Abstract

WEEKS, TRACY SAVELL. A Critical Analysis of the Representation of Race in Secondary Social Studies WebQuests. (Under the direction of Dr. Alan Foley.)

This study critically examines how race is constructed and represented in a sample of high school social studies WebQuests. The study is located within instructional technology and instructional design and framed within critical theory, critical race theory, and multicultural education. The discussion is constructed as an examination of the role of multicultural education within the field of instructional technology as opposed to the role of instructional technology within the field of multicultural education.

The sample includes twelve secondary social studies WebQuests selected based on their high level of multiculturality according to Gorski’s multicultural web site evaluation criteria. Critical discourse analysis is used to examine how the sample of WebQuests constructs race and the role that Internet resources and instructional design play in that construction. The topics, images, roles, and external Internet resources included in the WebQuests are the focus of the analysis. The Internet resources are examined with respect to the categories of resource, the sources of knowledge the resources represent, and how the resources are used to construct knowledge within the WebQuests.

The findings show that white topics of interest and methods dominate the sample WebQuests. The topics were divided into three categories: explicit references to race, implied references to race, and those that ignore race altogether with the final category containing the largest number of WebQuests. Further, the images present in the sample WebQuests overwhelmingly represent white people. Roles defined for cooperative learning only specify race when referring to people of color and are limited in number in comparison to roles
which do not specify race. The external Internet resources in the sample WebQuests rely on sources of knowledge that provided information as a third person retelling of the events and usually did not acknowledge any bias or worldview that formed the lens through which the information was provided. Resources that contained first person stories were stories from white men in almost all cases. Stories and counter stories from people of color were largely absent from the sources of knowledge.
A Critical Analysis of the Representation of Race in Secondary Social Studies WebQuests

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A dissertation submitted to the graduate faculty of North Carolina State University in partial fulfillment of the requirements of the degree of Doctor of Philosophy

Curriculum and Instruction

May 2005

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Co-chair of Advisory Committee
Dedication

This is dedicated to the memory of my father

who instilled in me a love for technology

Richard Kent Savell

November 1, 1944 – October 25, 2004
Biography

Tracy Savell Weeks was born in Tuscaloosa, Alabama on March 26, 1973. She is the eldest daughter of Bettye Kemp Savell and the late Richard Kent Savell. Tracy’s family moved to North Carolina when she was two and settled in the Piedmont Triad area. She graduated from East Forsyth High School in Kernersville, NC and accepted the NC Teaching Fellows Scholarship to attend the University of North Carolina at Chapel Hill where she majored in Secondary Mathematics Education. After graduating from UNC-CH in 1995, Tracy began teaching high school math in Hickory, NC. In 1997, she relocated to Raleigh, NC to continue teaching and to begin a graduate program at North Carolina State University in Instructional Technology. She completed her M.Ed. in May, 1999 and was inducted into Phi Kappa Phi. Upon graduation, Tracy accepted a position with Andersen Consulting as a Change Management Analyst. In July, 2000, Tracy became the Instructional Technology Specialist at East Chapel Hill High School in Chapel Hill, NC and in July, 2004 was named the Director of Instructional Technology and Media for the Chapel Hill-Carrboro City Schools. Tracy married Glenn Weeks on November, 11, 2000 and they settled in Holly Springs, NC. In the summer of 2001, Tracy began her doctoral studies in Curriculum and Instruction at North Carolina State University.
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Chapter 1: Introduction

This study is an effort to examine a popular and growing trend in instructional technology, the WebQuest, through a critical race theory lens. My interest in this area came out of a movement within my school district to train teachers on the design and development of WebQuests for use within their curriculum and a subsequent effort to examine equity as it pertains to race within the district school curriculum with a goal of improving the teaching/learning process for all students. I began to look for ways in which to align the design of WebQuests with issues of equity and race to make the time and effort my teachers were spending on the creation of these projects more meaningful for them and their students. Thus, I began looking for examples of WebQuests on the Internet that had already been created and that addressed and constructed race as a salient issue. I assumed that among the thousands of WebQuests that had been created, my task would not be terribly difficult. However, I soon learned that it was not as easy as I had envisioned. Not only was I having trouble finding the resources, I could not locate information on research that had been done to investigate this problem. Thus, I determined that the construction and representation of race within WebQuests was an area of research that needed further study, especially as I was attempting to help teachers turn to WebQuests and the Internet as a source of content for their curriculum.

Historically, teachers have relied upon the use of textbooks to provide the main source of content for their curriculum (Gay, 2003). It is important that the information presented in these texts be as accurate as possible. Equally important is that the texts are virtually free of bias and present information in a fair and balanced manner so that all students, regardless of race, are able to connect and engage with the text. Textbooks are
evaluated many times before they are published and introduced to a classroom (Gay, 2003; Marshall, 2002). While the peer review process has provided some improvements over the years with regards to how race is represented in the text, the Eurocentric, male dominated hegemony continues (Apple, 2000; Ladson-Billings, 2003). This is evident through the choice of content which is included in the texts as well as images, stories, and featured historical figures. White men continue to be overrepresented in textbooks while groups of color and white women continue to be marginalized by being left out of the main text and instead relegated to special boxes in the margins of the text (Gay, 2003). Gay (2003) notes that content analysis research on social studies textbooks has focused on how the texts treat life experiences, contributions, sociopolitical issues, and living conditions of groups of color in the United States. While the content analysis research data has shown that blatant racism and stereotyping of groups of color has diminished over time, social studies textbook designers still need to improve in their treatment of racial issues as well as ethnic and cultural diversity (Gay, 2003).

The use of more primary documents, accurate maps, and a wider range of resource materials has improved in social studies textbooks and teachers now have the option of turning to the Internet to access these resources as well. Unlike textbooks, posting information on the Internet requires no peer review process. Anyone can post information on any topic directly to the Internet from their own computer thus eliminating the approval process which continues to disproportionately benefit Whites in the book publishing industry. Therefore, groups whose voices, stories, and histories have historically gone largely unnoted, such as people of color and white women, now have the opportunity to share their information more easily. With these resources easily accessible on the Internet, teachers can
reach beyond the textbook and bring traditionally marginalized worldviews into the discourse of the classroom. By including these resources in the classroom, teachers can provide all of their students with the opportunity to see themselves represented in the curriculum. Additionally, including multiple perspectives and counter-stories to the traditional curriculum empowers students to challenge and question the dominant discourse of education (Ladson-Billings & Tate, 1995). Are teachers taking advantage of this powerful position?

A review of the literature revealed the abundance of multicultural resources available on the Internet (Bruno, 2000a; Gorski, 2001) including ethnic portals, blogs, e-books, multiracial sites, and teacher resources. Stories and counter-stories are widespread across many topics and cultures. There are rubrics available to assist teachers and students in evaluating sites for multiculturality. The literature is filled with calls to action to integrate these multicultural resources into the classroom (Banks, 1993; Bruno, 1999a; Gorski, 2001); however, there is little documentation citing examples of such integration. Rather, the literature focuses on methods of general technology integration. Internet inquiry projects, such as WebQuests, are a popular form of technology integration (Brucklacher & Gimbert, 1999; Callison, 2002; Dodge, 2004a; Dutt-Doner, Wilmer, Stevens, & Hartmann, 2000; Young & Wilson, 2002).

Since 1995, an increasing number of teachers have developed one or more WebQuests for their classrooms. According to the WebQuest page at San Diego State University (Dodge, 2004b) a WebQuest is “an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web. WebQuests are designed to use learners’ time well, to focus on using information rather than looking for it, and to support learners’ thinking at the levels of analysis, synthesis and evaluation.” To create a WebQuest,
teachers define student roles, decide on content, and identify the sites students will visit to collect information. The WebQuest designer has the opportunity to invite students to critically reflect on complex topics such as race and its implications in our society. Teachers may choose to avoid traditional representations and stereotyping of race, or choose to ignore race altogether. An examination of existing WebQuests would reveal how teachers are representing and constructing race through their WebQuests. However, there has been very little research conducted on the use of WebQuests or any analysis on the nature of the WebQuests that have been developed by teachers since the inception of the projects. Rather, most of the literature addressing WebQuests addresses the definition of WebQuests and examples of WebQuests that have been created.

The remainder of this chapter will offer the problem statement, the theoretical framework, and the significance of this study. The problem statement presents a discussion of the potential role of WebQuests and instructional technology in multicultural education along with a hypothesis and the purpose of the study. The theoretical framework synthesizes postmodern critical theory, critical race theory, and multicultural education theory. Finally, the significance of the study frames the impact this study can have on the generation of knowledge and raising of teacher awareness regarding the use of WebQuests within a multicultural approach to education.

**Problem Statement**

In recent trips to the American Educational Research Association (AERA) national conference, I observed that research presented in the Instructional Technology SIG focused on issues such as distance learning, grants to put laptops in schools, and software applications developed to perform various functions within the school environment. I was unable to find
anyone within this area other than myself, who was examining the social construction of Instructional Technology initiatives or evaluating what K-12 teachers or students had produced as online curricula. Rather, the focus seemed to be on processes which technology could improve for students and teachers. While I was praised by my peers for my area of interest, I was definitely alone in my desire to discuss instructional technology through a multicultural education lens. To find others with that topic in mind, I had to visit other areas of research which focused primarily on multicultural education or critical race theory and were applying their studies to the area of instructional technology. In these cases, the technology was largely incidental and the research not intended to speak to the field of Instructional Technology.

The lack of any substantive conversation about race and/or multicultural education within Instructional Technology was also evident at the National Educational Computing Conference (NECC) which focuses on practical applications of K-12 Instructional Technology. The 265 concurrent sessions offered at NECC in 2004 are divided into several themes, one of which is Ethics and Equity. This theme is subdivided into three strands: Access Issues, Ethical Problems, and Gender, Race, and Socioeconomic Issues. Of the 265 concurrent sessions, 80 fell into the Ethics and Equity theme, with only 7 in the Gender, Race, and Socioeconomic Issues strand. Of these 7, only two addressed race with the others focusing on gender or poverty. These recent experiences have made it very clear to me that race is a topic that is largely ignored within Instructional Technology. Thus, this study aims to focus on this largely absent area within the field. This discussion of race is framed within a discussion of multicultural education.
Multicultural education provides teachers with the opportunity to connect with all students through the integration of multicultural content, challenging the students’ construction of knowledge, and the reduction of prejudice in the classroom (Banks, 1993). There are several approaches teachers can take towards multicultural education (Sleeter & Grant, 1999). Whatever the approach, access to the necessary resources is critical. With little movement toward incorporating multicultural content in the textbook industry (Apple, 2000; Banks, 1993; Slattery, 1995), teachers must find resources elsewhere. The Internet provides teachers and students with easy access to a wide range of multicultural resources, including those that focus on race as a salient issue (Gorski, 2001). WebQuests provide a sound instructional vehicle for incorporating Internet resources into the curriculum, especially for the integration of multicultural resources. The instructional design of WebQuests is structured so that the resources included in the WebQuest can provide multiple perspectives on a given topic and allow for students to challenge the dominant social discourse through the essential questions posed and the task required for completion (Chatel & Nodell, 2002; Dodge, 2004b; Mathison & Pohan, 1999; Pohan & Mathison, 1998). However, I contend that because racism is so pervasive and normalized in our society (Ladson-Billings & Tate, 1995; Tyson, 2003), WebQuests will continue to represent mainstream topics and methods of interest while continuing to marginalize topics and methods which address race, racism, and people of color.

The purpose of this study is to critically examine how race is represented in WebQuests and how that representation advances or fails to meet the dimensions of multicultural education. The following research questions will be addressed throughout the study:
1. How does the instructional design of a high school social studies WebQuest affect the construction and representation of race?

2. What role do Internet resources play in the construction and representation of race in high school social studies WebQuests?

3. Do high school social studies WebQuests address the issue of race?

*Question 1 – How does the instructional design of a high school social studies WebQuest affect the construction and representation of race?*

WebQuests have a specific instructional design model developed by Dodge (2004b) which details both the critical and non-critical components of the WebQuest design. Among the critical components are the introduction, task, process, evaluation, and conclusion. Instructional design elements include topic selection, evaluation of external Internet resources, construction of roles, if cooperative learning is a part of the process, and general web page design. The design of the web page has been simplified by Dodge who has also developed a series of WebQuest templates which include all of the critical components of the WebQuest. However, the teacher must still select a navigation structure, color scheme, fonts, and images to include.

While all of the instructional design elements would make for an interesting analysis, in order to address the construction and representation of race within the sample WebQuests, I will focus on the topic, images, roles, and external Internet resources. In chapter three, I provide a more extensive explanation of my selection of these particular elements.
Question 2 – What role do Internet resources play in the construction and representation of race in high school social studies WebQuests?

While the selection of external Internet resources are part of the instructional design process for WebQuests, the resources themselves play a central role in the research the students conduct by providing the information and materials the students will use to complete the project. I am interested in examining how the types of Internet resources, the sources of knowledge these resources provide, and how the resources are used to construct knowledge have the potential to affect the construction and representation of race within the WebQuests.

Question 3 - Do high school social studies WebQuests address the issue of race?

This question embraces the previous two questions and emerged from two studies which examined the presence of race as a salient topic in social studies materials. Gay (2003) conducted a content analysis of ten social studies methods textbooks in an effort to locate race and racism within the textbooks. She found that there was very little about race and racism in the textbooks in her study and that her findings were similar to other social studies content analysis research. Upon examining the content of the social studies methods textbooks, Gay (2003) found that in most instances, race and racism received only passing references without any detailed explanations. Marri (2003) conducted an analysis of three web sites which contained a repository of social studies lesson plans for teachers to access. He found that race was only addressed in lessons that examine the experiences of people of color, race and racism were treated as historical events and not current and ongoing phenomena, and, finally, that stories and narratives that capture the continual struggle against racial discrimination were missing from the lesson plan websites.
Given the virtual absence of race in both print and online social studies materials, I became interested in whether this was also the case with online instructional technology units such as WebQuests. Thus, this question drives the methodology and analysis of this study. In order to answer this question effectively, I determined that I would need to answer it with respect to the content of the WebQuests along with their instructional design. This led me to the remaining two questions.

These research questions will be answered within the context of the sample WebQuests. Because of the qualitative nature of this study, the results are not meant to be generalized to a larger population of WebQuests. Rather, this study provides an opportunity to analyze how race is currently being constructed in a cross-section of high school social studies WebQuests. The following section provides the theoretical framework for this study.

**Theoretical Framework**

While this study is located in instructional technology and instructional design, it is framed within the theoretical constructs of postmodern critical theory, critical race theory, and multicultural education theory (Banks, 1993; Giroux, 2003; Ladson-Billings & Tate, 1995; Tate, 1996). WebQuests are socially and culturally constructed. The projects are the products of individual teachers who bring their experiences, biases, and worldviews to the design process. The ontology and epistemology of the designer, their beliefs about the world and how they come to know it (Hatch, 2002), affects the curricular structure of the WebQuest and therefore constructs the experience of the students (Apple, 2000; Voithofer, 2002) through the types of questions posed as well as the task, process, and the resources included in the WebQuest. As Slattery (1995) notes, curriculum constructed from a humanist perspective tends to promote the Eurocentric, male worldview through the pedagogical
methods employed, types of questions posed, and resources used to construct knowledge in
the classroom. This worldview ignores race as a salient topic of study, marginalizes
contributions of white women and people of color, and constructs a singular view of the
curriculum. Students are treated as “vessels” to be filled with information rather than
constructors of their own knowledge and learning (Friere, 2003). However, a critical
curriculum will problematize this perspective and invite students to question the dominant
culture by examining the content from multiple perspectives (Slattery, 1995). Further, a
critical curriculum allows students to bring their autobiography into the project, connecting
them at a deeper level with the content (Delpit, 1995). Curriculum in the form of a WebQuest
is no exception as it has the ability to connect students with authentic voices through external
web resources written by and for non-mainstream cultures and groups which call the
dominant discourse into question. Further, depending on the design of the task, WebQuests
can allow for students to include their own autobiography in the curriculum, again
connecting them at a deeper level with the content being researched.

Why Race?

Critical race theory (CRT) asserts that racism is not atypical in American society,
rather it is the norm (Howard, 2003; Ladson-Billings, 2003; Ladson-Billings & Tate, 1995;
Tate, 1996; Tyson, 2003). One strategy of critical race theorists is to expose racism in its
various forms (Ladson-Billings, 2003; Rains, 2003), which in the field of education includes
policies, the profession, and curriculum. CRT informs us of the ways in which the
representation of race in educational materials can have a profound effect on marginalized
students (Ladson-Billings & Tate, 1995). Materials which avoid the topic of race by ignoring
it altogether further marginalize these students. Materials which do attempt to address race
but do so in a traditionally stereotypical fashion are internalized by minority students which leads to the self-condemnation and thus the demoralization of the students (Ladson-Billings & Tate, 1995; Tatum, 1997). Further, non-minority students are not forced to question their social position and the concomitant unearned privileges. Therefore it is critical that as teachers develop curricular materials such as WebQuests that they examine how race is addressed in their projects. This is especially important within a discipline such as social studies which continues to neglect race as a salient issue in the profession, policies, and curriculum (Baber, 2003; Branch, 2003; Gay, 2003; Howard, 2003; Ladson-Billings, 2003; Loutzenheiser, 2003; Marshall, 2003; Nembhard & Pang, 2003; Tyson, 2003).

The salience of race in the curriculum is further compromised by whiteness as a standard on which pedagogy and curriculum are currently and historically centered (Clark & O'Donnell, 1999; Giroux, 2003). Whiteness here refers to the institution of unearned privileges, status, and positionality awarded to members of the white race based solely on the color of their skin. Whiteness transcends ethnic, religious, and socio-economic boundaries. Because whiteness is considered the norm in the mainstream United States and thus constructs the dominant worldview, members of the white race are often unaware of their whiteness (Scheurich, 1993). There are calls for the abolition of the white race (Ignatiev & Garvey, 1996) not in a physical sense, but as that which favors and privileges a specific group of people and their institutions. Whiteness is seen in instructional technology in the ways in which technology is used to reproduce the hegemonic patterns, methods, pedagogy, and curriculum that already exist in the classroom (Mathison & Pohan, 1999; Pohan & Mathison, 1998; Yeaman & Others, 1994). I support an abolition of whiteness in
instructional technology which would disrupt the current patterns through online instructional design and pedagogy that challenge unearned white privilege.

