

Note: You will need to sign up for the computer lab for this lesson

TITLE OF THE LESSON

US History Unit 1 Lesson 35 – Building through Web Design

How can insight and understanding be built through experience with web design?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

National Council for the Social Studies: Curriculum Standards for the Social Studies

II. Time, Continuity, & Change

- d. systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- e. investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.

NETS for Students 1-6

MATERIALS

Introduction to Dreamweaver—Teacher Page (use this as a basic skills review, or locate another comparable review if using a different web publishing program)

Dreamweaver (or your site's web publishing program)

Photoshop (or your site's image processing program)

Note: As students work on their Breaking Fences project, they will need to use a web publishing program and image processing program, such as Dreamweaver and Photoshop. If your students have been working with ESubjects curricula, they should already have received instruction on Dreamweaver and Photoshop. If students do not have experience with these programs, use programs that are familiar and available at your school. If you or your students are not fluent in web design you will want to ask your site technology person to present a lesson on web design before teaching this lesson. Ask that a technology person be available during web design lessons to help answer technology questions and issues that may arise.

PRINTED MATERIALS

Breaking Fences Project Instructions—Student Page (available for reference or electronic access)

Breaking Fences Project Rubric—Student Page (available for reference or electronic access)

LESSON OBJECTIVES

- To review Dreamweaver as a tool in composing effective web pages
 - To demonstrate Dreamweaver fluency through the paired creation of an index page for the Bill of Rights
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

1. Greet and Instruct—As students enter the classroom welcome them and instruct them to gather all the unit project materials they have so they are prepared to move into the computer lab.
 2. Garden Care—Instruct gardening pairs to check and water quads' planted seeds.
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ACTIVITIES – INDIVIDUAL AND GROUP

LEARNING ACTIVITY #1—REVIEWING WEB DESIGN

Multiple Intelligence (MI)—Spatial

TIME FRAME—40 MINUTES

Note: The structure of this activity may vary a great deal depending on the level of students' working knowledge of the programs you are using. Dreamweaver is the program integrated into ESubject's 11th grade curriculum, so the lecture guide provided, (**Introduction to Dreamweaver**) outlines functions of this program. If you are using a



different web production program, such as FrontPage or Composer, you will need to locate guiding materials to assist in this activity. If students have limited knowledge of web design, you should incorporate a full-day orientation into the program, taught by a technology person. If students appear to be quite fluent in web design operations, you may wish to shorten this review and move directly into the creation of student pairs' Bill of Rights Page and Breaking Fences Index.

1. Preparation—If possible, have a computer with an attached projector cued to the web publishing program you will be using. As you review the varied toolbars and functions of the program, have a student volunteer walk through the steps you are describing on the projected computer. Students will also need network folders or disks in which to save their projects, so be sure these are set up prior to class beginning.
2. Review Program—Review major components of the web publishing program, using the **Introduction to Dreamweaver** resource (or a comparable resource for other web programs). Verbally explain the program while cueing the student volunteer to demonstrate each component as it is explained.
3. Outline Workload—Tell students they will now be moving into the computer lab to demonstrate their knowledge of web design. Assign or allow students to choose partners to work with. As partners, they will be creating a web page which creatively presents the Bill of Rights, using the web publishing program as well as an image processing program, such as Photoshop. This page will then be incorporated into their Breaking Fences Project as a legislative and legal connection to students' events. Remind students that web sites are highly dependent on initial impression, so their page should have an organized, eye-drawing approach to presenting the Bill of Rights.
4. Lab Work—Instruct students to go to the computer lab and open the selected web publishing program. Next, instruct them to access the Bill of Rights at the following website: www.archives.gov/national_archives_experience/charters/bill_of_rights_transcript.html Using this as a primary resource, each pair should build a creative web page. You may wish to specify the tools and functions students are required to incorporate into their page. Allow pairs 15 minutes to construct their pages. As students are working circulate through the room observing their progress and offering assistance as necessary.
5. Share Sites—After building time has expired, allow pairs to take 5 minutes to review the sites created by class pairs. When viewing is finished, ask students to comment on the building process, identifying any challenges or concerns they faced while developing their sites. You may wish to ask the following questions: *What web designing tools and functions are easy to remember? Which are more difficult? What are some of the special tools you tried using? How well were you able to coordinate your use of the web design program and the image processing program? Do you feel comfortable enough using that tool that you could build independently or show someone else how to use it?*
6. Save Work—Tell pairs to save their sites into each of their network folders or disks as “billofrights” so that this page can be integrated into their separate Breaking Fences Projects. Remind students that any image links will need to be re-established once this page is placed into the new locations.

