

If you are unclear about **any** aspect of this assignment, contact me immediately at christy@keelers.com or (702) 577-2331

Assignment Description for Teaching American History Grant Civil Rights Movement/Service-Based Learning — Alternative Assignment

Assignment: Civil Rights WebQuest

Due Date: First Draft: Saturday, February 21, 2009 at 11:59 PM PST

Final Draft and Reflection: Friday, February 27, 2009 at 11:59 PM PST

Description:

This assignment requires you to develop a blog-based webquest incorporating elements of service learning and Civil Rights Era instruction. The webquest and its component parts are due no later than midnight PST on February 27, though a refined draft must be available for review on February 21. In addition to the webquest (submitted in the form of a URL), you must also post a reflection of your webquest development experience to your grade level Conference in InterAct's Civil Rights Conference by midnight PST on February 21.

The purpose of this assignment is to express your ability to utilize technology in your social studies instruction and demonstrate your knowledge of the elements of service-based learning instruction. You will develop a webquest that will guide students through the process of conceiving of and engaging in a service project while having them learn about the Civil Rights Era as an example of meaningful, peaceful change. The audience for your webquest will be students in grades 3, 4, and 5 and their teachers.

At a minimum, your webquest must include the following components:

1. Introduction: Describes service learning and its connection to the Civil Rights Era
2. Task: Assigns students the task of selecting and enacting a service project
3. Process: Explains the process of developing a service project (using elements of *Project Citizen*) and intermittently interjects Civil Rights content to justify each step of the process
4. Resources: Provides a list of links to community service projects from the Civil Rights Era (e.g., Montgomery Bus Boycott), example service learning projects completed by students, and other resources to assist students through the completion of their action plans
5. Evaluation: Provides a method for students to evaluate the quality of their work throughout the webquest
6. Teacher Suggestions: Provides a grading rubric for use by teachers and offers classroom activities that will assist when teaching about the Civil Rights Era
7. Author Information: Information about the author of the webquest and a means of contacting the author

Before beginning, review the webquest examples available in the "Guided Practice: Evaluating Websites" section of the following lesson plan:

http://coe.nevada.edu/ckeeler/Computers/Lessons/LP_TheInternet.html

Also, review the blogs available in the section titled “Activity: Reviewing Educational Blogs” of the following lesson plan: http://coe.nevada.edu/ckeeler/Computers/Lessons/LP_WebAuthoring-I.html

For assistance in developing blog-based websites, view the following videos (all available via iTunes by subscribing to “Keeler’s Training Videos”): “Getting a Blogger Account,” “Using, Posting, and Commenting in Blogs,” “Introduction to Blogger,”

Do not hesitate to ask (christy@keelers.com or 702-577-2331) if you have any questions or need any assistance. Also, feel free to schedule an appointment to work one-on-one if you need hands-on assistance.

Features	Self-Eval	Expectations	Score
			Total: /65
Content	<input type="checkbox"/>	<input type="checkbox"/> Purpose is clear, concise, and professional	____/45
	<input type="checkbox"/>	<input type="checkbox"/> Includes detailed descriptions that students in grades 3, 4, and 5 could follow	
	<input type="checkbox"/>	<input type="checkbox"/> Includes all required component parts for each webquest element (i.e., introduction, task, process, resources, evaluation, teacher suggestions)	
	<input type="checkbox"/>	<input type="checkbox"/> Task is understandable by intermediate level students	
	<input type="checkbox"/>	<input type="checkbox"/> Historical connection is explicit	
	<input type="checkbox"/>	<input type="checkbox"/> Historical information is detailed and accurate	
Design Features	<input type="checkbox"/>	<input type="checkbox"/> Includes at least four discrete-page blog entries with links to all pages	____/10
	<input type="checkbox"/>	<input type="checkbox"/> Free of errors (e.g., syntax, broken links)	
	<input type="checkbox"/>	<input type="checkbox"/> Professional appearance	
Reflection	<input type="checkbox"/>	<input type="checkbox"/> Design is intuitive for the user and visually consistent	____/10
	<input type="checkbox"/>	<input type="checkbox"/> Reflection is sincere and detailed (including recommendations for improvement when developing future webquests)	