CULTUREQUEST

TEACHERS' GUIDE

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Welcome to CultureQuest! This guide is designed to help you through the steps of designing and carrying out a CultureQuest project with your students. It also provides numerous, and generally free, links to resources that you and your students can use to complete their CultureQuest projects. The end product of nearly all CultureQuest projects is the creation by your class of an interesting and informative web site or PowerPoint presentation, which is uploaded to the web, that presents the results of the research so that students around the world can learn from it.

We have divided the guide into a step-by-step approach, with each of the steps providing a description of the activities and resources that you can use to support your instruction. While each of the steps is described below, you may design your project in a variety of ways. Not all steps need be followed; some may be skipped, others may be added and the order of the steps may be changed. For example, an art or music teacher may want students to study the music of a number of different countries and may want to skip Step 3, 'Developing a Country Profile'. Different teachers will have different ways of designing and implementing their CultureQuest projects. This guide provides only a general idea of how to do a CultureQuest project, after which you can tailor the design to meet your needs and goals.

This guide is intended as a resource primarily for use with CultureQuest workshops, professional development sessions and teacher education courses that have incorporated the CultureQuest approach. However, teachers with experience using technology and who feel they can do a CultureQuest project independently may also find this guide helpful. We recommend that you do a quick first reading of the guide to get the general idea. Then do a second reading while sitting at your computer so that you can review the many web sites we included to assist you and your students in doing a CultureQuest project.

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STEP 1.

Key Concepts

A. What are CultureQuest Projects?

CultureQuest projects involve the utilization of technology in the study of selected aspects of the culture(s) or subculture(s) of a particular country or people.

B. What do we mean by "utilization of technology"?

While CultureQuest projects may utilize textbooks, library books, and community resources, these resources are extensively supplemented with the **information**, **communication** and **publication** resources of the Internet as well as with other technology resources that you will find useful in completing a CultureQuest project.

C. What do we mean by "aspects of culture"?

Though you and your students will learn more about what culture is and how to study it by using some of the resources we have collected, some examples of "aspects of culture" include:

- Values, attitudes, beliefs and/or behaviors
- Religion(s), religious beliefs and rituals
- Ceremonies, holidays and taboos
- Modes of dress
- Foods, food sources and food preparation
- Music, art, crafts, dance and theatre
- Literature, myths and folktales,

- Everyday life
- Work and earning a living
- Education and schooling

D. Some Characteristics of CultureQuest Projects

Each CultureQuest project is:

- Inquiry-based and rooted in students' and teachers' questions and interests. See: http://www.youthlearn.org/learning/approach/inquiry.asp for more information about inquiry-based learning.
- Completed collaboratively by teacher and students working together.
- Curriculum and standards-based. CultureQuest projects need to fit into and enhance the required curriculum. For National and State Learning Standards see: http://www.education-world.com/standards/
- Enriched through the utilization and integration of technology.
- Resulted in a web site or a PowerPoint presentation uploaded to the web, which reports the results of the class inquiry to students around the world to further their learning.

Tech Tips---Begin to sharpen your Internet search skills at http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/SearchEngines.html, at http://schoollink.org/twin/Search%20Tools.pdf and also at http://www.culturequest.us/searching.htm. See also Discovery School's resource on questions to ask in evaluating web sites at different educational levels at http://school.discovery.com/schrockguide/eval.html and Sheila Gersh's evaluation criteria at http://culturequest.us/evaluatingwebsites.PDF. Often we hear students say "We saw it on the Internet and it must be true". To see a list of bogus web sites go to http://www.google.com and search "bogus web sites".

Culture Tips--- To find some general encyclopedia information about culture and how to study it, go to 'Google', click on "advanced search", then type in the search term **culture + encyclopedia** and type in the domain box **edu** and click search. Also, see Professor Marina Fernando's short piece describing aspects of culture at www.culturequest.us/definitionsofculture.htm. To get an overview of what a finished CultureQuest project might look like, go to the following examples on our CultureQuest web site: www.culturequest.us/sample_projects.htm

Teaching Tips--- To get a general sense of some of the pedagogical ideas behind the CultureQuest approach see: http://www.culturequest.us/pt_d.htm .

STEP 2.

Planning and Pedagogy

A. Designing the CultureQuest Project for Your Class

There many different ways in which specific areas of culture may be explored with your students. You may opt to:

- Focus on the culture of another country where small student groups investigate different aspects of the culture and or subcultures. This is the most common type of project.
- Focus on the culture of your own country where small groups of students investigate aspects of their own culture or subcultures within their culture.
- Focus on the different cultural heritages of students in a multicultural class. Groups of students compare cultural aspects of the countries they or their parents have come from and /or compare these with the same aspects as they are evidenced in larger culture of which they are also a part.
- Focus on different countries (e.g. several neighboring Asian countries) and explore the similarities and differences in various cultural aspects.
- Choose a single cultural aspect (folktales, music or art) and have different groups compare the chosen aspect across cultures and countries.

B. Selecting the Country(ies) to be Studied and Finding Resources

The curriculum for your grade is perhaps the most important determinant of which country's culture your class will study. But consider some of these other factors in your final decision.