LEARNING ACTIVITY #2—BREAKING FENCES INDEX
Multiple Intelligence (MI)—Spatial

TIME FRAME—20 MINUTES

1. Review Structure—Ask students to explain the structure their Breaking Fences unit project should take. Orally review the **Breaking Fences Project Instructions** and **Breaking Fences Project Rubric** (originally presented in Lesson 14). Tell students where they can locate reference copies of these two pages, or provide electronic access. Instruct students to also review their sketchbooks for additional project details. Students should recall that the central design is based on a yin yang, so their index page should model this idea. In addition, they may need to use a graphic editor program, such as Adobe Photoshop, to compose graphics for their project.
2. Outline Workload—Arrange students so they each have a computer to work on and space to lay out their project outline materials. Instruct students to begin the assembly of their Breaking Fences Project by building an index page which mimics the yin yang structure, sparks the audience's curiosity in the site, and clearly presents the two events they have chosen to study. Encourage students to build additional pages as necessary.

3. Lab Work—Allow students 20 minutes to begin building their index page. As students work, circulate through the room offering assistance as necessary.
4. Clean Up –Instruct students to clean up workstations, shut down the computer lab resources according to your technology department’s guidelines, and push in their chairs.
5. Review Progress—After returning to the classroom, ask students the following questions on the web design experience: *What are some of the methods you have chosen to use to portray the yin yang structure? What challenges have you encountered in building your project? How can your spark curiosity in a viewer?* Ask students to comment on their progress and address concerns they may have on their projects.

HOMEWORK

1. Students should continue drafting their historical analyses and building Breaking Fences Project outside of class, since in-class time is limited.
2. Finish all steps of the **Contemporary Novel Investigation** by Lesson 41.

GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

<p>Sketchbook: Unit Project Supernova Diagrams Unit Project Fence Assemblies (if printed) Unit Project Picket Outlines (if printed) Springboard 31 Checkin’ the Fenceline Sketch Page (#26) Imprint Argument 2 (handwritten) Sensory Cinders Sketch Page (#25) Supernova Diagram: Imprint 2 Frozen Insights Sketch Page (#24) Butter Insights Sketch Page (#23) Wisdom’s Growth Sketch Page (#22) Curiosity Imprint Essay (draft 1) Sketchbook Reflection 2 Curiosity Pedestals Sketch Page (#21) Bridges of Curiosity Sketch Page (#20) Acceptance Imprint Essay (draft 1) Becoming an American Sketch Page (#19) Hope Imprint Essay (draft 1) Measuring Accomplishments Sketch Page (#18) Springboard 21 Ravine of Despair Sketch Page (#17) Imprint Argument 1 (handwritten) Springboard 18 Supernova Diagram: Imprint 1 Supernova Wish Sketch Page (#16) Springboard 16</p>	<p>Belief Imprint Essay (draft 1) Hero’s Quest Sketch Page (#15) Sides of the Fence Sketch Page (#14) Springboard 13 The Firelines Sketch Page (#13) Collision Grounds Odyssey Reflection Tic Tack Sketch Page (#12) Sketchbook Reflection 1 Preamble Sketch Page (#11) Vendor Decision Sketch Page (#10) Grindstone Sketch Page (#9) Workin’ Sketch Page (#8) Eyes of the Designer Odyssey Reflection Dreams Sketch Page (#7) Historian Rail Trail 1 Skeleton Key Imprint Essay (draft 1) Skelton Key Sketch Page (#6) Byte 1 Driving License Tragedy Imprint Essay (draft 1) Haunted House Sketch Page (#5) Elements Continuum Sketch Page (#4) Emotions Abound Odyssey Reflection Expressions Honeycomb Sketch Page (#3) Garden Plot Sketch Page (#2) Sketchbook Rules Sketch Page (#1) Springboard 1</p>	<p>Formal Portfolio: Imprint Argument 2 Imprint Argument 1</p>
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