Banks (1993) identifies five dimensions of multicultural education: content integration, knowledge construction, prejudice reduction, equity pedagogy, and empowering school culture. Multicultural WebQuests can fit into some or all of these dimensions. Content integration is the easiest of the five dimensions to address through a WebQuest. The resources certainly exist on the Internet to integrate content about many races and ethnicities (Bruno, 1999a, 2000a, 2001a, 2002b, 2002c; Gorski, 1999, 2000a; Gorski, 2001). Teachers may include text and images from various websites, but more importantly, students can actually engage in online discussions with people from the various groups they are studying. This is especially important for classrooms which are racially homogeneous (Delpit, 1995; Howard, 1999). However, teachers who only address content integration are failing to fully utilize the WebQuest for multicultural education (Banks, 1993). In order to address knowledge construction, teachers must require students to question the dominant culture by examining the content from multiple worldviews (Giroux, 2003). This might be done by placing the students in groups and having each member of the group adopt a different role/view and requiring the students to discuss the topics from their role’s point of view. By combining content integration and knowledge construction, students could reflect on their own views and possible prejudices in light of the new information they have collected. In this way, teachers may actually address prejudice reduction (Banks, 1993; Howard, 1999). Equity pedagogy can be addressed in a WebQuest which incorporates cooperative learning and reflects the race and culture of the various students in the class. At times this may require culturally de-centering the White students in the class to force them to critically examine
their role in the dominant culture (Marshall, 2002). While an empowering school culture may not be easily visible through a WebQuest, teachers who have the freedom to create the kind of WebQuest which challenges the dominant culture and do so are helping to create that empowered school culture.

Based on this theoretical framework, the next section discusses the significance of the study.

**Significance of the Study**

The goal of this study is to critically examine how race is represented in WebQuests. It is my belief that instructional technology designers continue to promote racism within education even when barriers such as access to resources have been removed. Because racism is pervasive and normalized in our society (Ladson-Billings, 2003; Ladson-Billings & Tate, 1995; Tyson, 2003), teachers, especially white teachers, will likely not recognize this pattern until it is specifically revealed to them. By conducting a content analysis of existing WebQuests, I will be able to determine what, if any, patterns exist in terms of topic choice, methodology, and design. This generation of knowledge will then enable teacher educators to determine if there are areas which schools of education and professional growth opportunities need to further develop. Thus, I am advocating to teachers that the construction of race must become a deliberate and conscious part of the WebQuest design process.

**Summary**

This chapter has provided an introduction to this study including: a statement of the problem, the theoretical framework, and significance of the study. The problem statement presents a discussion of the potential role of WebQuests and instructional technology in
multicultural education along with a hypothesis and the purpose of the study. The theoretical framework section discusses postmodern critical theory, critical race theory, and multicultural education theory. Finally, the significance of the study frames the impact this study can have on the generation of knowledge and raising of teacher awareness regarding the use of WebQuests within a multicultural approach to education.

Moving forward, chapter 2 continues the discussion of the construction and representation of race in WebQuests through a review of the literature focusing on WebQuests, instructional design, multicultural education, social studies education and race, and multicultural education and the Internet. The literature surrounding WebQuests include defining WebQuests, sample WebQuests, and WebQuests in research. Next is an examination of various approaches to instructional design including the systematic ADDIE model and the WebQuest design model. The multicultural education literature reviewed includes Banks’ (1993) five dimensions of multicultural education as well as Sleeter & Grant’s (1999) approaches to multicultural education in the classroom and a discussion of the centrality of race within multicultural education. The section on social studies education and race provides a discussion of the research in the field of social studies education that examines how race is constructed within the profession, policies, curriculum, and technology. The multicultural education and the Internet category of the literature review summarizes Gorski’s (2001) steps towards teacher transformation of the way they use technology in the classroom to incorporate a multicultural agenda. Additionally, this section discusses ethnic “vortals”, online multicultural resources, and Internet inquiry projects.

A discussion of the methodology takes place in chapter 3. A statement of subjectivity, both as it applies to the researcher and to education in general, as well as a description of the
sample is included. Additionally, this chapter provides a description of the three major methods of analysis utilized in this study: evaluating web sites, critical discourse analysis, and instructional design. The chapter concludes with a summary of a meta-analysis conducted for the study as well as a discussion about validity and how it applies to this study.

Chapter 4 addresses the research questions through a summary of the data collected in the study as well an analysis of the data. In order to examine the construction and representation of race through the instructional design of high school social studies WebQuests, I examine and discuss the topics, images, roles, and external resources. The external resources are examined with respect to categories of resources, sources of knowledge, and how the resources are used to construct knowledge. I conclude the chapter with an analysis of how all of these instructional design elements are used together to create a general construction of race within three of the sample WebQuests.

Chapter 5 presents the implications for practice. I provide a summary of the results from chapter 4 along with conclusions I have drawn from each area of the study. I also provide a reflection of the research experience including the literature review, adjusting the focus of the study, and a self-reflection. I conclude with suggestions for future research and practice drawn from my conclusions of this research.
Chapter 2: Literature Review

The previous chapter provided an introduction to this study including: a statement of the problem, the theoretical framework, and significance of the study. This chapter continues the discussion of the construction and representation of race in WebQuests through a review of the literature that will examine the research on WebQuests and Instructional Design. I will then provide a discussion of multicultural education, race in social studies education, and conclude with a look at multicultural resources available on the Internet and their use in Internet Inquiry projects such as WebQuests.

WebQuests

WebQuests were introduced in 1995 when Bernie Dodge from San Diego State University introduced his framework for structuring Internet inquiry projects within student research projects. Since that time, there have been many articles and presentations dedicated to the topic of WebQuests as the popularity of their development and use has increased in the classroom. The purpose of this section is to examine the body of literature on WebQuests and the implications of the research in this area. I will also show in this section that there is no research with respect to WebQuests which address the construction and representation of race.

The literature begins with a series of articles which seek to define what a WebQuest is. It begins with Dodge (1995) and continues to the present date. Over time, the development of WebQuests began and their development and implementation in the classroom led to the publication of many articles which simply share descriptions of WebQuest examples. More recently, research about WebQuests has emerged. The research addresses constructivism,
cooperative learning, technology integration, and evaluation. This section concludes with an analysis of the research and suggestions for future study.

**Defining WebQuests**

According to Dodge (1995), a WebQuest is “an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web.” The intent of a WebQuest is to help students actually use information from the Internet rather than spending all of their time looking for it. WebQuests are aimed at the analysis, synthesis, and evaluation levels of students’ thinking (1995). In this foundational article, Dodge describes short term versus long term WebQuests which address the amount of time students spend on the project as well as the depth of exploration into the topic. There are six critical attributes of WebQuests according to Dodge: introduction, task, information sources, process, guidance, and conclusion. There are also three non-critical attributes: group activities, motivational elements, and interdisciplinary topics. Additionally, Dodge provides examples of both short and long term WebQuests.

Since 1995, web inquiry projects have became popular with classroom teachers as well as with teacher education programs (March, 2000; Meyers, 2001). Educators have created treasure hunts, scrapbooks, subject samplers, and short and long term WebQuests. However, a trend that emerged was that most educators began to label any web inquiry project as a WebQuest prompting March (2000) to revisit and refine the definition of the WebQuest. March (2000) notes that WebQuests are specifically aimed at helping students use newly acquired knowledge to construct meaning on a complex topic. Further, students construct this knowledge by working together cooperatively and are able to test their ideas in a real world format. The result should be the use of higher-order critical thinking skills.
March (2000) asserts that WebQuests are not the solution to every learning experience. There are situations in which finding facts or accessing lower level information is necessary. It is in these contexts that a knowledge hunt or subject sampler is more appropriate.

Helping teachers determine whether or not a web inquiry project qualifies as a WebQuest is a goal for both March and Dodge and has resulted in the development of a rubric which can be used when reviewing WebQuests. The rubric enables reviewers to focus on critical attributes as well as non-examples (March, 2000). The highlighted attributes in the rubric include: an engaging opening, the question/task, a background, roles/expertise, use of the web, transformative thinking, real-world feedback, and conclusion. For each of the attributes, March provides three levels of the attribute in which the lowest level is not WebQuest worthy and the top level is an example of a high quality WebQuest. March also provides links to resources on the web where educators can find sample WebQuests that they may use with the rubric to further refine their understanding of what comprises a quality WebQuest. It should be noted that no research has been conducted to test this rubric for validity or reliability.

The remaining literature in this category takes the Dodge and March definition and situates an explanation of WebQuests within specific contexts (Ficklen & Muscara, 2001; Meyers, 2001; Patterson & Pipkin, 2001; Spanfelner, 2000; Summerville, 2000). Summerville (2000) frames her explanation of WebQuests within the context of helping pre-service teachers find an alternative to having their students simply surf the web for information. Her rationale is that when students surf, there is a greater risk of encountering inappropriate sites. Additionally, searching for information on the Internet can result in a large number of hits, many of which lead to useless information (Summerville, 2000). By
using WebQuests, teachers do the searching ahead of time and point their students to specific sites with quality information. Summerville provides an overview of WebQuests as well as how she integrated the projects into her pre-service teacher course. She then gives examples of the student products and ends with potential pitfalls for educators creating WebQuests. Her article addresses the technical aspects of WebQuest creation such as web page design and internet connection speed more heavily than on topic selection and evaluation of web resources to include in the WebQuests. This is true both in the examples of student projects as well as in the potential pitfalls section. Included in her article is the rubric she used to evaluate the WebQuests created by her pre-service teachers. The rubric is a slight modification of the Dodge and March rubric and is anchored on six attributes: overall aesthetics, introduction, task, process, resources, and evaluation.

Like Summerville, Lipsomb (2003) frames his explanation of WebQuests within an example of using it with his students. However, for Lipscomb, the students are not pre-service teachers, but instead are middle school students. Lipscomb provides a description of his WebQuest and how it was logistically accomplished in the classroom. Again, like Summerville, Lipscomb provides suggestions for other teachers planning on using WebQuests in the classroom. However, he focuses on both the technical aspects of creating WebQuests as well as the instructional and pedagogical design and implementation of the projects.

Designing WebQuests can be a collaborative experience, not only for the students, but for the designers as well. Spanfelner (2000) discusses WebQuest design as a collaborative process between herself, a librarian, and an English professor. Her explanation is grounded in the Dodge and March model, but does not address the technical aspects of
WebQuest creation. Rather, her focus is on the collaborative process of the design of the lesson and on the resources included in the WebQuest. Much of her explanation is conducted via a description of her actual WebQuest. There is little analysis of the final WebQuest and its implementation into the course.

While the literature review above explains WebQuests as they apply to specific research contexts, other studies present and explain WebQuests within the larger context of using the Internet in the classroom (Bowman et al., 2002; Chatel & Nodell, 2002; Ficklen & Muscara, 2001; Meyers, 2001; Patterson & Pipkin, 2001; Seamon, 2001). Meyers (2001) provides a definition of WebQuests, how it is used in the classroom, a description of the six parts of a WebQuest, a suggestion of how to develop a WebQuest, and a discussion of why a teacher might decide to use a WebQuest with students. She also offers links to online resources related to the design and development of WebQuests. Most of her explanation is simply a reiteration of the Dodge and March model, with no additions or changes. Chatel & Nodel (2002) and Erthal (2002) provide a similar description of WebQuests as well as online resources for further study. Other articles simply mention WebQuests within a list of approaches to technology integration into the classroom and they provide a list of links with a short description of web sites that can provide further explanation of the projects (Bowman et al., 2002; Ficklen & Muscara, 2001; Patterson & Pipkin, 2001).

In another attempt to define WebQuests, Allen, Murray, and Yang (2002) conducted an analysis of the WebQuest model and used specific attributes to develop a new system, WQ. They focused on the information access skills necessary for WebQuests. A very broad definition of WebQuests is adopted and, in part, groups them with other Internet inquiry projects and digital libraries. Allen et al (2002) suggest that rather than have the students
view several web sites and synthesize their responses into a larger essay or project, they should instead be able to simply make notes about each site they visit and electronically group those notes in the WQ system the designers have created. While this approach might be appropriate for treasure hunts and subject samplers, it seems that these authors are missing the goal of WebQuests, namely higher order thinking skills of which synthesis and analysis are key elements.

In the nine years since the inception of WebQuests there is a continuing pattern of republishing the WebQuest model. None of these articles challenged or modified the model. In the following section, I will examine a body of work which focuses on examples of completed WebQuests.

Sample WebQuests

A significant portion of the WebQuest literature is comprised of descriptions of existing WebQuests (Arbaugh, Scholten, & Essex, 2001; Boswell, 2003; Gaines, 2003; Joseph, 2000; O’Connor, 2003; Ray, 2000; Rozema, 2001; Scott, 2000; Singleton, 2001). While a few of these sample WebQuest descriptions provide introductory text to place the WebQuest within the context or purpose of the design and implementation of the WebQuest, most simply provide the text directly from the WebQuest alone. For the latter examples, the abstract provides the only information external to the WebQuest. These decontextualized examples offer no analysis of the WebQuest itself or of its implementation with intended users. While it is important for teachers to examine examples of WebQuests, viewing the examples online would be preferable to reading the print version as the latter does not allow for the reader to follow the hyperlinks to the internet based resources or to get a sense for the
look and feel of the design of the WebQuest. Additionally, none of the sample WebQuests focuses on race as a salient topic.

Arbaugh, Scholten, and Essex (2001) provide a description of the WebQuest, along with screenshots, as well as introductory and concluding information about the rationale for developing the WebQuest and an analysis of future direction. The primary rationale for the creation of this WebQuest is a need to create a more learner centered approach to probability for middle grades students (Arbaugh et al., 2001). The National Council of Teachers of Mathematics (NCTM) standards are provided as evidence of a need to pursue the topic of probability and guide the instructional design of the project. Further, the accessibility of data sets and computer simulations on the Internet provided a solid resource base for the WebQuest. The article concludes with a discussion of the future updates that will be made to the WebQuest before it is used again with the students. While the majority of this article focuses on a description of the WebQuest, the rich description of the rationale behind the topic provides an insight into the development process. It is my opinion that all print examples of WebQuests should provide this level of description, rationale, and reflection. Educators can easily go online to view examples of WebQuests and will have a richer experience than with the print version. But what they cannot get by viewing the online examples is the developmental rationale and reflection from other designers.

WebQuests in Research

There are a number of research studies which include WebQuests in some part of the research design. In many cases, however, the WebQuests are not the primary focus of the study. Rather, they are a component of broader research on an aspect of instruction such as constructivism (Smith & Ragan, 1999), critical thinking skills, motivation, technology
integration, or pre-service teacher education. There are a few examples of research on WebQuests as an entity and there are no examples of research on the construction and representation of race within WebQuests. Below I provide a discussion of how WebQuests are included in research studies related to constructivism, cooperative learning, technology integration, and evaluation.

**Constructivism**

Ferguson (2001) cites WebQuests as one way to use technology within a constructivist philosophy of pedagogy. The dynamic nature of technology, as opposed to the static nature of textbooks, is an attribute to help students learn more effectively. Within the constructivist framework, WebQuests are particularly effective at facilitating critical thinking by breaking the task into meaningful chunks and placing the task within a real world context (Crawford & Brown, 2002; Davis, 2000; Ferguson, 2001; Santavenere, 2003; Vidoni & Maddux, 2002). In a study conducted by Santaverne (2003), WebQuests are used to determine the effects of technology upon critical thinking and analytical skills. This study involved 11th grade U.S. History students who were completing a WebQuest assignment on World War II. Santaverne used observations and interviews of the students and the teacher to gather data. The interview responses for each question were placed into one of three categories: positive, neutral, or negative. The outcome of the responses was overwhelmingly positive leading Santaverne to conclude that WebQuests do have a positive impact on critical thinking and analytical skills.

Vidoni & Maddox (2002) have explicitly studied the ability of WebQuests to improve the critical thinking skills in students. They were able to closely align the attributes of WebQuests with Weinstein’s six components of critical thinking. One key attribute of
WebQuests is that because of the filtering process that teachers conduct in the selection of Internet resources for the WebQuest, students use reliable sources of information to construct knowledge. Additionally, students are able to examine primary sources via the Internet rather than someone else’s review of the sources. WebQuests are structured, yet non-linear which addresses multiple learning styles. They are also often interdisciplinary in nature and present issues from a variety of perspectives within a specific context (Vidoni & Maddux, 2002).

In addition to positively influencing critical thinking skills, technology holds great promise for constructivism. One of the benefits of constructivism via technology is the high degree of motivation provided for students through the creation of active learning environments (Abraham, 1998; AL-Bataineh, David, Hamann, & Wiegel, 2000; Andris, Crooks, & Hawkins, 1999; McGlinn & McGlinn, 2003). Al-Bataineh, David, Hamann, & Wiegel (2000) view WebQuests as a conduit for increasing motivation among students because of their foundation in constructivism. McGlinn & McGlinn (2003) conducted a case study to observe the motivation in students to use a WebQuest. They provided students with three choices of assignments to complete, one of which was a WebQuest. The WebQuest was a popular choice and the researchers found that the quality of the final student product was higher for the students who completed the WebQuest assignment than for the students who simply wrote a traditional term paper.

Cooperative Learning

WebQuests have also been used to study the use of cooperative learning with technology. Brucklacher & Gimbert (1999) note that the cooperative learning strategies of WebQuests help students contribute to the final group product. Further, the dynamics of the group work help to sustain inquiry among the students. Lou & MacGregor (2002) conducted
a study to investigate how group collaboration influences the way children learn with Internet resources. The participants in this study were 27 children in grade 2 through 7. All of the participants worked on a WebQuest, half of the students worked individually while the other half worked in pairs. The researchers found that students working alone tended to ask more directional questions of the facilitator while those working in pairs relied more on each other as facilitators. One implication of the study noted by the researchers is that the effectiveness of the WebQuest may depend on the type of task designed as well as the age and cognitive ability of the learners. There is a suggestion that there should be future research on these items.

The use of cooperative learning within the context of WebQuests usually results in the creation of roles for students to adopt and use to complete the research and assignments. The roles are often divided by perspectives on the topic, with each student investigating the same topic from a different perspective (Lewis, 2001; Mathison & Pohan, 1999; Milson, 2001; Pohan & Mathison, 1998; Vidoni & Maddux, 2002). It is important to note here that while many articles note the importance and ease of integration of multiple perspectives into the WebQuest, the perspectives actually created in many of the WebQuests I have visited stay within mainstream education and do not challenge the dominant discourse of education or of the topic at hand. For example, multiple perspectives within one civil war WebQuest meant creating the roles of a union officer, a confederate officer, and a plantation owner. However, in all of these roles, the perspective is still that of a white male. Neither white women nor slaves or free African Americans is represented here. Pohan & Mathison (1998) specifically address different cultural perspectives in their link of WebQuests to global education. They go beyond the traditional development of roles for students. They also focus
on the task students must complete and suggest that teachers should assign a task that will have students addressing local, state, or global issues. They also suggest that the topic be carefully chosen to address global human issues. However, to date, these are only suggestions. There is no research regarding the topics that are featured in current WebQuests or how teachers go about choosing a topic.

