

Social Studies & Educational Technology

Anchor Papers Grades 6-8

OSPI-Developed
Assessment



Grades 6 – 8 Social Studies + Educational Technology Assessment Anchor Set Introduction

Introduction

This Anchor Set provides educators with student exemplars for the grades 6 – 8 Social Studies + Educational Technology assessments. We selected each sample to model the range of scoring for this assessment. There are two components that make up the scoring guide for educational technology— **Attributes of Educational Technology Standards (checklist)** and the **Scoring Rubric for Educational Technology**.

Attributes of Educational Technology Standards. Teachers will use the *attributes* checklist first to determine the number of **attribute points** the student work can earn. The checklist presents a list of characteristics that should be present in student work which meets the standard. The **GLEs** targeted by the assessment are listed in the left column. Each **attribute name**, such as *Select Search Engines*, is derived directly from the standards (*Select the appropriate search engines or directories*). Each attribute has one or more **descriptions** which detail what an at-standard performance looks like (*Identifies online search tool(s) used for the research process*).

This is different from a typical rubric, which describes various levels of performance. With the checklist, the teacher has only to decide whether or not the work is at standard. If the teacher determines that the work is at standard, then it earns the number of points indicated in the right-hand column. The teacher totals the points.

Scoring Rubric for Educational Technology. In the final step, the teacher uses the **total number of points** earned in the *attributes* checklist to determine the overall level of performance for the assessment. Student work earning no more than six attribute points would represent a below standard (Level 1) performance. Seven to ten points meets the standard (Level 2), while student work that earns eleven to thirteen exceeds the standard (Level 3).

Discussion

We understand that that this type of scoring may be new for many teachers; however, there are several compelling reasons why the assessment development group selected this tool over a traditional rubric.

First, many of the educational technology standards represent skills. As such, a student can demonstrate the skill or they cannot—there is no “better or worse than.” It did not make sense to scale the point scoring for the attributes, and the assessment development group decided not to quantify performance in terms of the number of times a student could demonstrate the skill. This is also why there are three performance levels instead of four.

A checklist format that describes the *attributes* is an efficient tool for teachers. There is only one decision involved for each attribute—is the work at standard?—instead of several decisions about quality. The tool also allows for cleaner scoring as the teacher need only consider **one attribute at a time**. This is unlike many rubrics, which have multiple attributes within a single cell. A student’s work might reach various targets within a column or row, so the teacher must synthesize the score. With the *attributes* checklist and *scoring rubric* tool we provide for the educational technology standards, teachers will be able score consistently across student work.

Grades 6 – 8 Social Studies + Educational Technology Assessment Scoring Guide

Directions: Each of the *attribute names* below represents part of an educational technology standard. These are followed by *descriptions* of student performance which meet the standard. If the student work provides evidence of meeting the standard, it earns the *points* shown in the final column. Total the points and then compare to the *Scoring Rubric* to determine the overall level of performance.

We use the term *digital* to refer to tools and information that do not exist in a physical form. Computer software, Web sites, online databases, pod/vodcasts, and pages from an eReader are just a few examples.

Attributes of Educational Technology Standards

GLE	Attribute Name	Description	Points	
1.3.1	Significant Questions	Develops or states a focused research question or thesis in the research plan or final product.	1	
	Plan Strategies	Generates a research plan. <i>For example, a timeline, steps for the research process, a brainstorm about the topic, keyword list, or a description of how to document sources.</i>	1	
1.3.2	Select Search Engines	Identifies online search tool(s) used for the research process.	1	
	Locate Information	Generates effective keywords as a strategy to focus searches.	1	
	Organize Resources	Collects and organizes information from searches.	1	
1.3.3	Credible Sources	Writes a statement that evaluates the credibility, validity, and potential bias of at least one digital source.	1	
	Ethical Use	Puts results of research into own words within the final product.	1	
	Combine Information		Combines information collected from sources to create a complete digital presentation or product. <i>For example a video, audio recording, animation, web page, or document.</i> Scoring Note: Student work cannot earn this point if the <i>Organize Resources</i> point was not awarded.	1
			All content-related digital elements (for example, text, audio, graphics) in the final presentation or product relate directly to the student task.	1
			Uses two or more elements (for example text, audio, graphics) in the final presentation or product.	1
			Use the features of the software to help structure the information and guide the audience through the content. <i>For example font choice for emphasis, heading styles, color, transitions, and titling.</i>	1
	Relevant Sources	Selects at least one digital source that is related directly to the student task.	1	
Bibliography Tools	Uses a digital tool to construct a bibliography.	1		
TOTAL			13	

Grades 6 – 8 Social Studies + Educational Technology Assessment
Scoring Guide

Scoring Rubric for Educational Technology

Performance Description	Points
A Level 3 response exceeds the standards and reflects that a student can demonstrate knowledge and ability beyond the requirements for Educational Technology GLEs 1.3.1, 1.3.2, and 1.3.3.	11 - 13
A Level 2 response meets the standards and reflects that a student understands and is able to perform GLE 1.3.1 <i>Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry</i> , GLE 1.3.2 <i>Locate and organize information from a variety of sources and media</i> , and GLE 1.3.3 <i>Analyze, synthesize, and ethically use information to develop a solution, make informed decisions, and report results</i> BY using technology to create a paper or presentation.	7 - 10
A Level 1 response reflects that a student is still working toward meeting GLEs 1.3.1, 1.3.2, and 1.3.3.	0 - 6

The Social Studies Rubric for these assessments can be found here:
<http://www.k12.wa.us/SocialStudies/Assessments/default.aspx#middle>

Causes of Conflict Scoring Guide

Grades 6 – 8 Social Studies – Educational Technology CBA

Directions: Each of the *attribute names* below represents part of an educational technology standard. These are followed by *descriptions* of student performance which meet the standard. If the student work provides evidence of meeting the standard, it earns the *points* shown in the final column. Total the points and then compare to the *Scoring Rubric* to determine the overall level of performance.

We use the term *digital* to refer to tools and information that do not exist in a physical form. Computer software, Web sites, online databases, pod/vodcasts, and pages from an eReader are just a few examples.

Attributes of Educational Technology Standards

GLE	Attribute Name	Description	Points Possible	Points Earned
1.3.1	Significant Questions	Develops or states a focused research question or thesis in the research plan or final product.	1	0
	Plan Strategies	Generates a research plan. <i>For example, a timeline, steps for the research process, a brainstorm about the topic, keyword list, or a description of how to document sources.</i>	1	0
1.3.2	Select Search Engines	Identifies online search tool(s) used for the research process.	1	0
	Locate Information	Generates effective keywords as a strategy to focus searches.	1	0
	Organize Resources	Collects and organizes information from searches.	1	0
1.3.3	Credible Sources	Writes a statement that evaluates the credibility, validity, and potential bias of at least one digital source.	1	0
	Ethical Use	Puts results of research into own words within the final product.	1	1
	Combine Information	Combines information collected from sources to create a complete digital presentation or product. <i>For example a video, audio recording, animation, web page, or document.</i> Scoring Note: Student work cannot earn this point if the <i>Organize Resources</i> point was not awarded.	1	0
		All content-related digital elements (for example, text, audio, graphics) in the final presentation or product relate directly to the student task.	1	0
		Uses two or more elements (for example text, audio, graphics) in the final presentation or product.	1	0
		Uses the features of the software to help structure the information and guide the audience through the content. <i>For example font choice for emphasis, heading styles, color, transitions, and titling.</i>	1	0
	Relevant Sources	Selects at least one digital source related directly to the student task.	1	1
Bibliography Tools	Uses a digital tool to construct a bibliography.	1	1	
TOTAL			13	3
A Level 1 response (0 – 6 points) reflects that a student is still working toward meeting GLEs 1.3.1, 1.3.2, 1.3.3.				L1

Causes of Conflict Scoring Guide

Grades 6 – 8 Social Studies – Educational Technology CBA

A1

Discussion

This student work shows a beginning level of understanding with the use of digital resources and tools to communicate content knowledge. The work represents a Level One attempt to meet the educational technology standards.

There is no research question, plan, or evidence of a research process included with the sample, so the work cannot earn points for GLE 1.3.1 or 1.3.2.

For GLE 1.3.3, the final product is in the student’s own words and earns a point for “Ethical Use”; however, the lack of a digital product means that no points are awarded for the “Combine Information” attributes. There is evidence of “at least one digital source related directly to the student task” in the bibliography the student provides. This earns the second attribute point. And, the student used a digital tool—in this case word processing software—to construct the bibliography, earning the third and final attribute point.

This student could benefit from instruction or scaffolding of the research process, for example, a calendar to track due dates or a clearly focused research question to guide note-taking. If the student is unable to develop a digital paper due to lack of computer access, the teacher should consider additional forms of digital products, for example, a vodcast recorded via phone or mobile device.

Ch 2

The Whitman Massacre happened at the Whitman Mission in Waiilatpu Walla Walla, Oregon Country on Nov, 29, 1847. The Cayuse Tribe attacked white settlers, missionaries, and killed fourteen people including Marcus and Narcissa Whitman. Native Americans reacted in violence against the Whitman Mission because they believed the

Whitmans and settlers were responsible for disease, religious oppression, and loss of native land.

Land is one of the reasons for the Whitman massacre. The missionaries built on native land, so, the natives got mad.

Being ~~so~~ the Whitmans house got burned down and the Whitmans got mad.

Religion is another reason. The cause⁷

Wanted the Whitmans

to teach them Christianity.

Because the Whitmans

were mad they said

no to the cause. The

cause got mad and

said that Christianity

is bad and a waste

of time.

Disease is the

third reason. The

settlers and Whitmans

got diseases known as:

Cholera and influenza.

The Whitman's accidentally

gave the cause these 8

diseases so the
Cayuse got mad
and killed the whitmans
and settlers.

The whitman
massacre could have
been avoided if, the
Whitmans accepted
the nez perce invite.

The Nez Perce
wanted to learn
about Christianity.

If they accepted
the invite the
Nez Perce would
not be mad.

THE Native americans
reacted in violence
against the whitmans
and Settlers because
they thought it was
their Fault For
disease, Religious oppression
and loss of native
land

Works Cited

Carlson, Laurie Winn, Michael K. Green, and Charlene Kerwin Reyes. *The Washington Journey*.

Layton, UT: Gibbs Smith Education, 2010. Print.

"Marcus and Narcissa." *PBS*. PBS, 2001. Web. 20 Mar. 2012.

<http://www.pbs.org/weta/thewest/people/s_z/whitman.htm>.

"Timeline Library." *HistoryLink.org*. David Wilma, 14 Feb. 2003. Web. 21 Mar. 2012.

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

"Whitman Massacre National Historic Site." *Legends of America*. Kathy Weiser, Nov. 2011.

Web. 21 Mar. 2012. <<http://www.legendsofamerica.com/wa-whitmanmassacre.html>>.

Enduring Cultures Scoring Guide

Grades 6 – 8 Social Studies – Educational Technology CBA

Directions: Each of the *attribute names* below represents part of an educational technology standard. These are followed by *descriptions* of student performance which meet the standard. If the student work provides evidence of meeting the standard, it earns the *points* shown in the final column. Total the points and then compare to the *Scoring Rubric* to determine the overall level of performance.