- What Internet resources are available? (e.g., informational web sites, online experts, teachers and students that come from the target country, availability of e-mail to classes in target country). Two general informational web sites on different countries may be found at the Library of Congress web site at:http://lcweb2.loc.gov/frd/cs/profiles.html, and the World Portals web site http://www.loc.gov/rr/international/portals.html

- What traditional resources are available? (e.g., class texts, articles, books in school or community libraries, as well as films and videos)

- What community resources are available? (e.g. museums, libraries, community centers, ethnic neighborhoods and adults, parents or children who come from the culture to be studied.) For access to a web site that has links to museums around the world see: http://www.museumlink.com/.

- What countries/cultures are represented in the student population in your classroom, school or district?

- What countries are in the news or considered important or topical in today's world?

C. Developing Goals and Objectives for your Project

The information listed below will help you plan your instructional goals and objectives. CultureQuest projects link to specific state and local learning standards and to NETS (National Educational Technology Standards). For links to different state and technology standards see: http://www.education-world.com/standards/.

In general, CultureQuest projects should relate to some or all of the following objectives:

- **CultureQuest projects should foster inquiry, analytical and research skills.** Students plan and carry out a research project, evaluate findings, ask deeper and broader questions about the topics they are studying, continuously inquire, and develop critical thinking habits of mind.

- **CultureQuest projects should enhance literacy skills**. Students read and evaluate text and web materials related to the country and culture being studied, write (e-mail) to peers and knowledgeable adults; and prepare presentations and text for web site.

- **CultureQuest projects should provide opportunities for project-based, collaborative learning**. For more on Project-Based Learning (PBL) with Multimedia see: http://pblmm.k12.ca.us/PBLGuide/WhyPBL.html .

- **CultureQuest projects should foster student creativity.** Students look at aspects of their topics in interesting and original ways and present their work in new and engaging ways.

- **CultureQuest projects should provide students with technology skills.** Students learn to search the Internet, evaluate web sites and properly cite sources on the Internet. They learn to use software (such as graphic organizers, presentation applications) that are integrated into the instruction and how to design and develop a web site.

- **CultureQuest projects should promote better knowledge, understanding and appreciation of other cultures**. World peace can be furthered by a deeper understanding of the similarities and differences among peoples and cultures.

- **CultureQuest projects should encourage students to reflect on their own culture and their own cultural heritage**. Students can gain a perspective on their larger culture as it may compare not only with other cultures but with their own cultural heritage.

- **CultureQuest projects should provide students with a global perspective.** Students learn that the world is, in many ways, interconnected and that they will need to better understand their world.

You may adapt these objectives and include them when you develop your project objectives. For an overview of some of the CultureQuest Skills see: http://www.culturequest.us/pt_a3.htm.

D. Creating Timelines, Checklists, and Rubrics

The amount of time you will allocate for engaging your students in a CultureQuest project will be determined by many factors, some which you may have little control over. However, developing a **timeline** for the project and a checklist to record completion of each timeline item will help to keep the project on track. A form that you may adapt to suit your needs, which outlines the order of steps, the activities for each step, and has columns to estimate time allocation and a **checklist** to record completion of each activity may be found at http://culturequest.us/timeline06.htm. Copy the form and paste it into your word processing program saving it as a document. Modify the steps if need be, erase the text in the activities section and substitute your own activities, and estimate how much time each step will take and the date you expect to complete each step.

Rubrics may be helpful for you and your students. They provide the opportunity for you to clearly outline how final projects will be evaluated and, in so doing, they often help the planning of the project and the development of the goals and objectives. Rubrics also provide the students with specific criteria for what is expected from them to achieve excellence. Templates for building rubrics are provided to assist you at: http://rubistar.4teachers.org/index.php

TECH TIPS--- Begin to **find allies in your school** who will help you with your CultureQuest project. One such ally is the school librarian who can help you acquire both text and online resources for your project and who may do presentations for your students. Another potential ally is the computer teacher who may be able to work with you and your class on technology applications. Also using school library and computer periods will give students more time to work on their projects.

TEACHING TIPS--- It's important to decide how you want to integrate your CultureQuest project into your curriculum, and how much time you decide to devote to it. Some teachers will expand CultureQuest activities and have students do oral histories, take classes to museums and other places in their community that represent the culture their class is studying, or swap videos of their school with the teacher and students in that country. To do the project over an entire semester (or even longer) or to do it in the short-term is an important decision. Whether you devote time every day, once a week or in various spurts, is something you also need to consider. Students who have computers and access to the Internet at home can investigate web sites, communicate with students abroad, and do other parts of the project after school. For those students who do not have access, perhaps they can go to the house of the students in their group that do have access or use the computers in their school or local library after school. You may also make a list of additional sites in your community that provide computers and Internet access.

Step 3.

Developing a "Country Profile"

Generally for elementary teachers and for secondary social studies teachers, your curriculum will often suggest what students need to know about the country or countries being studied. This may include such things as **geography, climate, natural resources, demographics, history and other topics suggested by the curriculum.** This information is important in helping students understand the connection of these elements and the various aspects of culture that they will be studying. In addition to text and whatever other resources you typically use to teach this you might look at the Library of Congress web site as a possible starting point: http://lcweb2.loc.gov/frd/cs/profiles.html. You may also go to Google and type in the specific **country +climate** or **country +history** for more detailed information. Once your class has acquired this information, the next step is to develop a profile of the country. The information gathered by students may be included as a separate and distinct part of the CultureQuest web site or PowerPoint on the web that the class will create at the conclusion of their project. This section should include very brief write-ups of the topics above along with many hyperlinks for the interested reader who wants to learn more.

