Patsy McQuiston
MIT 512, Fall 2003

"YOU ARE RESPONSIBLE! CAN YOU PROVE IT?"
A WEBQUEST

Topic: Character Education
Subject Areas: English/Language Arts, Social Studies, Computer Skills
Grade Level: 8
Time Estimation: 10-14 days

Character Education is included in every public school in North Carolina. Staff members and students must demonstrate traits such as respect, courage, kindness, integrity, perseverance, responsibility, self-discipline and good judgment. Schools are constantly displaying and repeating the lists of character education traits but are they making an impact? Are students responding to these character traits? Would they be recognized if they saw another person demonstrating them? Do they understand how they impact others? Are they making choices everyday that demonstrate good character?

The unit goal is for students to understanding the meaning of each of the character traits as listed above and be able to apply these into real world situations. Students will first be asked to PROVE that Americans DO show good character. To prove this, the student will identify the demonstration of good character from a real American and explain the effects of the good character actions. Students must then explore ways that they can demonstrate these traits in everyday life and recruit others in their age group to do the same.

This unit is designed for eighth grade students. The unit integrates language arts, social studies, and technology skills. The unit focuses on increasing the use of non-fiction reading material. Students will use Microsoft Works Database, Microsoft PowerPoint, Word, PowerPoint, Internet Explorer, and CD Rom Encyclopedias. Print materials such as magazines, books, and newspapers will also be used for research.

A WebQuest Module will contain this unit. Teacher resources will be included in the WebQuest Module. To prepare for the unit, the teacher must visit the module "teacher pages". In these pages the teacher can obtain handouts and use resources to gather materials for activities. Instructions for lessons and character education links will be included.

After the first lesson in the classroom, students will gather their project tasks and procedures from the online module and proceed with their research and group projects. Computer lab and media center use must be built into the lessons for independent work time.

THE MISSION:
➢ **PROVE THAT AMERICANS SHOW GOOD CHARACTER**
➢ **SET AN EXAMPLE FOR OTHERS**

Major Tasks:
1. Identify the character traits and create a PowerPoint Presentation to give examples.
2. Name Americans who demonstrate each character education trait.
3. Describe the events that occurred in each Americans' life that portrays examples of this trait. Create a database of this information in MS Works.
4. Discuss examples of how our society has changed as a result of each person's influence.
5. Generate a list of ways to promote a good character trait among peers using you as the "good character." Give details that explain how you plan to carry out your goal. Persuade others to do the same. Create a flyer for display using MS Publisher.
6. Invite parents and community to a Celebration Night. A sample flyer is included in the Teacher pages. The teacher can edit the flyer as needed and distribute to parents and post in major areas within the school. Students can also take the flyer home to remind parents to attend the event.

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MIT 512, Fall 2003

Teacher Preparations

1. Teacher must review all lessons and procedures in the Teacher Resource pages of the WebQuest Module.
2. PowerPoint Slide presentations for classroom use must be downloaded.
3. Handouts must be downloaded.
4. Recommended links must be reviewed.
5. Be sure to have the following resources available:
   a. HARDWARE - Computer with TV display capabilities (or overhead projector and slide show transparencies)
   b. SOFTWARE - Microsoft PowerPoint, Microsoft Word, Microsoft Publisher, Internet Explorer

Lesson 1: Identifying good character traits and how they impact our world
PRIOR TO STUDENT USE OF WEBQUEST
Location: Classroom activities and guided discussion
Estimated Time: Two 90-minute classes

Objectives:
- Students will identify the character education traits respect, courage, kindness, integrity, perseverance, responsibility, and self-discipline and good judgment.
- Students will discuss the purpose of using these character traits.
- Students will generate a list of ways to demonstrate each trait.
- Students will identify and discuss character education traits and give examples of each trait as carried out in real life.
- Students will discuss how well known Americans can use character education to better our society.