We use the term *digital* to refer to tools and information that do not exist in a physical form. Computer software, Web sites, online databases, pod/vodcasts, and pages from an eReader are just a few examples.

Attributes of Educational Technology Standards

GLE	Attribute Name	Description	Points Possible	Points Earned	
1.3.1	Significant Questions	Develops or states a focused research question or thesis in the research plan or final product.	1	0	
	Plan Strategies	Generates a research plan. <i>For example, a timeline, steps for the research process, a brainstorm about the topic, keyword list, or a description of how to document sources.</i>	1	1	
1.3.2	Select Search Engines	Identifies online search tool(s) used for the research process.	1	1	
	Locate Information	Generates effective keywords as a strategy to focus searches.	1	0	
	Organize Resources	Collects and organizes information from searches.	1	1	
1.3.3	Credible Sources	Writes a statement that evaluates the credibility, validity, and potential bias of at least one digital source.	1	0	
	Ethical Use	Puts results of research into own words within the final product.	1	1	
	Combine Information		Combines information collected from sources to create a complete digital presentation or product. <i>For example a video, audio recording, animation, web page, or document.</i> Scoring Note: Student work cannot earn this point if the <i>Organize Resources</i> point was not awarded.	1	0
			All content-related digital elements (for example, text, audio, graphics) in the final presentation or product relate directly to the student task.	1	1
			Uses two or more elements (for example text, audio, graphics) in the final presentation or product.	1	0
			Uses the features of the software to help structure the information and guide the audience through the content. <i>For example font choice for emphasis, heading styles, color, transitions, and titling.</i>	1	1
	Relevant Sources	Selects at least one digital source related directly to the student task.	1	0	
Bibliography Tools	Uses a digital tool to construct a bibliography.	1	0		
TOTAL			13	6	
A Level 1 response (0 – 6 points) reflects that a student is still working toward meeting GLEs 1.3.1, 1.3.2, 1.3.3.				L1	

Enduring Cultures Scoring Guide

Grades 6 – 8 Social Studies – Educational Technology CBA

A2

Discussion

This sample earns six attribute points and is at the upper range for Level One work. It almost meets the standards for educational technology.

The student provides evidence of a research plan in the form of a calendar on the first page of the sample and earns the attribute point. Although the student identifies the second slide in their final product as a thesis statement, it is not focused and does not earn the attribute point for “Significant Questions.” The student identifies specific search tools (*Bing, eLibrary, ExpertSpace: Grolier Online*), but the keywords s/he selects (*compare, contrast, cultures, challenges, source, alike, similarities, differences*) are not an effective way to search for information about the topics of ancient China and ancient Greece. The student “collects and organizes information from searches” in the form of an outline and graphic organizer. Therefore, for GLEs 1.3.1 and 1.3.2, the work earns three attribute points.

Although the student uses a checklist and other prompts to examine sources, s/he is unable to summarize this into a “statement that evaluates the credibility, validity, and potential bias” of the sources. For example, “It would be reliable because it is not wikipedia [sic] or answers.com so that is why it would be a reliable website to go to.” and “reliable because talks about the Chinese rulers and government” do not tell us that the student understands why a site can be considered unreliable or that credibility involves more than just useful information.

The student uses his/her own words (Ethical Use) in the final product; however the product is not complete, as evidenced by the five blank slides in the middle of the presentation. The presentation text is related to the student task, but as there is only text, the work does not earn an additional point for using “two or more elements.” The presence of titles and bullets helps “structure the information and guide the audience through the content,” earning the final attribute point for this sample.

In order to meet the standards, this student would benefit from instructional support that targets how to construct a bibliography using a digital tool, add multimedia elements to the presentation, and build understanding about credible sources.



Find It!

SEARCH

Advanced Search

My Work Zone: CBA-

0 days left 0% Start

Assignment Name: CBA- View

Assignment Plan

Start/Change Assignment

What's Next?

Assignment Due March 27 2012

Set Due Dates: Calendar

Need help? Research Skill Builder on Project Planning

My 21Sp

Welcome N

21 Spaces

My Worl

Assignment Tasks

Drag and drop your tasks to the calendar to mark which days the tasks are due.

Note Cards Due

Outline Due

Rough Draft Due

Source List Due

Create New Task

MARCH 2012				
Sunday	Monday	Tuesday	Wednesday	Thurs
26	27	28	29	1
4	5	6	7	8
11	12	13	14	15
18 Outline Due	19	20	21	22 Rough Draft
25	26 Source List Due	27 Assignment Due	28	29
1	2	3	4	5

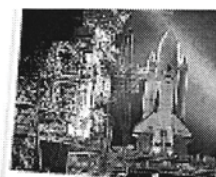
CANCEL

PREVIOUS

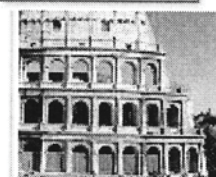
SCR



Human Populations



Space Exploration



Ancient Rome

Evaluating Sources

6th-8th Grade

Select Search Engine or Directory

- | | |
|--|--|
| <input type="radio"/> Expert Space: Grolier Online | <input type="radio"/> Encyclopedia Britannica Online |
| <input type="radio"/> Proquest | <input type="radio"/> Google |
| <input type="radio"/> Discoverer | <input checked="" type="radio"/> Bing |
| <input type="radio"/> CultureGrams | <input type="radio"/> Yahoo |
| <input checked="" type="radio"/> eLibrary | <input type="radio"/> Other <u>expert space</u> |
| <input type="radio"/> Discovery United Streaming | |

Select Type of Source

- | | |
|---|---|
| <input type="radio"/> Website | <input type="radio"/> Book |
| <input checked="" type="radio"/> Online Journal, Newspaper, or Magazine article | <input type="radio"/> Journal, Newspaper, or Magazine article |
| <input type="radio"/> Video | <input checked="" type="radio"/> Other <u>expert space</u> |

Preview the Source

- What is your research question?
Compare and contrast Egypt and China
- What are some key words for your research topic?
Challenge, similarities, differences
- Do a search with the Key Words (make sure you spell the words correctly).
- How many results did you get? at least 9
- Read the titles of the first three results.
 - Do any of the titles look like the site will provide information on the topic?
 YES NO
- Read the preview of information from the sites.
 - Does any of the information provided seem like the site will provide useful information on the topic?
 YES NO
- Do you need to narrow your search to get results that match your research topic?
 YES NO
- If you need to narrow your search, what are some key words or synonyms you could use in your search to get better results?
Challenge, source, alike

9. Read the titles of the first three results and the preview of information to determine whether you have the results you need, or if you need to continue narrowing your search. Before moving to the next step, did you find a site that may be useful for your research?

YES NO (if you answer no, continue to search)

10. Choose the best web site to visit according to the above preview of information.

11. Fill out the Identifying High Quality Sites Evaluation on the website.

12. According to the evaluation of the website, explain whether this site would be a valid and reliable source to use for research:

reliable because you are not using
Wikipedia or you are not using
google search for your project.

13. Continue this process until you find the valid and reliable sites needed for your research.

Citing Sources

14. What tool will I use to cite my sources?

- Expert Space: Notetaking & Bibliography tools
- Microsoft Word: Manage Sources (Look under Reference tab)
- Son of Citation Machine
- EasyBib
- Other book

Name _____

Date 3/27/12

Trustworthiness of the Author (continued)

Circle one

Add details to explain

Can the author be contacted if you have questions? (E-mail address, street address and phone number)

yes no

yes they can be contacted at bottom of site

Is the site without spelling, typographical, and grammatical errors?

yes no

big letters and easy to see.

Usefulness of Information

Circle one

Add details to explain

Does this site have enough information for your research?

yes no

no it just talks about the people

Is most of the information useful for your research? (If not, it may be hard to find what you do need.)

yes no

yes most of the information is useful

Up-to-Date Information

Circle one

Add details to explain

Is the date the article, page, or site was created given?

yes no

yes at the top of the page.

Is the date last revised given?

yes no

no it is not last revised given.

Do all the links lead to active pages? (no dead links)

yes no

yes they all do link to the pages.

Ease of Use

Circle one

Add details to explain

Is the text understandable?

yes no

yes the text is understandable

Is the type easy to see?

yes no

no it is too small of the font.

Do the titles and headings give a clear idea of the content?

yes no

yes the little and the headings give a clear of thought

Is there a "what's new" feature?

yes no

no there is not a what's new feature.

Is there a site map?

yes no

no the person did not put a site map on

Is there a tool for searching the site?

yes no

yes up in the google box

Do pages load quickly?

yes no

no they take a slow time cause they were off during break

Are links labeled clearly?

yes no

says the title of the top of heading page.

How many yeses did you circle ? _____ out of 28 total

Evaluating Sources

6th-8th Grade

Select Search Engine or Directory

- | | |
|--|--|
| <input type="radio"/> Expert Space: Grolier Online | <input type="radio"/> Encyclopedia Britannica Online |
| <input type="radio"/> Proquest | <input type="radio"/> Google |
| <input type="radio"/> Discoverer | <input type="radio"/> Bing |
| <input type="radio"/> CultureGrams | <input type="radio"/> Yahoo |
| <input checked="" type="radio"/> eLibrary | <input checked="" type="radio"/> Other <u>expert Space</u> |
| <input type="radio"/> Discovery United Streaming | |

Select Type of Source

- | | |
|---|---|
| <input type="radio"/> Website | <input type="radio"/> Book |
| <input checked="" type="radio"/> Online Journal, Newspaper, or Magazine article | <input type="radio"/> Journal, Newspaper, or Magazine article |
| <input type="radio"/> Video | <input type="radio"/> Other <u>under</u> |

Preview the Source

- What is your research question?
Compare and contrast Egypt and China
- What are some key words for your research topic?
Same, problems, tools, fixed, prepared, repaired
- Do a search with the Key Words (make sure you spell the words correctly).
- How many results did you get? about 5 or 6
- Read the titles of the first three results.
 - Do any of the titles look like the site will provide information on the topic
YES NO
- Read the preview of information from the sites.
 - Does any of the information provided seem like the site will provide useful information on the topic?
 YES NO
- Do you need to narrow your search to get results that match your research topic?
 YES NO
- If you need to narrow your search, what are some key words or synonyms you could use in your search to get better results?
Writing down there similarities and there differences

9. Read the titles of the first three results and the preview of information to determine whether you have the results you need, or if you need to continue narrowing your search. Before moving to the next step, did you find a site that may be useful for your research?

YES NO (if you answer no, continue to search)

10. Choose the best web site to visit according to the above preview of information.

11. Fill out the Identifying High Quality Sites Evaluation on the website.

12. According to the evaluation of the website, explain whether this site would be a valid and reliable source to use for research:

I would be reliable because as I said they or you are not using expert space I mean google or you are not using wikipedia for you source for answers to your problem.