While we do not offer suggestions about ways you might teach students to acquire the information for the profile, we do feel that once you become familiar with the CultureQuest approach and have successfully done one or more CultureQuest projects, you may opt to teach this part of the project with some of the same approaches that are part of the CultureQuest pedagogy. These

include: teaching in an inquiry-based mode, using technology and having students work collaboratively.

TECH TIPS--- This is a good time to introduce the students to the idea of the "hotlist", which consists of a list of web addresses (or 'urls') that are then put on a web site for easy use by you and your students. Your hotlist can be created and stored on the web at http://www.filamentality.com. A worksheet you may download gives you the steps to follow in creating the "Country Profile Hotlist". (http://www.schoollink.org/twin/filamentality.pdf).

CULTURE TIPS--- Deciding what is culture and what is not culture is not always easy. Clearly geography and climate are not aspects of culture but they can and do influence culture. Moreover, both may be somewhat modified by aspects of culture. This might make for an interesting discussion with your class.

TEACHING TIPS--- In teaching geography, be sure to make use of "Google Earth" http://www.googleearth.com and other online geography resources which students will find interesting and motivating. Such resources are also available for history, climate, demographics and other not strictly cultural aspects.

Step 4.

Introducing the Study of Culture

Some pivotal questions to think about as you design your introduction to culture include:

- What is culture? How is culture defined?
- How is culture studied?
- What are the essential questions to ask in exploring the study of culture?
- How does understanding another culture enable us to better understand our own?
- How does the lens through which we see other cultures impact our perception of these cultures?
- What is cultural stereotyping and how do we avoid it?
- How do we avoid concentrating on only the exotic (unusually different) elements of the culture?

Some suggested ways of exploring some of the above questions include:

- Choose from a selection of educational videos, articles, and lesson plans on the various aspects of culture to share with your students. Refer to: http://www.peacecorps.gov/wws and http://www.askasia.org/ for cross-cultural essays, lesson plans and videos. Discovery Educator Network has a free 30-day trial period for viewing their online video library. See the several videos on culture at http://www.unitedstreaming.com/. Narrow your search by selecting social studies/cultural studies and look for videos on culture. If your school already has a subscription

to United Streaming, you can create your own video library by downloading the videos and using them with your students.

- Lead a discussion asking students to identify their culture and to briefly describe some of the characteristics.

- Distribute the worksheets "Features of Culture" and "Everyone has a Culture--Everyone is Different" as a class or homework assignment. Develop discussion around student responses. Refer to pages 11 and 12 at this web site
  http://www.peacecorps.gov/wws/publications/bridges/pdf/BuildingBridges.pdf

- For an additional resources "How Do Students Study Culture?: Explorations For Students" refer to:
  http://culturequest.us/definitionsofculture.htm, and "Definitions Of Culture", http://www.culturequest.us/whatisculture.htm

- Draw the definition of culture from the activities and discussions. Some ideas drawn from different sources are: (a) Culture is the way of life that a group of people share in common, including: traditions, rituals, the arts, language, technology, ideas, beliefs, attitudes, and values. It is learned behaviors that are passed from one generation to the next. (b) Culture is made up of at least three components: what people think, what they do, and the material products they produce.

- Some of the remaining questions, listed previously, about the study of culture need to be asked and answered in the course of doing the CultureQuest project.

TECH TIPS--- *United Streaming* is a wonderful subscription resource for schools. Thousands of quality educational videos have been produced for the k-12 classroom. Teachers and even students can download these videos and watch them at home or they can be streamed into the home or the classroom. See http://unitedstreaming.com and search for the videos on culture. There is a

free 30-day trial, though with the trial you are unable to download videos or print materials, you can only view them online.

CULTURE TIPS --- See also the *Building Bridges Guide* an extensive resource for studying and understanding culture written by the Peace Corps at http://www.peacecorps.gov/wws/publications/bridges/pdf/BuildingBridges.pdf .

 TEACHING TIPS----- There are lots of opportunities for good classroom discussions about a number of issues related to culture including: problems and issues in looking at other cultures, multiculturalism, stereotyping, prejudice versus tolerance for differences in people. Use your creativity to get your students involved in these issues.

Step 5.

Forming Groups

Once students have a general background of the target country and what some of the aspects of culture are, they are ready to think about and select those aspects of culture that they will study in depth. One approach is to:

A. Brainstorm Aspects of Culture

Have your class brainstorm those aspects of culture they would like to learn more about. Record their ideas on the board and/or use a graphic organizer. "**Inspiration**" software is a useful graphic organizer and for a free 30-day trial, see http://www.inspiration.com/freetrial/index.cfm). Other software, including Microsoft Word, can also be used to create graphic organizers. For a tutorial using Microsoft Word refer to: http://culturequest.us/creatinggraphicorganizersa.htm. Some teachers and students find it helpful to use a K-W-L chart ("What I know, What I want to know, and What I Want to Learn approach). See template at http://ncrel.org/sdrs/areas/issues/students/learning/lr2kwl.htm.