Materials and Resources:

1. PowerPoint Slide Show for Character Trait Definitions (download from WebQuest teacher pages) and Think Pair Share Activity
2. Handout for each student "Good Character – What does it look like?" (APPENDIX A)
3. Class sets of reading material (poems, articles, and/or quotes) Include samples in different forms, example: poem, famous quotes, reading material from magazine or news report

Procedures:

1. Use PowerPoint slide show to describe and discuss character traits and their definitions
2. Pair students up and use the Think, Pair, Share group activity. Allow students to read one character trait (one slide from presentation)
   a. THINK – students silently think about the definition and what it means
   b. PAIR – students compare their ideas and discuss them quietly with their partner for 45 seconds
   c. SHARE – one student per group shares ideas with class and discuss examples of how the trait can be demonstrated
3. After all traits are discussed, Handout (APPENDIX A) is given to students as a homework assignment. Students must list two traits and briefly describe each. They must provide an illustration of what each trait LOOKS LIKE.

Evaluation:
Completed Handouts (APPENDIX A) for display must include two traits, correct descriptions of each, and illustration
Class Participation Rubric (APPENDIX B)

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MIT 512, Fall 2003

Lesson 2: Collecting information and creating a database of good character in Americans
INTRODUCING STUDENTS TO THE WEBQUEST
Location: Media Center and Computer Lab
Estimated Time: (Three 90 minute classes)

Objectives:
- Students will read non-fiction material.
- Students will analyze and evaluate informational materials to find information related to topics.
- Students will gain experience in research.
- Students will learn how to create and organize an electronic database.
- Students will create a bibliography by documenting sources of information.
- Students will use online and print materials to collect examples of good character portrayals.

Materials and Resources:
1. Handout – "Good Character Americans Database" (APPENDIX C)
2. Handout –" Tips for Using MS WORKS to Create Databases" (APPENDIX D)
3. Print materials available in the media center
4. Online Resources contained in the WebQuest
   a. http://www.ncpublicschools.org/charactereducation/
   b. http://www.loc.gov
   c. http://www.biography.com/
   d. http://www.americaslibrary.gov/cgi-bin/page.cgi/aa
   e. http://www.google.com
   f. http://www.kn.pacbell.com/wired/fil/pages/listusbiomr.html

5. Online information on how to create bibliographies. (http://www.english.uiuc.edu/cws/wworkshop/MLA/bibliographymla.htm)
6. "Stop Searching and Start Finding" – PowerPoint Slide Show (download from WebQuest Teacher pages.

Procedures:
1. Teacher will assign groups of 3. Each group will contain three roles (manager/researcher, recorder/researcher, reporter/researcher).

2. Students visit the WebQuest Module while in the computer lab and discuss the Tasks, Group Roles, Procedures, Projects, and overall goals of the plan.

3. The teacher reviews online search strategies for students who want to use search engines rather than WebQuest recommended links. (PowerPoint Slides "Start Searching and Start Finding") (download from WebQuest teacher pages)

4. Students must create a MS Word document containing bibliographical information and save it to the floppy disk. Two copies must be printed (one for student and one for teacher). The teacher should review the different types of bibliographies and discuss with students. (http://www.english.uiuc.edu/cws/wworkshop/MLA/bibliographymla.htm)

5. In the computer lab, students are given Handout "Good Character Americans Database" (APPENDIX C) to complete while gathering information from web resources. Once research has been completed and students are ready to create a database, students will use MS Works to create a database using the information gathered.

6. Students will use the handout (APPENDIX C) for collection of data and spend 45-90 minutes in the media center and computer lab locating and reading online resources contained in the WebQuest, books, magazines, and/or news articles about famous

Americans who have impacted society. They must record information into the handout about each individual.

7. The teacher will conduct a 45-minute lesson in the computer lab to teach students how to use Microsoft Works Databases. Handout - " Tips for Using MS WORKS to Create Databases" (APPENDIX D)

8. The database will include the following information:
   a. Character trait demonstrated
   b. Famous American's Name
   c. Occupation
   d. Date of Birth- Date of Death
   e. Event or action that demonstrate good character

9. Students must save the database onto a floppy disk and print two copies. One copy must be turned into the teacher and one copy must be kept in their notebooks.

Evaluation:
Completed database (points indicated on the handout APPENDIX C)
Completed Bibliography (APPENDIX E Rubric)

Lesson 3: Famous Americans' Good Character PowerPoint
STUDENTS USING WEBQUESTS and OTHER TECHNOLOGY
Location: Classroom and Computer Lab
Estimated Time: Two 90-minute classes

Objectives:
- Students will learn to plan a multimedia presentation.
- Students will learn to create a multimedia presentation.
- Students will use grammar and language skills for proofing.
- Students will be able to express knowledge through summarizing information.
- Students will create a bibliography by documenting sources of information.