13. Continue this process until you find the valid and reliable sites needed for your research.

Citing Sources

14. What tool will I use to cite my sources?

- Expert Space: Notetaking & Bibliography tools
- Microsoft Word: Manage Sources (Look under Reference tab)
- Son of Citation Machine
- EasyBib
- Other bubble.us

Name _____ Date _____

Trustworthiness of the Author (continued)	Circle one	Add details to explain
Can the author be contacted if you have questions? (E-mail address, street address and phone number)	yes <input checked="" type="radio"/> no <input type="radio"/>	it can because it usually tells you there phone number at the bottom
Is the site without spelling, typographical, and grammatical errors?	yes <input type="radio"/> no <input checked="" type="radio"/>	because most of the words are spelled correctly
Usefulness of Information	Circle one	Add details to explain
Does this site have enough information for your research?	yes <input type="radio"/> no <input checked="" type="radio"/>	no because it just tells about the people mostly
Is most of the information useful for your research? (If not, it may be hard to find what you do need.)	yes <input checked="" type="radio"/> no <input type="radio"/>	yes it is useful because most of the information is helpful
Up-to-Date Information	Circle one	Add details to explain
Is the date the article, page, or site was created given?	yes <input type="radio"/> no <input checked="" type="radio"/>	no it was copied from another site and then posted on
Is the date last revised given?	yes <input checked="" type="radio"/> no <input type="radio"/>	it is last revised given at the end
Do all the links lead to active pages? (no dead links)	yes <input checked="" type="radio"/> no <input type="radio"/>	yes they do
Ease of Use	Circle one	Add details to explain
Is the text understandable?	yes <input checked="" type="radio"/> no <input type="radio"/>	yes it is
Is the type easy to see?	yes <input checked="" type="radio"/> no <input type="radio"/>	it is in big font and understandable
Do the titles and headings give a clear idea of the content?	yes <input type="radio"/> no <input checked="" type="radio"/>	no they do not because they are good
Is there a "what's new" feature?	yes <input checked="" type="radio"/> no <input type="radio"/>	yes there is
Is there a site map?	yes <input type="radio"/> no <input checked="" type="radio"/>	the google search
Is there a tool for searching the site?	yes <input checked="" type="radio"/> no <input type="radio"/>	google search
Do pages load quickly?	yes <input type="radio"/> no <input checked="" type="radio"/>	no they go really slow
Are links labeled clearly?	yes <input checked="" type="radio"/> no <input type="radio"/>	yes they are labeled clearly

How many yeses did you circle ? 18 out of 28 total

Evaluating Sources

6th-8th Grade

Select Search Engine or Directory

- Expert Space: Grolier Online
- Proquest
- Discoverer
- CultureGrams
- eLibrary
- Discovery United Streaming
- Encyclopedia Brittanica Online
- Google
- Bing
- Yahoo
- Other expert space.

Select Type of Source

- Website
- Online Journal, Newspaper, or Magazine article
- Video
- Book
- Journal, Newspaper, or Magazine article
- Other binder

Preview the Source

1. What is your research question?
Compare and contrast egypt & China
2. What are some key words for your research topic?
Challenges, difficulties, differences, similarities
3. Do a search with the Key Words (make sure you spell the words correctly).
4. How many results did you get? about 7 or 8 results
5. Read the titles of the first three results.
 - a. Do any of the titles look like the site will provide information on the topic
 YES NO
6. Read the preview of information from the sites.
 - a. Does any of the information provided seem like the site will provide useful information on the topic?
 YES NO
7. Do you need to narrow your search to get results that match your research topic?
 YES NO
8. If you need to narrow your search, what are some key words or synonyms you could use in your search to get better results?
compare, contrast, cultures, challenges

9. Read the titles of the first three results and the preview of information to determine whether you have the results you need, or if you need to continue narrowing your search. Before moving to the next step, did you find a site that may be useful for your research?

YES NO (if you answer no, continue to search)

10. Choose the best web site to visit according to the above preview of information.

11. Fill out the Identifying High Quality Sites Evaluation on the website.

12. According to the evaluation of the website, explain whether this site would be a valid and reliable source to use for research:

it would be reliable because it is not Wikipedia. Or answers.com so that is why it would be a reliable website to go to.

13. Continue this process until you find the valid and reliable sites needed for your research.

Citing Sources

14. What tool will I use to cite my sources?

- Expert Space: Notetaking & Bibliography tools
- Microsoft Word: Manage Sources (Look under Reference tab)
- Son of Citation Machine
- EasyBib
- Other bubble us

Name _____ Date _____

Title of Site _____ URL _____

Site Evaluation Form

Purpose of the Site	Circle one	Add details to explain
Can you tell if the site is fact or opinion? (If the information seems one-sided, or biased, you will have to go elsewhere to hear the other side of the issue.)	yes <input checked="" type="radio"/> no	it is fact - not true
Is the site free of advertising?	yes no	
If there are ads, is it easy to tell the difference between ads and content?	yes no	
Is the site sponsored by any organizations?	yes no	
Is it clear who the site is for? (for example, college students or young children)	yes no	
Is the tone calm and fair? (Sites that are hateful and angry may not be good sources of information.)	yes no	
Is the site open to everyone? (no age requirements, fees, passwords, or registration)	yes no	

Trustworthiness of the Author	Circle one	Add details to explain
Is the author identified by name?	yes no	
Is the place the author works or the organization he/she belongs to given?	yes no	
Is the site's domain .edu, .net, .org, or .gov? (If you see a ~ in the URL, it may be a personal site, not an official site.)	yes no	
Has the author or site received any respected awards?	yes no	
Was this site recommended by a site you trust? (for example, by a homework help site)	yes no	
Are sources given for statistics?	yes no	

Name _____ Date _____

Trustworthiness of the Author (continued)	Circle one	Add details to explain
Can the author be contacted if you have questions? (E-mail address, street address and phone number)	yes no	

Is the site without spelling, typographical, and grammatical errors?	yes no	
--	--------	--

Usefulness of Information	Circle one	Add details to explain
Does this site have enough information for your research?	yes no	

Is most of the information useful for your research? (If not, it may be hard to find what you do need.)	yes no	
---	--------	--

Up-to-Date Information	Circle one	Add details to explain
Is the date the article, page, or site was created given?	yes no	

Is the date last revised given?	yes no	
---------------------------------	--------	--

Do all the links lead to active pages? (no dead links)	yes no	
--	--------	--

Ease of Use	Circle one	Add details to explain
Is the text understandable?	yes no	

Is the type easy to see?	yes no	
--------------------------	--------	--

Do the titles and headings give a clear idea of the content?	yes no	
--	--------	--

Is there a "what's new" feature?	yes no	
----------------------------------	--------	--

Is there a site map?	yes no	
----------------------	--------	--

Is there a tool for searching the site?	yes no	
---	--------	--

Do pages load quickly?	yes no	
------------------------	--------	--

Are links labeled clearly?	yes no	
----------------------------	--------	--

How many yeses did you circle ? _____ out of 28 total

Evaluate Web Sites
Short Form

3/20/12

1. Do a keyword search of the topic and look at the site name, preview, and URL
 - c. Choose the site that looks most relevant and reliable.
 - i. Site Name: China country specific info
 - ii. Site URL: travel.state.gov/travel/cis-pa-tw/ciscis-1089.html
2. Who is the author, and is the author reliable?
 - a. Author: Steve M
 - b. Explain: reliable because talks about the Chinese rulers and government.
3. Does the site have the information you need and can understand?
 - a. Explain: yes because it tells about the kings and what they did and about the wars.
4. Is the site up to date and do the links work?
 - a. Date: 3/20/12
 - b. Explain: tells also about a lot of wars and a lot of buildings that they made and about great wall.

Evaluate Web Sites
Short Form

A2

1. Do a keyword search of the topic and look at the site name, preview, and URL
 - c. Choose the site that looks most relevant and reliable.
 - i. Site Name: great wall of China all about the great wall of China
 - ii. Site URL: geography.about.com/od/southwest/pt/greatwall.html
2. Who is the author, and is the author reliable?
 - a. Author: Matt Rosenberg
 - b. Explain: tells about how long great wall has been made for now was built how came up with.
3. Does the site have the information you need and can understand?
 - a. Explain: I tells me why they built the great wall of China and where it is and how many miles it is.
4. Is the site up to date and do the links work?
 - a. Date: 2/25/10
 - b. Explain: yes give a lot of information about the great wall of China.

OUTLINE

1. calender
2. what your plan is
3. expert space
4. rough draft one
5. rough draft two
6. outline
7. website for Egypt and china
8. paste your bib on your rough draft
9. write your thesis
10. write details
11. write your conclusion
12. do your evaluating sources
13. do your evaluating websites
14. do your final copy
15. turn all of your things in

Enduring Culture CBA graphic organizer

Culture 1: China	
Example of Challenge	Response to Challenge
1. Flooding of rivers or oceans. (flooding)	1. they built dams and they also built canals to keep water from flooding.
2. got punishments and they were punished for it.	2. the civil war was there punishment.
3. attacked by mongules	3. they built the great wall

Culture 2: Egypt	
Example of Challenge	Response to Challenge
1. flooding of rivers.	1. They built dams and canals to keep the water from getting into the land or city.
2. Keep the gods happy.	2. they made offerings they also had to obey the gods or they would be killed.
3. built the pyramids	3. they built the pyramids because it kept them safe from wars.

Similarities between Culture #1 and #2	
1. China and Egypt both are similar by there floodings and they both had gods and also punishments.	
2. another reason China and Egypt are similar is that they both had the same natural defences.	
3. the last reason Egypt and China are the same is that they both had the same writing and the same and also wars.	

Differences between Culture #1 and #2	
1. Egypt and China are different by	
2.	
3.	

Generalization about the challenge:

Position/Thesis on which cultural group fares better **OR** the experience was similar: (write on other side of paper)

CBA of China And Egypt

Thesis Statement

China and Egypt and china have a lot of things in common. Like there similarities and there differences. Two similarities that they have is that they both had great flooding. Another similarity is that they also both had great wars. Two differences are that Egypt and china have different writing and another is that they had different language.

China and Egypt are to very complex cultures they are similar and different in many ways one similarity is that they had floods one difference is that there writing system is different.

Egypt it self

Egypt is a great army itself and it is also a very strong army also.

Egypt has one a lot of great wars to keep the people of Egypt safe.

Some wars don't even want to fight the Egyptians because they are very strong and have a sense of mind.

Egypt is a very strong army as you can see they have a lot of differences to protect them selves from harm and from danger.

China And Egypt's differences

- Language
- Government
- Buildings
- Environment

As you can see Egypt and china have a lot of differences. I am going to tell you how they fixed there problems there language was a pretty hard one to fix. There government they made different looking buildings. Same thing with the buildings. Environment not really anything.

China And Egypt's Similarities

- Great Floods
- Keep Gods Happy
- Punishments
- Natural Defenses
- Great Wars

As you can see china and Egypt had a lot of similarities I am going to tell you how they fixed the problems. For the great floods china and Egypt built dams or canals to keep the water from going into the country or state. To keep the gods happy they had to make sacrifices and burnt offerings. To keep from getting punished china and Egypt had to follow the rules of the leader or of the pharaoh that is in charge. And for natural defenses they had to build building and huge walls to keep them and there country safe. Now for the last ones to keep the great wars from hurting them they also had to build buildings and great walls to keep them safe.

China It self

- China is a very strong army and could probably defeat any country.
- China is kind of like Egypt people don't want to fight them because they are scared.
- China has a lot of defenses to keep themselves safe from great wars.
- One great defense that they have that is very strong is the great wall of china.