B. Form Groups and Develop Initial Ideas.

Before groups are formed you need to work with your students to combine some of the categories that are elicited and to split up other categories. As an example, suppose two students suggest the study of **agriculture and farming** and three students want to learn about **kinds of foods eaten**. These two groups could be combined to study not only kinds of foods consumed but also where and how those foods are grown. While groups should be formed primarily on the basis of

student interest, you may need to take additional factors into consideration (e.g. size of groups or possible problems in the interactions between group members)

Group members then work together to develop initial ideas and ask questions in much the same way that the initial class brainstorming was done. They develop ideas about what they want to learn more about and about how to go about learning it.   Here too, we would recommend that each group of students use the same graphic organizer that the teacher used to identify the topics. See planning guide to use with students at http://culturequest.us/planning.pdf

TECH TIPS---Teachers too need to create preliminary "hotlists" using *Filamentality* (see Step 3) for each of the groups. Also, one way to find resources quickly is to use http://www.ask.com, a search engine that will provide responses in categories. As an example, go to www.ask.com and enter the search term **Spain.**   To the right you will see a set of responses that says **Narrow Your Search**, and under that is **Spain Culture**. Click on that and you get a number of cultural areas and sites within each area. Alternatively, if a group wants to learn about sports in Spain go to www.ask.com and search for **Spain+sports.** This will generate a number of sites in no time- but take a look at each site to make sure it is appropriate for your students. For younger children or for children for whom the reading level of the material is important, search at http://www.askforkids.com, **KidsClick**   http://www.kidsclick.org, or Yahoo http://kids.yahoo.com which don't provide any matches for the above but do provide interesting sites and activities for children.

Step 6.

Researching Aspects of Culture

A. Initial Exploration

Students in groups then begin their initial explorations by using available resources (e.g. texts, library books, web sites) that you have identified. More advanced Internet users who know how to search the Internet can be encouraged to search for sites after having looked at the introductory sites the teacher has provided. Help each group learn to use *Filamentality* to collect appropriate and relevant Internet links that are valuable for the group project http://www.kn.pacbell.com/wired/fil/. For additional information and a tutorial see: http://www.schoollink.org/twin/filamentalitysetup.htm. The hotlist will help your students find and save relevant and useful links. Students will also use the hotlist to create a "Webliography" for their final product. Once again, Filamentality, provides a way of storing urls online so that they may be easily accessed by students. One important caveat is that you need to insure the quality of the links students find.

After each small group of students has had the initial experience of looking at what has been written about the cultural aspect under study, you need to meet with each small group to:

- help them make sense of what they are learning
- narrow and focus their questions
- refine and expand their questions and interest areas where necessary, as they learn more
- develop additional questions based on what they have learned thus far. This process should be ongoing.

B. Reporting Out

Time needs to be allocated for each group of students to periodically report on the progress of their group. This will insure that students are learning what students in other groups are learning about different aspects of culture. When each student group reports, students in the larger class should ask critical questions that will further each group's thinking and provide constructive feedback. This process also strengthens the oral and presentation skills of the presenters. While these presentations may be rather informal, when the project is completed, each group should make a more formal presentation of their work to the class.

C. Continued Research

It is appropriate that early in the research process your students learn Internet Basics, if they have not learned this already. These include:

- Effective search strategies http://www.culturequest.us/searching.htm. These search strategies can easily be applied with other search engines. For additional information and links to Search Tools see: http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/SearchEngines.html, and http://schoollink.org/twin/Search%20Tools.pdf
- Evaluating information on web sites http://school.discovery.com/schrockguide/eval.html
- Use of proper citation http://citationmachine.net/
- Appropriate and ethical use of Internet research http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Style.html http://schoollink.org/twin/middleschoolscience/fairuseguidelines.htm

D. Online Communication

Students should not limit their use of the Internet to informational web sites. **Communication on the Internet makes it possible to have e-mail, voice, and**

video contact with classes and people in target countries. Some suggestions for communicating are:

- **ePals**, http://www.epals.com/, a monitored, safe online environment for teachers and classes worldwide interested in communicating. e-Pals provides a data base of over 80,000 teachers worldwide who can be contacted. It also allows for translations in eight languages. (English, French, Spanish, German, Portuguese, Japanese, Arabic, and Chinese).   Join ePals and use "find a classroom" for links to classes in the country to be studied. Teachers should create those links and arrange to have students communicate once the links are established. See also http://www.culturequest.us/

- e-mail can be used to connect to "experts" (knowledgeable adults) on the country and the aspects of culture of the country. You can search, locate and e-mail embassies, consulates, societies and the United Nations,

- **Skype**, http://www.skype.com/, is a free and easy-to-use software that allows teachers and students to speak or videoconference with classes in the country studied and/or with knowledgeable people around the world. Go to Skype and download the software for your computer at home. Ask how to download it for the computer at school. For voice calls you will need a mike if you don't already have one. For video, you will need a microphone and a webcam connected to your computer. Both are very inexpensive.

