

**VA Pathways Episode 5: Civil Rights
Technology Guide
Developed by Andrea Turner**

This guide suggests various ways to integrate technology into the history, reading, and language arts curriculum. These suggestions should be further developed and enhanced to meet your special teaching style and the learning styles of your students.

Note to Teachers: Due to the nature of the Internet and the World Wide Web, sites listed here may become inactive without notice. Please remember to check all sites before having students use them.

WebQuests

A WebQuest is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web. WebQuests are designed to use learners' time well, to focus on using information rather than looking for it, and to support learners' thinking at the levels of analysis, synthesis and evaluation. Bernie Dodge and Tom March developed the model in early 1995 at San Diego State University.

You can find some WebQuest examples by going to:

<http://edweb.sdsu.edu/webquest/4-5matrix.html>

WebQuests: Designing Online Curriculum Modules That Promote Engaged Learning.

<http://www.biopoint.com/WebQuests/>

In this WebQuest, *Little Rock 9, Integration 0?*, students learn about nine African-American students who chose to attend an all-white high school in Little Rock, Arkansas, in 1957. This WebQuest is about the choices our communities have made in the past and students will make in the future.

http://www.kn.pacbell.com/wired/BHM/little_rock/

MiniQuests

<http://www.biopoint.com/wq2/Welcome.html>

Using the Internet to Promote Inquiry-Based Learning

<http://www.biopoint.com/ibr/gallery.html>

Curriculum Quest

<http://www.geocities.com/SiliconValley/Mouse/8059/CurriculumQuest.html>

Encourage students to synthesize, analyze, and use their SOL information to create their own Internet Treasure Hunts or Quests. For more information go to the following sites:

WebQuest Taskonomy: A Taxonomy of Tasks

<http://edweb.sdsu.edu/webquest/taskonomy.html>

How to Make Online Scavenger Hunts

<http://k-6educators.about.com/education/k-6educators/library/howto/htscav.htm>

How To Make a Classroom Web Site

<http://k-6educators.about.com/education/k-6educators/library/howto/htwsite.htm>

Creating Internet Projects

<http://educ.queensu.ca/resources/learning%5Ftogether/ten%5Fsteps.html>

LESSON PLAN: Internet Scavenger Hunt

Create a Scavenger Hunt Based on information in the *Virginia Pathways* videos.

TITLE

Internet Scavenger Hunt

SUBJECTS

Computer Skills, History

GRADE LEVELS

Various

OBJECTIVES

1. To practice searching skills on the World Wide Web.
2. To practice multitasking and switching between two open programs.
3. To practice copying and pasting skills.
4. To practice using a word processing program.
5. To become more familiar with computer history and terminology.

RESOURCES/MATERIALS

A computer for each student or group, connected to the World Wide Web. The computer should provide access to a word processing package and be connected to a printer.

ACTIVITIES

Students use various search engines on the web to locate as many of the following items as they can in the allotted time. To ensure students' safety in accessing appropriate site, the teacher can, previous to the Hunt, go to appropriate sites and bookmark them for the students.

Students may work in pairs or individually. When the students find a requested item or picture on the Web, they will copy it and paste it into a word-processing document, and type a brief description above the item in the document. Other extensions are possible after the retrieval of information. See Extensions.

Students should save their word processing documents frequently, and print out the documents when through.

1. Find a picture of the United States Constitution and locate the Civil Rights Amendments. (Extension: Find a picture of any vocabulary word.
<http://www.kodak.com/US/en/corp/features/moore/mooreIndex.shtml>)

A Photo Tour of the Civil Rights Movement

<http://www.seattletimes.com/mlk/movement/PT/phototour.html>

2. Research various vocabulary terms, their meanings, and related pictures.

1940-1975: THE MOVEMENT

<http://charter.uchicago.edu/AAH/civilr.htm>

Civil Rights-A Status Report and Chronological Links

<http://www.ghgcorp.com/hollaway/civil/contents.htm>

African Americans in the World War

<http://www.afroam.org/history/OurWar/intro.html>

The Tuskegee Airmen

<http://www.afroam.org/history/tusk/tuskmain.html>

3. Explain the meaning of suffrage and copy pictures related to women and voting.
Women's History-An Inclusive Site

<http://www.geocities.com/Athens/Forum/9061/women.html>

4. American Memory: Historical Collections for the national Digital Library. Library of Congress.

<http://lcweb2.loc.gov/amhome.html>

5. Locate a picture of President Lincoln and a copy of his famous Emancipation Proclamation.

<http://www.historyplace.com:80/lincoln/proc-4.htm>

<http://www.nara.gov/exhall/featured-document/eman/emanproc.html>

6. **A copy of historical documents and biographies regarding each of the vocabulary terms.**

<http://encarta.msn.com/>

<http://www.gms.ocps.k12.fl.us/biopage/bio.html>

<http://www.picosearch.com/cgi-bin/ts.pl>

FOLLOW-UP

Discuss the keywords students used in performing their searches. Verify in class that they found the correct information. Discuss the various items that the students found, and discuss why they may have found different results. Discuss the advantage of multitasking, and copying and pasting techniques. Provide a list of URLs where answers to the items can be found. Discuss Web Site updates and establishment dates and valid sources.

