

Exploring Liberty: A Web Trek

Educational Transfer Plan

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Overview of Project

Students will create an online trek across the United States. They will receive instruction on use of the Internet and then be asked to research and compile information in small groups relating to a particular location in the U.S. Group members will report on geography, early inhabitants, history, and famous Americans from that place. Additionally, students will create illustrations and upload their research to the Internet using templates and a web editor program. Groups will repeat 4-6 times during the school year, rotating tasks each time.

Objectives for Students

Students will be able to:

- ? Conduct a search of the Internet to gather information of a specific topic
- ? Organize research into notes
- ? Create an organized composition, including the information recorded in notes
- ? Edit composition into html using a web-editing template
- ? Upload page onto class hosted site for US Web Trek

National Board Certification

Middle Childhood Generalist (grade level 5)

Curriculum

Standards:

- II. Knowledge of Content
- V. Instructional Resources
- VII. Multiple Paths to Knowledge

Resources

- ? Internet-accessible computers (lab for whole-class instruction, and classroom computers for group work)
- ? Web page editing software with pre-designed templates for each section of project
- ? Research guides
- ? Rubrics
- ? Self-evaluation

Background Information (Optional)

My class has developed a tracking program that will mirror the Web Trek project and provide interest while assisting in location selection for the project. At the beginning of the year, puppets sent out with people traveling within the country. Each of the puppets represents an early cultural group found in America during the periods of exploration or colonization. The puppets include a Native American boy, an African girl in traditional garb, an Inuit girl, and an American “cowboy”. Students are introduced to these puppets early in the year and help develop a history for each.

The puppets travel throughout the country with people on business trips or via post and discover the present civilizations. They compare how life is today with how life was in early America and the changes that have occurred over time. The journeys of the puppets are charted on a large map in the classroom. People that travel with the puppets are asked to take a picture of puppet at the location (using the camera included), record what the puppets’ thoughts might be (in a field journal), and send a postcard (written from the perspective of the puppet) to the class.

Students may then be assigned locations to research based on the postcards that are received or supplemented with other historical sites.

Project Description

This Web Trek is designed to help familiarize students with the use of the Internet as a research and publishing media. While using the Internet as a tool, students will be expanding their knowledge of United States geography and history while working cooperatively with their peers to present a finished project several times during the year. By working in groups, it will help foster a sense of individual responsibility, leadership, and time management.

Students will develop an online tour of locations across the United States as a Web Trek of the country. Students will research various locations and submit entries to be placed on the class site using templates and a simple web-editing program. Students will work in small groups of about 6 members to submit between 4 and 6 reports during the school year.

Each group member will be assigned a task to complete.

- ? Geography of place (land regions, climate, physical features, surrounding area, etc.)
- ? Early inhabitants and lifestyle/culture of the inhabitants
- ? Brief history of the place
- ? Short biographical accounts of 3 noted residents/contributors of the place/region
- ? Illustrations (a map of the area and a picture of what you might see)
- ? Web Editor (gathers materials and compiles the page)

Students will spend the first one to two months of the school year receiving instruction in a computer lab setting. They will be instructed in how to use the Internet to conduct a search using scavenger hunts and worksheets with step-by-step instructions, to gather data and record notes, and to use a web editor template to create a web page representing their research.

Timeline of Project

| | |
|-------------------|---|
| September-October | Introduce project. Instruct students in computer lab to conduct effective searches. Teach students to use web editor. Orient students to each of the tasks/roles for the project. |
| November | Students conduct first location report. Each member of group is assigned a different part of the report to research and complete. Upload pages to site. |
| January | Second location report. Upload pages to site. |
| Late February | Third location report. Upload pages to site. |
| Early April | Fourth location report. Upload pages to site. |
| May | Fifth location report. Upload pages to site. |
| June | Report on year. Assessment. |

How to Replicate Project

The project is easily replicated, but may require some background information to be given to the group of students. The purpose of the project is to create a virtual tour of the United States and some of its historical or popular cities and locations. California's fifth grade curriculum for Social Studies includes an exploration of America from its earliest inhabitants, through the age of exploration, European colonization, and independence. The web trek should support that curriculum by providing an opportunity for a study in how famous places today have developed from their earlier inhabitants through its historical events and famous citizens. Through this study, students will gain a greater understanding of what makes some of our US cities special.

Students will need to be instructed in the use of search engines and web page editors, since they will be asked to use these tools independently during the course of the year. To best facilitate this instruction, the use of a computer lab will be necessary. Students will use guides and scavenger hunts to help them navigate through these tools and provide an evaluation tool to measure how successful they are in using both of these tools. To aid in replication by fellow educators, the guides, worksheets, and rubrics are included.

