

# OUTREACH OCEANIA: INTEGRATING WIKIMEDIA INTO THE CURRICULUM

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## Contents and Learning Standards

This book contains lesson plans designed to address National Curriculum Standards and Benchmarks for the Federated States of Micronesia. A copy of English Student Learning Outcomes for grades 9 to 12 is available at [http://www.fsmed.fm/9-12\\_English\\_\\_Student\\_Learning\\_Outcomes\\_Dec23%5B1%5D.pdf](http://www.fsmed.fm/9-12_English__Student_Learning_Outcomes_Dec23%5B1%5D.pdf).

## Why use Wikipedia, Wikinews and Commons in the classroom?

Many of the lessons found in this book could easily be modified to not include Wikipedia, Wikinews or Commons. If that is the case, why should you consider using these lesson plans? The answer is because in contributing to these projects, your students will help contribute to a collaborative effort to share knowledge with the rest of the world. If your students chose to share their contributions on Wikimedia Foundation projects, they will be able to use them as part of a virtual portfolio of work that could help them with future employment opportunities. By contributing to Wikipedia and related projects, students can make connections with people around the world that can help them accomplish their goals. This can include networking with academics to help with higher education goals, or connecting with chapter representatives who can help them gain leadership experience. It can also include connecting with researchers who might provide them with a chance to travel and present student conducted research about the local and international wiki community. Students might also find guidance from photographers, who can help them improve their art. Wikimedia Foundation projects also represent an opportunity to promote local interests to an international community. This can be done by uploading pictures of the Pacific Region that could help increase tourism or alert people to the issues the local population is dealing with. It can also be done by publishing news stories on Wikinews, which let others know about situations that could impact them in areas like global warming and immigration policy, and the impact of the economic global downturn on smaller markets. Pacific Region school led involvement as a local interest can help with international efforts to preserve local languages, and students can contribute to Wikipedia in local languages such as Chamorro, Kajin Mjaje! and Fijian or to similar Wiktionary projects to help in this effort.

LANGUAGE ARTS LESSON PLANS

**Learning Area:** :Language Arts

**Grade Level :**  
9-12

**Class Size:**

**Timing:** Three to four one hour class sessions.

**Topic:** Chosen by students or the teacher.

**Curriculum Standard:**

Students will become competent speakers, listeners, and viewers, constructing literal and interpretive meaning from what they hear and view, and communicating effectively for a variety of purposes and to a variety of audiences.

Apply listening and speaking skills to participate effectively in a range of practical activities and projects, both in school and in the wider community, including the workplace.

Apply listening and speaking skills appropriate to Grade 9/10/11/12 level in the development of a media broadcast or presentation on an issue or subject of topical interest, using freely available downloadable sound-mixing software.

understood by a wide range of listeners. Students will be able to record their own speech and share it in an appropriate venue.

**Assessment:** Students will be assessed based on a spoken word recording of an article from Wikipedia . Criteria for assessment will include completeness of the recording (did they read the whole article?), clarity of speech (can people clearly understand what the speaker is saying?) and pacing (was the article read to fast or slow?).

**Preparation:** Before doing this lesson read [http://en.wikipedia.org/wiki/Wikipedia:WikiProject\\_Spoken\\_Wikipedia](http://en.wikipedia.org/wiki/Wikipedia:WikiProject_Spoken_Wikipedia) and [http://en.wikipedia.org/wiki/Wikipedia:WikiProject\\_Spoken\\_Wikipedia/Recording\\_guidelines](http://en.wikipedia.org/wiki/Wikipedia:WikiProject_Spoken_Wikipedia/Recording_guidelines) . Identify computers that students can use to make recordings. Determine what articles you want students to record: Do you want students to select their own? Do you want articles that relate to where you are from? Do you want articles that may be useful to support other curriculum areas? Are articles you selected of suitable length? When selecting articles, remember to record the version of the article that will be read as Wikipedia articles can change. Also consider if you want students to upload finished files to Wikipedia: Do you have the bandwidth or will you need some one else to upload?

