**SED 514 Assignment 4**  
**Web RESOURCES**

(1) **Internet Vocabulary** – Define the following terms/acronyms:

- **Search Engine**: A program that searches documents for specified keywords and returns a list of documents where the keywords were found (webopedia.com)

- **Web Crawler**: A program or automated script that browses the World Wide Web in a methodical, automated manner (wikipedia.org)

- **Boolean logic**: A complete system for logical operations. Many search engines use Boolean logic to program searches. (wikipedia.org)

- **Wildcard**: A symbol, usually an asterisk, which is put in place of letters, words or phrases in order to broaden a search.

- **Firewall**: A system designed to prevent unauthorized access to or from a private network (webopedia.com)

Start saving all your links as bookmarks/favorites

(2) **WWW searching**: Use Google, Alta Vista or other search engine with advanced search features to locate web sites relevant to your teaching. Use *Boolean search* (aka advanced search) or *wildcard* characters to perform 2 different searches.

Be sure to save the sites you find in the favorites list

<table>
<thead>
<tr>
<th>Topic you are searching for</th>
<th>Search strings used</th>
<th># of good sites in the first 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 History of ancient Greece</td>
<td>Ancient Greece</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>ancient greece*</td>
<td>11 (only 5 overlapped with the previous search)</td>
</tr>
</tbody>
</table>
(3) **Research with Electronic Resources:**

Identify a teaching topic that you would like to learn more about. Try to keep the topic narrow (e.g. ‘Battle of Gettysburg’ rather than ‘US History’).

**Topic Life in Ancient Greece**

Identify 7 different online resources to gain information on each of the two topics (fill in table below). Choose resources of different types including encyclopedias, newspaper, personal accounts, fiction, video, audio,

<table>
<thead>
<tr>
<th>Topic of research</th>
<th>Life in Ancient Greece</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>URL</strong></td>
<td><strong>Site name</strong></td>
</tr>
</tbody>
</table>
| http://en.wikipedia.org/wiki/Ancient_Greece | Ancient Greece - Wikipedia | • Ancient Greece was made up of city-states  
• Ancient Greece is the source of the oldest known form of democracy  
• The only people entitled to full protection were free, land owning, native born men.  
• Most families owned slaves, even poor families  
• One type of slave was called “helots.” These were war captives assigned to families. | ![Screen capture](http://en.wikipedia.org/wiki/Ancient_Greece) |
Ancient Greece contained one of the earliest known democracies.
Many western governments are based on these early ideas of democracy.
A lot of American culture can be traced back to ideas in Ancient Greece.

Sparta was a model of discipline and conformity
Not all Greeks understood Sparta (contributing to eventual war)
Spartan females were taught to read and write
Education was highly valued

Greek men ran the government – spent a lot of time away from home
Men enjoyed wrestling, horseback riding, and the Olympic games
Women had very little freedom outside the home – with the exception of Spartan women
- The Greeks placed a high value on education
- The earliest known democracy is from Ancient Greece
- Many classic scholars came from Ancient Greece
- There are many parts of current American society which can be traced back to Ancient Greece (democracy, education, etc.)

Spartans lived and died for the state.
- Spartan women were educated – their lives were as dedicated to the state as men, though they were not trained for war.
- The Spartans had the most stable government of ancient Greece which involved a monarchy and council.
- Spartans are usually viewed negatively in history because of their militaristic nature.
• Ancient Greece life influences a lot of how we live today
• The people of Ancient Greece were not farmers – but they did sail leading to a respect for the sea and travel to other countries.
• Another term for city-states is poli – these were cities that developed independently in Ancient Greece yet still made up one culture

(4) Web Quest:
Describe an assignment or quest where students would use the resources you identified above to learn about the topic and draw conclusions.

Webquest was located here - http://www.teachnet.ie/stpats2004/ancientgreece/introd.html

The following information was copied and pasted from that website for the sake of this assignment.

(A) Introduction (provide context for the quest)

Welcome to the Amazing Ancient Greece Webquest. Are you ready to face an exciting new challenge and learn a little bit along the way? This Webquest will take you back in time to the lands of Ancient Greece, home to strange gods and even stranger people! You will explore this wonderful place in all it's glory and see what life was really like back in Ancient Times. So if you're ready for the journey of your life click on the Task link to find out your challenge.