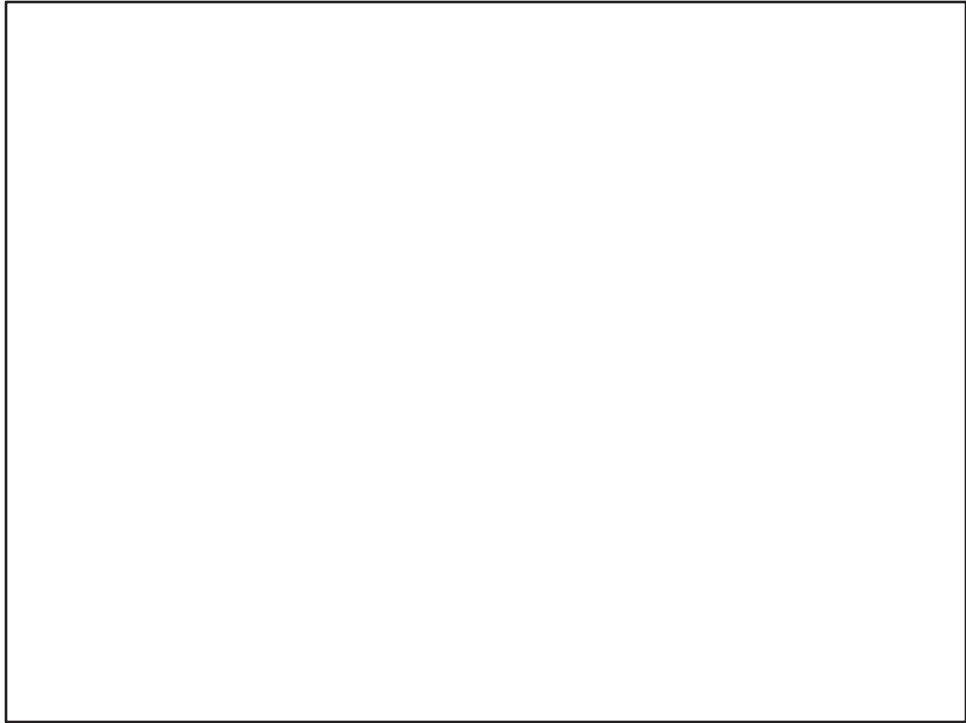
As you can see china has a lot of strong buildings that will keep them the Chinese safe from great wars. The Chinese people are mostly all ways ready for when wars come. When wars come they are prepared.

How Egypt got ready for there wars

- They got letters from there armies that war was coming.
- They made tools out of medal like swords and to fight for the wars.
- They also made medal shields to also keep them selves safe.
- They also made a lot of other things like medal gloves and also like helmets to keep them selves safe.

As you can see Egypt and china made a lot of things to keep them safe from the great wars so they could keep there country or there state safe and so they could be with there family also after war. Even though the Chinese people are strong it doesn't mean that they will survive all the time.

A2



A2



A2



A2



Why the Egyptians one war when they were never prepared?

- The reason was because they always had all the things made and they did not make a lot of things.
- They also had a lot fighting war skills because they had fought in a lot of wars already.
- They also had probably have fought the same people over again. And also maybe because they had a lot of war experience already.

That is why they one a lot of wars or at least most of they wars. But that is probably not everything about how they one war with out even being prepared.

How the Chinese one a lot of wars

- The Chinese one a lot of wars because they were strong people.
- Another reason is that they were ready for the war.
- A third reason is that they prepared for there great wars.
- They also knew when to be prepared because they knew when war was coming.

The china people knew when they should get ready for war and when they should start building things like there shields and there weapons.

Why are china and Egypt the same in many ways?

- The reason why they are the same in many ways is because the Chinese people had invented a lot of things that the Egyptians had copied from them.
- China and Egypt are also the same in many ways because Egypt could not think of many things that they should make to keep themselves safe from wars so they decided to copy the Chinese people.

Now you know some information that the Chinese people had and the Egyptians had copied them because they did not know what to make to keep themselves safe from great wars. I bet that there is a lot more reasons that the Chinese and the Egyptians had but that is all I knew why they were the same in many ways.

Conclusion

- In conclusion china and Egypt are two very complex cultures. Egypt and china are the same in many ways and also different in many ways. Two similarities that Egypt and china had was that they both had flooding and they also had great wars. Two differences that Egypt and china had was there writing and also there language. Now you have heard some similarities and some differences with Egypt and with china. Now you have seen some great things about Egypt and china together. You have also heard how Egypt and china were ready for there great wars.

Causes of Conflict Scoring Guide

Grades 6 – 8 Social Studies – Educational Technology CBA

A3

Directions: Each of the *attribute names* below represents part of an educational technology standard. These are followed by *descriptions* of student performance which meet the standard. If the student work provides evidence of meeting the standard, it earns the *points* shown in the final column. Total the points and then compare to the *Scoring Rubric* to determine the overall level of performance.

We use the term *digital* to refer to tools and information that do not exist in a physical form. Computer software, Web sites, online databases, pod/vodcasts, and pages from an eReader are just a few examples.

Attributes of Educational Technology Standards

GLE	Attribute Name	Description	Points Possible	Points Earned	
1.3.1	Significant Questions	Develops or states a focused research question or thesis in the research plan or final product.	1	0	
	Plan Strategies	Generates a research plan. <i>For example, a timeline, steps for the research process, a brainstorm about the topic, keyword list, or a description of how to document sources.</i>	1	1	
1.3.2	Select Search Engines	Identifies online search tool(s) used for the research process.	1	0	
	Locate Information	Generates effective keywords as a strategy to focus searches.	1	0	
	Organize Resources	Collects and organizes information from searches.	1	1	
1.3.3	Credible Sources	Writes a statement that evaluates the credibility, validity, and potential bias of at least one digital source.	1	0	
	Ethical Use	Puts results of research into own words within the final product.	1	1	
	Combine Information		Combines information collected from sources to create a complete digital presentation or product. <i>For example a video, audio recording, animation, web page, or document.</i> Scoring Note: Student work cannot earn this point if the <i>Organize Resources</i> point was not awarded.	1	1
			All content-related digital elements (for example, text, audio, graphics) in the final presentation or product relate directly to the student task.	1	1
			Uses two or more elements (for example text, audio, graphics) in the final presentation or product.	1	0
			Uses the features of the software to help structure the information and guide the audience through the content. <i>For example font choice for emphasis, heading styles, color, transitions, and titling.</i>	1	0
	Relevant Sources	Selects at least one digital source related directly to the student task.	1	1	
Bibliography Tools	Uses a digital tool to construct a bibliography.	1	1		
TOTAL			13	7	
<p>A Level 2 response (7 – 10 points) meets the standards and reflects that a student understands and is able to perform GLE 1.3.1 <i>Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry</i>, GLE 1.3.2 <i>Locate and organize information from a variety of sources and media</i> and GLE 1.3.3 <i>Analyze, synthesize, and ethically use information to develop a solution, make informed decisions, and report results</i> BY using technology to create a paper or presentation that develops a position which explains the causes of a conflict.</p>				L2	

Causes of Conflict Scoring Guide

Grades 6 – 8 Social Studies – Educational Technology CBA

A3

Discussion

This student sample earns seven attribute points, and meets the standards for knowledge and skills with educational technology. It is at the lowest end of Level Two work.

The student note cards do contain questions that frame the notes, but there is not an overall research question or thesis statement present in the notes or final product. No attribute point is awarded for GLE 1.3.1 “Significant Question.” However, the student does include a simple plan with due dates and a checklist to use to determine what and when work is to be done. This counts as a research plan. The work also receives a point for “Organize Resources,” because of the note cards and graphic organizer. As the student does not identify search tools or key words, there are no additional points. The work earns one attribute point for GLE 1.3.1 and one point for GLE 1.3.2.

The final product, a paper, earns the point for “Ethical Use,” because it is written using the student’s own words. The paper represents a complete digital product, but only includes one digital element (text) and no software features—such as font emphasis/color or headings—to guide the reader. This earns the work two of the four possible points of the “Combine Information” attribute. Finally, the student includes at least one digital source and constructs a bibliography using a digital tool. This earns the work the final two attribute points.

Although this sample meets the standards for educational technology, the student has room for growth. A teacher could support this student by encouraging him/her to document how to find and evaluate information, as well as add multimedia elements to a paper.

Research Project: Spanish-American War

Name:

Your paper should include the following:

1. A **five** paragraph essay: Final Copy Due: 3-23 (ink or typed).
2. Note Cards Due: 3-19
3. Cover Page Due: 3-20
4. Rough Draft Due: 3-20
5. Bibliography Due: 3-21

Requirements:

*Research using **one** hardcopy texts and **two to three** other resource; such as a website, internet search, video, etc.

Sources:

1. _____
2. _____
3. _____

*Write an essay in this format:

- P1 1. Introduction: Begin with an interesting story or fact.
- P2 2. **Three** Paragraph Main Body: Use these questions to guide your writing:
 - P2 a. Who was involved in the conflict? What was the conflict? When did the conflict take place? Where did the conflict take place? ✓
 - P3 b. List and explain **three** factors that helped to cause the conflict. Was one factor more important than any other? ✓
 - P4 c. List and explain **two** important events that occurred during the Spanish-American War. How did the war end? ✓
- P5 3. Conclusion: Either restate or paraphrase the main ideas of your paper. Answer the following question: What effect did the Spanish-American War have on Cuba?

	rough	final
P1		
P2	✓	
P3	✓	
P4	✓	
P5		

Event Map

text: CBA

Event: Spanish American War

Characters:

<p>United States</p> <ul style="list-style-type: none"> - Teddy Roosevelt - Joseph Pulitzer - President McKinley - William Ruldolph - George Dewey 	<p>Spain</p> <ul style="list-style-type: none"> - Ambassador to USA - General Valeriano Wylor 	<p>Cuba</p>
---	---	-------------

Time: Duration: Feb 15, 1898 - Dec 10, 1898 Place: Cuba

Sequence of Events

Causes (short term): Sinking of Maine
 - Spanish abassador's letter

Causes (long term): - Spanish treatment of Cuba

① Spanish government in control of Cuba. Treats them poorly

① Sinking of the Maine. 266 sailors and 2 officers die.

② Yellow Journalism. Hearst and Pulitzer inflame public sentiment over Spanish government.

④ US declares war on Spain

⑤ US. blokades Cuba and destroys Spanish fleet. sends troops in for battle.

⑥ Spain Surrendurs.

Effects (short term):
 Cuba gains independance

Effects (long term):
 US establish's itself as a world power.

When?

1

A3

When did the war take place?

The war began on April 25, 1898 and ended on July 17th 1898

(aka) Spring and Summer of 1898

- ^{armistice} treaty signed August 12

Factor 1

2

- Spain was being brutal to Cuba ~~and~~

~~America did not like that~~

(aka) Cuban rebellion against Spain

• 3 sm. wars led to the Spanish American

War: the ten years' war (1868-1878), the

little war (1879-1880), and the war of

1895, which led to the Spanish American

war. - sent many soldiers because Cuba asked for help

- weren't given enough food, treatment

- Cuban fighting for independence

Factor 2

3

A3

① Spanish ambassadors to the U.S. sent a letter to his friend in Havana, Cuba that insulted president McKinley.