**Materials:** Computers with sound recording tools that students can use and save work to in ogg format  
Printed Wikipedia articles  
Student handout with advice on recording articles

**Procedure:**

1. Have a discussion with students. Ask students if they know people who cannot read very well, who can speak a language but cannot read it or who have visual problems that make reading difficult. Ask students about issues that may arise from this: How do you communicate with people who have those problems in print and via speech?
2. Tell students they will be making spoken word versions of Wikipedia articles. Explain to students the purpose of spoken word articles on Wikipedia is to make knowledge more accessible to people with site problems, who have difficult reading, who learn better by hearing instead of listening, or who can understand English when spoken but not as well when written. Show students sample articles. Ask students students what they may to consider when making a recording for people. Example questions: How fast should you speak? How loud should you speak?

- Procedure:**
3. Give students the student handout with advice on recording articles and a copy of the article they will be asked to make a recorded version of. Ask students to practice reading the article out loud for homework. Ask students to create lists of words they are not sure how to pronounce so you can help them pronounce them correctly
  4. Have students go to a computer with the sound recording tools. Show students how to record sounds, and how to save the files in ogg format (or save in another file format, and convert the other format to ogg). Show students how to combine multiple files into a single file. Show students where to save final versions for assessment.
  5. After students have taught how to record and save, inform students they have a class period to practice saving and working on recording practice versions of their articles. Inform them they will make final versions of their spoken word article during the next class period or other period, depending on the availability of computers with sound recording. Give students a class period to familiarise themselves with saving and recording. During this practice time, work with any students who have identified words they do not know how to pronounce so that the students can learn how to pronounce the words correctly.
  6. Have students produce a final spoken word version of the article they were assigned.
  7. After students have completed their final versions of their spoken word articles, discuss with students issues of making the spoken word article. Did they figure out the pacing? Was it hard to go that fast or slow? Was it harder to speak into a microphone than to a person? Do they think others will be able to understand their article?
  8. Encourage (but do not mandate) students to share spoken word versions on Wikipedia.

*Procedure for uploading to Wikipedia:*

Before files can be uploaded, students need to allow the files to be copyrighted using a Creative Commons license. See attached page for students if this has not been previously discussed in class. If students do not wish to share their articles using this license, they should not be penalised as this runs counter to Wikipedia's culture.

*Student uploading:* Have students go to <http://en.wikipedia.org/wiki/>

Wikipedia:WikiProject\_Spoken\_Wikipedia/Uploading\_guidelines and follow the directions.

*Teacher uploading:* Ask students to write you an e-mail like the one outlined on <http://commons.wikimedia.org/wiki/OTRS> . With those e-mails, contact OTRS and follow the upload directions.

*Wikimedia Australia uploading:* Contact Wikimedia Australia at [oceania@wikimedia.org.au](mailto:oceania@wikimedia.org.au). Inform them your class has completed the Spoken Word Wikipedia Lesson Plan. Ask for a physical address to send a CD, DVD or USB dongle to send recordings of spoken to. When sending the recordings, include e-mails or letters giving copyright permission from students that release their work as Creative Commons licensed. Also include links to the article versions that students used to upload. Wikimedia Australia will respond back with an address and they will use their bandwidth to upload the articles.

## Wikipedia Guidelines

- Add a half second (500 milliseconds) of silence at the beginning of your sound file. This will eliminate buffering ‘hiccups,’ which may cause the first syllable in your spoken article to be inaudible as the file begins to stream (play).
- Properly format the filename. It should consist of the article title in canonicalized form plus the ogg extension. If you upload it to the Commons, the title must be prefixed by "en-" to show that the recording is in English.
- Treat links like text when reading. Any vocal indication of every link would disrupt the flow.
- Speak more slowly than normal, by about 25%. You should have about 150–160 words per minute so people can comfortably hear an article. Most conversational speech is at 200 words per minute or more.
- Tell people where it's from. Begin your recordings with:

"Article name, from Wikipedia, the free encyclopaedia, at E N dot Wikipedia dot org."
- Read out all headings as you come to them like this: "Section one: History", "Section two: Modern uses" etc. To make it easier to remember the numbering, go to your preferences, and under "Appearance" check the box "Auto-number headings".
- If you want to upload your article to Wikipedia, tell people how it's licensed. Wikipedia articles are licensed under the Creative Commons Attribution-ShareAlike 3.0 Unported License. Spoken versions are derivative works, so end your recordings with:

"This sound file and all text in the article are licensed under the Creative Commons Attribution-ShareAlike 3.0 Unported License, available at <http://creativecommons.org/licenses/by-sa/3.0>"

## Productions Tips

- **Warm up.** The vagaries of the day can leave your vocal cords clogged, especially if you have recently been eating or drinking milk-based foods such as cheese and chocolate. Some gentle humming before starting to record can cleanse and moisten the vocal cords leading to a better sound to the voice.
- **Stay relaxed.** Whenever you realize that your voice is becoming tenser than normal, or you're having more and more trouble speaking fluently, take a break, and resume when you feel muscular tension going away. Keep some fresh (not cold) water in reach, and drink some whenever you feel your mouth drying out. Also, speak outward, with your chin up. Posture and facial expressions can affect voice recordings.
- **Try standing up.** If you think your voice sounds a little thin or lacking in expression, standing while recording might help. Radio announcers and actors regularly stand while speaking to lend additional depth and confidence to their performance.
- **Speak across the microphone** or to the side of it, rather than directly into it, to avoid pops and breath noise. A distance of several centimetres or inches away from the microphone is recommended.
- **Volume levels** — make sure your audio levels are high but not clipping and, if you can, compress and normalize your audio.

For those unfamiliar with "audio" terminology, a brief description of these terms:

*Compression* is a dynamic levelling of audio, making loud parts quieter, and the quiet parts louder, so that a consistent sound level is achieved (on professional audio gear where 0 dB is maximum, −12 dB is a good place to level the average RMS for speech). Beware of excessive compression, as it will make noise stand out (even after noise reduction) and could exaggerate some sounds of speech.

*Normalization* is a calculated adjusting of audio so that the loudest peak is set to maximum potential volume, generally it is close to 0 dB (on professional audio gear where 0 dB is maximum, −10 dB is a good place to normalize the average RMS for speech).

**Mess up a take?** — Instead of stopping the recording, just stop speaking, then speak out "three, two, one" and then start reading again. You can easily edit out the "flub" since the countdown gives you a cue on where to make the edit, and gives you some "silence" to edit in.



<b>Learning Area:</b> :Language Arts	<b>Grade Level :</b> 9-12	<b>Class Size:</b>
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**Timing:** Two to three one hour class sessions.

**Topic:** Chosen by students or the teacher.

**Curriculum Standard:**

Select the most appropriate graphic organizer to fit the purpose, and use it to visualize, analyze, compare, classify, restate or summarize a Grade 9/10/11/12 level text, including making notes on main ideas and supporting details and compiling a bibliography of works consulted.

Use an appropriate graphic organizer to analyze, compare and contrast common themes and concepts in a number of related Grade 9/10/11/12 texts.

graphic organizer would assist in illustrating parts of the article that may need clarification to further other people’s understanding of the text. Students will be able to identify and use appropriate sources when none are found in the original text.

**Assessment:** Students will be assessed based the graphic organizer’s ability to support the text it was intended to illustrate, and the use of appropriate sources to support the information found in their graphic organizer. If students chose to upload their image to Commons, they will be assessed on that. Suggestion: Offer extra credit points for completing Commons portion of assignment.

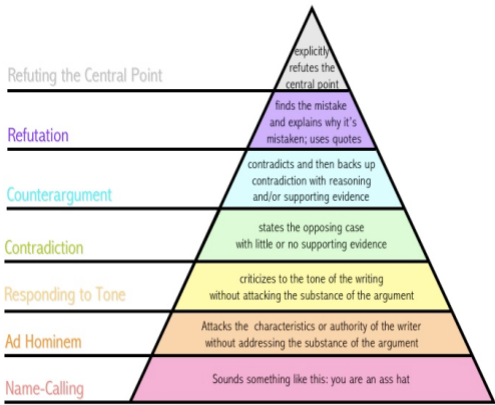
**Preparation:** Before doing this lesson, look at [http://commons.wikimedia.org/wiki/Specific\\_diagram\\_types](http://commons.wikimedia.org/wiki/Specific_diagram_types) , <http://commons.wikimedia.org/wiki/Chart> , <http://commons.wikimedia.org/wiki/Diagram> and [http://commons.wikimedia.org/wiki/Logic\\_diagram](http://commons.wikimedia.org/wiki/Logic_diagram) to familiarise yourself with the types of graphic organisers used on Commons and Wikipedia. View a few graphic organisers / charts / diagrams on Commons. Familiarise yourself with how existing contributors use descriptions and sources. Before doing this lesson plan, find grade appropriate articles in terms of topic or reading level that do not have graphic organizers already on them. The articles you identify will be used by students to create their graphic organizers. If you need ideas for articles that could benefit from a graphic organizer, look at the articles included in [http://en.wikipedia.org/wiki/Category:Wikipedia\\_requested\\_images](http://en.wikipedia.org/wiki/Category:Wikipedia_requested_images) or the category’s subcategories. When selecting articles, remember that students will need to be able to find sources.