Technology Integration

A bulk of the publications on WebQuests focuses on how they can be used to foster the integration of technology into the classroom setting (Burkett, Macy, White, & Feyten, 2001; Crawford, 2002; King, 2003; Milson, 2001; Mosby, 2003; "Preservice Teacher Education. [SITE 2002 Section]." 2002; "Proceedings of the Annual Mid-South Instructional Technology Conference (6th, Murfreesboro, Tennessee, April 8-10, 2001)." 2001; Sarner, Mullick, & Bauder, 2002; Seamon, 1999; Stinson, 2003; Van Leer, 2003; Wolpert & Fitzpatrick, 2001). WebQuests are a popular format for introducing pre-service teachers to instructional technology and helping them become more comfortable using technology (Stinson, 2003). Seamon (1999) places WebQuests within a progression of novice instructional computer use in the development of effective lesson plans using the Internet. Her progression includes: learn to search, create a hotlist, create a guided tour, create and HTML file, post a web page, create a cyber inquiry, create a WebQuest. Lewis ("Proceedings of the Annual Mid-South Instructional Technology Conference (6th, Murfreesboro, Tennessee, April 8-10, 2001)." 2001) uses the creation of WebQuests by graduate students as an opportunity to teach other technology sensitive issues such as searching techniques and copyright guidelines. While most of these articles focus on using WebQuests to teach
technology skills to teachers, Van Leer (2003) uses student created WebQuests to teach middle school students the technology literacy curriculum.

Dutt-Doner et al (2000) conducted a case study of the integration of an interdisciplinary WebQuest into the classroom. The WebQuest was primarily a science WebQuest, but it also incorporated social studies and language arts. The goal was to investigate global warming not only from a scientific perspective, but also to investigate how the phenomenon affects people. By using this integrated approach, the teacher felt that the student learned more about the topic than in the past using non-technology methods. They also noted the support the WebQuest provides for fostering deeper thinking on the topic.

Evaluation

Along with the plethora of WebQuests that have been developed and published on the Internet, there are rubrics and other methods that have been developed to evaluate the WebQuests, student work from the WebQuests, and the selection of resources to include in the WebQuest (Crawford, 2001; Klemm, Iding, & Crosby, 2003; Milson & Downey, 2001). Crawford (2001) focuses on the use of rubrics to evaluate student work. She notes that the use of a rubric allows the student and teacher to review the expectations of the assignment from the beginning. For WebQuests, she refers readers to the WebQuest page (http://WebQuest.sdsu.edu/WebQuestrubric.html) for a sample rubric that can be used to evaluate both the WebQuest itself as well as student work. There is no discussion or analysis of these rubrics. Klemm, Iding, & Crosby (2003) used a WebQuest activity, to study the cognitive load criteria for the evaluation of science websites. Pre-service teachers were given a set of science web resources to evaluate through a particular lens: use of time, collaboration, higher order thinking skills, or use of technology. Students were then asked to
rate sections of the website in terms of information density and navigation. The researchers then grouped the responses according to cognitive load groupings that emerged from the data. This study did not focus on an evaluation of the WebQuest itself but rather on the process by which teachers evaluate web sites that could potentially be used within a WebQuest. I could find no studies which conducted an actual analysis on the evaluation of WebQuests.

**Conclusion**

Since 1995, there have been many articles published about the WebQuest phenomenon. These articles have defined and redefined WebQuests and provided us with examples of WebQuests that have been developed and used. There has been limited research about or involving WebQuests. The research has focused on constructivism, cooperative learning, technology integration, and evaluation. Most of the articles are celebrations of the WebQuest and how-to papers on creating WebQuests. There is an absence of critique of WebQuests.

The body of literature reviewed here is devoid of critical analysis of WebQuests or any discussion related to the construction and representation of race within WebQuests. Most of the research that has been conducted is anecdotal and case specific. This is important for identifying areas that might need further study, but does not provide the broader meta-analysis that is needed. One area that is in need of further study is that of topic selection. What topics have been addressed in existing WebQuests? How have they been addressed? How do educators determine the topic to develop? What are the social implications of the topics that have been addressed and those that remain absent? How do the topics chosen include or marginalize the students? Another area of study that has not been addressed is an
exploration of the characteristics of teachers who have developed and used their own WebQuests. In many cases, WebQuests are now a part of the pre-service teacher education program of study. However, there are in-service classroom teachers developing their own WebQuests. What makes a teacher more likely to create a WebQuest and how can this be fostered in more practicing teachers? What are the barriers? The use of WebQuests in the classroom is contingent upon the available resources in the school building. If the school has very little computing equipment, it is less likely that a class of students will be able to simultaneously complete a WebQuest. Therefore there are some students who have the resources to access WebQuests and others who do not. What are the social implications of this instructional divide?

It is evident that plenty of room remains in which the research on WebQuests can grow. Further research could redefine how teachers create and design WebQuests for their students. If WebQuests continue to be popular within education as they have been over the past decade, this area of research is critical. The following section provides a discussion of instructional design and how the WebQuest design model aligns with other systematic approaches to design.

**Instructional Design**

Instructional design is the systematic, reflective process of converting principals of learning and instruction into instructional materials (Ragan & Smith, 2004; Smith & Ragan, 1999). There are hundreds of instructional design models, many of which follow the systematic approach of Analysis, Design, Development, Implementation, and Evaluation, also known as the ADDIE model (Kruse, 2004; Valenzuela, 2000). During the analysis phase, the instructional designer conducts a needs analysis to determine the difference
between what the learners already know and what they need to learn in order to meet the desired outcomes or behaviors. In the design phase, the learning objectives, assessment instruments, and content are designed. The materials are created in the development phase and given to the students in the implementation phase. Students are then evaluated in the final phase (Kruse, 2004; Smith & Ragan, 1999; Valenzuela, 2000). The advantages of using systematic instructional design include: encourages the advocacy of the learner, supports effective, efficient, and appealing instruction, supports coordination among designers, developers, and those who will implement the instruction, facilitates diffusion/dissemination/adoption, supports development for alternate delivery systems, facilitates congruence among objectives, activities, and assessment, and it provides a systematic framework for dealing with learning problems (Smith & Ragan, 1999).

The ADDIE model and other systematic approaches to instructional design are often criticized for being too linear (Ali, 2003; Kruse, 2004; Luppicini, 2003; Roberts, Conn, Lohr, Hunt, & Duffy, 2003; Smith & Ragan, 1999; Zheng & Smaldino, 2003). Smith and Ragan (1999) argue that the actual design activity is interwoven and non-linear in nature, and that some of the phases may actually occur simultaneously. Because of the non-linear nature of the Internet many instructional technology products that utilize the Internet, such as online and distance learning, abandon a systems approach to instructional design for a non-linear approach (Ali, 2003; Luppicini, 2003; Roberts et al., 2003; Zheng & Smaldino, 2003).

Systematic instructional design typically falls into the categories of objectivist and behaviorist models while instructional technology often utilizes cognitive, constructivist, or postmodern models (Roberts et al., 2003; Ryder, 2005; Zheng & Smaldino, 2003). For example, Luppicini (2003) advocates for a “cyber-constructivist” perspective of instructional
design. This model is constructed within a cybernetics and communications theory framework and incorporates critical discourse, recursive communication of identity, and multiple perspectives within the cybernetics-based approach to communications theory. Roberts et al. (2003) take a postmodern approach to their model which, like Luppicini’s model, values multiple voices, including the views of minorities and marginal groups. This model is actually a meta-model which includes strategies, instructional design and performance models, theories, educational philosophies, and paradigms. The instructional design models incorporated in the meta-model include traditional, systematic models as well as human performance technology models. Both of these models combine instructional design models with epistemology and learning theory to create a variation on existing instructional design models.

**WebQuest Design Model**

The WebQuest design model (Dodge, 2004a) is a hybrid of systems, inquiry, and constructivist models which align with many existing instructional design models (Carr-Chellman & Savoy, 2004; Park & Lee, 2004; Ragan & Smith, 2004; Smith & Ragan, 1999; Spector & Ohrazda, 2004). The WebQuest model has five components: select a topic appropriate for WebQuests, select a design, describe how learners will be evaluated, design the process, and polish and prettify.

The first component, selecting a topic, can be the most difficult and as Dodge notes, not every topic is appropriate for a WebQuest. This component is similar to the needs assessment element of other instructional design models (Carr-Chellman & Savoy, 2004; Park & Lee, 2004; Ragan & Smith, 2004; Smith & Ragan, 1999; Spector & Ohrazda, 2004). Topics which work best are aligned to state, local, and national standards, replace a lesson
the teacher is not totally satisfied with, make good use of the Internet, and require a degree of understanding that goes beyond comprehension (Dodge, 2004a). Making good use of the Internet is a key guideline to selecting a topic. By this, Dodge means that if the assignment could be completed just as easily using print resources only, the topic might not be the best choice for a WebQuest.

The second component of Dodge’s model is selecting a design which involves conducting a task analysis (Park & Lee, 2004; Ragan & Smith, 2004; Smith & Ragan, 1999). Dodge (2004a) offers a list of design patterns that instructionally solid WebQuests have used. Further he has constructed a “taskonomy,” which is a taxonomy of tasks from which teachers may generate ideas for their WebQuest task. The types of tasks included in the “taskonomy” are: retelling, compilation, mystery, journalistic, design, creative product, consensus building, persuasion, self-knowledge, analytical, judgment, and scientific. Dodge notes in the “taskonomy” that selecting the task is the single most important part of the WebQuest as it provides a goal and focus for the students’ energies.

The third step in Dodge’s model engages teachers to determine how students will be evaluated on the final product (Dodge, 2004a; Park & Lee, 2004; Smith & Ragan, 1999). Part of the evaluation stage includes creating a rubric to include in the WebQuest which informs the students of the criteria upon which they will be evaluated. Rubrics are generally used with WebQuests as opposed to criterion-referenced tests because the aim of WebQuests is to promote higher level critical thinking skills. Therefore the information gathered and knowledge constructed through this process is evidenced through the final product of the WebQuest which might be a presentation, a paper, or creative performance. The
development of the rubric provides teachers with an opportunity to clarify the goals and objectives of the WebQuest (Smith & Ragan, 1999).

The fourth component of the Dodge model is the development of the process, or instructional strategy. Here, teachers lay out each step students will follow in order to complete the task (Dodge, 2004a; Smith & Ragan, 1999). Critical to the process section is the list of resources students will use to gather information and construct knowledge. Most WebQuests limit the resources to a small handful of sites which means that each site selected will have a great impact on the knowledge construction process. Many teachers utilize cooperative learning techniques within their WebQuests (Brucklacher & Gimbert, 1999). Students are divided into groups and then each assigned a role to assume during the project. This means that each role might use a different set of resources to gather information. Therefore the group has collectively accessed a larger body of knowledge and may have different perspectives on the topic based on their role and resources (Lewis, 2001; Mathison & Pohan, 1999; Milson, 2001; Milson & Downey, 2001; Pohan & Mathison, 1998; Vidoni & Maddux, 2002). This is part of the constructivist design of WebQuests (Crawford & Brown, 2002; Davis, 2000; Ferguson, 2001; Santavenere, 2003).

The final step in the Dodge model is Polish and Prettify. This is an opportunity for the teacher to revise any sections of the WebQuest as well as to complete the introduction and conclusion sections. This step addresses the appearance of the site including the insertion of any images. While the WebQuest design model is a hybrid of several approaches to design, each of the steps in the WebQuest design model can be aligned with the ADDIE systems approach to instructional design to provide a basis of comparison as shown in the table below.
Table 1: Comparison of ID Models

<table>
<thead>
<tr>
<th>ADDIE Model (Kruse, 2004)</th>
<th>WebQuest Model (Dodge, 2004a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze</td>
<td>Select a Topic Appropriate for WebQuests</td>
</tr>
<tr>
<td>Design</td>
<td>Select a Design</td>
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<tr>
<td></td>
<td>Describe How Learners will be Evaluated</td>
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<tr>
<td></td>
<td>Design the Process</td>
</tr>
<tr>
<td>Develop</td>
<td>Polish &amp; Prettify</td>
</tr>
<tr>
<td>Implement</td>
<td>(Implement)</td>
</tr>
<tr>
<td>Evaluate</td>
<td>(Evaluate) – Rubric for Evaluating WebQuests</td>
</tr>
</tbody>
</table>

Table 1: Comparison of ID Models illustrates how the elements within the ADDIE instructional design model and the WebQuest design model align. For the most part, there is a one to one correspondence between the steps in the ADDIE model and the WebQuest model with a few small exceptions. The first step in the ADDIE model, analyze, corresponds with the first step in the WebQuest model, select a topic appropriate for WebQuests and the design phase in ADDIE aligns with the select a design phase in the WebQuest model. I have placed the third step in the WebQuest model, describe how learners will be evaluated in between the design and develop phases of ADDIE because it correlates with both in different ways. In the WebQuest model, describing how learners will be evaluated refers both to the design of the evaluation/assessment as well as the actual development of the rubric that is part of the evaluation section of the WebQuest. Thus, both designing and developing are taking place in this phase. This is also true for the design of the process step of the WebQuest model. In this step, the process section is planned, designed, and created. The final step in the WebQuest model, polish and prettify, aligns with the develop phase of ADDIE and provides a non-linearity to the WebQuest model because it encourages designers to go back to previous steps in the design process and refine those areas. The remaining two pieces of ADDIE, implement and evaluate, are not explicitly stated within the WebQuest design
process although they are a part of the actual WebQuest experience. After designing the WebQuest, teachers implement the project with their students during which time the students conduct their research and create their final products. The evaluation phase of ADDIE refers to both the evaluation of student learning and the evaluation of the instruction itself. In the WebQuest model, there is an evaluation section which includes a rubric which teachers use to evaluate student learning. Additionally, Dodge (2001b) has created a rubric for evaluating the design of WebQuests which teachers may use to evaluate their online instruction. I have included a more detailed discussion of this rubric in chapter 3.

In this study, I use multicultural education as a lens through which to examine WebQuests and their instructional design elements. The remaining sections in this chapter provide a discussion of multicultural education, how race is central to this discussion, and the construction of race in the field of social studies education. I will conclude this chapter with an examination of the presence of multicultural resources on the Internet.

**Multicultural Education**

Multicultural education provides an examination of the ways in which race, gender, ability, sexual orientation, religion, age, and socioeconomic status are included or not included in the curriculum and the schooling process. Therefore, a discussion of the construction of race within the curriculum must include a discussion of multicultural education and how multicultural education can be applied to the instructional design of WebQuests and the selection of Internet resources. While multicultural education incorporates many ways in which students can be marginalized, this discussion will focus specifically on race.
Dimensions of Multicultural Education

Banks (1993) notes five dimensions of multicultural education: content integration, knowledge construction, prejudice reduction, equity pedagogy, and an empowering school culture. Content integration involves changing or supplementing the existing curriculum with content that addresses traditionally marginalized groups and is the most commonly used dimension of multicultural education. It is in this dimension that the Internet can be most obviously helpful. The Internet provides access to more content than a teacher or student could ever uncover. Groups which are traditionally excluded or marginalized in mainstream publications can share their voice via the Internet. Teachers can find authentic materials which are culturally appropriate as well as put students (or themselves) in direct contact with people from other groups. Gorski (1999; 2000a; 2000b; 2001) has published numerous materials highlighting multicultural resources on the Internet and how teachers can make good use of the content in their classroom. Unfortunately, as Banks (1993) notes, most teachers stop at content integration and believe they are providing a rich multicultural education for their students.

Perhaps more critical to the implementation of multicultural education than content integration, is the dimension of knowledge construction. This component addresses the way knowledge is constructed within the educational process. Identifying the knowledge that is valued and privileged in the classroom is key here. Friere (2003) notes that the pedagogical style of the teacher affects the knowledge construction process. He uses the term “banking education” to refer to an approach to pedagogy which places the teacher as the fountain of knowledge and students as empty vessels waiting to be filled by the knowledge from the teacher. Opposite banking education is a democratic or emancipatory approach to education.
(Friere, 2003; Giroux, 2003; McLaren, 2003). This approach to education encourages students to question knowledge and the dominant discourse, typified by whiteness in the United States, in order to free themselves from oppression. Knowledge is constructed by the student and is based on their own life experiences. Teachers can facilitate this type of education by providing opportunities for students to investigate multiple perspectives on an issue or event and then allow them to challenge and question the dominant discourse as well as incorporate their own life stories into the curriculum (Delpit, 1995). Knowledge construction addresses how students and teachers shape and form what they know and what they learn. It questions whether knowledge comes from one source or many and how the student’s prior experience contributes to their ways of knowing. Multicultural education relies on many voices as well as prior experiences. There are many answers to the same question with no one right answer.

Prejudice reduction, a component of multicultural education is concerned with recognizing and overcoming stereotypes associated with groups outside of the dominant culture. Prejudice reduction is also concerned with the attitudes and actions that often accompany those stereotypes. There are multiple ways to address prejudice reduction using the Internet (Marshall, 2001) and a variety of sites which actively address prejudice and stereotyping. However, teachers do not have to rely solely on these types of sites to reduce prejudice in their classrooms. By carefully framing essential questions, the teacher can guide and focus the research conducted by students on mainstream sites by asking them to identify any sources of prejudice on the site (Gorski, 1999). How are people, especially marginalized groups depicted on the site(s)? How many points of view are present?
Equity pedagogy refers to the ways in which education can seek to level the playing field for all students. Equity pedagogy is often confused to mean that every student receives the same, equal resources to the educational process. If this were true, education would remain an inequitable process because students who start with an advantage and receive exactly the same resources as those without access to those same resources will remain at an advantage. Instead, equity pedagogy seeks to find the places in education in which some students, typically those who are outside the mainstream, do not have access to certain resources, privileges and power, and provide them with the resources they need to succeed in school. Equity pedagogy addresses the techniques and practices of the teacher to facilitate the success of all students (Banks, 1993; Ladson-Billings, 1994). Teachers who seek to provide equity pedagogy will often use methods and content which de-centers white, middle class students for whom education has traditionally advantaged (Marshall, 2002). This may mean differentiating assignments so that each student has the opportunity to succeed. This is usually uncomfortable for white students and parents who are accustomed to an education that centers on their culture, stories, and methods.

