geographic features. Encourage students to use their imagination and then try to share their vision with their fellow students. When all groups have finished, allow each group to give a presentation of their ideal state or country. Allow the rest of the class to comment after each presentation.



# Teaching Strategies

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- ❑ If possible, arrange a class field trip to your state capitol building. Beforehand, explain about the state legislature, how it functions, what goes on at the capitol building, who works there, etc. Discuss the similarities and differences between state government and the federal government. Have each student prepare a question to ask when visiting the state capitol.
  
- ❑ Encourage students to find out more about their immediate surroundings. Have them research different aspects of their city or town and share that information with the class.
  
- ❑ Ask the students why they think America is broken up into fifty states. Do we need separate states? Why or why not? Ask them what they think our country would be like if it were not divided into states. What would the advantages and disadvantages of this be? Talk about the fact that many countries are smaller than our individual states. Compare the size of our country to others. First compare size in terms of area, then size of population. Discuss how much space the United States and the Soviet Union have compared to the size and population of other countries, such as China, India, etc.



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Disks the purchaser damages will be replaced for a nominal duplicating and handling fee. Return your damaged disk and a check for \$10.00 to:

**Talking Schoolhouse  
Box 390 Westchester Ave.  
Pound Ridge, N.Y. 10576**



# Teacher's notes

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