The choice of web-editing software may be varied depending on what is available to students at a particular site. Programs like Microsoft Frontpage or Dreamweaver could be used, but may be too advanced for students to use without causing frustration. It may be advisable to use a word processing program like Microsoft Word or Apple Works to create templates the students may use. The documents would then be saved in an HTML file format and uploaded to your webpage.

It is not necessary to follow the timeline provided. Depending on how soon students are able to demonstrate proficiency in web editing and Boolean searches, you may be able to complete more or less reports during the course of the academic year. It is anticipated that most classes should be able to complete four to six different reports in a year. Pacing should be adjusted, however, to accommodate individual student needs and computer problems.

Guides and Forms

- ? Internet Search Guide
- ? Web Editing Step-by-step
- ? Geography Page Guide
- ? Early Inhabitants Guide
- ? History Guide
- ? Biographies Guide
- ? Illustrator Guide
- ? Works Cited and Online References

Internet Search Guide

| Step | Instructions | Requested Information |
|------|--|-----------------------|
| 1 | Go to Yahoo!igans (www.yahooligans.com). | ----- |
| 2 | Search a category. Click on the <u>Around the World</u> link in the Yahoo!igans! Directory. Choose the sub-category for <u>U.S. States</u> on the next page. How many sites are there for the state of California? | |
| 3 | At the bottom of the page that lists all the states, find a link to the site <u>Stately Knowledge</u> . Go there. What is the origin of the name "California"? | |
| 4 | Return to Yahoo!igans (www.yahooligans.com). Using the category of <u>School Bell</u> , find a website that offers homework help. Check out the site. Write down the URL. | http:// |
| 5 | Go back to Yahoo!igans (www.yahooligans.com). Select the <u>Animals</u> sub-category of the <u>Science and Nature</u> category. Search just that category for "kiwi". Find out where kiwis are found? | |
| 6 | Try a natural language search. Go to Ask Jeeves (www.ask.com) and type a question, "What time is it in Korea?" Find the current time and date in Seoul, South Korea. | |
| 7 | Try another search on Ask Jeeves. Find out why hot air balloons float. Record your answer using one to seven words. | |
| 8 | Suppose you want to gather some information about knights. Go to www.looksmart.com and search for "knights". How many websites are found with the word "knights" in them? | |
| 9 | Narrow your search. At LookSmart, enter a search using the phrase "knights of the round table". How many websites are found with that phrase? | |
| 10 | Go to Yahoo (www.yahoo.com). You want to search for an Australian animal that is a marsupial, but is not a kangaroo. Enter "australia" then a plus sign (+) followed by "marsupial" to show that the search results must include marsupial and a minus sign (-) followed by kangaroo to say that the results should not include kangaroos. Record the common name and scientific name of an Australian marsupial. | |
| 11 | Use Yahoo!igans (www.yahooligans.com), Ask Jeeves (www.ask.com) or Yahoo (www.yahoo.com) to search for the actual number of legs a centipede has. Record the number. | |

Web Editing Step-by-Step

1. Go to the Documents folder on the desktop and open the file: Sample Page. Double click on the name of the file to open it.
2. This file is a word processing document that you will edit using Microsoft Word. It is a *template*, which means that the format you see on your monitor is a pattern for the webpage you are going to create. The layout is going to be the same, but you are going to enter some information of your own to change what the page says.
3. First, you need to change the title at the top of the page. Click once on the title and a text box should appear. Click and drag over the text in the box to highlight it. Press the delete key to clear the field. Type your new text into the box, which will be the title of a favorite novel.
4. Below the title box, is a smaller line of text. Follow the same procedure to select the text and enter the new text, which will be the name of the author of the book and your name (First name and last initial **only**). Change the font size to 16 points. Highlight your new text and select from the *Format* menu *Font*, and then choose the *Size* of 16.
5. On the left side of the page is a text box where you will enter a brief summary of the book. This should be no more than four sentences and should include a description of where the story takes place, the main character, and the basic plot. It is not necessary to go into great detail about the story.
6. On the right side of the page is another text box where you will list three (3) favorite things about the story you read. At the top, type: What I Liked Best about this Story. You will create a bulleted list for each of your three favorite things about the story. The template already has bullets and you need to enter your favorite things in place of the text that is already listed. Now, you will format the title of the list, which is the top line where it says “What I Liked Best about this Story”. Change the font size to an 18-point font for the first line. On the *Format* menu at the top of the screen, select *Paragraph*. Select the drop box for *Alignment* and select *Centered*. This will center your text in the text box.
7. The last change you will make to this page is to add an appropriate image. You will replace the picture of the camera on the bottom of the page with a picture that represents something in the story. Click once on the picture of the camera to select it. Then, with the camera still highlighted, go to the *Insert* menu at the top of the page and choose the option for *Picture* and *Clip Art* from the menu that open to its right. Select a picture that you would like to use to represent your novel and double click on it or select *Open*.
8. You should now have your picture on the page where the camera had been. Your picture may be huge, though, so you will need to resize it. To resize, click once on the picture to highlight it. You should see small squares on the corners of the picture. Click on one of the squares and drag it to make your picture smaller to about the size of the camera.
9. On the *File* menu, select *Save As...* and save the page as an html file of your name.