Once teachers find links to teachers in classrooms in the country to be studied, they will need to develop and agree upon the ground rules of the process. The first thing teachers might agree to is exchanging **Welcome Packages**. This might include some brief video clips of each school and community and an exchange of some artifacts of the culture (sent by snail mail and/or e-mail), and/or anything else that might be appropriate and welcoming. Teachers would help each group

ask questions related to their aspect of culture being studied, collect those questions and e-mail them to teacher for answers. Teachers could arrange for voice only or voice and video teleconference with **Skype**- but need to be aware of differences in times when planning such an exchange. Differences in ages between the groups may not be a problem- so long as the older group consists of the Ambassadors who will inform the younger group (that is doing the CultureQuest project). Developing such links to other teachers in other countries can be a valuable resource and lead to all kinds of future collaborations. Teachers need to be clear and upfront about their students needs and about their timetable is for project completion. All teachers should agree on responding to e-mails promptly, and where there is a delay, to say so rather than not respond.

At the conclusion of the process the teacher and students who did the project might ask their partnered teacher and students to look over the web site to insure that it is substantially accurate and make suggestions before the site is posted on the World Wide Web. Of course, letters of appreciation and thanks should be sent.

CultureQuest teachers and students are the ones doing the project whereas **CultureQuest Ambassadors** are the teachers and students who are providing information about their country and culture. We think that Ambassadors can probably handle most e-mail questions your students will ask. Questions that Ambassadors do not know the answer to might be investigated further by the Ambassadors or referred by the Ambassadors to someone who knows more about a particular question. But teachers and students should not rely on Ambassadors (teachers or students) for information easily obtained from other sources. Ambassadors should give students more personal insights and understandings based upon their experiences with and understanding of aspects of the culture. **The goal in creating an Ambassador component is to supplement learning from textbooks with the personal experiences of CultureQuest**

Ambassadors. We also don't want the final projects to be only compilations of facts and other information so teachers and students will need to think both about how to ask questions that will elicit this personal dimension and how to subsequently compile, synthesize and report that information in their final project.

E. Other Resources

The use of resources such as textbooks, library books, movies, and videos are also encouraged. They can provide your students with a good understanding in certain areas. Community resources including museums, cultural institutions, parents, adults or children who came from the culture being studied are also valuable resources and maybe readily available.

CULTURE TIPS--- When you use online machine translation software like **Alta Vista's Babelfish** (http://babelfish.altavista.com/), be sure to have your students write in simple, non-idiomatic English or the translation may be incomprehensible. To test how plainly students write e-mail, teach them to take what they wrote, translate it into say, Spanish and then cut and paste the translated into a box for translation back into English. If it is comprehensible, then it will probably be understood.

TEACHING TIPS--- In helping the students further develop the aspect of culture they are working on there is always a tension that exists between having students do too much or allowing them to do too little. The age of the students is always a consideration in making this kind of judgment. If, for example, a group of third graders is studying "foods of India", you may be satisfied with students collecting pictures and descriptions of different foods while an eighth grade teacher would want students to expand their work considerably beyond that. Students might look at the importance of particular foods to the culture, food growing, food importing, daily calories and nutritional consumption, the favorite foods of a partnered class in India, and recipes for most common dishes. Factors

in making these decisions include the age of the students, the amount of time teachers have budgeted for this project, whether most or all of the students have access to computers and are able to work at home.

If your class is communicating with Ambassadors in the country they are studying, you might wish to arrange the opportunity for students to be paired with e-mail partners in the other class. Many parents remember Pen Pals and what a wonderful experience that was. If you can arrange for such an exchange (now **ePals**) students would not only be able to get more information for their project, they would be able to just chat with their friend in another country.

Step 7.

Writing Up The Research

A. Preliminary Web Site Design.

You and your students need to talk about how the web site you will be creating should be designed. At this point, students will have seen a number of web sites and will know that web sites are not simply lengthy texts, like final papers or books. Instead, when creating an "educational" web site, where the object is for others to learn from the information provided, we may combine text, pictures, graphics and animation to illustrate and enrich the experience. Moreover, students will need to make decisions about what they want to present in their own writing versus what web sites they want to send the reader to look at or hyperlink to. In thinking about their web site some of the following questions should be asked:

- What do I want the reader to know?
- How can I present it in an interesting way?
- How can I avoid writing too much by letting the more interested reader go to other web sites directly and see the site for him/herself?
- What do I need to do to get readers to say "I liked looking at this site and I learned a lot from it?

B. Students Write up the Results of their Research.

Content is gathered from as many and as varied resources as possible.

- Each teacher defines how their students should take notes, organize what they want to say, create an outline, write a draft, and

edit as needed. Writing should be clear, concise, interesting, informative, and accurate. It should be **in the students' own words** and not be a "cut and paste" from an encyclopedia or other source.

- Since the final work will be online for the world to see, students will appreciate the fact that all writing should be carefully edited, not only by themselves but also by other students in his group and by the teacher. (Yes, the teacher doesn't just facilitate the project, but works with the students to produce the final project.)

- Check also to ensure that the information is free of generalizations and stereotypes about the culture and help the student make the content as interesting as possible without making the culture appear more "exotic" or unusual than it is.

- Students should avoid direct quotes and instead, paraphrase where possible.

- Instead of writing (and certainly not copying) lengthy amounts of text, students should send the reader **(via hyperlinks)** to relevant web sites where the reader can gain the information by him or herself.