= talked about sabotaging American property in Cuba

Factor 3

4

① Sinking/explosion of the U.S.S. Maine

- yellow journalism (stretching truth)

- Feb 15, 1898

- 266 hurt in the accident (saman)

- 2 officers

Who was involved?

5

A3

① Spain

- Ambassador to USA
- General Valeriano Weyler

② - U.S

- mad at the way Spain was treating Cuba.

- Teddy Roosevelt

- Joseph Pulitzer

- President McKinley

- William Ruldolph Hurst

- George Dewey

Where did the conflict take place? 6

① Cuba

- near the harbors and coast

② Manila Bay

③ Santiago De Cuba

④ Daiquiri, Cuba

- a small village near Santiago De Cuba where troops landed on June 22nd

- ① May 1, 1898 - attack on Manila Bay

Main event 2

8

- ① June 22, U.S. troops landed in Cuba

US blockade of the Spanish fleet and landing troops on Cuban soil

- troops landed in Daiquiri and were joined by Calixto Garcia (an important Cuban general) and about 5,000 revolutionaries

(ps)

How the War ended

9

A3

① Spain surrendered on July 17, 1898

② Treaty of Paris
December 10, 1898

③ Armistice
August 12, 1898

Results of the War

10

- The U.S. demanded control over Cuba, Puerto Rico, and Guam, and Philippines, when the fighting ended. The war was over on Dec. 10 1898 when the Treaty of Paris was signed.

What was the conflict?

11

A3

- Independence for Cuba
- free Cuba from Spanish rule
- liberation of Cuba
- establishing the US as a world power

The Spanish-American War

Did you know, the Spanish-American War wasn't only between Spain and the United States? It also involved Cuba, and took place in Cuba.

Some of the important people from the US were Teddy Roosevelt, Joseph Pulitzer, President McKinley, William Ruldolph Hurst, and George Dewey. Some important people from Spain were General Valeriano Wyler, and the ambassador to the United States. The main conflict was about freeing Cuba from the Spanish rule, and establishing the US as a world power. The fighting began April 25, 1898 and stopped on July 22, 1898. An armistice was signed August 12, 1898. The war officially ended on December 1, 1898 when the treaty of Paris was signed. Some of the fighting was in Cuba. Near the harbors and coast, and in Santiago De Cuba. Another battle took place in Manila Bay, in

the Philippines, on May 1, 1898. Also, the troops landed in Daiquiri, Cuba on June 22, 1898.

One of the things that caused the war was the letter that the Spanish ambassador to the US sent to his friend in Havana, Cuba. The letter insulted president McKinley. The letter also talked about sabotaging American property in Cuba. Another thing that caused the war was the sinking of the U.S.S. Maine. This happened the morning of May 1, 1898. 266 soldiers, and two officers were killed in the accident. This caused much yellow journalism. The most important thing that caused the war was that Spain was being brutal to Cuba. Cuba was fighting for its independence. They weren't given enough food or good treatment. Cuba asked the world for help so Spain sent over 8,000 soldiers and the situation got worse.

One big event in the war was the attack on Manila Bay, May 1, 1898. This was days after the war had been declared with Spain and the United States. All Spanish ships were either destroyed or captured, but no harm was done to the US. Many Spanish lives were lost but only two American lives were lost. Americans took this battle as a "bloodless" battle. America was known as a world power overnight. Another big event was when troops landed on Cuban soil on June 22, 1898. They landed in Daiquiri, Cuba. When there, they were joined by Calixto Garcia, an important Cuban general, and about 5,000 revolutionaries.

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Enduring Cultures Scoring Guide

Grades 6 – 8 Social Studies – Educational Technology CBA

Directions: Each of the *attribute names* below represents part of an educational technology standard. These are followed by *descriptions* of student performance which meet the standard. If the student work provides evidence of meeting the standard, it earns the *points* shown in the final column. Total the points and then compare to the *Scoring Rubric* to determine the overall level of performance.

We use the term *digital* to refer to tools and information that do not exist in a physical form. Computer software, Web sites, online databases, pod/vodcasts, and pages from an eReader are just a few examples.

Attributes of Educational Technology Standards

GLE	Attribute Name	Description	Points Possible	Points Earned	
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	Plan Strategies	Generates a research plan. <i>For example, a timeline, steps for the research process, a brainstorm about the topic, keyword list, or a description of how to document sources.</i>	1	1	
1.3.2	Select Search Engines	Identifies online search tool(s) used for the research process.	1	1	
	Locate Information	Generates effective keywords as a strategy to focus searches.	1	0	
	Organize Resources	Collects and organizes information from searches.	1	0	
1.3.3	Credible Sources	Writes a statement that evaluates the credibility, validity, and potential bias of at least one digital source.	1	1	
	Ethical Use	Puts results of research into own words within the final product.	1	1	
	Combine Information		Combines information collected from sources to create a complete digital presentation or product. <i>For example a video, audio recording, animation, web page, or document.</i> Scoring Note: Student work cannot earn this point if the <i>Organize Resources</i> point was not awarded.	1	1
			All content-related digital elements (for example, text, audio, graphics) in the final presentation or product relate directly to the student task.	1	0
			Uses two or more elements (for example text, audio, graphics) in the final presentation or product.	1	1
			Uses the features of the software to help structure the information and guide the audience through the content. <i>For example font choice for emphasis, heading styles, color, transitions, and titling.</i>	1	1
	Relevant Sources	Selects at least one digital source related directly to the student task.	1	1	
Bibliography Tools	Uses a digital tool to construct a bibliography.	1	1		
TOTAL			13	9	
<p>A Level 2 response (7 – 10 points) meets the standards and reflects that a student understands and is able to perform GLE 1.3.1 <i>Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry</i>, GLE 1.3.2 <i>Locate and organize information from a variety of sources and media</i> and GLE 1.3.3 <i>Analyze, synthesize, and ethically use information to develop a solution, make informed decisions, and report results</i> BY using technology to create a paper or presentation that develops a position based on comparing and contrasting two cultural groups and the history of their development in Washington State, the United States, or the world.</p>				L2	

Discussion

The work in this student sample meets the educational technology standards, scoring 9 out of 13 possible attribute points.

For GLEs 1.3.1 and 1.3.2, the work can only earn one point for the research plan (even if it is a very simple set of due dates) and identifying the search tools used during the research process. Within the final product, the student does identify a thesis (“China and Egypt are both very important cultures they both had unique qualities about them”), however the student does not focus the statement sufficiently to earn the point. The outline is also not robust enough to show that the student has collected and organized information from searches.

This is the one sample in the anchor set which earned a point for “Credible Sources,” although it is difficult to see. In one of the short form evaluations of a Web site, the student explains that the author is reliable because the author “is a Egyptian Acreologist [Archeologist].” Expertise is an acceptable statement about the credibility of a source.

The final digital product and bibliography earned all points, except for “All content-related digital elements (for example, text, audio, graphics) in the final presentation or product relate directly to the student task.” This is because of the picture of the laptop on the “Similarity #3” slide and “The End” clip art on the “Conclusion” slide. Although the laptop might represent advancements, it is not connected to the idea of how Egypt and China are similar.

The teacher could help this student develop his/her work further with support that focuses on ways to document the research process, as well as how to add details to plans and outlines.

DUE DATES

All notes done by 3-16-12

Outline done by 3-20-12

Power Point done by 3-22-12

Evaluating Sources

6th-8th Grade

Select Search Engine or Directory

- | | |
|--|--|
| <input type="radio"/> Expert Space: Grolier Online | <input type="radio"/> Encyclopedia Britannica Online |
| <input type="radio"/> Proquest | <input type="radio"/> Google |
| <input type="radio"/> Discoverer | <input type="radio"/> Bing |
| <input type="radio"/> CultureGrams | <input checked="" type="radio"/> Yahoo |
| <input type="radio"/> eLibrary | <input type="radio"/> Other _____ |
| <input type="radio"/> Discovery United Streaming | |

Select Type of Source

- | | |
|--|--|
| <input type="radio"/> Website | <input type="radio"/> Book |
| <input type="radio"/> Online Journal, Newspaper, or Magazine article | <input type="radio"/> Journal, Newspaper, or Magazine article |
| <input type="radio"/> Video | <input checked="" type="radio"/> Other <u>Online Museum info</u> |

Preview the Source

- What is your research question?
Differences between China and Egypt
- What are some key words for your research topic?
China Egypt
- Do a search with the Key Words (make sure you spell the words correctly).
- How many results did you get? 45,500,000
- Read the titles of the first three results.
 - Do any of the titles look like the site will provide information on the topic?
 YES NO
- Read the preview of information from the sites.
 - Does any of the information provided seem like the site will provide useful information on the topic?
 YES NO
- Do you need to narrow your search to get results that match your research topic?
 YES NO
- If you need to narrow your search, what are some key words or synonyms you could use in your search to get better results? _____

9. Read the titles of the first three results and the preview of information to determine whether you have the results you need, or if you need to continue narrowing your search. Before moving to the next step, did you find a site that may be useful for your research?

YES

NO (if you answer no, continue to search)

10. Choose the best web site to visit according to the above preview of information.
11. Fill out the Identifying High Quality Sites Evaluation on the website.
12. According to the evaluation of the website, explain whether this site would be a valid and reliable source to use for research:

13. Continue this process until you find the valid and reliable sites needed for your research.

Citing Sources

14. What tool will I use to cite my sources?

- Expert Space: Notetaking & Bibliography tools
- Microsoft Word: Manage Sources (Look under Reference tab)
- Son of Citation Machine
- EasyBib
- Other _____

Name _____ Date _____

Title of Site _____ URL _____

Site Evaluation Form

Purpose of the Site	Circle one	Add details to explain
Can you tell if the site is fact or opinion? (If the information seems one-sided, or biased, you will have to go elsewhere to hear the other side of the issue.)	<input checked="" type="radio"/> yes <input type="radio"/> no	fact
Is the site free of advertising?	<input checked="" type="radio"/> yes <input type="radio"/> no	
If there are ads, is it easy to tell the difference between ads and content?	<input checked="" type="radio"/> yes <input type="radio"/> no	
Is the site sponsored by any organizations?	<input checked="" type="radio"/> yes <input type="radio"/> no	
Is it clear who the site is for? (for example, college students or young children)	<input checked="" type="radio"/> yes <input type="radio"/> no	College
Is the tone calm and fair? (Sites that are hateful and angry may not be good sources of information.)	<input checked="" type="radio"/> yes <input type="radio"/> no	
Is the site open to everyone? (no age requirements, fees, passwords, or registration)	<input checked="" type="radio"/> yes <input type="radio"/> no	
Trustworthiness of the Author	Circle one	Add details to explain
Is the author identified by name?	<input checked="" type="radio"/> yes <input type="radio"/> no	Corresponding Author
Is the place the author works or the organization he/she belongs to given?	<input checked="" type="radio"/> yes <input type="radio"/> no	Budget 11/20/2011
Is the site's domain .edu, .net, .org, or .gov? (If you see a ~ in the URL, it may be a personal site, not an official site.)	yes <input checked="" type="radio"/> no	co.uk
Has the author or site received any respected awards?	yes <input checked="" type="radio"/> no	Complete
Was this site recommended by a site you trust? (for example, by a homework help site)	yes <input checked="" type="radio"/> no	
Are sources given for statistics?	<input checked="" type="radio"/> yes <input type="radio"/> no	

