

# WEB QUESTING

## Definitions for Structured Web Use

### Curriculum Links/Hotlists/Annotated Bookmarks

Curriculum Links are a collection of WWW links related to a topic of study. Generally they are selected by the teacher, though student created curriculum links have their place as well. Curriculum Links can be in the format of web addresses on paper, browser bookmarks, or a web page of annotated bookmarks.

Curriculum links are useful for teachers of younger students who do not have the ability to search the web well, teachers that have little access to computer time for students, or for teachers that wish to focus their students attention on specific sites. When you create a Curriculum Links page, your students will be saved hours of aimless surfing.

Modification: If time is not an issue and you have taught your students how to search the web, you might want to have learners search for their own sites on the internet and generate their own Curriculum Links page. This is an excellent method for encouraging student sharing and collaboration.

<http://www.kn.pacbell.com/wired/China/hotlist.html>

### Informational Treasure Hunts/CyberSafaris/ SuperHighway Road Rallies

Treasure Hunts are a great way to focus students reading of web pages on specific questions selected by the teacher. The basic strategy here is to find Web pages that hold information (text, graphic, sound, video, etc.) that you feel is essential to understanding the given topic. Write 10 - 15 questions/tasks and provide a link to the site/page where the answer can be found (for younger students or students new to reading web pages, link to the exact pages you want the students to go to for information, not the top page of a site). Treasure Hunts can focus on a variety of levels of questions from recall to evaluation.

Modification 1: By ending with a "Big Question," students can synthesize what they have learned and shape it into a broader understanding of the big picture.

Modification 2: Have the students create their own Treasure Hunts.

<http://www.kn.pacbell.com/wired/BHM/hunt.html>

### WebQuests

WebQuests have been around for a while and everyone seems to define them a little differently. In general, WebQuests are inquiry-oriented WWW projects that engage students in finding answers to a higher-order question or set of questions (or a doable task). Another important characteristic is that the students use pre-selected resources from the Web or other sources. These WebQuests can be relatively short term assignments or longer term projects. Many WebQuests incorporate Cooperative Learning.

Bernie Dodge and Tom March's definition of a WebQuest details six parts to each

Jordy Whitmer

# Checking Out Treasure Hunts

created by Jordy Whitmer

<http://www.kn.pacbell.com/wired/fil/pages/hunttreasurejo1.html>

## Introduction

When it's time to develop some solid knowledge on a subject, teachers and students can create Treasure Hunts. The basic strategy is to find WWW pages that hold information (text, graphic, sound, video, etc.) that you feel is essential to understanding the given topic. Check out the following example treasure hunts to get a feel for what they are like. The questions below go with the site further below in the same order they are listed.

## Questions

1. What is the weakest section of the four main parts of this treasure hunt? Why is it the weakest?
2. How would you classify the questions in this treasure hunt? (see Question Starters)
3. Without looking at the sites, which question do you think would be the hardest to answer and why?
4. Would kids enjoy this treasure hunt? Why or why not?
5. Is the introduction for this treasure hunt likely to increase or cut down on the number of questions the students need to ask the teacher?