Materials and Resources:
1. Computer lab with PowerPoint Software
2. PowerPoint slide show planner handout (APPENDIX F)
3. Online site for How to create bibliographies.
   (http://www.english.uiuc.edu/cws/wworkshop/MLA/bibliographymla.htm)
4. Bibliography Rubric (APPENDIX E)

Procedures:
1. Student groups will create a non-linear or linear PowerPoint presentation that will display each character trait and the famous American who influences our society. PowerPoint must include a visual map of the location in which the character trait was demonstrated.

2. In the classroom in groups, students will use the PowerPoint Slide planner handout (APPENDIX F) to plan their presentations. Using the planner, students will critique group members planned presentation to be sure that each meets the necessary requirements. Points for each component of the slide show are indicated on the handout.

3. The teacher must conduct a 45-minute lesson in the computer lab to teach students how to use Microsoft PowerPoint. (See resource links for PowerPoint Tutorials)

Evaluation: Completed planner handout (APPENDIX F) and Bibliography

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MIT 512, Fall 2003

Lesson 4: Creating a publication to promote good character
Location: Classroom and Computer Lab
Estimated Time: Three 90-minute classes

Objectives:
- Student will reflect on reading material to make decisions about how to apply it to the real world.
- Students will create a desktop publication.
- Students will use grammar and English skills for proofing.
- Students will learn desktop publishing skills.

Materials and Resources:
1. Computer Lab with Publisher software
2. Handout – "MS Publisher Basics" (APPENDIX G)
3. Handout – Sample Flyer (APPENDIX H)

Procedures:
1. Students will choose one character trait and create a list of tasks they will perform in order to demonstrate this trait.

2. The teacher conducts a 30-45-minute lesson in the computer lab to teach students how to use Microsoft Publisher.

3. Using the computer lab with Microsoft Publisher software, students will create a publication (Flyer is recommended) in order to reach their peers and promote good character actions.

4. Teachers should encourage appealing visual designs to attract the primary audience middle school students.

5. Students will save the documents on a floppy disk and print two copies (one for teacher and one for student).

Evaluation:
Completed Publication Handout (APPENDIX H)

Culminating Activity:
(Must be approved by school principal)
"A Night of Celebrating Good Character"
After all projects are completed, invite parents and community the media center for refreshments and formal presentations of the classes' character education projects.
PowerPoint slide shows may be viewed with computers available; flyers and databases posted for display and copies of each may be given to visitors.

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MIT 512, Fall 2003

<u>APPENDIX A- Handout</u>

What Does Good Character LOOK LIKE?

List 2 good character traits and write a brief description of each in the boxes below. Make an illustration in the box that represents your character trait.

Character Trait:
Description:

Character Trait:
Description:

Patsy McQuiston
MIT 512, Fall 2003

APPENDIX B – Rubric

For use with class participation and group work activities

Rubric Made Using:
RubiStar (http://rubistar.4teachers.org)

Collaborative Work Skills: Class and Group Work Participation

Teacher Name: **Mrs. McQuiston**

Student Name: _____

CATEGORY	A	B	C	D
Quality of Work	Provides work of the highest quality. (25 pts.)	Provides high quality work. (22 pts.)	Provides work that occasionally needs to be checked/redone by other group members to ensure quality. (20 pts.)	Provides work that usually needs to be checked/redone by others to ensure quality. (18 pts.)
Contributions	Routinely provides useful ideas when participating. A definite leader who contributes a lot of effort. (25 pts.)	Usually provides useful ideas when participating. A strong group member who tries hard! (22 pts.)	Sometimes provides useful ideas when participating. A satisfactory group member who does what is required. (20 pts.)	Rarely provides useful ideas when participating. May refuse to participate. (18 pts.)
Focus on the task	Consistently stays focused on what needs to be done. Very self-directed. (25 pts.)	Focuses on what needs to be done most of the time. Reliable group member. (22 pts.)	Focuses on what needs to be done some of the time. Other group members must sometimes remind to keep this person on-task. (20 pts.)	Rarely focuses on what needs to be done. Lets others do the work. (18 pts.)
Attitude	Never is publicly critical of the work of others. Always has a positive attitude about the task(s). (25 pts.)	Rarely is publicly critical of the work of others. Often has a positive attitude about the task(s). (22 pts.)	Occasionally is publicly critical of the work of other members of the group. Sometimes has a positive attitude about the task(s). (20 pts.)	Often is publicly critical of the work of other members of the group. Rarely has a positive attitude about the task(s). (18 pts.)