Name _____ Date _____

Trustworthiness of the Author (continued)	Circle one	Add details to explain
Can the author be contacted if you have questions? (E-mail address, street address and phone number)	<input checked="" type="radio"/> yes <input type="radio"/> no	
Is the site without spelling, typographical, and grammatical errors?	<input checked="" type="radio"/> yes <input type="radio"/> no	
Usefulness of Information	Circle one	Add details to explain
Does this site have enough information for your research?	<input checked="" type="radio"/> yes <input type="radio"/> no	
Is most of the information useful for your research? (If not, it may be hard to find what you do need.)	yes <input checked="" type="radio"/> no	
Up-to-Date Information	Circle one	Add details to explain
Is the date the article, page, or site was created given?	<input checked="" type="radio"/> yes <input type="radio"/> no	1994
Is the date last revised given?	<input checked="" type="radio"/> yes <input type="radio"/> no	2011
Do all the links lead to active pages? (no dead links)	<input checked="" type="radio"/> yes <input type="radio"/> no	
Ease of Use	Circle one	Add details to explain
Is the text understandable?	<input checked="" type="radio"/> yes <input type="radio"/> no	
Is the type easy to see?	<input checked="" type="radio"/> yes <input type="radio"/> no	
Do the titles and headings give a clear idea of the content?	<input checked="" type="radio"/> yes <input type="radio"/> no	
Is there a "what's new" feature?	yes <input checked="" type="radio"/> no	
Is there a site map?	yes <input checked="" type="radio"/> no	
Is there a tool for searching the site?	yes <input checked="" type="radio"/> no	
Do pages load quickly?	<input checked="" type="radio"/> yes <input type="radio"/> no	
Are links labeled clearly?	<input checked="" type="radio"/> yes <input type="radio"/> no	

How many yeses did you circle? 20 out of 28 total

Evaluating Sources 6th-8th Grade

Select Search Engine or Directory

- Expert Space: Grolier Online
- Proquest
- Discoverer
- CultureGrams
- eLibrary
- Discovery United Streaming
- Encyclopedia Britannica Online
- Google
- Bing
- Yahoo
- Other Text Book

Select Type of Source

- Website
- Online Journal, Newspaper, or Magazine article
- Video
- Book
- Journal, Newspaper, or Magazine article
- Other _____

Preview the Source

1. What is your research question?
China's and Egypt's similarities and Differences
2. What are some key words for your research topic?
Similarity and Differences China Egypt.
3. Do a search with the Key Words (make sure you spell the words correctly).
4. How many results did you get? 1 It's a book
5. Read the titles of the first three results.
 - a. Do any of the titles look like the site will provide information on the topic
YES NO
6. Read the preview of information from the sites.
 - a. Does any of the information provided seem like the site will provide useful information on the topic?
YES NO
7. Do you need to narrow your search to get results that match your research topic?
YES NO
8. If you need to narrow your search, what are some key words or synonyms you could use in your search to get better results? _____

9. Read the titles of the first three results and the preview of information to determine whether you have the results you need, or if you need to continue narrowing your search. Before moving to the next step, did you find a site that may be useful for your research?

YES NO (if you answer no, continue to search)

10. Choose the best web site to visit according to the above preview of information.

11. Fill out the Identifying High Quality Sites Evaluation on the website.

12. According to the evaluation of the website, explain whether this site would be a valid and reliable source to use for research:

It's reliable because it's my text book

13. Continue this process until you find the valid and reliable sites needed for your research.

Citing Sources

14. What tool will I use to cite my sources?

- Expert Space: Notetaking & Bibliography tools
- Microsoft Word: Manage Sources (Look under Reference tab)
- Son of Citation Machine
- EasyBib
- Other _____

Name _____

Date 3/22/12

Title of Site Journey Across Time

URL _____

Site Evaluation Form

Purpose of the Site

Circle one

Add details to explain

Can you tell if the site is fact or opinion? (If the information seems one-sided, or biased, you will have to go elsewhere to hear the other side of the issue.)

yes no

fact text book

Is the site free of advertising?

yes no

Book

If there are ads, is it easy to tell the difference between ads and content?

yes no

NO ADS

Is the site sponsored by any organizations?

yes no

Book National Geographic

Is it clear who the site is for? (for example, college students or young children)

yes no

My age 11-15

Is the tone calm and fair? (Sites that are hateful and angry may not be good sources of information.)

yes no

It's a textbook

Is the site open to everyone? (no age requirements, fees, passwords, or registration)

yes no

It's a text book

Trustworthiness of the Author

Circle one

Add details to explain

Is the author identified by name?

yes no

Jackson D. Spiveil

Is the place the author works or the organization he/she belongs to given?

yes no

National Geographic

Is the site's domain .edu, .net, .org, or .gov? (If you see a ~ in the URL, it may be a personal site, not an official site.)

yes no

It's a book

Has the author or site received any respected awards?

yes no

He has a PhD

Was this site recommended by a site you trust? (for example, by a homework help site)

yes no

Mr. Hull gave it a thumbs up

Are sources given for statistics?

yes no

It's not a statistics site

Name _____ Date _____

Trustworthiness of the Author (continued)

Circle one

Add details to explain

Can the author be contacted if you have questions? (E-mail address, street address and phone number)

yes no

Is the site without spelling, typographical, and grammatical errors?

yes no

It's a text book.

Usefulness of Information

Circle one

Add details to explain

Does this site have enough information for your research?

yes no

Textbook.

Is most of the information useful for your research? (If not, it may be hard to find what you do need.)

yes no

It's full of text.

Up-to-Date Information

Circle one

Add details to explain

Is the date the article, page, or site was created given?

yes no

Is the date last revised given?

yes no

It's published.

Do all the links lead to active pages? (no dead links)

yes no

no links

Ease of Use

Circle one

Add details to explain

Is the text understandable?

yes no

Is the type easy to see?

yes no

Do the titles and headings give a clear idea of the content?

yes no

Is there a "what's new" feature?

yes no

Is there a site map?

yes no

Is there a tool for searching the site?

yes no

Do pages load quickly?

yes no

Are links labeled clearly?

yes no

How many yeses did you circle ? 18 out of 28 total

Evaluate Web Sites

Short Form

1. Do a keyword search of the topic and look at the site name, preview, and URL
 - c. Choose the site that looks most relevant and reliable.
 - i. Site Name: ancient Egypt site
 - ii. Site URL:

http://www.ancient-egypt.org/7

2. Who is the author, and is the author reliable?
 - a. Author: Jacques Kinna
 - b. Explain:

IS an Egyptian Archaeologist.

3. Does the site have the information you need and can understand?
 - a. Explain: YES

4. Is the site up to date and do the links work?
 - a. Date: YES
 - b. Explain: they have a website NEW

valuate Web Sites

Short Form

A4

1. Do a keyword search of the topic and look at the site name, preview, and URL
 - c. Choose the site that looks most relevant and reliable.
 - i. Site Name: Ancient Nile
 - ii. Site URL:

http://www.ancientnile.co.uk/nile.php

2. Who is the author, and is the author reliable?
 - a. Author: JANET WOOD
 - b. Explain:

All of her work have said.

3. Does the site have the information you need and can understand?
 - a. Explain: Because it's more credible and I understand that stuff

4. Is the site up to date and do the links work?
 - a. Date: 2010
 - b. Explain: 2010 is pretty close because it's 2012

Outline

A4

- Intro
- Thesis
- Egypt's Flooding
- China's flooding
- Egypt's Invaders
- China's Invaders
- Egypt's writing system
- China's writing system
 - Similarity 1
 - Similarity 2
 - Similarity 3
 - Difference 1
 - Difference 2
 - Difference 3
 - Conclusion
 - Bibliography

CBA for China and Egypt



Thesis

- China and Egypt are both very important cultures they both had unique qualities about them



Egypt's and China's farming, invasion, and flooding. Those are both very large problems and they both handle some of them similarly and others they are completely differently solved.

China's flooding

- It's two largest flooding rivers were the Chang Jiang and the Huang He



Huang He is 2,900 miles long. From the Huang He many people died and homes were destroyed. For that reason the Huang He is called China's sorrow. To help stop the flooding they build canals and basins. Chang Jiang is 3,400 miles long otherwise known as the Yangtze. The two rivers created rich valleys for farming

Egypt's Invaders

- ◉ The big thing that kept the invaders away was the natural defenses



The Largest desert in the world is the Sahara. Also the Sahara borders the Nile which kept invaders away. And if the invaders made it through the Sahara the Egyptians would destroy them because they were strong and knew the environment well. Also the invaders couldn't use the Nile because it is full of cataracts which would destroy the ships. But lucky for the Egyptians it was their highway.

China's Invaders

- ◉ Similar to the Egyptians what helped the Chinese was their natural defenses



The Himalayas kept the Chinese protected from the southwest. And the Kunlun Shan and the Tian Shan mountains on the western border. The Gobi desert protected them east from the mountains. Qin Shihuangd forced farmers to create the Great Wall of China. However the one we know today was created 1,500 years later. The average height of the wall when it was created was 50ft tall!

Egypt's Writing systems

- Without the writing system people all over the world wouldn't be able to communicate



Is made up of hundreds picture symbols. Some stood for objects and ideas. Other symbols stood for sounds like our alphabet does. Scribes painfully carved hieroglyphics onto stone walls and monuments. Day to Day things were put on papyrus. In Ancient Egypt very few people could read and write. Fact the earliest found writing tablet was written by the Sumerians.

China's Writing system

- China's writing system has over 100 characters



There are only two types of characters in Chinese writing. First there is Pictographs. Pictographs stand for characters for things like sun, moon and stars. Ideographs are two or more pictographs. Like for the east, they would have a picture of the sun rising in the east.

Similarity #1

- Flooding for both cultures is a very serious problem.



Egypt and China both had very intense flooding problems. They both solved them the same way, they used canals to reroute the flooded water to farms farther than the flooding could reach. They also dug trenches to keep the water there and out of the way.

Similarity #2

- ◉ Natural Defenses are more treacherous and didn't cost the country any money



China's and Egypt's natural defenses both protected them from invaders. China had the Himalaya's, Kunlun Shan, and Tian Shan mountain ranges along with the Gobi desert. Egypt had the Sahara desert in the world. In the Nile they had cataracts that sunk ships.

Similarity #3

- Without Egypt and China we wouldn't have been as advanced in our day to day life.



Egypt and China both made important contributions to society. Egypt was the first to make large structures in Ancient times. China used herbs to help cure illnesses. They discovered acupuncture which is basically poking yourself in certain places on the body.

Difference #1

- ◉ The Great Wall of China cut the Chinese off from Civilization



Unlike Egypt the Chinese cut themselves off from civilization purposely. How did they do so? Well the Great Wall of China bordered them off. However the Egyptians were based in the Sahara and they didn't build a wall to separate them from invaders.