**Materials:** Printed grade level appropriate Wikipedia articles  
Sources, in print or online, that students can use to create a graphic organizer  
Student handout with Wikimedia Commons Graphic Organizers examples  
Student graphic organizer assessment sheet  
Computer with a program to create a graphic organizer OR a scanner

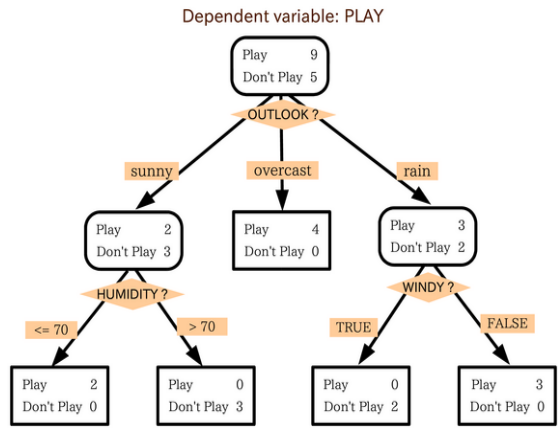
**Procedure:**

1. Give students a copy of the Wikimedia Commons Graphic Organizers handout. Have a conversation with students about different types of graphic organizers. Ask them to identify some of the types of graphic organizers on the handout. Discuss with students when you might use different types of graphic organizers: You might use a timeline to visualize history. You might use a flow chart or decision tree when giving directions.
2. Give students a copy of a Wikipedia article and the assessment sheet. Review assessment criteria with students. Ask students if they have any questions. For homework, students should read the article, start thinking of points that a graphic organizer could help convey and start thinking about sources they can use.

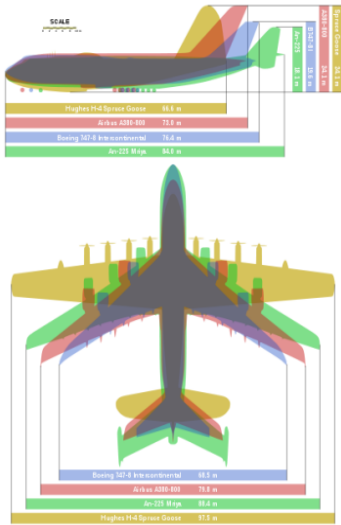
- Procedure:**
3. On the second day, give students time to create graphic organizers either on a computer or on paper if their graphic organizers will be scanned for uploading. Make available to students reference materials to help them provide citations for their bibliography in the notes portion of the assignment. Walk around the classroom and provide students with assistance in defining words, thinking about where an article might be improved by providing a graphic organizer, creating a bibliography or finding sources.
  4. Ask students to turn in the completed graphic organizer and notes the next for homework and to upload their images to commons . The form to upload can be found at <http://commons.wikimedia.org/wiki/Special:Upload> and students should follow the example found on the Examples handout for completing the form. If necessary, extend time to research and create the graphic organizer for a third period.



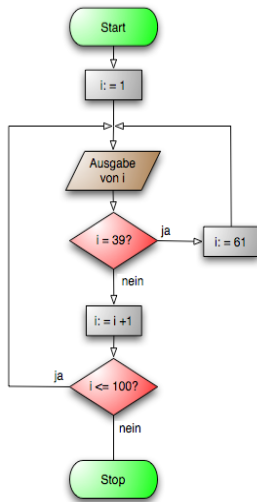
[http://commons.wikimedia.org/wiki/File:Graham%27s\\_Hierarchy\\_of\\_Disagreement.jpg](http://commons.wikimedia.org/wiki/File:Graham%27s_Hierarchy_of_Disagreement.jpg)  
 This file is licensed under the Creative Commons Attribution 3.0 Unported license.