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Patsy McQuiston
MIT 512, Fall 2003

APPENDIX C - Handout

GOOD CHARACTER AMERICANS DATABASE

Use the Internet Resources from your WebQuest to fill in the chart.
Document all sources of your information on a separate sheet of paper.

Student Name (4 points) _____

Character trait demonstrated	Famous American's Name (3 points each)	Occupation (3 points each)	Date of Birth-Date of Death (3 points each)	Event or action that demonstrate good character (3 points each)
EXAMPLE *Respect*	*EXAMPLE* *Aretha Franklin*	*EXAMPLE* *Singer/Songwriter*	*EXAMPLE* *Born March 25, 1942*	*EXAMPLE* *Shows respect for the Civil Rights Movement: Released number one hit single "Respect" in 1967 and sang at Rev. Dr. Martin Luther King, Jr. Funeral with "Precious Lord"*
Respect				
Responsibility				
Courage				
Kindness				
Integrity				
Perseverance				
Self-discipline				
Good Judgment				

APPENDIX D – Handout

## Tips for Using MS WORKS to Create Databases

Terms to know:
1. **Field or Category (column)** - An item of information in a record of a file in a database.
2. **Record-** A collection or listing of related fields or categories in a database file.
3. **Sort or Arrange-** A process of organizing the records in a database in a specific order, either alphabetically (from A to Z or reverse) or numerically (0 to 9 or reverse)
4. **File-** A collection of related records in a database.
5. **Filter-** A process of choosing all records of a database that meet or satisfy a statement, rule or criterion. This process is also called find, query, or search records.
6. **And-** A term used in searching databases which indicated that for two criteria only records satisfying both criteria should be selected.
7. **Data-** A general term for pieces of information that a computer processes.

TO CREATE A NEW DATABASE in MS WORKS
1. Click on WORKS TOOLS
2. Click on DATABASE
3. Rename each field (column) with the category name (example: Character Trait, Famous American, Occupation, etc.)
4. Click ADD for each additional column
5. Click DONE when all fields are named.

TO ENTER INFORMATION
1. Click on the appropriate RECORD (The intersection of a row and a column, where data can be entered)
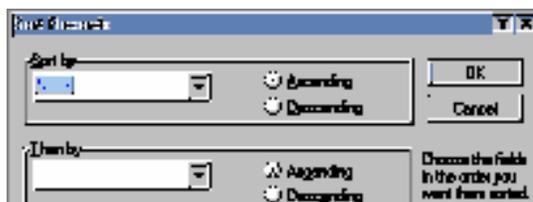2. Type the information, press ENTER or click outside of the record.
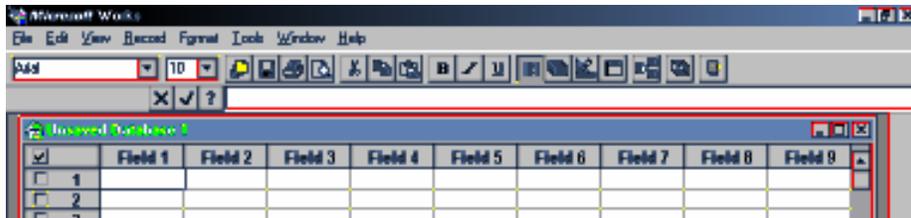
TO CLOSE A FILE
1. Click on FILE
2. Click on CLOSE

TO SORT RECORDS
1. Click on RECORD (menu bar at top of screen)
2. Click on SORT RECORDS
3. Click in the window to SORT BY
4. Choose Ascending or Descending
5. Click OK

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MIT 512, Fall 2003

<u>APPENDIX E</u>

Bibliography Rubric

Rubric Made Using:
RubiStar (http://rubistar.4teachers.org)

Bibliographies

Teacher Name: **Mrs. McQuiston**

Student Name: _____

CATEGORY	50 Points	45 Points	40 Points	35 Points
Format	All resources are written in the correct format.	Most resources are written in the correct format.	Some resources are written in the correct format.	Resources are written but are not in the correct format.
Quality	All resources are necessary for the project.	Most resources are necessary for the project.	Some resources are necessary for the project.	Resources are not necessary for this project.