The final dimension, an empowering school culture, involves examining the structure of the school environment and making changes, if necessary, so that all groups have educational equality and feel culturally empowered. This may include displays and events in the school as well as how students and teachers are treated and empowered within the school culture.

Approaches to Multicultural Education

While Banks has outlined the dimensions of multicultural education, there are many ways to combine these dimensions into an approach towards multicultural teaching. Sleeter
and Grant (1999) identified five such approaches: Teaching the Exceptional and Culturally Different (TECD), Human Relations (HR), Single-Group Studies (SGS), Multicultural Education (ME), and Education that is Multicultural and Social Reconstructionist (EMSR). Each of these approaches provides a different method for constructing race within the curriculum.

The TECD approach is aimed at students outside of the mainstream culture such as English as a Second Language students, minorities, white females, and other students who are not academically successful with the mainstream curriculum. The goal of this approach is to help these students become more familiar and thus more successful with the dominant culture. The TECD approach to multicultural education does not question white, middle class culture. There is no effort to teach students from the dominant culture about non-dominant culture and practices. Rather, the focus is on helping students outside the dominant culture learn about and assimilate into the mainstream. Teachers may use the student’s culture as a starting point of comparison in order to help them to better understand the mainstream. The Internet is filled with resources, such as mainstream news sites, which reinforce the dominant culture which teachers may use to supplement their curriculum (Gorski, 2001). In this approach to multicultural education, any non-white race and its concomitant culture and practices are seen as a liability. Whiteness and is hegemonic role of dominance in the United States discourse is left unquestioned and therefore students within the dominant culture are allowed to leave their culture, practices, and unearned privileges unquestioned. Internet resources included in the TECD approach to education would be likely to be selected based on their ability to support the dominant culture rather than to question it.
The Human Relations approach to multicultural education is centered around promoting positive feelings among students and reducing stereotyping (Sleeter & Grant, 1999). This approach is strongly aligned with Banks’ dimension of prejudice reduction. The Human Relations approach engages students through cooperative learning to learn to accept and celebrate everyone’s many differences. Using the Internet as a resource, students could locate information about the cultures of the students in their class or about themselves (Bruno, 1999b, 2000b, 2001a; Gorski, 1999; Gorski, 2001). While this approach to multicultural education does not necessarily place a higher value on any single race, it also does not force students to examine, challenge or question their own race.

Single-group Studies involves an in depth look at a particular group with the goal of reducing social stratification of the group and raising its social status (Sleeter & Grant, 1999). The focus here is on social change that will benefit the group. Because this approach involves an examination of social status, students are more likely to be required to examine their own social status and the role that race plays than in the previous two approaches. Here again the Internet can be used to locate sources of information relative to the group being studied (Gorski, 1999). Further, students can also visit sites written specifically by and for members of the group (Tseng, 2001). They can use email, a chat room, bulletin board or instant messaging to communicate with members of the group when appropriate.

The Multicultural Education approach requires students to synthesize multiple voices and world views in order to construct knowledge. Students use their own experiences combined with the experiences and knowledge from other cultures as a way of knowing (Gorski, 1999; Slattery, 1995). To adequately integrate this approach with the Internet, teachers must carefully frame the assignment so that students incorporate multiple ways of
knowing. Often this means culturally decentering students from the dominant culture.

Marshall (2002) describes cultural centering as “the deliberate efforts of the teacher to lessen the incongruities among curricular content, the techniques and strategies they use in the teaching-learning process, and the cultural worldviews of their students.” (p. 297) Students from the dominant culture usually experience a high degree of cultural centeredness in the classroom while students outside the mainstream experience this less often. Marshall (2002) notes that cultural centering has important implications towards promoting success for students.

Education that is Multicultural and Social Reconstructionist uses the same philosophy of the multicultural education approach and adds a social action component. Each problem is presented as a social dilemma. Students are usually asked to take some form of action such as writing an elected representative, contacting the media, holding a school forum, or working in the community. The Internet can place students in contact with the appropriate social resources (Gorski, 2000a).

**Race and Multicultural Education**

While both Banks (1993) and Sleeter and Grant (1999) utilize a definition of multicultural education that includes race, class, and gender, Banks (1993) also provides a historical context for multicultural education which reveals that multicultural education began with an ethnic studies movement focused on greater integration of ethnic content in the curriculum and has evolved\(^1\) over time through four phases to the present state which includes topics other than race such as class, gender, ability, and sexual orientation (Banks,

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Thus, race was originally the central focus of multicultural education and continued to be so for many years. Ladson-Billings & Tate (1995) argue that the expansion of multicultural education to cover additional topics has limited the multicultural paradigm by “attempting to be everything to everyone and consequently becoming nothing for anyone, allowing the status quo to prevail.” (p 62).

The above sentiment emerged from Ladson-Billings & Tate’s (1995) development of a Critical Race Theory of Education in which they applied to the field of education the tenets of Critical Race Theory (CRT), a field of study within legal scholarship (Harris, 1993; Ladson-Billings & Tate, 1995; Tate, 1996). CRT asserts that race continues to be significant in the United States, U.S. society is based on property rights rather than human rights, and the intersection of race and property creates an analytical tool for understanding inequity (Ladson-Billings & Tate, 1995; Tate, 1996). Howard (2003) notes that the current state of multicultural education is frequently criticized for its failure to critically examine the concept of race in the unequal distribution of power in a democratic society. Thus, CRT in education provides a framework through which we can examine how race is constructed in the curriculum. Additionally, it provides a cogent rationale for permitting a narrow focus of race within multicultural education and specific fields of study, such as the social studies. The following section provides a discussion of the construction of race within the field of social studies including the profession, policies, curriculum, and technology.

**Social Studies Education and Race**

According to the National Council for the Social Studies (*National Council for the Social Studies*, 2005), social studies is “the integrated study of the social sciences and
humanities to promote civic competence.” Thus, the social studies provide a field in which to study how people have historically interacted with one another. In the United States, race has played a salient role in how such interactions have taken place, however, within the field of Social Studies education, little research has been conducted to examine how race is constructed within the profession, policies, and curriculum. Ladson-Billings (2003) argues that race is an ever-present concept in the social studies and thus in need of further study. This section will provide a review of research in the area of the social studies profession, policies, curriculum, and technology through a critical race theory perspective in an effort to examine how race is constructed in the field.

The social studies profession continues to exclude race as a part of its focus through the practices of recruitment and retainment of teachers from diverse backgrounds, content taught in teacher education programs of study, and the continuation of single discipline study versus integrated social sciences (Baber, 2003; Howard, 2003; Ladson-Billings, 2003; Tyson, 2003). Tyson (2003) argues that future social studies educators first learn in their K-12 experiences to support the status quo and that their post-secondary preparation fails to prepare them to question and challenge authority. She goes on to suggest that pre-service teachers need to be engaged in on-going professional development activities that support the development of strategies for applying CRT in their teaching. Few teacher preparation programs provide novice teachers with comprehensive coursework which uses CRT as a lens for curriculum development (Tyson, 2003).

The policies and position statements within the social studies field have also been criticized for failing to address the issue of race and racism (Branch, 2003; Ladson-Billings, 2003; Marshall, 2003). Marshall (2003) notes that the National Council for the Social Studies
NCSS “has issued no position statement focusing on or alluding to either race or racism as a specific topic of impact or significance in citizenship education.” (p 80) This “deracialization of the democratic citizenship agenda” suggests to teacher education students that although their programs of study have explored the impact of race on the teaching-learning process, race does not matter (Marshall, 2003). Branch (2003) argues that although NCSS now has four of its ten standards that address race and racism, students are not in reality learning much about race. Further, he suggests that there are five possible reasons, informed by CRT, for this: fear of race, the colorblind perspective, a race-less consciousness, the interest-convergence principle, and high stakes testing. Both the social studies policies and profession have an impact on how race is matriculated through the social studies curriculum.

With respect to the social studies curriculum, of particular interest is how race is constructed in social studies textbooks. Gay (2003) notes that content analysis research on social studies textbooks has focused on how the texts treat life experiences, contributions, sociopolitical issues, and living conditions of groups of color in the United States. While the content analysis research data has shown that blatant racism and stereotyping of groups of color has diminished over time, social studies textbook designers still need to improve in their treatment of racial issues as well as ethnic and cultural diversity (Gay, 2003). Zambon (2003) and Marri (2003) extend this examination of social studies curriculum to the ways in which race is constructed in social studies related instructional technology. Zambon (2003) examined how students in teacher education courses use technology to respond to counterstories. He noted that email and online journals were the formats most preferred by students. Marri (2003) conducted an analysis of social studies lesson plans that are available
on the Internet in an effort to examine how race and racism are constructed in the lesson plans. He found that race was only addressed in lessons that examine the experience of people of color, race is treated as a historical event, and that stories concerning the continuing struggle against racial discrimination in society are missing. Neither study addressed online social studies curriculum.

When applying this CRT framework to online social studies curriculum, such as with a WebQuest, it is important to consider how the Internet can be incorporated into a multicultural approach to education in general and specifically the role the Internet plays in the construction of race within online curriculum. The following section provides a review of multicultural resources on the Internet and how they can be used in the classroom.

**Multicultural Education and the Internet**

As the Internet becomes more deeply ingrained into the way teachers teach, we must ask ourselves how the Internet can be incorporated into a multicultural approach to education and thus how it is used to construct race in online curricula. Specifically, I am interested in how a multicultural use of Internet resources affects the construction and representation of race with respect to their inclusion in high school social studies WebQuests. Gorski (2001) addressed the question of how teachers truly begin to transform the way they use technology in the classroom to incorporate a multicultural agenda. Gorski (2001) noted five steps in the transformation process: recognition of the curriculum of the mainstream, heroes and holidays, integration, structural reform, and social action and awareness. These steps closely mirror Sleeter & Grant’s (1999) approaches to multicultural education and were based on Gorski’s personal experience with teachers along with similar models by Banks (1993) and McIntosh (2000).
students rely solely on mainstream sources of information. These resources are Eurocentric and male-dominated. Teachers eventually move to a heroes and holidays orientation in which the Internet is used to research information on culturally relevant heroes, holidays, and events. This information is isolated and separate from the rest of the curriculum. The integration stage sees teachers incorporating non-dominant groups into the regular curriculum. Structural reform allows teachers and students to view the curriculum from multiple points of view. Finally, social action and views the curriculum as socially constructed and invites students to take action based on what they learn.

In order to examine what role Internet resources play in the construction and representation of race in WebQuests, I must first understand what types of resources are available for use within a multicultural approach to education. The Internet is rich with resources available for use in multicultural education, especially resources which address race as a salient topic of discussion and research. The following sections detail many of the resources and how they might be used in a multicultural classroom.

**Ethnic Vortals**

The Internet is often criticized (Bruno, 1999a; Gorski, 2001) for having too much information, especially from unreliable sources. Content is not necessarily peer reviewed before posting as is the case with published books. While this might be a liability to some, the ease with which information can be posted could be viewed as an asset, particularly by groups who are traditionally marginalized by mainstream publishers. In recent years, many sites written by and for minority groups have sprung up across the Web. These vertical portals or “vortals” (Bruno, 2000a) are sites created to cater to the needs of specific niche groups. The intent is to both provide special interest resources to groups as well as to provide
an outlet for advertisers to cater to niche markets (Bruno, 2000a; Rodriguez, 2001; Tseng, 2001). This section provides an overview of ethnic vortals and how they can be used to construct race.

Bruno’s (2000a) review of multicultural portals provides an overview of a few vortals for the Latino, Asian-American, Black/African American and Native American communities. For each vortal reviewed, Bruno noted the major components of each site as well as any slogans posted by the site. For example, “BlackVoices.com proclaims its site as ‘where African Americans live online’” (2000). What Bruno does not provide, however, is any analysis on the site’s contents or the meaning/implications of the slogans. The purpose of his review is to provide media specialists with a list of resources and a brief overview of the nature of the site. He provides a starting point and leaves it up to the reader to learn more about the vortals by actually visiting them. One major concept in this review is the idea of vortals as a means to build communities online.

Rodriguez (2001) noted that minority media plays a large role in the definition of a particular community’s identity because it focuses on issues of importance to the community. Web sites are different from other forms of media in that they allow for user interactivity through the use of chat rooms, email, bulletin boards, polls, and navigation. Sites which contain a high degree of activity allow users to become authors and in effect change the nature of the site. Therefore, the users of minority web sites can help to define their community (Rodriguez, 2001). This can occur not only through the interactive features of the site, but also through the content presented on the site. Rodriguez (2001) notes that marginalized audiences have different informational and entertainment needs than
mainstream audiences. Therefore, sites created by and for marginalized audiences should reflect the informational and entertainment needs of that particular community.

In order to better determine the informational and entertainment needs of African Americans and Latinos/as, Tseng (2001) used several ethnic vortals to survey the user opinions about the Internet and the ways in which they use the World Wide Web. According to Tseng, African Americans and Hispanics are less comfortable using their credit card online than the general white market. African Americans mainly use the Internet to find information on careers, professional development, family and relationships, education, entertainment, and social/communications. Hispanics use the Internet more for news and information and less for social purposes. Both African Americans and Hispanics feel that the Internet keeps them connected to their own communities and that their race/ethnicity matters on the Internet.

Both the Rodriguez and the Tseng studies were conducted to determine the marketing needs for ethnic vortals. However, their studies have serious implications for educators, especially for white educators. Delpit (1995) quotes a Native Alaskan educator: “In order to teach you, I must know you”. Similarly, Howard (1999) states that “We can’t teach what we don’t know.” White teachers need to learn more about the many diverse cultures of the students they teach. One easy way to do this is to visit web sites constructed by and for marginalized groups. By visiting these sites, white teachers (and students) can potentially begin to identify and understand the core values and issues important to marginalized groups. Further, the inclusion of ethnic vortals as an external resource constructs race as both a salient topic of research and as a valuable and valid source of knowledge from which students may base their research.
Online Multicultural Resources

Ethnic vortals are not the only resource for educators on the Internet. There are several sites which act as portals for online multicultural resources. A growing role for both technology specialists and media specialists is to help connect teachers and students to these resources. Skrzeszewski and Cubberly (1998) surveyed public libraries in Canada to determine if and how libraries use the Internet to support multicultural library services. The findings of this study showed that the Internet was most used to support multicultural library services in collection development, inter-library loan, and reference. Information about different ethnic groups and different countries topped the list of multicultural information most commonly accessed. Among the new roles for multicultural library services identified in the study were the facilitation of increased inter-community communication, information sharing, problem solving, provision of access points to the network, and providing web content that reflects a diversity of cultures and languages. What is clear from this study is that libraries, including those in schools are going to be key to providing access to multicultural resources for students and teachers and that media specialists will play a key role in linking users to these resources, particularly those which provide a positive construction and representation of race.

A key library journal, *MultiCultural Review*, includes a section in each issue devoted to reviewing online resources for multicultural education. The reviewed resources include such topics as: HAPI Online: Hispanic American Periodicals Index, multicultural education and mathematics on the Internet, multiracial sites, accessing multicultural newsgroups, weblogs: multicultural blogging or public online journals, global terrorism, racial profiling, and multicultural e-books. Each of the reviews gives an overview of sites but little in the way
of analysis and less in concrete examples of its use in the classroom. HAPI online is a subscription service that libraries can purchase which provides information about Central and South America, Mexico, the Caribbean Basin, and the United States – Mexico border region. It is mainly focused on Hispanic American studies (Bruno, 1999b). Multicultural Education and Mathematics on the Internet provides an annotated list of thirteen web sites which address multicultural education in the field of mathematics, a field which is traditionally dominated by white males (Gorski, 2000b). The review of multiracial sites is basically a list of sites which address multiracial issues. The list is generated from two larger websites created by individuals (not as a part of a school or company) (Bruno, 2000b). Bruno also mentions a few interracial vortals and their key features. These include Accessing Multicultural Newsgroup, which provides readers with information on how to locate ethnic newsgroups, as well as K-12 newsgroups. A brief explanation of the structure and function of newsgroups is also provided (Bruno, 2001a). Weblogs: Multicultural Blogging or Public Online Journals is a very informative article about “blogs” (Bruno, 2001b). Blogs are simply a way for individuals to post their personal journals online. Teachers might use blogs with their classes to provide their students with an authentic audience. Blogs could also be used as a resource for students to read and discuss in class. Global Terrorism (Bruno, 2002a) is a magazine review of sites related to the Middle East, Islam, known terrorists, and news stories about September 11, 2001 and its aftermath. Importantly, the site also provides links to sites which provide an international perspective to balance with the perspective of the United States. Racial Profiling (Bruno, 2002c) is another post September 11 article which discusses online resources related to the topic of racial profiling in general but specifically addresses discrimination against Arab Americans. Finally, Multicultural E-Books addresses books
which can be downloaded onto handheld devices such as Personal Digital Assistants (PDAs) and are multicultural in nature. This article focuses more on the technology involved in downloading the e-books than on the books themselves (Bruno, 2002b).

Paul Gorski is the developer of the Multicultural Pavilion and author of *Multicultural Education and the Internet: Intersections and Integrations* (Gorski, 2001). Through the Multicultural Pavilion, Gorski has created a portal for multicultural educators to access resources and exchange ideas. His site, book, and several articles, shares with his readers online resources for prejudice reduction, content integration, knowledge construction, equity pedagogy, and ways to empower the culture of schools (Banks, 1993; Gorski, 1999). Additionally, Gorski (1999) included in the Multicultural Pavilion areas in which students and teachers can share poetry, song lyrics, and lesson plans. He provides teachers with the tools necessary to evaluate web sites for multiculturality. This particular tool is critical for teachers who are creating projects and assignments which require their students to access the Internet, especially for teachers who are designers of WebQuests and must select the specific sites for students to visit.

The above reviews of Internet resources reflect sources that are specifically designated as multicultural resources. However, teachers often do not limit themselves to these resources. There are many sites in every subject area which provide lesson plans for teachers to use in their classrooms. It is important for teachers who want to teach multiculturally to critically examine these lesson plans for their treatment of race, gender, ability level (both learning and physical), sexual orientation, and religion. Marri (2003) conducted a study of lesson plans available on three social studies web sites for their treatment of race. He found that race was only addressed in lessons that examine the
experience of people of color, race is treated as a historical event, and that stories concerning
the continuing struggle against racial discrimination in society are missing. Teachers who
rely on these resources are failing to make quality use of the many multicultural resources
available on the Internet. As teachers create their own online resources, such as Internet
inquiry projects, a critical examination of how they use Internet resources and how these
resources construct race is necessary to ensure that they are reaching all of their students.