[http://commons.wikimedia.org/wiki/File:Decision\\_tree\\_model.png](http://commons.wikimedia.org/wiki/File:Decision_tree_model.png)  
 This work has been released into the public domain by its author, T-kita at the wikipedia project. This applies worldwide.

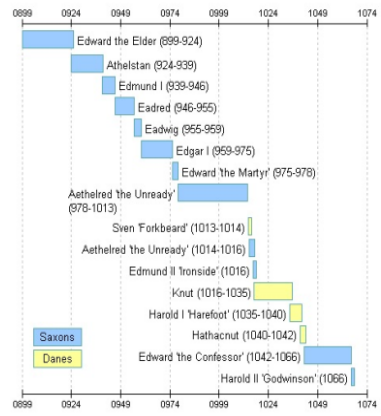


[http://commons.wikimedia.org/wiki/File:Giant\\_planes\\_comparison.svg](http://commons.wikimedia.org/wiki/File:Giant_planes_comparison.svg)  
 This file is licensed under the Creative Commons Attribution-Share Alike 2.5 Generic license.



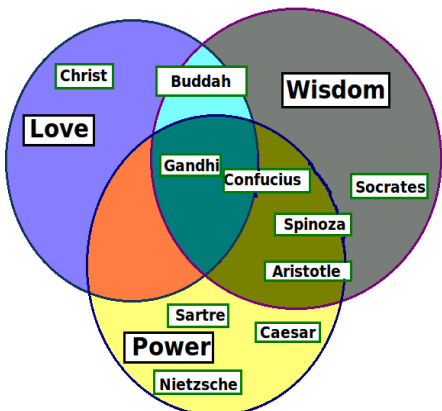
[http://commons.wikimedia.org/wiki/File:Flussdiagramm\\_%28Programmablaufplan%29.png](http://commons.wikimedia.org/wiki/File:Flussdiagramm_%28Programmablaufplan%29.png)  
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Rulers of England: Saxons and Danes



Created with Progeny's Timeline Maker on @TODAY

<http://commons.wikimedia.org/wiki/File:Saxons.jpg>  
 This file is made available under the Creative Commons CC0 1.0 Universal Public Domain Dedication.



[http://commons.wikimedia.org/wiki/File:Philosophy\\_Venn\\_Diagrams\\_Png\\_version.png](http://commons.wikimedia.org/wiki/File:Philosophy_Venn_Diagrams_Png_version.png)  
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[http://commons.wikimedia.org/wiki/File:Gluteal\\_Region\\_and\\_and\\_Posterior\\_Thigh2.GIF](http://commons.wikimedia.org/wiki/File:Gluteal_Region_and_and_Posterior_Thigh2.GIF)  
 This file is licensed under the Creative Commons Attribution-Share Alike 3.0 Unported license.

## Examples of Wikimedia Commons Graphic Organizers Descriptions

**Source file**

Local filename:

Maximum file size: 100 MB (a file on your computer)

Permitted file types: png, gif, jpg, jpeg, xcf, mid, ogg, ogv, svg, djvu, tiff, tif, oga.

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**File description**

Destination filename:

**Summary**

```

{{Information
|Description= DESCRIBE YOUR GRAPHIC ORGANIZER. INCLUDE SOURCES YOU USED FOR INFORMATION FOUND IN THE GRAPHIC ORGANIZER.|
|Source={{own}}
|Date=
|Author= [[User:YOURNAME|YOURNAME]]
|Permission=
|other_versions=
}}
    
```

Standard

Licensing: Creative Commons Attribution-Share Alike 3.0

Below are examples from uploaded images that have cited sources in their article description. Your goal is to do as well or better than these: Cite all the sources you used and provide a detailed description.