(B) Task (what is the goal of the quest)

You are a freelance filmmaker working in a small team of five. Yesterday your boss told you that you have been assigned to create a new reconstructive documentary about life in Ancient Greece. You know this won't be easy, you've heard a little about Ancient Greece
but how will you ever have enough time to learn enough to make a documentary? Well it's simple really, you're going to work in a team to create a wonderfully informative documentary. To learn more about your given task and to begin your work click on the Process link.

(C) Process (what are the steps the students will go through)

You are going to be working in a group of five. On the page below you will find a list of five topics, each member of the team must select a topic and this will be their specialized field of research. Over the next three lessons you will become and expert in your field and it will be your job to report back to the other members of the team what you have found out. So look at the list below and select a topic…

1. Architecture
2. Gods and Myths
3. Daily Life-Women & Children
4. Daily Life-Slaves
5. Warfare

Have you selected a topic? Good, now you can proceed to finding out what exactly your task involves.

Group member one, your research topic is Ancient Greek Architecture. Don't worry if this is a new topic for you by the time you have finished your research you will be an expert in the field. A number of questions have been formulated to help guide your research so simply click below to print off your individual research guide.

Click on the appropriate link below for the worksheet:
work.doc
work.pdf

Group member two, your research topic is Ancient Greek Gods and Myths. Don't worry if you don't know your Zeus from your Apollo, in a very short time you will become an expert on Greek Gods and religious practices. A number of questions have been formulated to help guide your research so simply click below to print off your individual research guide.

Click on the appropriate link below for the worksheet:
work.doc
Group member three, your research topic is Daily Life in Ancient Greece for Men and Women. Think that life was much the same then as it is now? Think again because over the next few lessons you will find out that men and women's lives were very different in Ancient Greece than they are today. A number of questions have been formulated to help guide your research so simply click below to print off your individual research guide.
Click on the appropriate link below for the worksheet:
work.doc

Group member four, your research topic is Daily Life in Ancient Greece for Children and Slaves. Do you think your mum treats you like a slave? Well wait until you see what life was like for a real slave in Ancient Greece. A number of questions have been formulated to help guide your research so simply click below to print off your individual research guide.
Click on the appropriate link below for the worksheet:
work.doc

Group member five, your research topic is Warfare in Ancient Greece. Have you ever seen a soldier in the street wearing camouflage clothing? What do you think the Ancient Greek soldiers wore? Do you think warfare is the same as it is today? Soon you'll be an expert on all matters of Ancient Greek warfare. A number of questions have been formulated to help guide your research so simply click below to print off your individual research guide.
Click on the appropriate link below for the worksheet:
work.doc
Once you have completed your individual task you will meet up with your group and report back on your findings. You will brief your group on what you have found out about your topic and you can use the question sheet as a guide for this. Your group will then come up with a plan of how you would structure your documentary and it will follow the guidelines set out below.

The documentary structure should be divided into the following five sections:

1. Architecture
2. Gods and Myths
3. Daily Life-Women & Children
4. Daily Life-Slaves
5. Warfare

Each section should then include five points that your group thinks would be interesting to explore when you are making the documentary.

_Eg:_

Section 1 - Architecture

1) The Ancient Greeks were great architects
2) They invented the famous Greek Column
3) They had a special way of measuring proportions called the Golden Section
4) A good example of Ancient Greek architecture is the Acropolis
5) The Greek theatre in Sicily is a testimony to their innovation

(D) Evaluation (how will the quest be evaluated)

Your project will be evaluated under certain criteria. Although you will be doing a lot of individual research this is very much a group project. Because of this you will be awarded marks for your group efforts and for your individual efforts.

The marking will be based on the following scoring rubric.

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<thead>
<tr>
<th>Knowledge of Topic</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Briefing of Group</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Group Quiz</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Documentary Plan</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Co-Operation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Marks will be allocated in the following way:

**Knowledge of Topic**

- For a score of 5 you must: Show detailed knowledge of the topic and evidence of having visited all the related sites
- For a score of 4 you must: Show detailed knowledge of the topic and show evidence of having visited most of the related sites
- For a score of 3 you must: Show good knowledge of the topic and show evidence of having visited one of the related sites
- For a score of 2 you must: Show little knowledge of the topic and show evidence of having visited one of the related sites
- For a score of 1 you must: Show little knowledge of the topic