Internet Inquiry Projects

Internet inquiry projects are web based projects which are developed by teachers in
an effort to help students focus less on mining the interminable resources of the Internet for
information, and more on using specific information from the Internet to answer teacher
constructed questions. Thus, the types of Internet resources included in the projects become
important with respect to the construction and representation of race within the project. There
are three types of Internet inquiry projects: treasure hunts, subject samplers, and WebQuests
(Dodge, 1995). These projects vary in terms of the number of Internet based resources
included and the depth and scope of the questions posed by the teacher. A treasure hunt is a
web site in which the teacher poses several simple questions which can be answered by
gathering information from the list of sites provided by the teacher on the treasure hunt web
site. These questions are usually at the lower level of Bloom’s taxonomy which simply
require the student to locate facts and report back. A subject sampler asks slightly broader
questions and provides fewer, but higher in quality web resources for the students to visit and
gather information which is then synthesized into a final project. Questions are usually
grouped around a specific subject.
The WebQuest is the most sophisticated of the Internet inquiry projects. Since Dodge and March introduced WebQuests in 1995, these projects have become a very popular curriculum tool for teachers incorporating technology into their classrooms. According to the WebQuest page at San Diego State University (Dodge, 2004b) a WebQuest is:

an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web. WebQuests are designed to use learners’ time well, to focus on using information rather than looking for it, and to support learners’ thinking at the levels of analysis, synthesis and evaluation.

The process for designing a WebQuest has become well-defined. There are five critical elements in a WebQuest (Dodge, 1995): introduction, task, process, evaluation, and conclusion. There are also non-critical elements in WebQuests such as cooperative learning, differentiation, scaffolding, and interdisciplinary learning. I propose the addition of another element to this list: multicultural education.

WebQuests provide teachers with an ideal way to culturally center their students. Marshall (2002) describes cultural centering as the “deliberate efforts of teachers to lessen incongruities among curricular content, the techniques and strategies they use in the teaching-learning process, and the cultural worldviews of their students” (p 297). Traditional classrooms provide students from the mainstream population a high degree of cultural centeredness, whereas students from non-mainstream populations are often burdened with the task of filling in the gaps between what they learn and experience in school compared with their reality outside of school.

WebQuests are an alternative teaching strategy that teachers can use to go beyond the classroom text and provide information to fill the gaps that exist within the current
With a WebQuest, a teacher can address different learning styles, values, worldviews, languages and multiple intelligences which are all techniques that promote cultural centering for all students. Further, by employing other traditional WebQuest elements such as cooperative learning, differentiation, scaffolding, and interdisciplinary learning, teachers can individualize learning in the classroom. Finally, WebQuests provide an opportunity for authentic learning depending on the topic and tasks involved in the project. Many WebQuests allow students to incorporate personal experience into the learning process and to learn from the experiences of other students in the classroom as well.

Banks’ (1993) dimensions of multicultural education, particularly content integration, knowledge construction, and prejudice reduction, can also be applied to WebQuests. Using WebQuests to supplement existing curriculum allows teachers to integrate multicultural content not usually available to students. The content of the WebQuest can be used to reduce prejudice by sending students to sites that contradict stereotypes. The tasks assigned can cause students to understand that knowledge is constructed and to examine the way they construct knowledge. Allowing for more open ended questions so that students can bring more of themselves into the project provides for equity pedagogy (Banks, 1993).

Within the critical elements of a WebQuest are opportunities for teachers to provide cultural centering for all of their students. The introduction section of a WebQuest is used to frame the entire activity by placing the student in a specific role. This is also the section where the teacher places the essential or guiding questions around which the entire WebQuest is centered. When determining what role and guiding questions to use in the introduction, the teacher should consider whether the role and questions reflect a hegemonic, mainstream worldview or if they allow for diverse thinking (Banks, 1993; Delpit, 1995).
The task section of a WebQuest contains a description of what the end result of the learners’ activities will be. A “Taskonomy of Tasks” has been created to assist teachers in selecting appropriate activities for the WebQuest (Dodge, 1995). Components of the “taskonomy” include retelling, compilation, mystery, journalistic, design, creative product, consensus building, persuasion, self-knowledge, analytical, judgment, and scientific tasks. Each of these tasks can be constructed through a multicultural lens by requiring the students to synthesize their current knowledge with alternate world views.

The process section of a WebQuest outlines each step the students will complete in the activity (Dodge, 1995). If the activity is going to include cooperative learning, the group details are defined here. Roles within each group should be well defined and free of gender, race, or class stereotypes. The on-line resources required for the activity are also listed in this section. Determining which resources to include in a WebQuest is one of the most difficult and time-consuming elements of the design process. Teachers need to be aware of any biases, stereotypes, or hidden messages conveyed in the online resources (Gorski, 2001). If necessary, the teacher will need to compensate for these biases either explicitly or by choosing other resources to counter those views.

Creating a WebQuest is a time consuming task, one that teachers do not take lightly. Choosing the topic, task, and resources for the project is hard work. If teachers are going to invest time and effort into the creation of such a project, they need to take time to critically envision what purpose they want their final project to serve within their curriculum.
Summary

This study seeks to determine how race is constructed in secondary social studies WebQuests and how the Internet is used to support/create the construction and representation of race. This chapter reviewed the literature on WebQuests, Instructional Design, multicultural education, and multicultural education and the Internet. The literature surrounding WebQuests included: defining WebQuests, sample WebQuests, and WebQuests in research. There was no research that focused on evaluating WebQuests for their construction of race. This was followed by a discussion of Instructional Design and a comparison of the ADDIE model with the WebQuest design model. The multicultural education literature reviewed included Banks’ (1993) five dimensions of multicultural education as well as Sleeter & Grant’s (1999) approaches to multicultural education in the classroom and concluded with an examination of the salience of race as a central concept within multicultural education. An examination of the field of social studies and race included a discussion of the salience of race within the policies, profession, curriculum, and technology in the social studies. Finally, the multicultural education and the Internet category of the literature review summarized Gorski’s (2001) steps towards teacher transformation of the way they use technology in the classroom to incorporate a multicultural agenda. Additionally, this section discussed ethnic “vortals”, online multicultural resources, and Internet inquiry projects. The next chapter provides a discussion of the methodology for the study.
Chapter 3: Methodology

The previous chapter reviewed the literature on WebQuests, instructional design, multicultural education, social studies and race, and multicultural education and the Internet. This chapter provides a discussion of the methodology for the study. A statement of subjectivity, both as it applies to the researcher and to education in general, as well as a description of the sample is included. Additionally, this chapter will provide a description of the three major methods of analysis utilized in this study: evaluating web sites, critical discourse analysis, and instructional design. Finally, the chapter concludes with a summary of a meta-analysis conducted for the study as well as a discussion about validity and its application within this study.

Research in educational technology has traditionally taken a positivistic, empirical approach to ways of knowing (Muffoletto, 1994; Yeaman & Others, 1994). Studies in this field often examine the effects of technology on student test scores or survey teachers and/or students for attitudes towards technology in the classroom and thus employ quantitative methods of inquiry and analysis. However, Solomon (2000) argues that criticism is an appropriate method of inquiry in instructional technology. While Voithofer & Foley (2002) challenge Solomon’s definition of postmodernism, they do argue that postmodern research in instructional technology should examine issues of identity and how particular representations exclude some students.

This study is located in instructional technology and framed within critical, postmodern theory. Therefore, my approach to this study as a researcher is not to uncover one specific and narrowly defined “truth” which can be generalized to larger populations - the goal of positivistic approaches to research. Rather, I am interested in how online
curriculum structured in the form of a WebQuest reproduces social constructions of race, specifically how the instructional design and Internet resources construct and represent race within the WebQuest. There is very little research in educational technology which takes a critical or postmodern approach to understanding the ways in which technology is a cultural reproduction of our society (Yeaman, 1994; Yeaman & Others, 1994). Therefore, there is little upon which to pattern a critical qualitative study in instructional technology. However, by relying on methods in web site evaluation and critical discourse analysis, traditionally used in literature, cultural studies, and media studies, a methodology for a critical examination of WebQuests can be developed. A discourse study of social studies WebQuests will be conducted for this study. The text, images, links, and layout will be analyzed with respect to the representation of race in the WebQuest. The methods for this study and analysis are described below and will address the following research questions:

1. What role do Internet resources play in the construction and representation of race in high school social studies WebQuests?

2. How does the instructional design of a high school social studies WebQuest affect the construction and representation of race?

3. Do high school social studies WebQuests address the issue of race?

These questions will be answered within the context of the sample WebQuests. This study provides an opportunity to view and analyze a glimpse of how race is currently being constructed in a cross-section of high school social studies WebQuests. The following section contains a statement of subjectivity, both as it applies to my role as a researcher in this study as well as subjectivity within education in general.
Subjectivity Statement

The role of the researcher in any study affects the nature of the study, questions asked, and the general design of the study (Bogdan & Biklen, 1998; Hatch, 2002). In quantitative research, every effort is made to remove any influence and/or bias of the researcher from the study. However, in many qualitative studies, the researcher becomes a part of the research itself (Bogdan & Biklen, 1998; Gall, Borg, & Gall, 1996; Glesne, 1999; Hatch, 2002) through the choice of questions to pose to the subjects and the interpretive lens, or subjectivity, through which the data is analyzed. Subjectivity is comprised of the different parts of a person which affect how they view and interpret the external world. A person’s race, gender, age, religion, physical and mental ability, sexual orientation, and geographical location, while not a conclusive list, are all components which shape their subjectivity. None of these components acts in exclusivity to form the totality of a subjectivity. Rather, the elements work together to form a unique lens with different elements coming to the forefront as determined by context. Subjectivity helps explain how two people may view the same text, image, situation, or any other discourse and come away with different interpretations.

Butler (2004) argues that subjectivities are performative. Rather than gender, for instance, as a state of “being” male or female, we “do” gender. We act out our gender in daily life according to the rules that society has taught us. The concept of doing rather than being can be clearly illustrated by those who do not choose to act within the parameters of gender definition created by the dominant culture such as dress, interests, career choices, etc. While Butler focuses on gender performativity, I argue that race is also performative. Race is a social, rather than a scientific construction (Howard, 2003; Ladson-Billings & Tate, 1995; Marshall, 2002). American society has historically drawn racial lines based on phenotype,
social status, and property rights (Harris, 1993; Marshall, 2002). “Being” a race in the United States has written rules for “acting” or performing race. As with gender, racial performativity is most easily seen in cases where crossing borders occurs - when a person fails to “act” their race according to social rules. The performativity of race, or how a person chooses to “do” race informs their subjectivity towards race.

A discussion of subjectivity is critical with respect to this study in two ways. First, it is imperative that as the researcher, I examine and clearly state my subjectivity towards the study and its components. My subjectivity affects the way I see and analyze the data. Because this study focuses on race, how my race informs my subjectivity and racial performativity is of particular interest. Therefore, by being aware of my subjectivity and how it may affect my interpretive lens, I am better able to attempt to try to step outside of my subjectivity and take another view of the data thus reducing the amount of bias I am consciously and unconsciously placing on the analysis. Additionally, by explicitly discussing my subjectivity, others who examine my research are able to understand the perspective from which I conducted this study. Second, the WebQuests I am examining in this study were written by teachers and are viewed and used by students. The subjectivity of the WebQuest designer shapes the design of the WebQuest. Therefore, the WebQuests themselves assume a particular subjectivity based on the designers and the assumptions made about the subjectivities of the students for whom the WebQuests are intended. In this section I will discuss the role of subjectivity within the WebQuests themselves and the assumptions made about the subjectivities of the target audience for whom the WebQuests are designed.

My research is affected by the lens through which I view the world. I am white, female, Christian, heterosexual, thirty-one years old, middle class, well educated, and
physically abled. None of these labels captures the totality of my subjectivity. Rather, the combination forms my lens with different components being more influential at particular stages of my life or when circumstance necessitates a change. The aim of this study is to examine the construction of race in secondary social studies WebQuests. Therefore it is particularly important for me to examine my own racial identity and subjectivity and its implications on the research process.

Being white, I have been able to coast through most of my life without having to consciously consider my race on a regular basis. McIntosh (1988) identified 46 ways in which her whiteness granted her unearned privileges in her daily life. I can identify with most of the items on her list. For instance, in school I was sure that I would read literature written by authors of my race and that history would attest to the fact that people of my color made it what it is. When I watch television I watch or read magazines, I can easily find people of my race well represented. It was very easy for me to purchase a house in the neighborhood I live in that is safe and in a location of my choosing. Further, most of the people in my neighborhood are people of my color. Of course, I have had periodic events in my life which brought race to the forefront of my consciousness, but they were isolated events, disconnected from most everything else in my daily life. Being white, I have access to resources that my peers of color do not. I benefit from unearned privileges simply because I am white. Further, my whiteness helps keep me from having to realize that I receive these benefits because of my race. McIntosh (1988) notes that white privilege is an elusive and fugitive subject. It is easy to ignore and there is much pressure from my own race to avoid acknowledging and challenging these privileges (Ignatiev & Garvey, 1996).
How can someone who is seemingly so unaware conduct a study about race? It was not until my doctoral program of study that I truly began to unpack my whiteness and examine the ways in which I benefit from institutionalized racism. This has happened simultaneously with a series of “courageous conversations” occurring in the school district in which I work. These conversations are explicitly about race and how race affects us at work and how it therefore affects the education of our students. Therefore, over the past three years, I have re-examined my life and have come to terms with events, such as school and family encounters, which have shaped my racial identity. Further, I continue to examine my life on a daily basis in an effort to unmask racism. I would like to extend that effort to the field of education and instructional technology. This research is a step in that direction.

Throughout this research, I will rely on the literature as well as on the principles of critical race theory and my research questions to ground my lens for analysis. This research will hopefully have benefits for those who read it, but I also believe it will be a transformative experience for me as well.

However, with respect to this study, the discussion of subjectivity is not limited to the role of the researcher. It must be extended to an examination the role of subjectivity within the WebQuests themselves and the assumptions made about the subjectivities of the target audience for whom the WebQuests are designed.

Students bring multiple subjectivities to online pedagogy via race, ethnicity, gender, religion, geography and ability (Slattery, 1995; Voithofer, 2002). As a teacher designs a WebQuest, s/he may have a basic understanding of the subjectivities of the students enrolled in the course and therefore may design the WebQuest using this basic understanding. However, because WebQuests are posted online and may be used in other locations by other
teachers and other students, the subjectivities for whom the site was originally designed, may not apply to the subjectivities of the teacher and students in the new location. Of course, this is assuming that teachers have the opportunity and time to design and implement a WebQuest during a single school year with the same students from start to finish. Many teachers do not have this luxury. Rather, they must use time in the summer or during an undergraduate or graduate level course to create the WebQuest and without the knowledge of who the students are who will use the WebQuest. Therefore, as teachers design or select a WebQuest to use in their classrooms, they need to reflect on how the design and mode of address (Voithofer, 2002) of the WebQuest will address the subjectivities of their students. Mode of address refers to the way in which the content of the curriculum or lesson is linked to the presentation of that content. This is important for online pedagogies because the discourses of the text, icons, and visual representation of the content vary in how they are received by the learner. Voithofer (2002) identifies four questions which educators may use to reflect on how they can create online pedagogies that are culturally responsive and acknowledges multiple subjectivities:

- Who is being addressed?
- What assumptions do the course, curriculum, and pedagogy make about the participant’s race, gender, class, age, ethnicity, social status, physical ability, size, educational achievement, geography, sexuality, technical abilities, cultural and media literacies, and political ideology?
- How might learners who are not part of the imagined/intended audience read the online course/curriculum?
• How is the online student invited into the discourses of an online lesson or curriculum?

These questions allow for the designer to examine the subjectivity of the WebQuest and the implications for pedagogy. The subjectivity of the WebQuests in this study will be examined with respect to the above questions. Further, an examination of the instructional design of the WebQuest along with a critical discourse analysis and evaluation of websites for multiculturality will be conducted and will allow for the above questions related to subjectivity and performativity to be addressed. A discussion of each of these three methodologies is outlined in the following sections.

**Instructional Design**

As I investigated how race is constructed within WebQuests, an important aspect to consider was how the instructional design of the WebQuest served to construct race. In the previous chapter, I provided a description of the WebQuest design model and its alignment with other systematic approaches to design. In this section, I will discuss the methods I used in this study to evaluate the instructional design of the WebQuest template and how this design was used to examine the construction and representation of race in the WebQuests.

Among the materials available on the WebQuest Page (Dodge, 2004b) is a rubric for evaluating WebQuests which can be used by WebQuest designers to evaluate their own or other existing WebQuests. The rubric contains six categories: overall aesthetics, introduction, task, process, resources, and evaluation. These categories are also included on the WebQuest portal (Dodge, 2004c) for teachers to rate WebQuests which have been posted on the site. These ratings help to determine if a WebQuest falls into the Top, Middling, or New category
on the WebQuest portal. Each of the six major categories in the rubric contains sub-
categories (Table 2) which can actually be rated with 0, 2, or 4 points.

Table 2: WebQuest Rubric Categories for Evaluation (Dodge, 2001b)

<table>
<thead>
<tr>
<th>Categories</th>
<th>Sub-Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Aesthetics</td>
<td>Overall Visual Appeal</td>
</tr>
<tr>
<td></td>
<td>Navigation &amp; Flow</td>
</tr>
<tr>
<td></td>
<td>Mechanical Aspects</td>
</tr>
<tr>
<td>Introduction</td>
<td>Motivational Effectiveness of Introduction</td>
</tr>
<tr>
<td></td>
<td>Cognitive Effectiveness of the Introduction</td>
</tr>
<tr>
<td>Task</td>
<td>Connection of Task to Standards</td>
</tr>
<tr>
<td></td>
<td>Cognitive Level of the Task</td>
</tr>
<tr>
<td>Process</td>
<td>Clarity of Process</td>
</tr>
<tr>
<td></td>
<td>Scaffolding of Process</td>
</tr>
<tr>
<td></td>
<td>Richness of Process</td>
</tr>
<tr>
<td>Resources</td>
<td>Relevance &amp; Quantity of Resources</td>
</tr>
<tr>
<td></td>
<td>Quality of Resources</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Clarity of Evaluation Criteria</td>
</tr>
</tbody>
</table>

While these criteria are aimed at evaluating many of the elements within the design of
the WebQuest, I found that they fail to include criteria with which to examine the
multiculturality of the WebQuests. Further, I felt that an important piece of the WebQuest
design, the selection of the topic, was left out of this rubric. Thus, I determined that this
rubric was inadequate for the purpose of evaluating the instructional design elements of the
sample WebQuests with respect to the construction of race. Further, while Gorski’s (2001)
rubric for evaluating websites for multiculturality, presented in the next section, provides
initial insight into the level of multiculturality of the WebQuest, because it is a simple
checklist, its lacks any depth for analyzing the construction of race specifically in the
WebQuest. Therefore, I needed to find another way to analyze the instructional design of the sample WebQuests.