Early Inhabitants Guide

It is your responsibility to research and record information about the early inhabitants of your assigned location. You will need to be thorough, yet concise. You will need to gather information about the early, Native American inhabitants. Describe their lifestyle, housing, traditions, religions, and government. Use this page to help you organize your research. After collecting your information, you should organize your notes into approximately one to three paragraphs that will be typed and submitted for publication on the class Web Trek site.

Location: _____

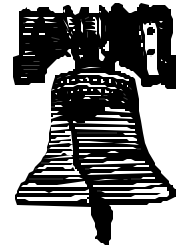


- I. What group/tribe of people (native Americans) were the early inhabitants of this place?
- II. What area (present-day states) did they occupy?
- III. What type of housing did they dwell in?
- IV. What traditions did they observe in their culture?
- V. Describe their religious beliefs/practices/traditions.
- VI. How was their society governed? What kind of leadership was there?
- VII. What became of this group of people?

History Guide

It is your responsibility to research and record information about the history of your assigned location. You will need to be thorough, yet concise. You will need to gather information about the history of your location. Include information on who the first explorers or settlers to arrive in this location were, what country claimed the territory, when it became a territory, when the state received its statehood, any important dates, and any important events. Use this page to help you organize your research. After collecting the information, you should organize your notes into approximately one to three paragraphs that will be typed and submitted for publication on the class Web Trek site.

Location: _____



- I. Who were the first explorers or settlers to arrive in this location?
- II. What country first claimed this territory? When?
- III. When did the state become a state? (When was it admitted to the Union?)
- IV. What are some events and dates that are important to the development/growth of this location? List them below. Include some detail about each and how it was important to this location.

Biographies Guide

It is your responsibility to research and record some biographical information about three noted persons for your assigned location. You will need to be thorough, yet concise. You will need to gather information about each of the people's birth, place of origin, what they are remembered for, and what became of them, including their deaths. Use this page to help you organize your research. After collecting the information, you should organize your notes into approximately one to three paragraphs that will be typed and submitted for publication on the class Web Trek site.

Location: _____



- I. Person #1
 - A. Date of birth:
 - B. Place of origin:
 - C. What are they remembered for?
 - D. What became of them?
- II. Person #2
 - A. Date of birth:
 - B. Place of origin:
 - C. What are they remembered for?
 - D. What became of them?
- III. Person #3
 - A. Date of birth:
 - B. Place of origin:
 - C. What are they remembered for?
 - D. What became of them?

Student Name _____ Date _____

Illustrator Guide

It is your responsibility to create two illustrations for the pages of your group's project. First, you will need a map of the area, which includes landforms, major cities, and waterways. The second illustration should be one of your choosing, but should reflect something of interest or significance for this location (landmark, famous building, famous person, symbol of location, etc.). Pictures should be neat and in color. Size should be between 6" x 6" to standard paper size 8.5" x 11". Pictures will be scanned into the computer and uploaded to the site.

Location: _____

You may use this space to brainstorm ideas and/or sketch what you plan to draw.



Works Cited and Online References

Cite the websites that you visit and get information from in the format shown below. All groups' members' sources will be combined on the published pages and will be listed in alphabetical order by the author's last name. If you can't find an author for a site, list the title and alphabetize those after the sites with authors.

Author (last name, first name). "Title of Website"

URL: <http://>_____

Viewed: (date)

Example:

Baer, John. "The Pledge of Allegiance - A Short History."

URL: <http://www.vineyard.net/vineyard/history/pledge.htm>

Viewed: 10-04-2001.