- The teacher decides how students should cite their work. The online **Citation Machine** at www.citationmachine.net provides a useful resource.

TECH TIPS--- For teachers whose class will have a culminating class web site, we recommend that you and your students look at other web sites to get an idea for how they would want to create their CultureQuest site. In particular, look at http://www.thinkquest.org/library/ as well as http://www.tqnyc.org/library to see sites created by small groups of students (not classes) who entered the *ThinkQuest* competition. While it is really up to the teacher and the class whether the web site you create has the same look across all small group projects, we strongly recommend that it does. Let students express their

creativity uniformly across the site. Having very different fonts and colors detracts from the content and can often be annoying and difficult for the reader. You should know that classes who complete CultureQuest projects will be eligible to enter their projects in the **Oracle's** *ThinkQuest* competition in a category soon to be created called "CultureQuest".

CULTURE TIPS--- It would be valuable to find one or more knowledgeable adults from the culture studied and who could serve as an in-person or online "Ambassador" to your class project. Such an adult may live in the country being studied or in the students' own country. It could be a parent, a teacher in the school, a community person or an "expert" you find on the Internet, recommended by a reputable contact. The adult Ambassador would answer students' questions online (and/or visit the classroom if possible), help get answers to questions he himself could not answer, help students locate information, and read the project web site before it is published online. While this will not insure the validity of the information, the adult should be helpful in alerting the teacher and students to possible errors or misconceptions.

TEACHING TIPS--- The final project should not just include information obtained from books and web sites. Class visits to museums, ethnic restaurants, and other community sites could be documented using a digital camera (or with careful note-taking) as can oral histories of local people who lived in the country being studied. You might ask students in the other country to help by taking short videos illustrating and describing some of the aspects of culture under examination. Questionnaires can also be designed and sent to students abroad to attempt to get at attitudes, values and or beliefs about a particular aspect of culture. In citing such sources students need to state clearly that these results are only a sample of opinion and not a representative sample at that, and therefore, they should not be generalized to the entire culture.

Step 8.

Completing The Project

A. Class Web Sites

Students within each group will generally take responsibility for dividing up the task of researching a particular aspect of culture. Each student will have his/her own notes and write-up in the format they want to see it on their part of the class web site or PowerPoint presentation. Students will then need to learn how to create a web site with whatever web editor software is used in the school. As an alternative to having the entire class learn the skills of web design, you might recruit those students in each group who are most interested to become the "experts". After they are trained, either by you, the computer teacher or another teacher in your school, they will work with the other members of their group to get the text, pictures and graphics on the site. While students will be creating the several parts of the class web site, as discussed in Step 7, the entire web site needs to cohere and should have the look and feel of a single web site not 6 or 7 radically different efforts.

No matter which web editor is used, at a minimum the students should learn to create a web page that has text, images, hyperlinks, tables, and color and other formatting items. If your school uses Netscape, you can access Nertscape Composer, which is free web editor. A tut orial is available at:

http://www.schoollink.org/twin/Creating%20Web%20Pages%20with%20Netscape%20Composer.pdf

Criteria for a well-designed web site include:

- Easy of navigation.

- Use of color, graphics, images, animation, and sound appropriately. (Black or dark backgrounds make text hard to read)
- Consistent look, color, and fonts.
- Easy to view and read.
- All hyperlinks work.
- Bibliography and Webliography are included.

B. PowerPoint Web Sites

PowerPoint or some other presentation software may be used to present student work on the web as well as to their class. *PowerPoint* presentations need to be uploaded to the web. *PowerPoint* can accommodate graphics, pictures, video and sound as well as text. See if the computer teacher can teach *PowerPoint* to your students during computer class. For a *PowerPoint* tutorial see www.bcschools.net/staff/PowerPointHelp.htm.

Since small groups of students will generally be working with PowerPoint on different aspects of culture, all of the slides need to cohere so that when the teacher puts the PowerPoints of the several groups together they have the look and feel of a single PowerPoint presentation.

TECH TIPS--- To find urls for images and graphics go to http://www.schoollink.org/twin/findingpicturesonline.htm.

CULTURAL TIPS**---** Each member of the group should read and edit the work of other members of that group. Once completed, the teacher should also read over the work before it goes up on the web. Teachers need to read for content, tone, spelling & grammar, and to identify possible cultural misunderstandings. As said earlier, it would be valuable for a teacher or an adult who is knowledgeable about the culture also review the content before it is posted. If students from the country being studied participated in the project it

would be a good idea for them to look over the site too and suggest constructive comments.

Step 9.

Presenting & Publishing Projects

Upon completion of the projects, each group makes a formal presentation of its work to their class. We recommend that students discuss what they learned about the culture and either show and discuss the part of the web site or PowerPoint presentation each group created. When presenting to their class, students will gain confidence in their speaking skills and feel more professional with the flexibility and versatility *PowerPoint* provides. Students need to understand that *PowerPoint* slides should not be read and a minimum amount of information should be put on each slide.