Table 3: WebQuest Elements (Dodge, 1995)

<table>
<thead>
<tr>
<th>Critical Elements</th>
<th>Non-Critical Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introduction</td>
<td>• Group Activities</td>
</tr>
<tr>
<td>• Task</td>
<td>• Motivational elements</td>
</tr>
<tr>
<td>• Information Sources</td>
<td>• Single discipline or interdisciplinary</td>
</tr>
<tr>
<td>• Process</td>
<td></td>
</tr>
<tr>
<td>• Guidance</td>
<td></td>
</tr>
<tr>
<td>• Conclusion</td>
<td></td>
</tr>
</tbody>
</table>

The instructional design of the WebQuest includes all of the critical and non-critical elements outlined in Table 3 (Dodge, 1995). However, in an attempt to better understand how race is constructed and represented in the WebQuests, I decided to go beyond both Dodge’s elements in Table 3 and the rubric categories in Table 2. I felt I needed to look at the most basic elements of the design of the WebQuests which transcend the categories and elements defined by Dodge. Therefore, with respect to the construction and representation of race in WebQuests, I decided to limit my evaluation of the WebQuest instructional design to the topic, images, roles, and resources included in the sample WebQuests to examine how these elements construct race within the WebQuest as a whole as well as how they work in isolation and in unison to construct race. Rather than using the WebQuest rubric provided by Dodge, I decided to apply the concepts and questions from Critical Discourse Analysis methods described later in this chapter to the topic, text, image, and roles in the sample WebQuests. Thus, I examined each of these elements with respect to how they are used to situate meaning within the WebQuests and how those situated meaning construct and represent race.
Evaluating Web Sites

The evaluation of textbooks has shown a lack of an emphasis on multicultural education (Marshall, 2002). As the Internet has played a larger role in education, the methods for evaluating textbooks and other educational media has been applied to an evaluation of online resources (Gorski, 2001). Many researchers have constructed methods for evaluating educational web sites. Gorski (2001) combined multicultural education and educational resource evaluation to develop a multicultural approach to evaluating web sites. In the development of this approach, he researched pre-existing frameworks for web site evaluation and found that all failed to assess the extent to which web sites utilized the multicultural resources of the Internet. Thus, he developed a list of seven criteria categories for a multicultural evaluation of web sites: relevance and appropriateness, credibility, bias identification, accuracy, accessibility, navigability, multiculturality. For each of the seven categories, Gorski has written evaluation questions (Appendix A) that can be used to determine how well a web site addresses each category. Gorski’s model is useful for teachers and students when determining whether or not to use the information from a specific site. In the context of this study, Gorski’s questions were used to conduct a meta-analysis of social studies WebQuests which I discuss in detail later in this chapter. However, in the actual overall evaluation of the representation of race in the WebQuest, these criteria do not go deep enough with the questions to adequately address this topic.

Marri (2003) addresses the representation of race in online materials through an examination of social studies lesson plans posted on three social studies web sites. He conducted a content analysis of a total of 133 lesson plans using four criteria framed by critical race theory. The criteria included 1) whether or not the lesson plans addressed race
and issues surrounding race at all, 2) whether the issues were considered ongoing and current phenomena, 3) the use of stories and narratives in the lessons, and 4) whether these stories show how our society is deeply structured by racism. The criteria used in Marri’s study get at the heart of the questions I wish to address with WebQuests. However, while the lesson plans included in his study are posted and found online, they are not online curriculum because they do not integrate the Internet directly into the lesson plans as with WebQuests.

For this study, I used the first and third criteria from Marri within the context of my analysis. The first item I transformed into my first research question: do high school social studies WebQuests address the issue of race? The third item was one of the criteria I used when evaluating the Internet resources included in the WebQuests. One of the categories I collected data on was the “source of knowledge” of the Internet resources. In other words, I was interested in what types of knowledge were valued by being included in the WebQuest as an Internet resource. It was in this category that I looked for examples of sites that included storytelling as a source of knowledge. I provide the data and analysis of this category in the following chapter.

Thus, I used the website evaluation criteria primarily within the meta-analysis of the WebQuests and to inform the areas in which I would collect and analyze data. With regard to the evaluation of the external Internet resources I examined the following areas: categories of resources, sources of knowledge, and constructing knowledge. In other words, I was interested in what types of resources were included in the WebQuests, who the creators of these resources are, and how the resources were used within the context of the WebQuest to construct knowledge. To address this final category, I needed to look outside of the web site evaluation instruments and instead focus on a method of analysis that would allow me to
examine social construction and situated meanings. Thus, I turned to critical discourse analysis.

**Critical Discourse Analysis**

As I examined the construction of race within WebQuests, it was important to examine the components of the WebQuests, such as the text, images, links, and instructional design and how they work together to construct race. The communicative power of the WebQuest components leads me to a discussion on discourse. Discourses are socially constructed (Chouliaraki & Fairclough, 1999; Gee, 1999), and those that occur over the Internet are no exception. The text, images, links, and general design of each page serves to reconstruct socially situated meanings and cultural models (Voithofer, 2002). In other words, discourses via text, images, links, and instructional design do not exist in isolation. There are social meanings that are communicated within the discourses both intentionally and unintentionally. The culture within which the discourse occurs affects the social construction of the discourse. With a change in culture comes a change in discourse. Therefore, students may construct different meanings from an online discourse based on their social positionality and subjectivity. Additionally, designers can use text, images, etc, to construct specific socially situated meanings. The text as a written discourse can reinforce the dominant social structure by the genre, vocabulary, and style of language used (Gee, 1999). For example, text may be written in Standard English, or in a more informal manner that is meant to represent a specific group or culture. As I investigate the representation of race in WebQuests, I must examine the written text of the WebQuests to uncover the ways in which the text either reinforces or subordinates the dominant perceptions of race which are based upon white privilege. One factor to consider is if race is explicitly written into the text and how it is
addressed. The images incorporated into the WebQuest are another form of discourse which communicates the designer’s explicit and implicit position on race. Questions that might help unveil this position include: Are people of color present in the images? If so, how are they represented in the images? The links included on the WebQuest are a particularly important discourse which often goes unexamined. As teachers determine the sites from which the students will gather information on their topic, they are sending a clear message about which types of sites are valued. Are the links primarily to mainstream sources of information or are students sent to sites created by and for the marginalized groups they might be studying?

Gee (1999) argues that each person has their own Discourse map which represents the limits of their own understanding and that it is the “fundamental job of education to give people bigger and better Discourse maps, ones that reflect the working Discourses throughout society, the world, and history in relationship to each other and to the learner. (p 23)” In other words, education must serve to challenge and expand students’ thinking and understanding. This is especially true with regards to understanding of race and how it is constructed through curriculum and WebQuests. A carefully constructed WebQuest can meet this goal by providing access to multiple worldviews through links, images, text, as well as through interactivity provided by the WebQuest. Interactivity can include online discussions or email with actual people who are members of the group being studied when possible. Interactivity can also include discussion in groups among the students in the class. Students might be asked to assume a role or Discourse different from their own and to examine the topic through that particular lens. This should be carefully mediated by the teacher, however, as we are striving for prejudice reduction. There is the possibility that students might over-
stereotype their role by relying on their own biases and social positionality rather than on the information gleaned from the WebQuest.

Critical Discourse Analysis (CDA) can be viewed both as a theory and as a method (Chouliaraki & Fairclough, 1999; Gee, 1999). Gee (1999) provides a framework for conducting CDA by answering a series of eighteen questions (Appendix A) based on semiotic building, world building, activity building, socioculturally-situated identity and relationship building, political building, and connection building. Semiotic building refers to creating situated meanings about communicative systems, systems of knowledge, and ways of knowing. World building involves assembling situated meanings about what is “reality”, what is present vs. absent, and concrete vs. abstract. Activity building refers to situated meanings about activities are going on and the actions they are composed of. Socioculturally-situated identity and relationship building constructs situated meanings about relevant identities and relationships to the interaction and the ways they interact. Political building constructs the nature and relevance of status and power and other social goods. Finally connection building makes assumptions about how the present is constructed from the past and future of an interaction. This approach can be embedded with the CDA framework developed by Chouliaraki and Fairclough (1999). Their framework includes: 1) identifying a problem, 2) obstacles to its being tackled, 3) the function of the problem in practice, 4) possible ways past the obstacles, and 5) reflection on the analysis.

In the following section, I discuss the sample of WebQuests used for this study. This is followed by a presentation of the meta-analysis conducted to narrow the sample. Finally, I present the methodology I used to conduct the critical discourse analysis of the instructional design and external Internet resources in the final sample of WebQuests.
A simple search on the Internet for WebQuests in any subject area will yield thousands of hits. It would be impossible to study every WebQuest in existence for its representation of race. Therefore, paring down the list is vital. The WebQuest portal (Dodge, 2004b) posts links to hundreds of WebQuests which have been identified as quality WebQuests. These projects have been categorized by grade level and subject area. Some projects are posted in more than one category as many WebQuests are interdisciplinary and suitable for more than one age level. The WebQuests posted on the portal have been divided into three levels of quality: top, middling, and new. The WebQuests in the top category are identified as having been evaluated and were found to be good examples of the WebQuest model whereas those in the middling category might contain a few broken links or seemed to have been finished too quickly. The WebQuests in the new category have not yet been evaluated. Any visitor of the WebQuest portal can evaluate any of the posted projects.

I have limited this study to an analysis of WebQuests which fall into the following categories: top, social studies, grades 9-12. I chose the “top” category because I wanted to examine WebQuests which have been deemed to be the best and most complete examples available by those who have viewed them. I chose the subject area of Social Studies because I feel that this particular subject area that should directly address issues of race in our society even while research indicates that the social studies as a field falls short in this area (Ladson-Billings, 2003). Finally, I chose WebQuests for students in grades 9-12 because it is my own area of expertise, having been an educator in grades 9-12 for over nine years. There are 112 WebQuests which meet these criteria. However, 36 links to these WebQuests are broken links indicating that the project site has either been relocated or no longer exists. Therefore,
these 36 WebQuests are not available for analysis. Additionally, three WebQuests in the initial list of 112 were repeated links. This leaves a total of 76 unique, available WebQuests to be analyzed. A meta-analysis of all 76 WebQuests was initially conducted based on Gorski’s (2001) evaluation checklist for evaluating websites for multicultural education. The field of 76 was then narrowed, according to the website evaluation, to a smaller sample comprised of the highest scoring sites from the evaluation checklist. The new, smaller sample of WebQuests was then subject to a deeper analysis and discussion. The web site evaluation process described earlier was used on all 76 WebQuests. The critical discourse analysis framework outlined in the previous section was used to analyze the instructional design and external Internet resources of the final sample of WebQuests.

Given the above description of the sample, the research questions, as previously stated, were addressed:

- Do high school social studies WebQuests address the issue of race?
  - How does the instructional design of a high school social studies WebQuest affect the construction and representation of race?
  - What role do Internet resources play in the construction and representation of race in high school social studies WebQuests?

The following section provides a discussion of the meta-analysis that was conducted to narrow the sample from 76 WebQuests to the final twelve selected for deeper analysis.

**Meta-Analysis**

A meta-analysis of the original 76 high school top social studies WebQuests was conducted in order to narrow the sample for deeper analysis using Gorski’s (2001) multicultural approach to evaluating web sites. This approach uses 34 questions divided into
seven categories: relevance and appropriateness, credibility, bias identification, accuracy, accessibility, navigability, and multiculturality (Appendix B). Each of the questions was addressed for each WebQuest. For each question, a value of 1 was given to questions with a “yes” answer and a value of 0 for “no” answers. The answer values were summed giving a total score for the WebQuest (Appendix C) with higher totals indicating a stronger approach to multicultural education. Each of the seven categories in Appendix C was also sub-totaled to provide an indication of the strength of the WebQuest within that category. The mean, standard deviation, and variance were calculated for the total scores and each of the category sub-totals. Across the seven categories in Appendix C, the multiculturality category had the greatest variability indicating that the subtotal in this category affected the total score more than the other categories. The WebQuests were sorted both by total score and by the multiculturality sub-total score (Appendix C). The goal was to narrow the sample to approximately ten WebQuests. Using the WebQuests with a total score of 24 or higher, narrowed the sample to 11 WebQuests. Using the sorted multiculturality sub-totals with a score of five or higher resulted in 18 WebQuests, with four in both the top total scores and top sub-total scores, producing a total of 25 remaining WebQuests.

The field of WebQuests was narrowed to include only those whose topic was based completely, or in part, on United States history resulting in a field of 42 WebQuests from the original 76. Applying this criterion to the sorted WebQuests resulted in six WebQuests in the top total scorers and six in the top multiculturality sub-total scorers for a final total of 12 WebQuests (Appendix D) to include in the sample for deeper analysis. The next section describes the methods for this deeper analysis.
Methods

Each of the 12 WebQuests was initially cached using a computer analysis tool, Qualrus. This product allows for the direct coding of web sites and all of their components. The topics, images, roles and resources were coded using the critical discourse analysis framework described earlier. These four areas of examination do not exist in isolation, but rather are interwoven with one another. This analysis examines how they work in unison as well as independently to construct the instructional design and discourse of the WebQuest.

The analysis addresses the research questions:

- Do high school social studies WebQuests address the issue of race?
  - How does the instructional design of a high school social studies WebQuest affect the construction and representation of race?
  - What role do Internet resources play in the construction and representation of race in high school social studies WebQuests?

While my initial intention was to use Qualrus to code the data, in the course of my analysis I found it more helpful to extract similar chunks of data into Word and Excel documents and then conduct the analysis. For example, in Appendix E: Role Analysis, I created a table in Word with each of the WebQuests and their roles listed in the table. I was then able to look at all of the roles easily and determine patterns for coding. The left most column in Appendix E contains the codes I created to classify similar categories of roles. Likewise, in Appendix F, I created a Word document which simply contained a list of all of the external resources included in the sample WebQuests. I grouped the resources in the Word document according to their groupings within the WebQuests and placed the active links in italics. Appendix G contains a table I created in Excel in which I again listed the
resources of some of the sample WebQuests along with information about the source/authors of the external web sites and any notes/memos about the sources. I then created a column in which to place codes for each of the links. Finally, in Appendix H, I copied and pasted any text from the sample WebQuests which served as either an introduction to the external resources, text which accompanied the external resource links, or questions posed by the WebQuest designer about the external resources. I then looked for key words and phrases which would inform me about the construction of race or the construction of knowledge related to the external resources. Grouping the data into separate documents helped me to more easily look for patterns in the data. Although I ultimately did not use Qualrus for the coding process, the caching of the WebQuests in Qualrus turned out to be highly beneficial as one of the sample WebQuests, Hail to the Chief, became inactive on the Internet shortly after I began the analysis process. By caching the WebQuest in Qualrus I was able to continue analysis of this WebQuest without its availability on the Internet. The following section provides a discussion of the validity of this study.

Validity

Hatch (2002) refers to the type of research described in the previous section as artifact analysis. He notes that studies using this type of methodology are rare and are most likely to arise from critical and postmodern perspectives because of the high degree to which the researcher acts as a research instrument. Therefore, I must be aware of how my own biases and worldviews affect the codes I use and my analysis of those codes. By using multiple sources of information within a single WebQuest such as the text, the images, the links, etc., I hope to keep my biases grounded within the data. I cannot deny that how I see the data will be different from another researcher, teacher, or student, especially if they are of a different
race, culture, or gender from me. I will also rely on my expertise in the area of Instructional Technology and my eight years of experience in the area to inform my analysis.

Gee (1999) identifies four elements upon which validity is based for discourse analysis: convergence, agreement, coverage, and linguistic details. Convergence refers to the way the answers to Gee’s 18 questions (Appendix A) converge to offer compatible and convincing answers. The more the questions converge to support the analysis, the more valid the analysis is. Agreement occurs when “native speakers” of the social languages in the discourse analysis agree that the analysis reflects how the social languages function in a social setting. This element looks for outside analysts to support the analysis. The term coverage refers to multiple types of data to being applied to the analysis. The more types of data that support the analysis, the greater the validity is. Finally, the linguistic details element examines the communicative functions of the linguistic structure and grammar of the social language to be judged by “native speakers” for accurate functionality.

Gee (1999) notes that “validity is social, not individual” (p 96). Not every discourse analysis will include all four elements of validity as noted above. Rather, the elements most appropriate to the study should apply. This study does not seek to represent a group of “native speakers” nor is there necessarily one group of “native speakers” related to this analysis. Therefore, the agreement and linguistic details elements are less applicable. Thus, this study relied on a convergence of the answers to the 18 questions, as well as coverage supplied by data from the text, images, and resources within the WebQuests.

**Summary**

This chapter provided a discussion of the methodology for the study. A statement of subjectivity, both as it applies to the researcher and to education in general, as well as a
description of the sample was included. Additionally, this chapter provided a description of
the three major methods of analysis utilized in this study: evaluating web sites, critical
discourse analysis, and instructional design. Finally, the chapter concluded with a summary
of a meta-analysis conducted for the study as well as a discussion about validity and how it
applies to this study. The next chapter will present the findings and an analysis of the data
from the study.
Chapter 4: Data and Analysis

In the previous chapter I presented the methodology I used in conducting this study to collect the data and conduct the critical discourse analysis of the instructional design of the sample WebQuests and their Internet resources. This chapter will summarize and expand the research questions, present the data collected and analyze that data with respect to the following research questions:

1. How does the instructional design of a high school social studies webquest affect the construction and representation of race?
2. What role do Internet resources play in the construction and representation of race in high school social studies webquests?
3. Do high school social studies webquests address the issue of race?

Question 1: How does the instructional design of a high school social studies webquest affect the construction and representation of race?