Works Cited

Author _____ Title " _____ "

URL: <http://>_____

Viewed: _____

Author _____ Title " _____ "

URL: <http://>_____

Viewed: _____

Author _____ Title " _____ "

URL: <http://>_____

Viewed: _____

Author _____ Title " _____ "

URL: <http://>_____

Viewed: _____

Assessment and Evaluation

- ? Researcher Grading Rubric
- ? Illustrator Grading Rubric
- ? Web Editor Grading Rubric
- ? Self-Evaluation

Exploring Liberty: A Web Trek

Researcher Grading Rubric

Student Name _____

Location _____

Role of Student: _____

| CATEGORY | 4 | 3 | 2 | 1 |
|------------------------------|--|---|---|--|
| Content | All required information is included and well represented. Student's research exceeds minimum requirement. | All required information is included and well represented, but does not reflect effort beyond requirements. | Most of the required information is included. | Required information is missing, incomplete, or incorrect. |
| Quality of Work | Provides work of the highest quality. | Provides high quality work. | Provides passing quality work. | Provides work that needs to be checked or redone to ensure quality. |
| Grammar and Mechanics | Writing contains no grammatical or mechanical errors. | Writing contains few (1-2) grammatical or mechanical errors. | Writing contains several (3-4) grammatical or mechanical errors. | Writing has repeated grammatical and mechanical errors. Does not reflect editing and revising. |
| Focus on the Task | Consistently stays focused on the task and what needs to be done. Self-directed. | Focuses on the task and what needs to be done most of the time. Group members can count on this person. | Focuses on the task and what needs to be done some of the time. Must be reminded sometimes. | Rarely focuses on the task and what needs to be done. Lets others do the work. |
| Pride | Work reflects this student's best efforts. | Work reflects a strong effort from this student. | Work reflects some effort from this student. | Work reflects very little effort on the part of this student. |

| |
|---------------------------------|
| Total Score: _____ Grade: _____ |
|---------------------------------|

Exploring Liberty: A Web Trek

Illustrator Grading Rubric

Student Name _____

Location _____

Role of Student: Illustrator

| Category | 4 | 3 | 2 | 1 |
|----------------------------|--|---|---|--|
| Content | All required information is included and well represented. Student's work exceeds the minimum requirement. | All required information is included and well represented, but does not reflect effort beyond requirements. | Most of the required information is included. | Required information is missing, incomplete, or incorrect. |
| Quality of Work | Provides work of the highest quality. | Provides high quality work. | Provides passing quality work. | Provides work that needs to be checked or redone to ensure quality. |
| Captions and Labels | Detailed, yet concise captions provided for both illustrations. Map is clearly labeled. | Captions provided for both illustrations. Labels may not be very clear. | Captions provided for both illustrations, though may be weak. Labels may not be clear. | Captions are incomplete or missing and labels are absent or hard to read. |
| Focus on the Task | Consistently stays focused on the task and what needs to be done. Self-directed. | Focuses on the task and what needs to be done most of the time. Group members can count on this person. | Focuses on the task and what needs to be done some of the time. Must be reminded sometimes. | Rarely focuses on the task and what needs to be done. Lets others do the work. |
| Pride | Work reflects this student's best efforts. | Work reflects a strong effort from this student. | Work reflects some effort from this student. | Work reflects very little effort on the part of this student. |

| |
|---------------------------------|
| Total Score: _____ Grade: _____ |
|---------------------------------|

Exploring Liberty: A Web Trek

Web Editor Grading Rubric

Student Name _____

Location _____

Role of Student: Web Editor

| Category | 4 | 3 | 2 | 1 |
|--------------------------------|---|---|---|--|
| Content and Format | All required information is included and well represented. Information is well organized and displayed. | All required information is included and well represented, but does not reflect effort beyond requirements. | Most of the required information is included. | Required information is missing, incomplete, or incorrect. |
| Quality of Work | Provides work of the highest quality. | Provides high quality work. | Provides passing quality work. | Provides work that needs to be checked or redone to ensure quality. |
| Uploads—Time Management | All pages are uploaded by the deadline. Self-directed timeline. Makes sure all submissions are ready to upload. | All pages are uploaded by the deadline, but added pressure at end to have it completed on time. | Most pages uploaded by deadline. May need to nag and remind other group members. | Several pages may not be uploaded by deadline. |
| Focus on the Task | Consistently stays focused on the task and what needs to be done. Self-directed. | Focuses on the task and what needs to be done most of the time. Group members can count on this person. | Focuses on the task and what needs to be done some of the time. Must be reminded sometimes. | Rarely focuses on the task and what needs to be done. Lets others do the work. |
| Pride | Work reflects this student's best efforts. | Work reflects a strong effort from this student. | Work reflects some effort from this student. | Work reflects very little effort on the part of this student. |

| |
|---------------------------------|
| Total Score: _____ Grade: _____ |
|---------------------------------|

Self-Evaluation

Name _____

Location _____

Role _____

1. Describe what you did to contribute to the project individually.
2. What contributions did you make to the group?
3. List what skills you used to complete this project.
4. What grade do you think you deserve (individually) on this project? _____
5. Why do you feel you should be awarded this grade? Explain below.
6. What grade do you think your group deserves on the project? _____
7. Why do you feel you should be awarded this grade? Explain below.