## The Internet Resources

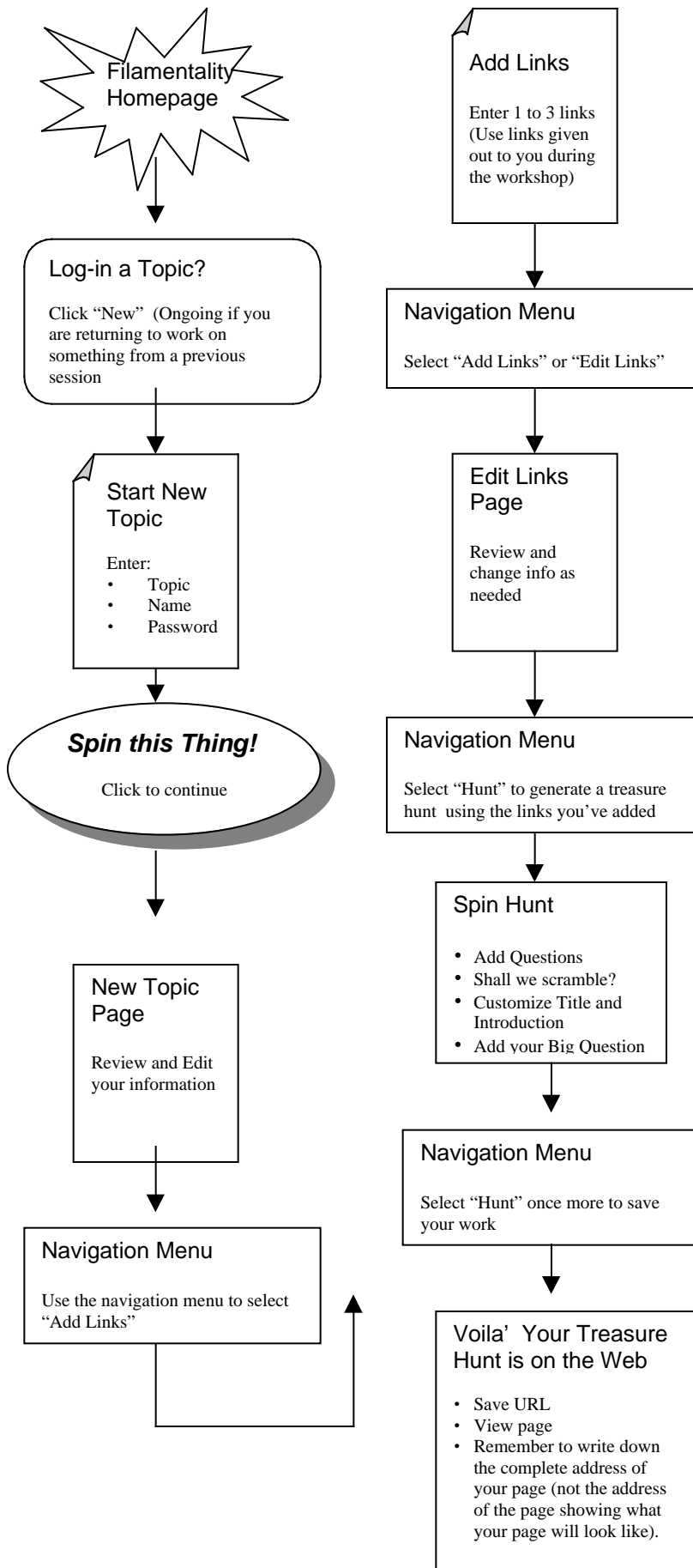
1. Beautiful Butterflies  
<http://pomo.kn.pacbell.com/wired/fil/pages/huntbutterfllo.html>
2. Civil War  
<http://pomo.kn.pacbell.com/wired/fil/pages/huntamericaba.html>
3. Black History Month  
<http://www.kn.pacbell.com/wired/BHM/hunt.html>
4. Neighborhood Search  
<http://pomo.kn.pacbell.com/wired/fil/pages/huntgeographmr.html>
5. Year of the Boar & Jackie Robinson  
<http://pomo.kn.pacbell.com/wired/fil/pages/huntyearofpa.html>

## The Big Question

List three elements you think would help make a Treasure Hunt successful instead of a chore.

# Filamentality Flowchart

<http://www.kn.pacbell.com/wired/fil>



## Important Points to Remember:

1. You can go back and edit your file.
2. You can have your password and username emailed to you automatically.
3. You can leave your file on the server for 6 months for free.
4. Fill in your sites first.
5. Think about your questions before you start.
6. Each Navigation Menu saves your data in addition to providing options.

## Notes:

# Developing a Treasure Hunt

1. Pick a topic: From existing curriculum
2. Gather a list of objectives for that topic - from curr., textbook, etc.
3. Create a list of keywords (people, events, concepts)
4. Search for quality sites and bookmark them
5. Select best sites and develop quality questions (a variety of levels)
6. Use Filamentality to create Treasure Hunt

## Sample

Topic: African American History Month

Web Pages:

**Cops across the U.S. often search people just because of their race**

<http://www.pathfinder.com/time/magazine/articles/0,3266,26426,00.html>

**Hip-Hop Lives Large**

<http://www.betnetworks.com/content/live/1485.asp>

**The Million Man March**

<http://www.cnn.com/US/9510/megamarch/10-17/notebook/index.html> - or -

<http://www.cnn.com/US/9510/megamarch/march.html>

**On The Pulse Of Morning - Maya Angelou**

[http://www.ai.mit.edu/~isbell/HFh/black/events\\_and\\_people/006.inagural\\_poem](http://www.ai.mit.edu/~isbell/HFh/black/events_and_people/006.inagural_poem)

**"I have a Dream" - Martin Luther King Jr**

<http://www.msstate.edu/Archives/History/USA/Afro-Amer/dream.king>

Questions:

1. Why are police more likely to search a black or latino person than a white person? What effect would that have on you if you were the person racially profiled?
2. Why are Hip Hop related businesses doing so well? Is that likely to continue?
3. What are some examples of the reasons people were not in favor of the Million Man March?
4. Describe how the words and imagery of this poem make you feel. Why would this poem be appropriate for a presidential inauguration?
5. What would Martin Luther King Jr say about life here in the U.S. 36 years after his speech?

Big Question:

From your own experiences, would you say that there is a racial divide in this country? Why or why not? Would someone living in Detroit feel the same way?

# Sources for Good Websites

## 1. Your Colleagues

## 2. Your Textbooks

Check your publisher's website. Many now have links or activities that correspond with their chapters.