Date Created: **September 2003**

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Rubric Made Using:
RubiStar (http://rubistar.4teachers.org)

Bibliographies

Teacher Name: **Mrs. McQuiston**

Student Name: _____

CATEGORY	50 Points	45 Points	40 Points	35 Points
Format	All resources are written in the correct format.	Most resources are written in the correct format.	Some resources are written in the correct format.	Resources are written but are not in the correct format.
Quality	All resources are necessary for the project.	Most resources are necessary for the project.	Some resources are necessary for the project.	Resources are not necessary for this project.

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APPENDIX F

PowerPoint Slide Planner
Use this form to plan the text and objects on each slide.

Student Name (4 pts) _____

| TRAIT	BODY TEXT ON SLIDE	OBJECTS (OPTIONAL)
EXAMPLE Kindness	*EXAMPLE* When a person sends a sympathy card to another person who has lost a loved one they are showing kindness.	*EXAMPLE* Clip art of Flower bouquet
Slide 1 (4 pts) Respect	Describe an action that demonstrates this trait. (8 pts)	Additional objects on slide list
Slide 2 (4 pts) Responsibility	Describe an action that demonstrates this trait. (8 pts)	Additional objects on slide list
Slide 3 (4 pts) Courage	Describe an action that demonstrates this trait. (8 pts)	Additional objects on slide list
Slide 4 (4 pts) Kindness	Describe an action that demonstrates this trait. (8 pts)	Additional objects on slide list
Slide 5 (4 pts) Integrity	Describe an action that demonstrates this trait. (8 pts)	Additional objects on slide list
Slide 6 (4 pts) Perseverance	Describe an action that demonstrates this trait. (8 pts)	Additional objects on slide list
Slide 7 (4 pts) Self-discipline	Describe an action that demonstrates this trait. (8 pts)	Additional objects on slide list
Slide 8 (4 pts) Good Judgment	Describe an action that demonstrates this trait. (8 pts)	Additional objects on slide list

APPENDIX G

MS PUBLISHER BASICS

1. Open Microsoft Publisher
2. Click on FLYERS in the Microsoft Publisher Catalog
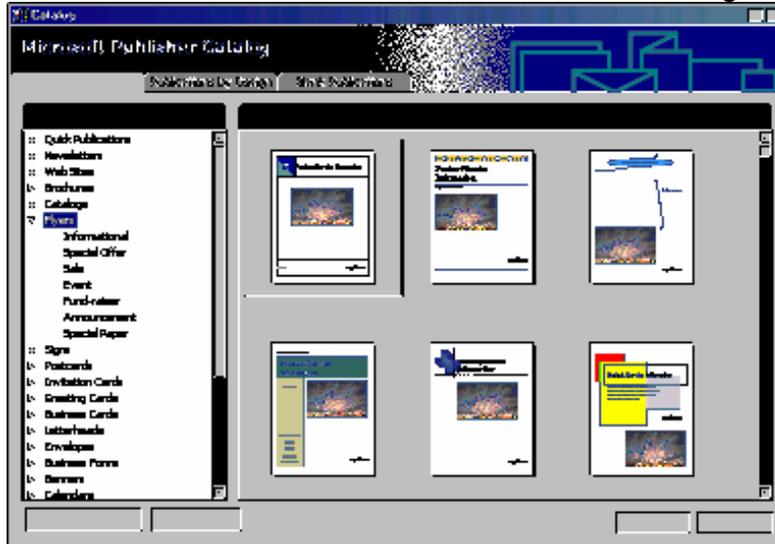
3. Choose a design that you prefer.