The instructional design of a WebQuest contains five critical attributes: an introduction which sets the stage and provides background information, a task for students to complete, the information resources students will use to complete the task, a description of the process students will go through, evaluation guidelines, and a conclusion (Dodge, 2001a). The construction of these five critical attributes is reflected in the WebQuest design process which addresses both the instructional and physical design of a WebQuest. The design process contains the following components: select a topic, select a design, describe how learners will be evaluated, design the process, and polish and prettify (Dodge, 2004b). Taken together, the critical attributes and design process contain elements of the WebQuest which
can be used to situate meaning within the WebQuest. These elements include: the topic, task, process, evaluation, and physical design of the WebQuest. The process section contains subcomponents which construct meaning such as the roles defined for cooperative learning and external resources provided for students to use to gather information to complete the task. The physical design of a WebQuest can also be used to construct meaning through the layout of the page, navigation structure, color scheme, fonts, and images. While all of these elements and their subcomponents can be used to construct and situate meaning, I found that within the sample WebQuests in this study, race is constructed and represented most clearly through the topics, images, and roles. Therefore, I have focused this section on a discussion of those three elements and how they are used to construct and represent race within the sample WebQuests.

**Topics**

Within the WebQuest design process, selecting a topic can be the most difficult component and as Dodge (2004a) notes, not every topic is appropriate for a WebQuest. Topics which work best are aligned to state, local, and national standards, replace a lesson the teacher is not totally satisfied with, make good use of the Internet, and require a degree of understanding that goes beyond comprehension (Dodge, 2004a). In this section, I discuss how the instructional design of WebQuests constructs and represents race through an examination of the sample WebQuest topics. The topics covered in the sample WebQuests can be separated into three categories which I developed to classify how race is referenced by the topics within the sample WebQuests: explicit references to race, implied references to race, and topics in which race is ignored as shown in Table 4. The column on the left are the types of references to race I developed after examining each of the sample WebQuests.
Following the table is a description of each type of reference to race and how it is manifested in the sample WebQuests.

<table>
<thead>
<tr>
<th>Type of Reference Created</th>
<th>Sample WebQuests</th>
<th># WebQuests per Reference Type</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explicit</strong></td>
<td>How Should They Be Remembered?</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Intolerance and Fear – Constructing New Tomorrows</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personal Reflections on Vietnam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Who is the Kennewick Man?</td>
<td></td>
</tr>
<tr>
<td><strong>Implied</strong></td>
<td>Back in Time</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Studying the Background of Arthur Miller’s The Crucible</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Victims of Mass Hysteria</td>
<td></td>
</tr>
<tr>
<td><strong>Ignored</strong></td>
<td>Glass Slippers Just Won’t Do</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Hail to the Chief</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Look Who’s Footing the Bill</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Religion &amp; Prayer in Public Schools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Somewhere in the Middle: A WebQuest for Truth</td>
<td></td>
</tr>
</tbody>
</table>

**Explicit References to Race**

WebQuest topics which explicitly reference race include historical figures or characters of color or events in which people of color played an important role. Additionally, these WebQuests specifically acknowledge or name race as a salient characteristic or point of discussion in the WebQuest. Four of the sample WebQuests contain topics which explicitly address race either in the main topic or one of the sub-topics. These WebQuests are:

- *Who is the Kennewick Man?*(Owen, 2001)
- *Intolerance and Fear* (Newton, 2005)
- *How Should They Be Remembered?*(McDermott, 1999)

**WebQuest: Who is the Kennewick Man?**

The overarching goal of *Who is the Kennewick Man?* is to determine the race of the Kennewick man, the term given to a skull that was discovered on the Columbia river near
Kennewick, Washington in 1996. The skull was dated by an archaeologist to be between 8400 and 9200 years old. The issue is that the archaeologist asserted that the remains are caucasoid in appearance and therefore may not be Native American. Students are asked to examine theories about race and the origins of the first people to the Americas.

*WebQuest: Intolerance and Fear*

*Intolerance and Fear* addresses the main topic of intolerance through an examination of the sub-topics of McCarthyism, scapegoating, hate crimes, and school violence. The sub-topic of hate crimes includes a discussion of racial violence by white supremacist organizations.

*WebQuest: Personal Reflections on Vietnam*

*Personal Reflections on Vietnam* investigates four different perspectives and worldviews on the Vietnam War: African-American college student, WWII veteran, peace activist, and news correspondent. What is interesting in this WebQuest is that while the first perspective explicitly identifies the race of the character, the remaining three perspectives ignore race altogether. Further, the African American college student perspective is actually an examination of the American Civil Rights movement rather than an examination of the various perspectives of African Americans during the Vietnam War.

*WebQuest: How Should They Be Remembered*

*How Should They Be Remembered?* is an examination of the lives and works of Booker T. Washington and W.E.B. Du Bois. Both of these men were leading African American scholars and helped shape the discourse of education and African American culture. Students are asked to compare the works of the two men and examine their positions
on education in an effort to determine how each should be remembered and represented in a school mural.

All four of these WebQuests explicitly discuss race in at least one of their topics. Students are asked to examine how race shapes the events discussed in the topic area; however, the explicit constructions of race in these four WebQuests are focused only on discussions of people of color. Where white characters or topics are included, their race is left unexamined and unacknowledged allowing whiteness to remain neutralized and thus unraced. Both Scheurich (1993) and Marshall (2002) note that most Whites do not experience themselves racially. Instead, Whites perceive themselves as individuals rather than part of a group. However, this collective population embraces a set of values that typically construct the mainstream worldview. Thus, these WebQuests, while explicitly addressing race in relation to characters of color, fail to challenge the mainstream construction of race by not including characters which are explicitly white and examining the how the White perspective plays a role in the research topic.

Implied References to Race

WebQuests which I categorize as having an implied reference to race also include historical figures or characters of color or events in which people of color played an important role but fail to specifically acknowledge or name race as a salient characteristic or point of discussion. Three of the sample WebQuests fall into this category:

- *Studying the Background of Arthur Miller’s The Crucible* (Moore, 2000)
- *Victims of Mass Hysteria* (Whaley, 2005)
- *Back in Time* (Excell, Alma, & Haines, 2005)
The first two WebQuests address the topics of the Salem Witch Trials, McCarthyism, and the Japanese Internment camps; however, students are not asked to consider the role race played in these events. There are no explicit references to race with any of these three topics. Likewise, the Back in Time WebQuest addresses the topics of the Constitutional convention, the battle at Gettysburg, the Apollo 11 space mission, the march on Washington with Martin Luther King Jr.’s “I Have a Dream” speech, and the Underground Railroad but fails to include any explicit reference to race or the role race played in these events. Students are asked to research the event and then imagine that they were present at one of these events and write about their imagined experience. Students are not asked to consider how race would affect their experience within the event. The topic of the Underground Railroad poses the question, “How fearful would you be when Fredrick Douglas asks for your help hiding runaway slaves along the Underground Railroad?” Students are not asked to consider the risks and consequences for an African American who helped hide runaway slaves as compared to whites who committed the same act. Similarly, the experience of a white person standing with Martin Luther King Jr. during his most famous speech or on the battlefield at Gettysburg would differ from that of an African American; however, these topics do not ask students to take race into consideration. Indeed, they fail to ask students to even examine the role the event played within the larger context of the Civil Rights movement or the Civil War. Educational materials which do attempt to address race but do so in a traditionally stereotypical fashion are internalized by minority students which leads to the self-condemnation and thus the demoralization of the students (Ladson-Billings & Tate, 1995). Therefore, WebQuests with implied rather than explicit references to race continue to marginalize students by failing to challenge the dominant discourse of education.


Ignoring Race

The final category is WebQuest topics which ignore race altogether. These WebQuests fail to include historical figures or characters of color or events in which people of color played a central role and also fail to specifically acknowledge or name race as a salient characteristic or point of discussion. The remaining five sample WebQuests fall into this category.

- *Glass Slippers Just Won’t Do* (Brown, 2005)
- *Hail to the Chief* (Holt, 2000)
- *Look Who’s Footing the Bill* (March, 1996)
- *Religion & Prayer in Public Schools* (Sacks, 1999)
- *Somewhere in the Middle: A WebQuest for Truth* (Magee & Montgomery, 2005)

Common to all of the WebQuests in this category is the absence of historical figures, characters, and events. Therefore, there is no one to be “raced” in these WebQuests. This is one way in which race is excluded from the discourse of the WebQuests; however, these WebQuests also fail to include race as a salient factor in other ways. *Look Who’s Footing the Bill* (March, 1996) focuses on the topic of the U.S. National Debt; however, students are not asked to examine the topic with respect to the effect the National Debt and poverty has on the various races in the United States. Likewise, *Hail to the Chief* (Holt, 2000) addresses the topics of Crime and Society, Economy, Education, Social Security and Medicare, and Women’s Issues within the larger context of a Presidential election. Students are asked to create a platform for a presidential candidate on one of the other topics. Again, the effect of each of these issues on the various races in the U.S. is left unexamined. *Somewhere in the Middle* (Magee & Montgomery, 2005) focuses on gun control, capital punishment,
legalization of marijuana, and euthanasia. Again, there are no characters, historical figures, or events in this WebQuest and the concept of race is not included in the discourse of the topics. *Religion and Prayer in the Public Schools* (Sacks, 1999) focuses on the struggle between the historical Christian dominance in the public schools and the fight for secularism in the name of the separation of church and state. While Christianity crosses racial lines, the concept of race is absent from the discourse of this WebQuest. Finally, *Glass Slippers Just Won’t Do* (Brown, 2005) focuses on the role of women in the history of America. While there are a couple of images of women of color and one of the forty-two external resources discusses minorities in the media, the general discourse of the WebQuest treats the history of white women and women of color as a unified and common experience rather than examining how their histories actually varied greatly. Ladson-Billings & Tate (1995) note that the representation of race in educational materials can have a profound effect on marginalized students and materials which ignore race altogether further marginalizes these students. Therefore, WebQuests which ignore race as a salient topic and fail to include people and topics of color can have a negative impact on students of color and white students by leaving the dominant discourse uninterrupted.

**Summary**

There are two ways to view the categorizations of the sample WebQuest topics. First, if I combine the WebQuests that either explicitly address race or have an implied reference to race, then seven of the twelve WebQuests in the sample, more than half, contain topics which include people of color within the content of the WebQuest. However, if I combine the sample WebQuests which either have only an implied reference to race or ignore race altogether, I can also say that eight of the twelve WebQuests in the sample, again, more than
half, exclude race as a salient topic of discussion and examination. Hence, race is constructed as a structured absence. In other words, while race is clearly present in the topics, it is not to be discussed and in some cases, it is to be ignored altogether. Thus, the dominant discourse remains uninterrupted. This hegemonic discourse is further supported by the images included in the sample WebQuests which I discuss in the next section.

**Images**

In addition to topic selection, the inclusion of images is another instructional design element of WebQuests through which race can be constructed. Images on a web page can support the text and add context and meaning. Images can also shape the discourse by situating meaning which is in conflict with the textual discourse of the page and can communicate messages where the text does not. For example, as I mentioned in the previous section on topics, the *Hail to the Chief* WebQuest goes to careful lengths to leave the race and gender of the fictional Presidential candidate unspecified. However, the site contains only one image which is repeated on every page of the WebQuest.

![Figure 1: Hail to the Chief Presidential Candidate](image)

The image is a drawing of a white male standing behind a podium with both arms raised and two fingers held up on each hand in Nixon-esque fashion. Thus, while the text communicates that race and gender of the candidate is unimportant by leaving those traits unspecified, the image communicates that the Presidential candidate is assumed to be a white male, which is consistent with the historical discourse of American presidential politics. In the previous section, this WebQuest was placed in the category of WebQuests that ignore race. However,
if the categorizations were organized according to images, this WebQuest could be placed into the category of implied reference to race. Thus, the use of images as an instructional design element, when combined with other instructional design elements such as the topic and text, changes the discourse of the WebQuest and how race is constructed within the WebQuest.

Selecting Images

Finding images to include in a WebQuest and obtaining permission to use those images is a time consuming and difficult task. Therefore, many WebQuests include few, if any, images to support the text. In the sample WebQuests, three did not include images other than background images and art for horizontal borders. One WebQuest, Who Was the Kennewick Man? contains a single image which is a drawing of a skull. The remaining WebQuests contain multiple images both of people and other items. Because I am looking for the construction and representation of race in WebQuests, in this section I will limit my discussion to images which contain people. Table 5 shows the distribution of images across the sample WebQuests. The percentages both of people of color and of white people are based on the number of images in each of those groups out of the total number of images of people.
Table 5: Image Distribution within the Sample WebQuests

<table>
<thead>
<tr>
<th>WebQuest</th>
<th># Images</th>
<th># Images of People</th>
<th># People of Color</th>
<th>% People of Color</th>
<th># White People</th>
<th>% White People</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back in Time</td>
<td>9</td>
<td>6</td>
<td>2</td>
<td>4.35</td>
<td>4</td>
<td>8.7</td>
</tr>
<tr>
<td>Glass Slippers Just Won’t Do</td>
<td>17</td>
<td>14</td>
<td>2</td>
<td>4.35</td>
<td>13</td>
<td>28.26</td>
</tr>
<tr>
<td>Hail to the Chief</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2.17</td>
</tr>
<tr>
<td>How Should They Be Remembered?</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>4.35</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Intolerance and Fear – Constructing New Tomorrows</td>
<td>10</td>
<td>2</td>
<td>2</td>
<td>4.35</td>
<td>2</td>
<td>4.35</td>
</tr>
<tr>
<td>Look Who’s Footing the Bill</td>
<td>8</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>17.39</td>
</tr>
<tr>
<td>Personal Reflections on Vietnam</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Religion &amp; Prayer in Public Schools</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Somewhere in the Middle: A WebQuest for Truth</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Studying the Background of Arthur Miller’s The Crucible</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2.17</td>
<td>2</td>
<td>4.35</td>
</tr>
<tr>
<td>Victims of Mass Hysteria</td>
<td>14</td>
<td>10</td>
<td>4</td>
<td>8.7</td>
<td>6</td>
<td>13.04</td>
</tr>
<tr>
<td>Who is the Kennewick Man?</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>68</strong></td>
<td><strong>46</strong></td>
<td><strong>13</strong></td>
<td><strong>28.26</strong></td>
<td><strong>36</strong></td>
<td><strong>78.26</strong></td>
</tr>
</tbody>
</table>

In the sample WebQuests there are 46 images which contain one or more people in the image. Of those 46 images, 13 (28.26%) contain people of color. Four (8.7%) of these images are of significant historical figures: Martin Luther King, Jr., Frederick Douglas, Booker T. Washington, and W. E. B. DuBois. Six (13.04%) of the images are of Japanese Americans from the Japanese internment camps. Two (4.35%) contain African American women, one who is a construction worker, and one in a business suit talking with a white woman in a business suit. The remaining image is of a lynched black man hanging from a tree with two Klansmen standing below, one with a rifle in hand and the Confederate flag hanging from another branch on the same tree. These thirteen images are distributed across seven of the sample WebQuests.

As I mentioned above, four of the WebQuests contain no images of people. This leaves one WebQuest in which all of the people in the images are white. This WebQuest is *Look Who’s Footing the Bill* and contains ten images, all of which are cartoon drawings of white men in a 1950’s era appearance (Figure 2).
The conclusion page of this WebQuest poses the question, “Did you notice the use of monopoly-type characters?” This question is acknowledgement by the designer that money and power in the U.S. is dominated by white men. This WebQuest makes no effort to challenge or interrupt the dominant discourse and thus reinforces the privilege of whiteness.

*Grouping Images*

Table 6: Images from the Back in Time WebQuest
How images are grouped together can affect the situated meanings they construct within the WebQuest. For example, the *Back in Time* WebQuest contains two groupings of images (Table 6). The first group contains five images, one for each topic/question. The five images include a photograph of Convention Hall in Philadelphia (Figure 3), a drawing of a battle scene from the Civil War (Figure 4), a photograph of a rocket blasting off (Figure 5), a photograph of Martin Luther King Jr. taken from behind him as he looks over the crowds from the steps of the Lincoln Memorial (Figure 6), and a portrait of Frederick Douglas (Figure 7). Three of these five images contain people and two of those are of people of color. However, the second grouping of images is located within the definition of the three roles students are to adopt as part of the task in the WebQuest. The three images are of a white male speaking into a megaphone (Figure 8), a disembodied ear with white skin (Figure 9), and a white female (Figure 10). Thus, while the curricular content includes both white people and people of color, the images related to the students themselves include only white people. Thus students of color who participate in the WebQuest may see themselves represented in the content, but are left out of the discourse of the roles they are to adopt within the task.

*Representation*

Images construct meaning through the people that are included in the images, how they are situated within the text, and how they are grouped with other images. The images in the sample WebQuests continue the dominant discourse by including a vast majority of images of white people, 78.26% (Table 5). Images of people of color are generally included only in instances where the topic is also about people of color or events in which people of
color played a significant role. Only African Americans and Japanese Americans are depicted in the images of people of color. There is no representation of Native Americans despite the fact that they are the focus of one of the WebQuests, nor is there any inclusion of Hispanic Americans or of Southeast Asian Americans.

**Summary**

The construction of race through the use of images as shown in Table 5 is that white people continue to be overrepresented while people of color remain marginalized. This is clear in the selection of images, grouping of images, and the (lack of) representation of groups and cultures within the images in the sample WebQuests. In the following section, I take a look at the roles that are designed in the sample WebQuests and how race is represented and constructed through these roles.

**Roles**

The integration of cooperative learning within a Webquest is one of the non-critical but commonly used instructional design elements (Brucklacher & Gimbert, 1999; Dodge, 2004b) that can be used to construct and situate meanings about race. As a function of cooperative learning, students are divided into groups and then each assigned a role to assume during the project. All of the Webquests in the sample incorporated cooperative learning elements by defining roles for the students to take within the group task. The way in which the roles are defined within the sample Webquests varied. There were three categories of role definition that I created that emerged from the sample WebQuests: roles defined based on a sub-topic to research, a character perspective, or by the functionality within the final product. Some Webquests hybridized the role definitions. For example, some roles might be defined based on topic while others on functionality. The sample Webquests...
include six which define roles based solely on topic, three on character, and one on functionality. The remaining two have hybrid role definitions: one with a topic and functionality combination and the other with a character and functionality combination.

Table 7 shows the distribution of the sample WebQuests across the role categories, the number of sample WebQuests in each role category, and the percent of sample WebQuests in each role category.