The first page of each website should contain a template found at http://culturequest.us/template.html and is completed by you, the teacher. Each group's section is linked to the opening page. The web site is made available as a project resource for others to learn about the culture studied. It may be:

- Uploaded to a school server. If your school has a server, find out if you can upload your web site to that server. If so, send us your site (web address) so we can hyperlink to it.
- Uploaded to one of the free hosting sites, http://geocities.yahoo.com/
- Hosted on the http://www.culturequest.us/ web site.

(Specific Directions for uploading your web site or PowerPoint presentation to the CultureQuest server and to Geocities (a free server) will be found at the CultureQuest web site by 2/1/07)

RESOURCES

Country Profile Resources

Country Studies Program

http://lcweb2.loc.gov/frd/cs/profiles.html

This site is on the Library of Congress' Country Studies Program. It has a large data-base of current, summarized information about countries.

Portals To The World

http://www.loc.gov/rr/international/portals.html

This site is on the Library of Congress' Portal To The World. It contains links arranged by country or area that provide accurate, in-depth country profile and cultural information.

About: Geography

http://geography.about.com/library/maps/blindex.htm#below

This site has links to world atlas, maps, geography, and country profile information.

Icon Bazaar

http://www.iconbazaar.com/flags/index.html

This site has images of flags (some animation) of countries that you can copy and paste into your web page.

http://www.iconbazaar.com/maps/index.html

This site has images of maps of the USA and individual cities as well as international countries.

Schoollink

http://www.schoollink.org/twin/findingpicturesonline.htm

This site has a list and links to unrestricted images that you can use for online projects

The Internet Public Library

http://www.ipl.org/

This site features a searchable, subject-categorized directory of authoritative websites; links to online texts, newspapers, magazines, almanacs, and encyclopedias.

Cultural Resources

Portals To The World

http://www.loc.gov/rr/international/portals.html

This is on the Library of Congress' site. It contains links arranged by country or area that provide accurate, in-depth country profile and cultural information.

Asia Society

http://www.askasia.org/

This is an educational web site for students and teachers that has lesson plans, essays, maps, and images for 30 countries in Asia.

Peace Corps

http://www.peacecorps.gov

This site has cross-cultural lesson plans, stories, activities, and videos.

http://www.peacecorps.gov/wws/publications/bridges/pdf/BuildingBridges.pdf

This *Peace Corp Classroom Guide to Cross-Cultural Understanding* contains a variety of rich resources to aide in the teaching of culture. See pages 11 and 12 for worksheets that will help students arrive at the definition and aspects of culture

CultureQuest

http://culturequest.us/definitionsofculture.htm

This document on the CultureQuest site entitled *How Do Students Study Culture: Explorations for Students*; outlines some aspects of culture and questions that will help define culture. (Fernando, 2005)

http://www.culturequest.us/whatisculture.htm

This document on the CultureQuest site entitled *What Is Culture and How Do We Study It?* defines culture. (Fernando, 2005)

The Educator's Reference Desk

http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/crossroads/sec3/gr3/unit1/u1g3l1.html

This site has a lesson plan entitled *Defining and Understanding the Term Culture* that the teacher will find useful in leading the class in discussions and activities that will help to define and understand the term culture.

Wikepedia

http://en.wikipedia.org/wiki/Culture

Wikipedia is a free online encyclopedia written collaboratively by people from around the world. It is a good secondary source of information. This link is to entries on defining culture.

Apple Learning Interchange 2006

http://edcommunity.apple.com/ali/story.php?itemID=794

This site has Global Awareness Units that is appropriate for younger students. Reading, language arts, math, social studies, science and art are incorporated into the units.

MuseumLink's Museum of Museums

http://www.museumlink.com/

This site links to most museum web sites.

The Gotham Center for New York City History

http://www.gothamed.org

This is a link to many New York City cultural institutions. To access the list go to GothamEd Directory:NYC. It also has resources for the teaching and learning of the history of New York City.

MarcoPolo

http://www.marcopolosearch.org/MPSearch/Basic_Search.asp?orgn_id=4

This is the National Geographic Marco Polo educational web site that has links to lesson plans, activities, atlas, and videos sorted by grade and standards.

United Streaming

http://www.unitedstreaming.com

Discovery Educator Network has a free 30-day trial period available for this online video library. It has videos and print materials that are well-done and informative. The trial version will allow viewing only.

e-Pals

http://www.epals.com/

This communication site provides a large, worldwide data-base of teachers and classes in a monitored, safe online environment that enables exchanges via the Internet. It also provides for translations in eight languages.

Skype

http://www.skype.com/helloagain.html

This is free software that will allow teachers and students to speak or videoconference with classes and knowledgeable people around the world.

American Library Association

http://www.ala.org/ala/alsc/greatwebsites/greatwebsitescultures.htm

This site that has links to information and resources about "Cultures of The World" that are appropriate for Pre K to Middle School aged students.

Technology Resources

Rubistar

http://rubistar.4teachers.org/index.php

This is a free tool that teachers can use to create rubrics. Templates, tutorials, and a library of previously rubrics that can be modified to need teachers' needs are available at this site.

CultureQuest

http://culturequest.us/planning.pdf

This document on the CultureQuest web site is a two-page "Brainstorming Your Topic" form that will help your students decide on the cultural aspects they will research.

Inspiration

http://www.inspiration.com/freetrial/index.cfm

This link will allow you to download the software for a free 30-day trial for the latest version of the graphic organizer, Inspiration.

