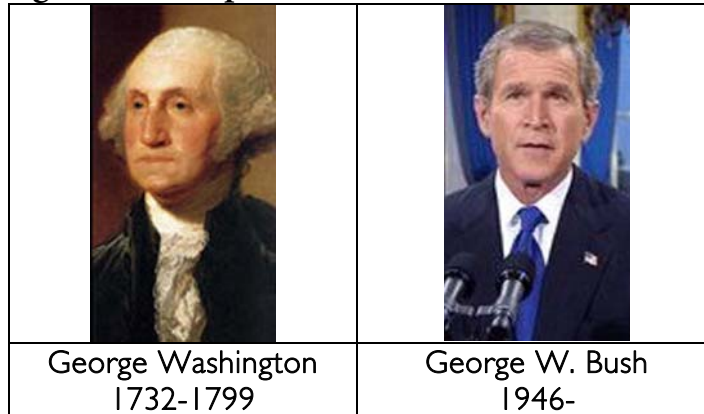


WebQuest: Adventures in Electronic Constructivism Web Supplement
A Tale of Two Georges: Next Steps






Assuming we were working in a group, we could divide up the necessary tasks. First we would need to understand what a foreign policy entailed. We could then divide up and research both presidents, looking for evidence of their views and practices relating to other countries. Artifacts such as Washington's Farewell Address would provide information about his beliefs. Once we gathered a sufficient amount of material, we would analyze it, find patterns, and articulate statements representing each president. We would then create a script of a dialogue the two might have had and decide on what available technology would be most appropriate.

The United State government Web sites are some of the best sources of information. The Farewell Address of President George Washington, given on September 17, 1796, provides some of the information that would be helpful with this activity:

“It is our true policy to steer clear of permanent alliances with any portion of the foreign world; ...I hold the maxim no less applicable to public than to private affairs, that honesty is always the best policy. ... Taking care always to keep ourselves, by suitable establishments, on a respectable defensive posture, we may safely trust to temporary alliances for extraordinary emergencies.”

<http://usinfo.state.gov/usa/infousa/facts/democrac/49.htm>

First Ladies and Other Inspiring Women

		
<p>Abigail Adams 1744 – 1818 First Lady 1797–1801 “If particular care and attention is not paid to the ladies, we are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice or representation.”</p>	<p>Amelia Earhart 1887-1937 1928; First woman to pilot a plane across the Atlantic “The most difficult thing is the decision to act, the rest is merely tenacity. You can do anything you decide to do. You can act to change and control your life; and the procedure, the process, is its own reward.</p>	<p>Eleanor Roosevelt 1884 – 1962 First Lady 1933–1945 “We gain strength, and courage, and confidence by each experience in which we really stop to look fear in the face... we must do that which we think we cannot.”</p>

Abigail Adams and Eleanor Roosevelt were public figures married to powerful men. Amelia Earhart, Grace Hopper, and Sally Ride became famous because of their achievements. Identify other women who did not start out as public figures but who faced similar challenges. Include an imaginary woman to represent the future.

List questions that you would ask the women and topics that you would like them to debate. Assign roles to groups of students in class. Research the Internet for information, images, legislation, and anecdotes. Determine a format for the panel and prepare what each woman will contribute. Allow each to briefly tell their story then talk about their rights as women and the struggles and challenges they’ve faced, socially and legally. End the summit with plans for the future.

Find out what might have led to their achievements. Were they brought up in homes of privilege? Who or what inspired them? What obstacles do you think they faced? What can you learn from them that could impact your life? What did these accomplished women have in common that may have

influenced their choices in life? Imagine other groupings of men and women who accomplished something that took intelligence, creativity, persistence, and courage.

Resources

- Becker, H. J. & Riel, M. (2000). *Teacher professional engagement and constructivist—Compatible computer use*. Available:
http://www.crito.uci.edu/tlc/findings/report_7/startpage.html
- Bransford, J., Brown, A. L., & Cocking, R. R. (2000). *How people learn: Brain, mind, experience, and school* (expanded edition). Washington, DC: National Academies Press.
Available: <http://fermat.nap.edu/html/howpeople1/>
- McKenzie, J. (2004). *Learning to question to wonder to learn*. Bellingham, MA: FNO Press.
- Papert, S. (1980). *Mindstorms: Children, computers, and powerful ideas*. New York: Basic Books.
- Sprague, D., & Dede, C. (1999). Constructivism in the classroom: If I teach this way, am I doing my job? *Learning & Leading with Technology*, 27(1), 6–17.
- Vygotsky, L. S. (1978). *Mind in society: The development of psychological processes*. Cambridge, MA: Harvard University Press.

Web Sites

- Bernie Dodge's WebQuest sites:
<http://webquest.sdsu.edu/>
<http://webquest.org/>
- Annette Lamb's Information Inquiry for Teachers:
<http://eduscapes.com/info/models.htm>
- Tom March's sites:
<http://ozline.com/webquests/question.html>
<http://bestwebquests.com/>
- Jamie McKenzie's Five Types of Slam Dunk Digital Lessons:
<http://www.fno.org/sum04/fivekinds.html>

Web Sites for people mentioned in the print article

- The Encyclopedia of Informal Education site:
<http://www.infed.org/thinkers/>
- Abigail Adams:
http://womenshistory.about.com/cs/quotes/a/qu_abigailadams.htm
- Amelia Earhart:
<http://www.ameliaearhart.com>
- Grace Hopper:
<http://web.mit.edu/Invent/iow/hopper.html>

Sally Ride:

<http://quest.nasa.gov/space/frontiers/ride.html>

Eleanor Roosevelt:

http://womenshistory.about.com/cs/quotes/a/qu_e_roosevelt.htm

[Need sites for Magellan/Glenn, Gandhi/Meir/King/Mandela, and Socrates]

WebQuests

George Washington Lives!—On the Internet

http://www.education-world.com/a_lesson/lesson051.shtml

My Trip to Mars by Benjamin Hughes:

<http://eprentice.sdsu.edu/J03OP/hughes/wq/s-trip2mars.htm>

We Proceeded On—Remembering Lewis and Clark by Shayne Russell

<http://home.earthlink.net/~s.russell/LC/webquest2.html>

Women's Equality:

<http://www.pslearning.org/teach/wq/018/>