<b>Description</b>	English: vector map of fort nelson. Not entirely accurate but will do for some functions
<b>Date</b>	may 2011
<b>Source</b>	Tracing over a 1931 6 inch to the mile OS map
<b>Author</b>	ordnance survey user:geni

<b>Description</b>	<p><b>English:</b> This figure shows the history of <i>atmospheric carbon dioxide</i> concentrations as directly measured at <i>Mauna Loa, Hawaii</i>. This curve is known as the <i>Keeling curve</i>, and is an essential piece of evidence of the man-made increases in <i>greenhouse gases</i> that some believe to be the cause of <i>global warming</i>. The longest such record exists at Mauna Loa, but these measurements have been independently confirmed at many other sites around the world [1] <a href="#">↗</a>.</p> <p>The annual fluctuation in carbon dioxide is caused by seasonal variations in carbon dioxide uptake by <i>land plants</i>. Since many more forests are concentrated in the <i>Northern Hemisphere</i>, more carbon dioxide is removed from the atmosphere during Northern Hemisphere <i>summer</i> than Southern Hemisphere summer. This annual cycle is shown in the inset figure by taking the average concentration for each month across all measured years.</p> <p>The grey curve shows the average monthly concentrations, and red curve is a moving 12 month average.</p> <p><b>Français :</b> Évolution de la teneur atmosphérique en dioxyde de carbone, mesurée depuis le volcan <i>Mauna Loa</i>, dans <i>l'île de Hawaii</i>. La courbe de cette évolution est connue sous le nom de « <i>courbe de Keeling</i> », et est une preuve évidente de la production humaine de <i>gaz à effet de serre</i> et de son impact sur le <i>réchauffement climatique</i>. C'est sur le Mauna Loa que les taux mesurés sont les plus élevés, mais on retrouve la même évolution sur d'autres sites dans le monde (voir <a href="#">ici</a> <a href="#">↗</a>).</p> <p>La fluctuation annuelle de dioxyde de carbone est due aux variations saisonnières causées par les plantes. Comme beaucoup de forêts se trouvent dans l'<i>hémisphère nord</i>, il y a plus de rejet de gaz carbonique dans l'atmosphère durant l'été septentrional que pendant l'été austral. Ce cycle annuel est indiqué dans l'encart en bas à droite de l'image, et montre la concentration moyenne de gaz au cours des différents mois. Ce cycle se répète quelle que soit l'année observée.</p> <p>La courbe grise montre la teneur moyenne mensuelle de dioxyde de carbone, et la courbe rouge représente la moyenne annuelle.</p>
<b>Date</b>	23 April 2008
<b>Source</b>	Own work, from Image:Mauna Loa Carbon Dioxide.png, uploaded in Commons by Nils Simon under licence GFDL & CC-NC-SA; itself created by Robert A. Rohde from NOAA published data <a href="#">↗</a> and is incorporated into the Global Warming Art project.
<b>Author</b>	Sémhur

<b>Description</b>	English: Chart: Numbers of slaves in the USA, Northern States only, 1680 thru 1860; data source: Ira Berlin: Generations of Captivity: A History of African-American Slaves, Cambridge, London: The Belknap Press of Harvard University Press, 2003, ISBN 0-674-01061-2
<b>Date</b>	24 July 2008
<b>Source</b>	Own work
<b>Author</b>	Stiffahlar

Name: \_\_\_\_\_

Article: \_\_\_\_\_

This assignment has two parts: A graphic organizer and related notes, and an image that will be uploaded to Commons using <http://commons.wikimedia.org/w/index.php?title=Special:Upload&uselang=ownwork> .

### **Assessment Criteria**

1. Graphic organizer illustrates a point that is unclear in the article, or that could be made more clear by the creation of the graphic organizer.
2. Graphic organizer demonstrates knowledge about the subject of the article.
3. Graph organizer connects several ideas, facts or concepts in a logical manner.
4. Notes for the graphic organizer includes two or more sources used to get the information to create it. Sources should be formatted as a bibliography. Wikipedia cannot be used as a source. Sources used on Wikipedia can be used if the information on the articles is not used on the article already.
5. Notes should include why the type of graphic organizer was chosen. Example: A timeline was chosen because the graphic organizer shows events that take place over time as the exact sequence of events was unclear in the article.
6. Notes should summarize and describe the information found in the graphic organizer.

### **Commons Assessment Criteria**

1. Image has a description that includes all sources used to create the graphic organizer.
2. Image has a description that accurately and thoroughly describes the contents.
3. Image has an appropriate copyright, lists who created the actual image and the date the image was created.
4. Image does not get deleted from Commons.