## 3. Your Students

## 4. Classroom Connect Books

<http://store.classroom.com/browse/browse.asp?id=35>

## 5. Marco Polo

<http://www.wcom.com/marcopolo/>

MarcoPolo is a partnership between MCI WorldCom and six renowned educational organizations: National Geographic Society, National Endowment for the Humanities/Council of the Great City Schools, NCTM, National Council on Economic Education, & American Association for the Advancement of Science.

## 6. Michigan Electronic Library - For Young Adults

<http://www.mel.org/children/youngadult.html>

MEL's 'virtual library' is selected and evaluated by librarians and is designed to be a comprehensive electronic information tool for the state's libraries, schools and citizens.

## 7. Filamentality

<http://www.filamentality.com>

The "Search button is at the bottom of the page. Maybe another teacher has already done the work for you.

## 8. WebQuests

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

Over 200 WebQuests

## 9. Student Search Engines

<http://204.39.58.95:591/resources/ssearch.html>

A bunch of student search engines collected at the MACUL Learning Interchange

## 10. StudyWeb

<http://www.studyweb.com/>

An extremely extensive list of links covering many scholastic areas.

Some of these descriptions came from Kids On-Line America <http://www.kola.net>

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## 8. The High School Hub

<http://www.highschoolhub.org/>

Academic resources for high school students, including search engines, news, vocabulary builders, etc.

## 9. StudyWeb

<http://www.studyweb.com/>

An extremely extensive list of links covering many scholastic areas.

## 10. Geography World

<http://members.aol.com/bowermanb/101.html>

Links to information about U.S. and World Geography, compiled by a high school teacher.

## 11. Measure 4 Measure

<http://www.wolinskyweb.com/measure.htm>

An extensive collection of interactive sites that calculate, estimate, translate, etc.

Some of these descriptions came from Kids On-Line America <http://www.kola.net>

# QUESTION STARTERS

<p><b>Recall:</b></p> <p>Who is _____ ? How did _____ ? How many _____ ? Where did _____ ? What did _____ ? What is _____ ? When did _____ ? Which is _____ ?</p>	<p><b>Cause/Effect:</b></p> <p>What caused _____ ? What are the effects of _____ ? Why did _____ ? Why do you think _____ ? What would have happened if _____ ? How did _____ effect _____ ? (Some statement) Why? If _____ , then _____ .</p>
<p><b>Idea to Example:</b></p> <p>What are some examples of _____ ? Find some examples of _____ . Give an example of _____ . What kinds of _____ ? Name some _____ .</p>	<p><b>Example to Idea:</b></p> <p>What kind of person was _____ ? What is the main idea of _____ ? _____ is an example of _____ . What word best describes _____ ?</p>
<p><b>Similarities:</b></p> <p>How are _____ and _____ alike? How was _____ the same as (like) _____ ? What is the same about _____ and _____ ? Compare _____ and _____ . _____ and _____ are alike in what ways? _____ is to _____ as _____ is to _____ . Who is similar to _____ ?</p>	
<p><b>Differences:</b></p> <p>What are the differences between _____ and _____ ? How is _____ different from _____ ?</p>	
<p><b>Evaluation:</b></p> <p>Do you think it was (good, bad, right, wrong) for _____ ? What was the most important _____ ? How would you rank _____ ? If you had your choice, would you choose _____ or _____ ? Should _____ ? Do you agree with _____ ? Why? Would you rather _____ ? Do you like _____ ?</p>	

# Web Site Evaluation Criteria

<p><b>Authority/Credibility:</b>          Is the author/producer's name and email included? Yes   No</p> <p>Do they have any credentials to be providing this information? Yes   No</p>	<p><b>Authority/Credibility:</b>          What is the expertise of the author(s)?</p>
<p><b>Content:</b>          Does the web site contain accurate, reliable information? Yes   No</p> <p>Do the multimedia elements help you to understand the content better? Yes   No</p> <p>Is the content unique and not available elsewhere? Yes   No</p> <p>Would you have gotten as good or better information from an encyclopedia? Yes   No</p> <p>Does the site provide <u>links</u> to other good information sources? Yes   No</p> <p>Does some information contradict information you have found elsewhere? Yes   No</p> <p>Do they go into enough detail and depth? Yes   No</p> <p>Do they provide sufficient data or evidence? Yes   No</p> <p>Do they focus on only the negative or positive? Yes   No</p> <p>Are the grammar and spelling correct? Yes   No</p> <p>Does the content appear to be fact or opinion? Fact   Opinion</p> <p><b>Navigation/Design:</b>          Do the internal and external links work? Yes   No</p> <p>Is the information laid out in a logical fashion so that you can easily locate what you need? Yes   No</p> <p>Is the site visually appealing? Yes   No</p>	<p><b>Content:</b>          When was the site last updated? _____</p> <p>How might the author(s) be biased?</p> <p>How is the site useful to you? How would it be useful to others?</p>
<p style="text-align: center;">A healthy amount of skepticism is warranted!</p> <p style="text-align: right;">Jordy Whitmer</p>	