CultureQuest

http://culturequest.us/inspiration.pdfhttp://culturequest.us/inspiration.pdf

This document on the CultureQuest web site is an Inspiration tutorial that will guide you through the process of creating a graphic organizer.

http://culturequest.us/creatinggraphicorganizersa.htm

This document on the CultureQuest web site is a tutorial that shows you how to create a graphic organizer using Microsoft Word.

Filamentality

http://www.kn.pacbell.com/wired/fil/

This is a Filamentality resource tool that allows the teacher to collect and store urls online by creating a Hotlist of web sites that are appropriate for students to use in researching their CultureQuest topics.

Schoollink

http://www.schoollink.org/twin/filamentalitysetup.htm

This document on the Schoollink.org/twin web site has a Filamentality tutorial that outlines how to use the application to create a Hotlist.

CultureQuest

http://www.culturequest.us/searching.htm

This document on the CultureQuest web site has tips and examples for effective and efficient Internet searching.

University of California Berkeley Library

http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/SearchEngines.html

This link is to a comprehensive, informative and comparative web site that has search engines and search techniques.

Schoollink

http://schoollink.org/twin/Search%20Tools.pdf

This document on the Schoollink site will help you understand the Internet Search Tools (Internet Directories and Search Engines) and links to them.

http://www.schoollink.org/twin/searching_on_the_internet.htm

This web site also has information and links to a variety of Internet Directories and Search Engines.

Kidsclick

http://www.kidsclick.org

This link is to a search engine designed to be used by kids.

Kids Yahoo

http://kids.yahoo.com/

This link is to a search engine designed to be used by kids.

Ask for Kids

http://www.askforkids.com/

This link is an easy to use, kid-friendly online search engine.

Citation Machine

http://citationmachine.net/

When completed this template will generate bibliographic, in-text, and Internet url citations.

Discovery School

http://school.discovery.com/schrockguide/eval.html

This link on Kathy Schrock's Guide for Educators' web site has many surveys, lesson plans, and articles that are helpful in teaching students how to critically evaluate information and web sites found on the Internet.

Schoollink

http://schoollink.org/twin/middleschoolscience/fairuseguidelines.htm

This document on the Schoollink web site has a simple explanation of the Fair Use and Copyright Policy guidelines for Multimedia Projects.

Stanford University Libraries

http://fairuse.stanford.edu/

This is a comprehensive and detailed site for Copyright and Fair Use Policies.

http://fairuse.stanford.edu/Copyright_and_Fair_Use_Overview/chapter7/7-c.html

Scroll down to #3 Proposed Guidelines for Students or Instructors Preparing Multimedia Works.

University of California Berkeley Library

http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Style.html

This University of California Berkeley Library site has valuable information on ethics, copyright laws, and guidelines for avoiding plagiarism.

University of Texas

http://www.utsystem.edu/OGC/intellectualproperty/copypol2.htm#image

This site has Rules of Thumb for Digitizing and Using Images for Educational Purposes.

Landmarks for Schools

http://landmark-project.com/permission1.php

This site has a Permission Template for teachers and/or students to use to obtain permission for use of information found on a web site or permission to hyperlink to web site.

Microsoft PowerPoint 2000

http://www.bcschools.net/staff/PowerPointHelp.htm

This link is to a tutorial that will guide you through the steps in creating a PowerPoint presentation.

Oracle' ThinkQuest

http://www.thinkquest.org/library/

This site offers a wide range of educational projects completed by students.

Think Quest New York City

http://www.tqnyc.org/library/

This site is a collection of web sites on various topics created by NYC students and teachers.

CultureQuest

http://culturequest.us/template.html

This is a link to the opening page template on the CultureQuest web site that is completed by the teacher once the class web site is finished.

Yahoo! Geocities

http://geocities.yahoo.com/

GeoCities is free and it provides a place to upload the completed CultureQuest web site to the Internet so others can view it.

Teaching Resources

YouthLearn

http://www.youthlearn.org/learning/approach/inquiry.asp

This article explains some key concepts of inquiry-based learning

http://www.youthlearn.org/learning/activities/howto.asp

This article explains how to develop an inquiry-based project.

Thirteen WNET NEW YORK

http://www.thirteen.org/edonline/concept2class/inquiry/index.html

This article is on Channel Thirteen's Thirteen Ed Online web site. It is a comprehensive, easy-to-read article on Inquiry-Based Learning.

Education World

http://www.education-world.com/standards/

This web site has links to National and State Learning Standards.

Project-Based Learning with Multimedia

http://pblmm.k12.ca.us/PBLGuide/WhyPBL.html

This is an article on Project-Based Learning with Multimedia is about the reasons of doing, the benefits derived, and components of PBL.

CultureQuest

http://culturequest.us/timeline06.htm

This form on the CultureQuest web site is a summary of the steps and the suggested activities for each step in outline checklist format.

www.culturequest.us/sample_projects.htm

This links to some sample CultureQuest projects.

Google Earth

http://www.googleearth.com

This site offers satellite images, maps, and geographic information.

Other Resource Cited or Used in Guide

Fernando,M. What is culture and How do we study it?. (2005, July). Center for School Development, CCNY: New York