<b>Learning Area:</b> :Language Arts	<b>Grade Level :</b> 9-12	<b>Class Size:</b>
<b>Timing:</b> Two one hour class sessions.		
<b>Topic:</b> Chosen by students or the teacher.		
<b>Curriculum Standard:</b> Independently use reference books, catalogue systems (including Dewey Decimal Classification System), electronic media and other materials, including dictionaries, thesauruses and reference books, to support word-level and text-level comprehension and interpretation of Grade 9 level texts and other materials.		

**Intended Learning Outcomes:** Students will be able to define words from a vocabulary list and be able to cite sources for where their definitions come from. Students will be able to use Wiktionary to share definitions with others and to find definitions to help them improve their vocabulary.

**Assessment:** Students will be assessed based on the completeness of the words they define, and having references for their definitions. Students may also be assessed the length of their contributions, and their contributions being kept on Wiktionary.

**Preparation:** Create a vocabulary list. Check Wiktionary for words on the list. Do pages exist? How good are the pages for these words? Do you think they have room for student improvement? If the articles would be hard to update, consider choosing alternative words. Are there multiple definitions for words? Can multiple students update the same Wiktionary article with unique definitions, quotes and example showing how the word should be used, other word forms and pictures? When developing a word list, consider how many words you want students to define. If students do not have accounts on Wikipedia and related projects, time may need to be given to have students register so they can contribute.

**Materials:** Wiktionary Layout Example  
Print or online dictionaries that students can use  
Dictionary worksheet  
Computer with access to the internet

**Procedure:**

1. On a computer, show students what Wiktionary looks like. Search for a couple of words. Have students look at what is included on the articles for those words. (Individual word articles may be printed if a computer is not available.) Ask students to identify things on these pages, and for examples. Example: footballer is a noun. The definition of footballer is a person who plays football. The word is English. ER is a suffix in the word footballer.
2. Give students their list of vocabulary words. Each student should have at least five words where they can help improve Wiktionary pages. Also give students Wiktionary Layout Examples handout, and Dictionary Worksheet. Tell students they will be defining the words on the list. These definitions will first be done on paper. Then, they will take the work they did on paper and update the article page for each word on Wiktionary. Spend some time talking to students and comparing and contrasting the Wiktionary examples with the worksheet in order to prepare students for editing Wiktionary the next day.

- Procedure:**
3. Give students the remaining class period to work on defining words. Tell students the assignment of having the paper version completed is due the following day. If they do not have them completed, they will not be allowed to use computers to define words on Wiktionary.
  4. At the beginning of the second period, demonstrate how to use Wiktionary if students are not familiar with this. After that, ask students to login and edit the Wiktionary articles for the words they defined.

**IEO**

==English==

===Initialism===

""IEO""

# Informal Eating Out which is a term used to categorize sectors of the food industry where you can buy food but don't need to book a table.

===References===

\* A mcdonalds report [http://www.mcd-holdings.co.jp/pdf/2005/2005\\_result\\_e.pdf](http://www.mcd-holdings.co.jp/pdf/2005/2005_result_e.pdf)

**ola**

==Samoan==

===Interjection===

""Ola!""

# An exclamation to mean wonderful.

===References===

\* Pratt, G. (1862). A Samoan dictionary: English and Samoan, and Samoan and English; with a short grammar of the Samoan dialect. Samoa: London Missionary Society's Press. Page 12.

**ringette**

==English==

===Etymology===

{{suffix|ring|ette}}

===Noun===

# {{sports}} A [[team sport]] played on [[ice]] and primarily by [[female]]s, the players using [[stick]]s to control a [[rubber]] [[ring]] and attempting to score [[goal]]s by landing it in the opponents' [[net]].

#\*{{quote-news|year=2007|date=May 9|author=The Associated Press|title=Sports Briefing|work=New York Times|url=http://www.nytimes.com/2007/05/09/sports/09sportsbriefs.html|passage=Sam Jacks, the inventor of ""ringette"" and floor hockey, and Robert Steadward, whose efforts spearheaded the growth of Paralympic sports, are being inducted in the builder category. }}

===References===

\* ringette. MacMillan Dictionary. Access date: 29 October 2011. [<http://www.macmillandictionary.com/dictionary/american/ringette>]

\* Ringette Canada (Aug. 22, 2006). "Information about Stick Approval/Legal Sticks"



**wrestler**

==English==

===Noun===

# A person who [[wrestle]]s.

#\* "'2005'", [[w:Plato|Plato]], "Sophist". Translation by Lesley Brown. [[w:Stephanus pagination|231c]].