4. Use the OBJECTS icons to add text boxes, clip art, photos, word art, etc.

5. Use WIZARD menus to change design, color scheme, etc.
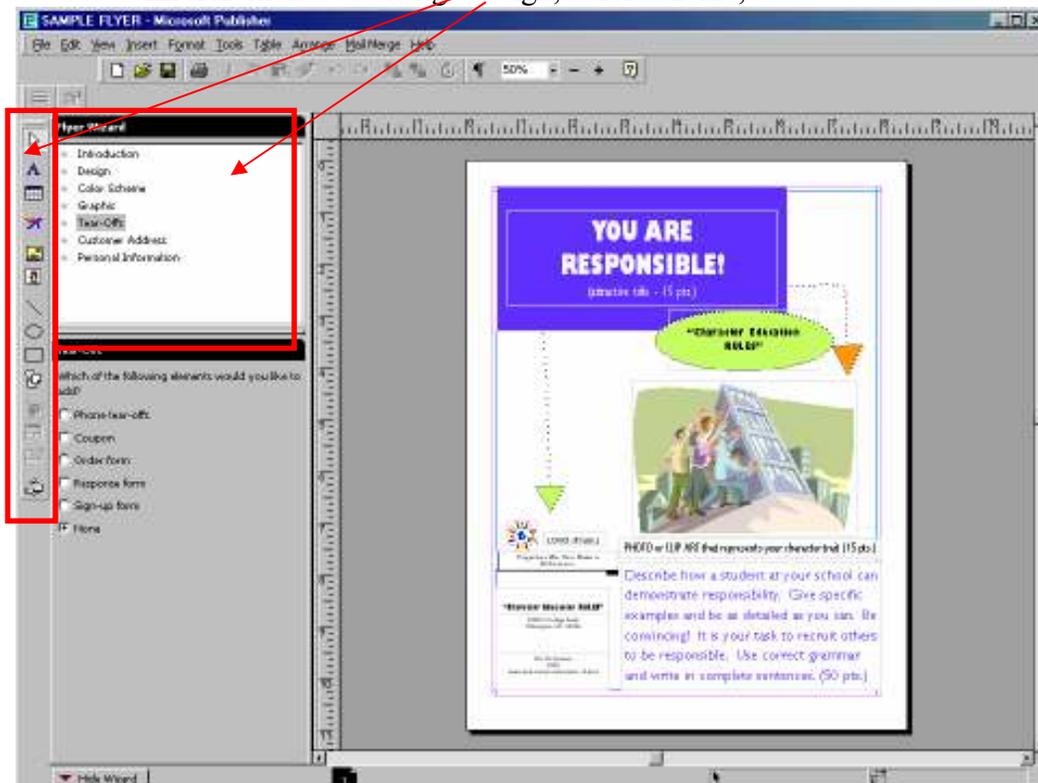
APPENDIX H

Sample Flyer

YOU ARE RESPONSIBLE!

(attractive title - 15 pts.)

Can you PROVE it?

LOGO (10 pts.)

Together We Can Make a Difference

Character Education RULES

2900 N. College Road
Wilmington, NC 28405

Mrs. McQuiston
2003
(name and contact information 10 pts.)

PHOTO or CLIP ART that represents your character trait (15 pts.)

Describe how a student at your school can demonstrate responsibility. Give specific examples and be as detailed as you can. Be convincing! It is your task to recruit others to be responsible. Use correct grammar and write in complete sentences. (50 pts.)

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TEACHER Online Resources:

Online Technology Tutorials
http://www.internet4classrooms.com/on-line2.htm

Lesson 1:
Think, Pair, Share activity
http://home.att.net/~clnetwork/thinkps.htm

Discussion Questions, Writing Assignments, and student activities for character education and life Skills
http://www.goodcharacter.com/MStopics.html

The six concepts will help educators promote morality within each student and in the class and school environments.
http://www.bu.edu/education/caec/files/6E.htm

Book lists that promote good character traits –you may want to do some read alouds from these books.
http://www.bu.edu/education/caec/files/stbooklist78.htm

Lesson 2:
Online tutorials for creating databases
http://www.internet4classrooms.com/database_win.htm

Lesson 3:
PowerPoint tutorials
http://www.actden.com/pp/
http://www.quasar.ualberta.ca/edpy202/tutorial/PowerPoint/pptBasics/pptBasics.htm

Lesson 4:
10 Tips for using MS Publisher
http://www.microsoft.com/office/using/column15.asp