Difference#2

- ◉ China Traded much farther than Egypt



Unlike Egypt the Chinese traded as far as Rome! They used the Silk Road which is treacherous and is only used for expensive things like Silk, Gold, Herbs and many more. How the Egyptians traded was using the Nile and the Mediterranean Sea.

Difference 3

- ◉ Egypt built larger structures for there Kings



Unlike China, Egypt built large structures aka the pyramids. The pyramid that is the best well known is King Khufu's. It's taller than the Statue of Liberty! China's King's weren't buried in such a fashion

Conclusion

- ◉ Egypt and China are both very important cultures in Ancient times and still are today without them our culture would be different



Bibliography

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<<http://www.ancient-egypt.org>>
- the British Museum. British museum . N/A N/A 1999. 21 March 2012
<<http://www.ancientchina.co.uk/menu.html>>.

Bibliography #2

- Martin, Phillip. Great Wall of china for Kids. N/A N/A N/A. 21 March 2012
<<http://china.mrdonn.org/greatwall.html>

Enduring Cultures Scoring Guide

Grades 6 – 8 Social Studies – Educational Technology CBA

Directions: Each of the *attribute names* below represents part of an educational technology standard. These are followed by *descriptions* of student performance which meet the standard. If the student work provides evidence of meeting the standard, it earns the *points* shown in the final column. Total the points and then compare to the *Scoring Rubric* to determine the overall level of performance.

We use the term *digital* to refer to tools and information that do not exist in a physical form. Computer software, Web sites, online databases, pod/vodcasts, and pages from an eReader are just a few examples.

Attributes of Educational Technology Standards

GLE	Attribute Name	Description	Points Possible	Points Earned	
1.3.1	Significant Questions	Develops or states a focused research question or thesis in the research plan or final product.	1	1	
	Plan Strategies	Generates a research plan. <i>For example, a timeline, steps for the research process, a brainstorm about the topic, keyword list, or a description of how to document sources.</i>	1	1	
1.3.2	Select Search Engines	Identifies online search tool(s) used for the research process.	1	1	
	Locate Information	Generates effective keywords as a strategy to focus searches.	1	1	
	Organize Resources	Collects and organizes information from searches.	1	1	
1.3.3	Credible Sources	Writes a statement that evaluates the credibility, validity, and potential bias of at least one digital source.	1	0	
	Ethical Use	Puts results of research into own words within the final product.	1	1	
	Combine Information		Combines information collected from sources to create a complete digital presentation or product. <i>For example a video, audio recording, animation, web page, or document.</i> Scoring Note: Student work cannot earn this point if the <i>Organize Resources</i> point was not awarded.	1	1
			All content-related digital elements (for example, text, audio, graphics) in the final presentation or product relate directly to the student task.	1	1
			Uses two or more elements (for example text, audio, graphics) in the final presentation or product.	1	1
			Uses the features of the software to help structure the information and guide the audience through the content. <i>For example font choice for emphasis, heading styles, color, transitions, and titling.</i>	1	1
	Relevant Sources	Selects at least one digital source related directly to the student task.	1	1	
Bibliography Tools	Uses a digital tool to construct a bibliography.	1	1		
TOTAL			13	12	
A Level 3 response (11 – 13 points) exceeds the standards and reflects that a student can demonstrate knowledge and ability beyond the requirements for Educational Technology GLEs 1.3.1, 1.3.2, and 1.3.3.				L3	

Enduring Cultures Scoring Guide

Grades 6 – 8 Social Studies – Educational Technology CBA

A5

Discussion

The work in this student sample meets the educational technology standards, scoring 12 out of 13 possible attribute points.

The first page of the sample provides a focused research question and a research plan. Although we have only one in-depth look at how the student will identify sources using search tools and key words, we have extensive documentation of the information this student collected.

The final digital product uses the student’s own words, relevant text and images, and is structured in a way that guides the audience. The student also uses digital sources and a digital tool to produce a bibliography.

The only attribute point not earned by this sample was for “credible sources.” There is evidence that the student completed a checklist about the digital source, but there is no statement that summarizes the evaluation. The teacher should encourage this student to think critically about the information s/he is trying to present.

Assignment name: CBA

Due: 04/30/2012

Assignment Goals:

How did Ancient Greece and Ancient Egypt responded in simliar ways to pleasing the gods and how are some societys are responding today?

Draft Format:

PowerPoint Presentation

Final Draft Length:

As long I complete all the requierments

Number of sources required:

4 or more/ 2 must be digital

Types of sources required:

Image, Textbook, Website, Other.

Tasks

Task description	Due date
Note Cards	04/19/2012
Outline	04/20/2012
Rough Draft	04/23/2012
Source List	04/24/2012
Assignment Due	04/30/2012

Evaluating Sources

6th-8th Grade

Select Search Engine or Directory

- | | |
|--|--|
| <input type="radio"/> Expert Space: Grolier Online | <input type="radio"/> Encyclopedia Britannica Online |
| <input type="radio"/> Proquest | <input checked="" type="radio"/> Google |
| <input type="radio"/> Discoverer | <input type="radio"/> Bing |
| <input type="radio"/> CultureGrams | <input type="radio"/> Yahoo |
| <input type="radio"/> eLibrary | <input type="radio"/> Other _____ |
| <input type="radio"/> Discovery United Streaming | |

Select Type of Source

- | | |
|---|---|
| <input type="radio"/> Website | <input type="radio"/> Book |
| <input checked="" type="radio"/> Online Journal, Newspaper, or Magazine article | <input type="radio"/> Journal, Newspaper, or Magazine article |
| <input type="radio"/> Video | <input type="radio"/> Other _____ |

Preview the Source

1. What is your research question?

Pleasing gods

2. What are some key words for your research topic?

Egypt, Greece, and/or Pleasing gods

3. Do a search with the Key Words (make sure you spell the words correctly).

4. How many results did you get? 8,910,000

5. Read the titles of the first three results.

- a. Do any of the titles look like the site will provide information on the topic

YES NO

6. Read the preview of information from the sites.

- a. Does any of the information provided seem like the site will provide useful information on the topic?

YES NO

7. Do you need to narrow your search to get results that match your research topic?

YES NO

8. If you need to narrow your search, what are some key words or synonyms you could use in your search to get better results? offerings, temples, or festivals

9. Read the titles of the first three results and the preview of information to determine whether you have the results you need, or if you need to continue narrowing your search. Before moving to the next step, did you find a site that may be useful for your research?

YES NO (if you answer no, continue to search)

10. Choose the best web site to visit according to the above preview of information.

11. Fill out the Identifying High Quality Sites Evaluation on the website.

12. According to the evaluation of the website, explain whether this site would be a valid and reliable source to use for research:

Yes, this can go in the festivals and will complete it. This can give enough info for the Topic.

13. Continue this process until you find the valid and reliable sites needed for your research.

Citing Sources

14. What tool will I use to cite my sources?

- Expert Space: Notetaking & Bibliography tools
- Microsoft Word: Manage Sources (Look under Reference tab)
- Son of Citation Machine
- EasyBib
- Other _____

Name _____ Date 4-17-12

Title of Site Pleasing Gods through URL http://www.wedecanherald.com/content/pleasing-through-dean.html-gods

Site Evaluation Form

Purpose of the Site Circle one Add details to explain

Can you tell if the site is fact or opinion? (If the information seems one-sided, or biased, you will have to go elsewhere to hear the other side of the issue.)	<input checked="" type="radio"/> yes <input type="radio"/> no	
Is the site free of advertising?	yes <input checked="" type="radio"/> no	
If there are ads, is it easy to tell the difference between ads and content?	<input checked="" type="radio"/> yes <input type="radio"/> no	
Is the site sponsored by any organizations?	<input checked="" type="radio"/> yes <input type="radio"/> no	
Is it clear who the site is for? (for example, college students or young children)	yes <input checked="" type="radio"/> no	
Is the tone calm and fair? (Sites that are hateful and angry may not be good sources of information.)	yes <input checked="" type="radio"/> no	
Is the site open to everyone? (no age requirements, fees, passwords, or registration)	<input checked="" type="radio"/> yes <input type="radio"/> no	

Trustworthiness of the Author Circle one Add details to explain

Is the author identified by name?	<input checked="" type="radio"/> yes <input type="radio"/> no	
Is the place the author works or the organization he/she belongs to given?	yes <input checked="" type="radio"/> no	
Is the site's domain .edu, .net, .org, or .gov? (If you see a ~ in the URL, it may be a personal site, not an official site.)	<input checked="" type="radio"/> yes <input type="radio"/> no	.com
Has the author or site received any respected awards?	yes <input checked="" type="radio"/> no	not peat'le
Was this site recommended by a site you trust? (for example, by a homework help site)	yes <input checked="" type="radio"/> no	
Are sources given for statistics?	yes <input checked="" type="radio"/> no	

Name _____ Date _____

Trustworthiness of the Author (continued)	Circle one	Add details to explain
Can the author be contacted if you have questions? (E-mail address, street address and phone number)	<input checked="" type="radio"/> yes <input type="radio"/> no	
Is the site without spelling, typographical, and grammatical errors?	<input checked="" type="radio"/> yes <input type="radio"/> no	
Usefulness of Information	Circle one	Add details to explain
Does this site have enough information for your research?	<input checked="" type="radio"/> yes <input type="radio"/> no	
Is most of the information useful for your research? (If not, it may be hard to find what you do need.)	<input checked="" type="radio"/> yes <input type="radio"/> no	
Up-to-Date Information	Circle one	Add details to explain
Is the date the article, page, or site was created given?	<input checked="" type="radio"/> yes <input type="radio"/> no	
Is the date last revised given?	<input checked="" type="radio"/> yes <input type="radio"/> no	
Do all the links lead to active pages? (no dead links)	<input checked="" type="radio"/> yes <input type="radio"/> no	
Ease of Use	Circle one	Add details to explain
Is the text understandable?	<input checked="" type="radio"/> yes <input type="radio"/> no	
Is the type easy to see?	<input checked="" type="radio"/> yes <input type="radio"/> no	
Do the titles and headings give a clear idea of the content?	<input checked="" type="radio"/> yes <input type="radio"/> no	
Is there a "what's new" feature?	yes <input checked="" type="radio"/> no	
Is there a site map?	yes <input checked="" type="radio"/> no	
Is there a tool for searching the site?	yes <input checked="" type="radio"/> no	
Do pages load quickly?	<input checked="" type="radio"/> yes <input type="radio"/> no	
Are links labeled clearly?	<input checked="" type="radio"/> yes <input type="radio"/> no	