#\*: "it isn't easy to avoid all the "'wrestler"'s holds."

===Reference===

\* "Wrestler." MacMillian Dictionary. Access date: 29 October 2011. [http://www.macmillandictionary.com/dictionary/american/wrestler]

**high jumper**

==English==

[[File:Bundesarchiv Bild 183-1986-0118-020, Andrea Bienias.jpg|thumb]]

===Alternative forms===

\* [[high-jumper]]

===Noun===

# An [[athlete]] who competes in the [[high jump]]

===References===

- "high jumper." Cambridge Dictionaries Online. Access date: 29 October 2011. [http://dictionary.cambridge.org/dictionary/british/high-jumper]

**beach volleyball**

==English==

[[File:Beach volleyball-Huntington Beach-California 2.jpg|thumb|People playing beach volleyball Huntington Beach, California]]]

===Noun===

# {{uncountable}} An outdoor variant of [[volleyball]] played on sand.

# {{countable}} The [[ball]] used to play this sport.

====Synonyms====

\* [[outdoor volleyball]], [[sand volleyball]]

===References===

\* "beach volleyball." Dictionary.com Unabridged. Random House, Inc. 28 Oct. 2011. &lt;Dictionary.com http://dictionary.reference.com/browse/beach volleyball&gt;.

Name: \_\_\_\_\_

Using the words assigned to you, complete the form below. You will be graded on completeness. Quotes and alternative forms are optional. Wiktionary cannot be used as a reference. If you have more words than forms, hand write or type the rest on a separate sheet of paper using the form below.

**Word:** \_\_\_\_\_

**Language:** \_\_\_\_\_ **Part of speech:** \_\_\_\_\_

**Definition:** \_\_\_\_\_  
 \_\_\_\_\_

**Used in a sentence:** \_\_\_\_\_  
 \_\_\_\_\_

**Quote:** \_\_\_\_\_

**Alternative forms:** \_\_\_\_\_

**References:** \_\_\_\_\_  
 \_\_\_\_\_

**Word:** \_\_\_\_\_

**Language:** \_\_\_\_\_ **Part of speech:** \_\_\_\_\_

**Definition:** \_\_\_\_\_  
 \_\_\_\_\_

**Used in a sentence:** \_\_\_\_\_  
 \_\_\_\_\_

**Quote:** \_\_\_\_\_

**Alternative forms:** \_\_\_\_\_

**References:** \_\_\_\_\_  
 \_\_\_\_\_

**Word:** \_\_\_\_\_

**Language:** \_\_\_\_\_ **Part of speech:** \_\_\_\_\_

**Definition:** \_\_\_\_\_  
 \_\_\_\_\_

**Used in a sentence:** \_\_\_\_\_  
 \_\_\_\_\_

**Quote:** \_\_\_\_\_

**Alternative forms:** \_\_\_\_\_

**References:** \_\_\_\_\_  
 \_\_\_\_\_

Name: \_\_\_\_\_

Word: \_\_\_\_\_

Language: \_\_\_\_\_ Part of speech: \_\_\_\_\_

Definition: \_\_\_\_\_  
\_\_\_\_\_

Used in a sentence: \_\_\_\_\_  
\_\_\_\_\_

Quote: \_\_\_\_\_

Alternative forms: \_\_\_\_\_

References: \_\_\_\_\_  
\_\_\_\_\_

Word: \_\_\_\_\_

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\_\_\_\_\_

Quote: \_\_\_\_\_

Alternative forms: \_\_\_\_\_

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Word: \_\_\_\_\_

Language: \_\_\_\_\_ Part of speech: \_\_\_\_\_

Definition: \_\_\_\_\_  
\_\_\_\_\_

Used in a sentence: \_\_\_\_\_  
\_\_\_\_\_

Quote: \_\_\_\_\_

Alternative forms: \_\_\_\_\_

References: \_\_\_\_\_  
\_\_\_\_\_