EXTENSIONS

Black History Interactive Treasure Hunt

http://www.kn.pacbell.com/wired/BHM/bh_hunt_quiz.html

Black History Video Conferencing

http://www.kn.pacbell.com/wired/BHM/bh_video.html

Recreating the Civil War and the Reconstruction. "What would life be like if the Confederate States would have won the war?" WebQuest

<http://www.biopoint.com/roe/civilwar/cwar.htm>

Black History Hot List-A Collection of Internet Sites

http://www.kn.pacbell.com/wired/BHM/bh_hotlist.html

Women's History

<http://www.geocities.com/Athens/Forum/9061/women.html>

Scholastic

<http://www.scholasticnetwork.com>

(Research tools, Scholastic Web Guide and type in your search name title)

Biographical Dictionary

<http://www.s9.com/biography>

An Outline of American History

<http://odur.let.rug.nl/~usa/H/1990/chap1.htm>

African American Perspectives 1818-1907

<http://lcweb2.loc.gov/ammem/aap/aaphome.html>

CNN

<http://cnn.com/EVENTS/1997/mlk/index.html>

Timeline of the American Civil Rights Movement

<http://www.wmich.edu/politics/mlk>

OTHER IDEAS

Have students research an historical figure's life, create first -person diary entries, and give an oral presentation for a "Living History Museum" function at school.

The teacher or student can type a statement or question on a computer and solicit multiple, typed responses from classmates and teacher. This is a non-verbal activity and should be based on historical facts. This can be called a Correspondence activity.

Save pictures from various Internet sites. Present one picture on a slide as a computer center, and use this "unknown" picture as a writing prompt. The students tell what they think the picture represents and logically produce facts from resources that prove their points. (e.g. Picture is George Washington in Trenton. Students have to see that the picture background looks cold as if being fought in the winter, and that the soldiers running out from their establishments look like they have been taken by surprise. Then they begin to research various sources, such as E-Encyclopedias and the Internet, for all of the major battles that Washington led. Students will then narrow their battle possibilities down to a few, then research those to see which soldiers he and his troops surprised.) This is a higher-level thinking and highly motivational activity that fits in well with any historical concept. The students learn to critically analyze visual information and also learn to research and argue a point based on facts and critical thinking.

Have students use a word processing program to create a Trivial Pursuit type of game for any topic. Students create higher-level thinking questions with multiple-choice answers similar to the SOL test presentation style. The correct answer, written out, should be on the back of each card.

Have students use a word processing program to create class quizzes and tests, including multiple choice answers, pictures for analysis, and some negative questioning (e.g. Which of these is not an example of discrimination?)

Have students use the computer or overhead projector for composing. Students can create their own Web Sites to post their writings. These writings can be historical fact or fiction. If students write fiction (ex. The Confederate soldiers won the Civil War), they have to write a brief synopsis on how their story differed from what really happened.

Using presentation software, students can create historical name tags with brief explanations of who they are. These can be worn during class plays or group readings for the visual children to review.

Have students create slide shows to present their research, diaries, and other information. They can also create a Virginia Tour Guide presentation based on information from the SOL teacher's guide. The program creators act as tour guides, and classmates are the audience.

Create posters and banners based on vocabulary or major points.

Create CLOZE procedures activities, crossword puzzles, and word find puzzles with specific software.

Create an historical quilt using graphic arts software.

Create historical Internet field trips in Time Travel Mode.

Using Apple's Wizard or other software, create an historical newspaper or newsletter and have the news reporters interview "real people" of the time. This will require assigning a biography to be completed by the students first.

Find computer pen pals from another classroom or school and share information.

Have students produce their own video production of the Civil Rights Movement or other topic. Encourage students to include vocabulary from the study guide. They can also load segments of their performance on their Web Page.

The Pepper Bird Foundation in Williamsburg has publications and projects related to topics in the Virginia Standards of Learning. For more information see the website at: www.pepperbird.com.