**Briefing of Group**
For a score of 5 you must: give a detailed briefing to your group, answering all of the guideline questions
For a score of 4 you must: give a detailed briefing to your group, answering most of the guideline questions
For a score of 3 you must: give a briefing to your group, answering some of the guideline questions
For a score of 2 you must: give a briefing to your group, answering one of the guideline questions
For a score of 1 you must: give a briefing to your group

Group Quiz
TO PRINT OFF THE GROUP QUIZ GO TO THE CONCLUSION PAGE
- For a score of 5 you must: answer all 20 questions correctly
- For a score of 4 you must: answer at least 18 questions correctly
- For a score of 3 you must: answer at least 15 questions correctly
- For a score of 2 you must: answer at least 10 questions correctly
- For a score of 1 you must: answer less than 10 questions correctly

Documentary Plan
- For a score of 5 you must: Present a well-planned, typed plan, containing 5 points for all five sections
- For a score of 4 you must: Present a well-planned, typed plan, containing 3 or 4 points for all five sections
- For a score of 3 you must: Present a well-planned, typed plan, containing 2 points for all five sections
- For a score of 2 you must: Present a typed plan, containing 1 or 2 points for 4 sections
- For a score of 1 you must: Present a typed plan referring to less than 4 sections

Co-Operation
- For a score of 5 you must: Show total co-operation with your group in briefing, group quiz and documentary plan writing
- For a score of 4 you must: Show good co-operation with your group in briefing, group quiz and documentary plan writing
- For a score of 3 you must: Show reasonable co-operation with your group in briefing, group quiz and documentary plan writing
- For a score of 2 you must: Show some co-operation with your group in two of the following-briefing, group quiz or documentary plan writing
- For a score of 1 you must: Show some co-operation with your group in one of the following-briefing, group quiz or documentary plan writing

Enjoy your research and best of luck!

(5) Job search:
Use Internet job search services to obtain two announcements for a teaching job in your discipline, one within California, and one outside of California. Post screen shots of both job ads here

California Job Posting
Arizona Job Posting


http://www.aeebdatabase.com/job_view.php
Obtain standardized test scores for your school from the California State Department of Education. Get a screen shot of the test results and interpret them (what do those scores tell you).

The results I looked at were for the STAR test taken at Saugus High School in Santa Clarita last year. At the time of the test there were 1,923 students enrolled in the school. Out of those students, 1,916 of them were tested in at least one subject.

Based on these results, the school is about evenly split between freshman, sophomores, juniors and seniors, with somewhere between six to seven hundred in each class. The majority of the students seem to be doing well, though about a fourth could be doing much better in English or Math. About thirty percent of this school’s population scored less than basic in English. Math is more difficult to look at as it is broken down into types of math, ranging from General Mathematics (where fifty percent scored basic or below) to Algebra II (where only eleven percent scored basic or below). It seems the further along a student has progressed in math, the higher they score on the math test, which makes sense. Of course, there are also less students enrolled in the higher math classes with thirty percent in basic math.

It appears that overall this school is doing well, though there is, of course, room for improvement, particularly in trying to get more of the students on the lower end to move up in proficiency. Part of the problem can probably be traced back to feeder schools since many of the students being tested from the lower levels are in ninth grade and would thus need a lot of catching up to do in order to score at the proficient level.
(7) Professional Organization:
Locate the web site for a professional organization related to your teaching discipline (e.g. National Science Teacher Association, National Council of Teachers of Mathematics, College Board, etc.) Identify the date and location of the next national meeting, and find the costs of airline flights necessary to take you from LAX to the site of the convention.

The organization I found is the National Council of Teachers of English (ncte). This is the URL for their website - http://www.ncte.org/

Their next meeting is in Philadelphia, November 12-24. It costs $210 for a member, $275 for a nonmember and $90 for a student. These fees are for early registration. It costs more to register on-site.

By using expedia and flying with Delta, it would take about $325 to get to the convention going from LAX to Philadelphia.

(8) WWW Bookmarks/Favorites:
Create a list of bookmarks (Firefox) or favorites (Explorer) of the best links you have found for use in a subject you teach. Organize the bookmarks/favorites into folders and subfolders and name them appropriately. Export your bookmarks/favorites file to an HTML file. (if you don’t know how to do this check your browser’s help pages)

Open your list as an HTML page and post a screen shot of the HTML file here.