Reflections on When I Was Born Website:

Students in my 8th grade class completed this webquest last year. The project was completed as designed with one exception; the global Forum was not used. I am hoping to add this to the webquest this year. Student created websites using Microsoft FrontPage. They enjoyed the experience and I believe they learned a great deal about the year they were born, especially in regards to world and national events that were occurring around that time.

General Information regarding the Webquest

Grade Level(s): Middle school to high school

Subject Area: This thematic lessons includes these subject areas:

- Computer Literacy
- English
- Science
- Geography

Summary of Project:

Students study a variety of events that occurred the day and year they were born. Research could be done using the Internet, traditional library sources and personal family interviews. Students will compile information pertaining to science, technology, mathematics, and geography, local, international and international events pop culture, as well as personal accounts of their first days and year of life. Students will organize their information into an informative report which will be presented via a website or PowerPoint presentation.

Specific requirements for the lesson will be presented via the web, using a web site designed as a global project site. Students will share on a global forum, one interesting thing that occurred on the day they were born. It is hoped that they will be able to connect with at least one other person from the global forum who was born on that same day. An extension of the project would be to extend relationships introduced by the forum to promote greater communication and understanding between students from all over the world.

General narrative:

This lesson is informative and rewarding for students, parents and teachers. The required elements, though encompassing several subject areas, are interrelated. After learning appropriate Internet search skills, students research a variety of websites to obtain information and data. They may also use traditional library resources. They research local, national and international news events from the day they were born and the year they were born; obtain and compare prices of products from the year they were born and the present; plot the place of their birth on a geographical map; and interview their own family members to obtain special memories regarding their birth and the first year of their life.

Technology enhances this lesson in many ways. The Internet and search engines provide a vast array of information. Students must sort through this mass of information and decide what they believe is the most appropriate for their report. Word processors are used for writing and editing, scanners and related software for family pictures, and multimedia products, either website editors or slideshows for the final presentation.. Online map services such as Yahoo's Map-It command and Google's Maps facilitate the mapping requirements of the lesson.

The project is a great blend of technology and the human element as it is brought in via the family interviews. Not only do the students learn about the newsworthy events that occurred at the beginning of their lives but they also have a special opportunity to take the time to interview family members and reflect on the events that helped shape their lives. The human element is furthered by the opportunity to connect with another student, possibly from another country through their posting to the online global forum. Subsequent fostering of pen-pal type relationships can deepen and nurture understanding across cultures.

California State Standards addressed: http://www.cde.ca.gov/be/st/ss/index.asp

1.0. Writing Strategies
Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Organization and Focus
1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.
1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
1.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.

Research and Technology
1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.
1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

Evaluation and Revision
1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary

Historical and Social Science Analysis Skills
http://www.cde.ca.gov/be/st/ss/hstgrades6through8.asp

Chronological and Spatial Thinking

1. Students explain how major events are related to one another in time.
2. Students construct various time lines of key events, people, and periods of the historical era they are studying.

Research, Evidence, and Point of View

1. Students frame questions that can be answered by historical study and research.
2. Students distinguish fact from opinion in historical narratives and stories.

3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.

1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.

1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.

The project also addresses all 6 national technology standards: http://cnets.iste.org/students/

NETS for Students (National Educational Technology Standards)

Technology Foundation Standards for All Students

The technology foundation standards for students are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

Technology Foundation Standards for Students

1 Basic operations and concepts
- Students demonstrate a sound understanding of the nature and operation of technology systems.
- Students are proficient in the use of technology.

2 Social, ethical, and human issues
- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.
- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3 Technology productivity tools
- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

4 Technology communications tools
- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

5 Technology research tools
- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results.
- Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

6 Technology problem-solving and decision-making tools
- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

Time to allot for project:

Since this project has a number of specific requirements, including a multimedia presentation of results, we would suggest a minimum of three weeks to compete the project.

Suggested Web sites for research:

http://www.historychannel.com/thisday/

http://www.eduref.org/

http://www.scopesys.com/year/

http://www.dmarie.com/timecap/

http://www.hyperhistory.com/online_n2/History_n2/a.html

http://english.yasuda-u.ac.jp/lc/

http://www.nytimes.com/learning/general/onthisday/archive.html

http://nhclibrary.nhmccd.edu/research/subject/dayborn.html#head

http://encarta.msn.com/encnet/features/onthisday.aspx

http://www.iasl-slo.org/today.html

Specific projects that must be included in multimedia presentation:

- Picture of a map that clearly shows the city you were born

- Important news events that occurred during the first year of your life, including these specific areas:
  - Local
  - National
  - International
  - Technology
  - Science
  - Pop Culture
- Report of an interview with a family member regarding the day of your birth and first year of your life, including family pictures, if possible.

Specific info to post to the global forum website:

example page: http://www.fsd.k12.ca.us/parks/bmarsh/forum.htm

Birthday, including month, day and year

City, state, and country of residence

Local or national news event of interest that occurred on the day you were born

Notes to CCFG #2:

Tech tools used:

MS Office Suite (Word and PowerPoint), Dreamweaver, Photoshop, Search Engines, LOCUS

Strategies Used:

Advance Organizers (one will be on website and we could put one on the handout too that explains our project in total), Active Research, global project website (similar to webquest)

The lesson could be presented to the students via a website with all instructions included on that site. If we want it to be a global project like the example I gave:
http://www.fsd.k12.ca.us/parks/bmarsh/globalschedule.htm
then we could come up with 3 or 4 questions for each participant to answer about themselves such as:
What day were you born:
Where were you born:
What was one international headline or event on that day:
What was one local headline or event on that day:

Student projects could be:

- Create a PowerPoint or a web page that includes:
- Map with location of their birth
- Information on an important scientific event, important local, national and international events, important event or changes in technology, etc.
- Family memories including family pics and interviews with family members about their birth, etc.

We could have students post part of their research to a Blog also.

We could say the project utilizes these strategies (and probably more): advance organizers, active research