How many yeses did you circle ? 18 out of 28 total

CBA Note Organizer

Ceremonies/Fetivals

<p>Egypt/Public Parties <i>But the populace as a whole became involved during the festivals, which were a time of indulgence for the ordinarily frugal Egyptians. At the Ramesseum during the three week long Opet festival 11,400 bread loaves and cakes were baked and eaten, 385 measures of beer were consumed as well as considerable amounts of meat, wine, fruit.</i></p>	<p>Citation: <i>"Pharaonic Eygpt." 2000. <I>www.reshafim.org .</I> 19 April 2012</i></p>
<p><i>The Sokar festival lasted ten days.</i> Every person in the local area would be at the parties. It had contained 11,400 bread loaves for a feast. This came with baked cake and beer after that. This was a fun event which lasted for ten days</p>	
<p>Egypt/Trip to the Afterlife <i>The ancient Egyptians had an elaborate set of burial customs that they believed were necessary to ensure their immortality after death. These rituals and protocols included mummification, casting of magic spells, and burial with specific grave goods thought to be needed in the afterlife.[1][2] The burial process used by the ancient Egyptians evolved throughout time as old customs were discarded and new ones adopted, but several important elements of the process persisted. Although specific details changed over time, the preparation of the body, the magic rituals involved, and the grave goods provided were all essential parts of a proper Egyptian funeral.</i></p>	<p>Citation: <i>"Ancient Eygyptian trip to the afterlife." n.d. <I>wikapedia. </I> 18 April 2012.</i></p>
<p>The eygyptians had many diffrent burial customes to get the pharaoh to the afterlife. This was belived to get the spirit (Ka) to rest. The process had evoled over the year. Even though that the way has been changed it was for the same purpose.</p>	
<p>Greece/Normal festivals <i>The sun leapt up put of the lovely bay, high into the brazen sky, to give light to the deathless gods and to mortal men all over the fruitful earth...The people were on the shore, sacrificing jet-black bulls to the blue-crested god who shakes the earth. There were nine parties, five hundred sitting in each party, and nine bulls were laid out before each.</i></p>	<p>Citation: <I>" Pharaonic Eygpt." 2000. <I>www.reshafim.org .</I> 19 April 2012</I></p>

<p><i>They had already distributed the stomach lining as food (tripe), and they were roasting the thigh-pieces for the god,...his companions (were) preparing the feast with meat broiling and grilling on the spits....and seated them in front of the spread, upon soft fleeces laid on the sands,...Then he gave them their plates of tripe and chitterlings (small intestine linings) and poured wine into a golden cup...Pray now...to Lord Poseidon...When you have poured your drops and offered your prayer as usual, pass on the cup to your friend...The others took the broiled meat off the spits, and distributed the portions and all had a famous feast. The pouring of the drops was the libation of "grace before drink." The attendant poured a few drops in the cup, the drinker spilt them upon the ground with a prayer</i></p> <p>The sun leapt up put of the lovely bay, high into the brazen sky, to give light to the deathless gods. The people were on the shore, sacrificing</p>	
<p>Greece/Olympics/1 <i>The Greeks invented athletic contests and held them in honour of their gods. The ancient Olympics seem to have begun in the early 700 BC, in honour of Zeus. No women were allowed to watch the games and only Greek nationals could participate.</i></p> <p>Greeks developed a event for there god Zeus called the Olympics. These events are held every two years unlike now which are held every four years. They where held at Olympia. Only men could be in the stadium.</p>	<p>Citation: Living History: Living in Ancient Greece.&nbsp;Prod. Ancient Lights.&nbsp;Ancient Lights, 2000. Discovery Education. Web. 10 April 2012. <http://www.discoveryeducation.com/>.</p>

Connection in current time

<p>Hindu/Dance <i>The recital began with the customary pushpanjali with the dancers offering flowers to the guardian gods of the eight directions followed by obeisance to the guru, the musicians and finally to the audience. The dancers then brought alive the ten incarnations of Lord Vishnu by performing to writer Jayadevâ€™s Dashavataram.</i></p> <p>They had dances which offered flowers for there gods. This is a ceremonie that is used still today</p>	<p>Citation: <i>"pleasin gods through dance." deccan herald.com. 20 April 2012</i> <http://www.deccanherald.com/content/216191/p-leasing-gods-through-dance.html>.</p>
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Pleasing the Gods

Egypt/start
 Religion was important to the ancient Greeks because they believed that it would make their lives better while they were living. They also believed the gods would take care of them when they died. The Ancient Greeks believed in many different gods and goddesses. The Greeks believed that these gods and goddesses controlled everything in their lives and the environment. There was a god for every aspect of their lives. It was important to please the gods; happy gods helped you, but unhappy gods punished you. People had special places in their homes where they could pray to the gods. There were also public shrines in all sorts of places where people could pray and leave presents. Greeks believed that it would make their lives better while they were living and also believed the gods would take care of them when they died.

Greece/start
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Temples + Statues

Egypt/Pyramids
 Was suppose to keep the pharaoh's spirit (Ka) in the temple. The pyramid took his treasures like gold, pets, underwear, and more. This was to keep the gods please and worship the gods. The pharaoh was belived to be the god on earth. He was the person to help the citizens of Eygpt. Was suppose to keep the pharaoh's spirit (Ka) in the temple. The pyramid took his treasures like gold, pets, underwear, and more. The pharaoh was belived to be the god on earth. He was the person to help the citizens of Eygpt.

Citation:
 Living History: Living in Ancient Egypt. Prod. Ancient Lights. Ancient Lights, 2000. Discovery Education. Web. 10 April 2012. <<http://www.discoveryeducation.com/>>.

<p>Egypt/Sphinx <i>In Greek tradition, it has the haunches of a lion, the wings of a great bird, and the face of a woman. Those who cannot answer her riddle suffer a fate typical in such mythological stories, as they are killed and eaten by this ravenous monster.[1] Unlike the Greek sphinx which was a woman, the Egyptian sphinx is typically shown as a man (an androsphinx).</i></p> <p>A tradition for Egypt is the great sphinx. This lion is formed with wings and a face of a woman. The reason for building the sphinx is because the form of the sphinx was to scare of thieves and such. It protected something and it protected the pyramid of a pharaoh. These creatures are not made anywhere else</p>	<p>Citation: Living History: Living in Ancient Egypt.&nbsp; Prod. Ancient Lights.&nbsp; Ancient Lights, 2000. Discovery Education. Web. 10 April 2012. <http://www.discoveryeducation.com/>.</p>
<p>Greece/Hephaestus's temple <i>Dedication: Hephaestus Date:460-415 BC Hephaestus, Status: ruins Greek god of volcanoes and metalworking</i></p> <p>Made for Hephaestus one of the gods on Mt.Olympus.It was made In 460-415 B.C. The three main gods Zeus,Poseidon,and Hades weapons were made by this god. He is the god of Volcanoes and metalwork.This place is now a ruin, which is not in perfect condition.</p>	<p>Citation: Living History: Living in Ancient Greece.&nbsp; Prod. Ancient Lights.&nbsp; Ancient Lights, 2000. Discovery Education. Web. 10 April 2012. <http://www.discoveryeducation.com/>.</p>
<p>Greece/Theater <i>The Greek theatre history began with festivals honoring their gods. A god, Dionysus, was honored with a festival called by "City Dionysia". In Athens, during this festival, men used to perform songs to welcome Dionysus. Plays were only presented at City Dionysia festival.</i></p> <p>It first started for the gods, but now it is just for Dionysus. He was honored with a festival or ceremony called "City Dionysia" In Athens during the time of the</p>	<p>Citation: Living History: Living in Ancient Greece.&nbsp; Prod. Ancient Lights.&nbsp; Ancient Lights, 2000. Discovery Education. Web. 10 April 2012. <http://www.discoveryeducation.com/>.</p>
<p>Temples/Egypt <i>The ancient Egyptians believed in many different gods and goddesses. Each one with their own role to play in maintaining peace and harmony across the land.The ancient Egyptians believed that it was important to recognize and worship these gods and goddesses so that life continued smoothly</i>http://www.ancientegypt.co.uk/gods/</p>	<p>Citation: <http://www.ancientegypt.co.uk/gods/home.html></p>



Ancient Times Challenges: Pleasing the Gods

- **Most common challenge was pleasing the gods**
- **Gods controlled everything**
- **Were polytheistic**
- **Vital to keep happy**

Clip art



The Ancient Times were similar in many ways to our time today. We have challenges today just like the Ancient Egypt and Ancient Greece. The most common thing is pleasing the gods. So how did the Ancient Egyptians and Ancient Greece solve this problem? As we ask for the question and we study with discoveries. After most things being discovered of we know of we can confirm that Ancient Greece had places in there to worship the gods. It was vital to do this since the gods controlled everything. The people were Polytheistic which meant they believed that there is more than one god.

Similar Responses: Temples + Statues

Greece

- Hephaestus's temple
- Now a ruin
- Built theaters



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Egypt

- Put dead pharaoh in pyramid
- Build pyramid
- Had a sphinx to protect the pyramids

"Luxor and Karnack Temples." nab
eduweb.co.uk,
1 May 2012.



The Ancient Egyptians had different ways to solve the same problems. For example is the Ancient Pyramids. This was a temple for the Pharaohs. They believed that the pharaoh was known as the god on earth. This temple was to the spirit (KA) to keep it in. This was so serious that they had made this creature to guard it and it was called the sphinx. This tall statue of a creature has been made to protect the pyramids. If the KA is disturbed it will upset the gods. As we see Ancient Greece. Greece had temples and statues to please the gods. They had a temple I really liked about and it was the Hephaestus temple. This place is now a ruin and was standing 460-415 B.C. The Greek had built more than temples and statues they also built theaters. The reasons behind theaters are to keep the god Dionysus happy.

Similar Responses: Ceremonies + Festivals

Greece

- Held the Olympics
- Had parties to give more ideas to worship the gods.

Egypt

- Had a big party for the pharaoh
- They had a ceremony to get the pharaoh to the afterlife

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The Ancient civilizations had another thing they do to please the gods is to make ceremonies. The Egyptians had public parties to give their ideas and in the parties they would have 11,400 loafs of bread. These parties include beer which would last for ten days. These were manly made to celebrate for the pharaoh. So the ceremonies are for the gods. Another one was the trip to the afterlife. This would make the gods is pleased. While Greece had different ideas to have ceremonies. Actual they had normal festivals which let most people share their ideas, but only men could give their ideas about the gods. As ideas flowed the government grew. They had more ideas and one is the Olympic games. This was for the god Zeus. They even made a statue of him. These are held every four years. They also allowed no women in the games.

Similar Responses: Worship+ Offerings

- Greece
 - Delivered personally
 - Gave a god gift based on personality
 - So don't get confused
- Egypt
 - A burial for pharaoh
 - Many traditions for it
 - Priest gave offerings
 - No one allowed in temple




As the people saw the gods giving them what they want they recognized that they would have secret ceremonies to keep them happy. In Egypt they had a trip to the afterlife for the pharaoh. They would do many traditional things like cutting the lungs. The priest did just more than the pharaoh's ceremonies the priest also had to give the offerings while no one else was allowed in. Except when Greece gave their gifts they delivered in person. As they had given the gods a certain gifts based on the god personality. This was to know what god did what.

Response Today: Connection in Current Time

HINDU people

- customary dance
- Offered flowers
- Performed 10 incarnations
- Written by Jayden Dashavataram

"the Hindu universe."
n.d.
hindunet.org. 1 May 2012.



Even today religions celebrate and worship gods. An example is The Hindu people. The recital began with the customary pushpanjali with the dancers. Then, the offered flowers to the guardian gods of the eight directions followed by obeisance to the guru, the musicians and finally to the audience. Finally, the dancers then brought alive the ten incarnations of Lord Vishnu by performing to writer Jayden's Dashavataram. So don't think it is stupid because it's really important.

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Clip
Art



Goodbye!

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