**Table 7: Role Categories Created from the Data within the Sample WebQuests**

<table>
<thead>
<tr>
<th>Role Category Created</th>
<th>WebQuest</th>
<th># WebQuests in Category</th>
<th>% WebQuests in Category</th>
<th># Roles in WebQuest</th>
<th>% Roles which Specify Race</th>
<th>% Roles in WebQuest which Specify Race</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functionality</td>
<td>Back in Time</td>
<td>1</td>
<td>8.3</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Character</td>
<td>Who is the Kennewick Man?</td>
<td>3</td>
<td>25</td>
<td>4</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Personal Reflections on Vietnam</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Look Who's Footing the Bill</td>
<td>4</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>How Should They Be Remembered?</td>
<td>6</td>
<td>50</td>
<td>4</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Victims of Mass Hysteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Somewhere in the Middle: A WebQuest for Truth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Glass Slippers Just Won't Do</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intolerance and Fear: Constructing New Tomorrows</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hail to the Chief</td>
<td>5</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hybrids</td>
<td>Studying the Background of Arthur Miller's The Crucible (Topic/Functionality)</td>
<td>2</td>
<td>16.7</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Religion and Prayer in the Public Schools (Character/Functionality)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Functionality Roles from Table 7**

Webquests which define roles based on functionality generally have the students in a group all researching the same topic. The students are then individually responsible for one aspect of the final product. In the Back in Time Webquest the final product of the project is a short story and a PowerPoint presentation. The roles in this Webquest are based on the responsibility of that student for the final project. There are three roles: the “project director”,

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who is responsible for typing the final copy of the short story and overseeing the final version of the presentation, the “sound technician”, who is responsible for locating sounds and music to incorporate into the presentation, and the “graphics coordinator”, who is responsible for finding images to include in the final presentation. By defining roles based on functionality, group members are not dependent on each other for their knowledge expertise. Rather, they are dependent on each other for the physical pieces of the final product. Thus, functionality based roles do not construct specific meanings about race in the same way that character based and topic based roles do.

*Character Roles from Table 7*

Like the functionality defined roles, the character based roles focus on a common topic within each group. However, in these WebQuests, the students research the topic from individual pre-defined character perspectives. For example, in the *Personal Reflections on Vietnam* WebQuest, groups are all conducting research about the United States conflict with Vietnam. However, the individual students conduct their research from one of the following four character perspectives: African-American college student, World War II veteran, peace activist, or American news correspondent. *The Kennewick Man* WebQuest casts each group in a common role for group study with each group adopting a different persona. The roles include: a Native American, archaeologist, museum curator, and ASATRU Folk Assembly member. *Look Who’s Footing the Bill* creates more abstract characters with the Number Cruncher, Fact Checker, Growth Advocate, and Budget Balancer to examine the national debt.

The character based roles in the sample WebQuests construct meaning about race through the text descriptions which the designer uses to inform the character as well as the
explicit identification of the race of the character. In the next two sections I discuss how the text descriptions inform the character and how race is identified in the sample WebQuests which use character based roles.

**Informing the Character**

WebQuests which define character-based roles generally begin the process section with a collective set of resources about the larger topic for everyone in the group to examine and provide a common set of background knowledge. The roles are then presented along with a description of the character and a set of resources specific to the character. In some cases these individual resources provide an additional opportunity to examine the larger topic with a specific lens while in other cases, the individual links provide the student with resources to better understand their character. For example, the peace activist role in the Vietnam WebQuest has links to sites about the hippie counterculture. The student is expected to “get into character” by reviewing these resources and then apply that lens back to the general resources provided to the whole group on Vietnam to come to some conclusion. In addition to the character set of resources, the role descriptions themselves situate the meaning and lens that the teacher or designer intends for the student to assume when becoming the character. The African American college student role description in the Vietnam WebQuest reads as follows:

You are an African American college student. While the war in Vietnam is an important issue to you, it must take a "back-burner,” as you focus on the Civil Rights Movement. You question the motives of a U.S. government that is willing to fight for freedom and democracy abroad, but is hesitant to take the steps necessary to ensure the presence of these democratic ideals at
You must decide whether America's domestic issues should keep the country from continuing the war in Vietnam.

This description notes that this particular African American college student is involved in the Civil Rights movement and that is important to him/her. Thus, this role description constructs race and racial discourse in the United States during the Vietnam War as a salient issue in constructing a position towards the war.

*Identifying Race in Character Based Roles*

The character roles and their concomitant descriptions affect the construction of race within the Webquests. Of the twelve characters defined in the three sample Webquests which utilize character based roles (Table 7), only two of the characters are identified by race/ethnicity: the Native American in the Kennewick Man WebQuest and the African American college student in the Vietnam WebQuest. The naming of race in these two roles implies that the race of these two characters is somehow important to the character and to the larger context of the WebQuest. In the case of the Vietnam WebQuest, the labeling of the college student as African American serves as a launching pad for an exploration of the Civil Rights movement during the time of the Vietnam War. However, by specifying that this college student is African American reinforces the dominant culture myth that the Civil Rights movement is an issue that only pertains to African Americans when, in fact, there were many white college students who were also a part of the Civil Rights movement and would likely have shared the same position towards the Vietnam War as their African American peers. The role description and resources listed for this role do nothing to reinforce why it is important for this Civil Rights college student to be specifically African American. There is no discussion of race as it relates to the Vietnam War.
Conversely, the Native American character in the Kennewick Man WebQuest does provide some supporting rationale for the labeling of race/ethnicity of this role. While the role title of “Native American” leaves much room for interpretation as there are hundreds of recognized Native American tribes in the United States, the description of the role identifies this character to specifically be a part of the Umatilla tribe. The description also provides a rationale for including this specific character. “You want the bones given to your group for burial as prescribed by your traditions.” The resources provided for this role go on to provide insight into why the Native Americans, specifically the Umatilla tribe has a vested interest in this topic.

What is absent in both the Vietnam and Kennewick Man Webquests is the identification of the race(s) of the remaining character roles. While a color-blind perspective (Howard, 1999; Marshall, 2002) would argue that the absence implies that the remaining roles could be any race, one strong implication of this absence is that the remaining characters are, by default, not the race identified in the first role. In other words, the veteran, peace activist, and news correspondent are not African American and the archaeologist, museum curator, and ASATRU Folk Assembly member are not Native American. The characters in these two WebQuests are one-dimensional and stereotypical. The role definitions do not allow for the variability in beliefs and perspectives that exist within any race. All Umatilla Indians evidently had the same perspective towards the remains of the Kennewick man because there is nothing in the role description or resources to call this solidarity into question. Thus, the archaeologist or curator could not have been Native American, because if they were Native American, the implication of the WebQuest is that they would have held a viewpoint and belief system that is counter to the role description of
the curator and archaeologist. This monolithic viewpoint is a weakness of many Webquests as it constructs race as superficial rather than salient within the discourse of the topics of study.

*Topic Roles from Table 7*

While the Webquests which define roles based on functionality or character typically have the group members all researching the same general topic, Webquests which define roles based on topic divide students into groups of four or five students and assign each in the group a specific topic to research within the larger context of the Webquest. Each role uses a different set of resources to gather information. The result is that the group has collectively accessed a larger body of knowledge based on their topics and resources (Lewis, 2001; Mathison & Pohan, 1999; Milson, 2001; Milson & Downey, 2001; Pohan & Mathison, 1998; Vidoni & Maddux, 2002). For example, the *Victims of Mass Hysteria* Webquest defines four topics for students to research: the Salem witch trials, the World War II Japanese internment, the McCarthy hearings, and the Robert Roberson case. The four topics are then used within the larger discussion of instances of mass hysteria in American history. The *Intolerance and Fear* WebQuest also addresses the topic of McCarthyism along with scapegoating, hate crimes, and school violence. The *Hail to the Chief* WebQuest uses the topics of social security and Medicare, crime and society, women’s issues, economy, and education to address the larger topic of the politics of a presidential campaign. In *How Should they be Remembered?* the students research the biographies of Booker T Washington and WEB DuBois and their views on education. In *Glass Slippers Just Won’t Do*, the role titles sound like character definitions (historian, sociologist, fashion designer, media mogul), but each of
these roles ultimately serves to break apart the topics each team member will research and bring back to the group as a whole.

Of the topics being researched in these WebQuests, race is only addressed in the one WebQuest that focuses on African Americans in *How Should they be Remembered?* In this WebQuest, students are asked to investigate the role of race and racism in the formation of Booker T. Washington’s and W. E. B. DuBois’s views on education. Although *Victims of Mass Hysteria* includes the Japanese American internment during World War II as one of the topics of study, there is no discussion of race or racism evident in the WebQuest. Instead, terms such as “mass hysteria” are used in place of racism. Finally, while the *Glass Slippers Just Won’t Do* WebQuest purports to investigate the role of women in the twentieth century, what it is really asking the students to research is the role of white women in the twentieth century. There are no questions posed within the role descriptions or in the resource links that raise the issue of the difference between the experience of white women throughout history and that of non-white women. Thus, race is constructed as unimportant to the discourse of the history of women in America.

**Summary**

Roles in the sample WebQuests in this study are defined by functionality, character, topic, or a hybridization of these three. The role titles, descriptions, and accompanying images work together to construct race through the presence or absence of labeling, questions posed, and images provided. Functionality roles are constructed to define the students’ responsibilities for the final project. These roles did not construct specific meanings about race in the same way the character and topic based roles did.
Character roles research the topic through a pre-defined character perspective. Only two of the character roles in the sample WebQuests identified the race of the character and in both cases, it was a character of color. The remaining roles in these two WebQuests did not identify the race of the character and no character was ever identified as white.

The majority of the sample WebQuests included topic roles which research a specific sub-topic within the WebQuest. Only one WebQuest included topic roles which addressed race, and like the character based construction of race, these topics focused on a topic related to African American history.

**Answering the Question**

This section has focused on the construction of race through the instructional design elements of the sample WebQuests, specifically, the topics, images, and roles. The sample WebQuests cover topics which contain both explicit and implied references to race as well as topics which ignore race altogether. I found that there were four (33.3%) WebQuests which included topics that explicitly address race, three (25%) with implied references to race and five (41.7%) which ignore race altogether.

The images included in the sample WebQuests situate meaning through the types of people represented in the images, how the images are situated within the textual discourse of the WebQuest, and how images are grouped together. The images in the sample WebQuests perpetuate the dominant discourse with an overrepresentation of white people. Further, people of color are included only in instances where the topic is also about people of color.

The roles in the sample WebQuests fall into three categories: roles defined by a sub-topic to research, roles defined by a character or perspective to assume, and roles defined by functionality. Additionally, some of the WebQuests used a hybridization or combination of
role definitions. The role titles, descriptions, and accompanying images work together to position students to research material through a lens pre-determined by the WebQuest designer. In general race was absent from most role descriptions. Only three of the sample WebQuests addressed race through the role definitions, two with character roles and one with a topic role. In all three cases race referred to people or groups of color. While in some of the other roles, the argument can be made that the role was understood to be white, in no case was a role made explicitly white. Thus, students are not asked to examine the role whiteness played in any of the research topics.

In the next section, I examine the role the external Internet resources play in the construction and representation of race in high school social studies WebQuests.

Question 2: What role do Internet resources play in the construction and representation of race in high school social studies webquests?

A discussion of the Internet resources in a WebQuest could be included within the above discussion on instructional design. However, because the Internet resources play a central role in the design and completion of a WebQuest, an in-depth examination of their use is warranted.

When selecting external resources for a WebQuest, teachers must balance the quantity of resources with the quality of resources. There are no strict guidelines as to the number of Internet resources that should be included in the WebQuest. However, the WebQuest page (Dodge, 2004b) notes that there should be a clear and meaningful connection between all the resources and the information needed for students to complete the task and that each resource should carry its own weight. Designers should avoid including resources that do not add anything new to the information already provided by the other resources.
Therefore, teachers need to find high quality sites to include in their WebQuests. The information provided by the web resources should go beyond what could be found in a book or encyclopedia and should take advantage of the timeliness and colorfulness of the Internet.

The resources included in a WebQuest provide the students with the information which will be used to construct knowledge and ultimately create a final product. Therefore, the types of sites to which students are sent communicate messages about what and whose knowledge is of value. If students are sent to traditional, mainstream sites for all of their information, they will learn to accept that information as valuable. However, if they are sent to sites written by and for the groups being studied, they will learn to value that information as well. Therefore, just as the previous section demonstrated how race is constructed through the creation of student roles and topics, the resources included in a WebQuest can also construct meanings of race. No single resource is likely going to provide balanced information on a topic. Thus, the resources need to be looked at individually as well as how they function together as a set to situate meaning within the WebQuest. Additionally, how the online resources are presented and addressed in the WebQuest can shape how students construct knowledge from them.

Within the twelve sample WebQuests, there were a total of 404 external resources listed. However, at the time of analysis, 165 of these links were broken leaving only 239 active links which could be followed and analyzed. In some of the WebQuests, a brief summary of the external resource was provided with the link to the site which can provide some indication as to the nature of the site and the intent of the designer when including the site as a resource in the WebQuest. However, without the ability to actually visit the site, it is
impossible to know whether the description provided by the designer is accurate and if the description fully captures the essence of the site.

Table 8: Links to External Resources in the Sample WebQuests

<table>
<thead>
<tr>
<th>WebQuest</th>
<th>Total Links</th>
<th>Active Links</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back in Time</td>
<td>34</td>
<td>27</td>
</tr>
<tr>
<td>Glass Slippers Just Won’t Do</td>
<td>50</td>
<td>42</td>
</tr>
<tr>
<td>Hail to the Chief</td>
<td>53</td>
<td>14</td>
</tr>
<tr>
<td>How Should They Be Remembered?</td>
<td>22</td>
<td>6</td>
</tr>
<tr>
<td>Intolerance and Fear – Constructing New Tomorrows</td>
<td>30</td>
<td>14</td>
</tr>
<tr>
<td>Look Who’s Footing the Bill</td>
<td>43</td>
<td>34</td>
</tr>
<tr>
<td>Personal Reflections on Vietnam</td>
<td>23</td>
<td>14</td>
</tr>
<tr>
<td>Religion &amp; Prayer in Public Schools</td>
<td>22</td>
<td>12</td>
</tr>
<tr>
<td>Somewhere in the Middle: A WebQuest for Truth</td>
<td>21</td>
<td>16</td>
</tr>
<tr>
<td>Studying the Background of Arthur Miller’s The Crucible</td>
<td>24</td>
<td>15</td>
</tr>
<tr>
<td>Victims of Mass Hysteria</td>
<td>34</td>
<td>27</td>
</tr>
<tr>
<td>Who is the Kennewick Man?</td>
<td>48</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>404</strong></td>
<td><strong>239</strong></td>
</tr>
</tbody>
</table>

The remainder of this section will address categories of resources, sources of knowledge, and constructing knowledge from the resources in the sample WebQuests. The categories of resources refer to the types of resources included in the webquests such as support resources, resources that provide background information on the topic(s), and resources for specific roles to use to either help inform their character or role, or to provide information on a sub-topic within the WebQuest. An investigation of the sources of knowledge examines the credibility, authority, and/or validity of the sites and the authors or sponsors of the external sites. The construction of knowledge refers to how the sites are situated within the Webquest. In some cases the sites are simply a list of hotlinks whereas other Webquests provide leading questions to help guide students in the kind of information to gather for the resources and the questions to ask of the resources. Still other WebQuests provide text descriptions with each link which may situate the meaning of the information the students collect from the site.
Categories of Resources

There are generally three types of WebQuest resources: support, group or background information, and role specific. These categories will be examined in detail in this section along with examples from the sample WebQuests.

Support Resources

Support resources provide students with “how to” type information. For example, the Back in Time WebQuest contains links to resources on how to create a PowerPoint and where to locate graphics and sounds for each of the functionality based roles. This category of resources may also include any worksheets or notes posted to the site by the teacher for students to use with their projects. This category of resources is less likely to contain constructions of race than the other two. However, Delpit (1995) notes that issues of power are enacted in classrooms and if a student is not already a participant in the culture of power, being explicitly told the rules of the culture makes acquiring power easier. Therefore, while the support resources may not construct specific meaning of race, including these resources helps the teacher connect with all students by making the rules for completing the task explicit. In the case of the Back in Time WebQuest, the teacher does not assume that all students know how to create a PowerPoint presentation or how to locate images and sounds on the Internet. Links to resources that explicitly tell the students how to do these tasks provides a more even playing ground for all students.

Background Resources

Background resources provide general information to the entire group of students. The resources in this category are generally used in one of two ways. First, some WebQuests use the background resources to provide information about the larger WebQuest topic. For
example, *Personal Reflections on Vietnam* uses the background information section to provide the students with general information on the Vietnam War. Sites in the background information section of this WebQuest include Vietnam War statistics, a timeline of the war, an overview of the history of the war, and the official home page for Vietnam veterans. The *Place of God and Religion in Public Schools* includes in the general information section, links to sites which address the current state of religion and prayer in the public schools. *How Should They Be Remembered* which ultimately investigates the lives of Booker T. Washington and W. E. B. DuBois provides students first with background information on the first years of freedom for African Americans. The background sites include obstacles faced by African Americans, background on the Washington-DuBois debate, and African American perspectives from 1852-1925. Finally, *Who is the Kennewick Man?* uses the background information resources to provide links to sites which contain information about the various theories regarding how the first people came to the Americas. This includes theories about early Asian and European migrations to examine the possible lineage of some Native American tribes. Because these background resources are utilized by everyone in the group, they serve to construct race in a broad and general manner. Thus, race can be established here as a salient topic of discussion and study for all students rather than only as important for one or two of the roles.

**Role Resources**

Not all WebQuests use the background information links to provide common, general information to all of the students. Instead, some WebQuests use the background material to set the stage for the WebQuest before dividing the students into individual roles. *Glass Slippers Just Won’t Do* sends students to a site to test their women’s history IQ where
students take an online quiz on various components of women’s history in America. This quiz helps students understand how much they already know about women’s history, and more importantly, how much they really do not know. *Studying the Background of Arthur Miller’s The Crucible* begins with link to a poem about the Japanese Internment Camps which students are asked to read and reflect upon. The students are then sent to a National Geographic site which contains a virtual witch hunt to simulate the Salem witch hunt and trials. Both of these activities are meant to get students to place themselves in a situation in which they are falsely accused before breaking into individual roles in which they will study events in the history of the United States in which mass false accusations occurred. The “set the stage” resources allow students to connect the curriculum to their own autobiographies, a critical component of postmodern curriculum development (Slattery, 1995). The autobiography provides students with an opportunity to recognize connections with other people which are vital to coming to a better understanding of racial issues in the curriculum.

Another way resources can connect students with other people and perspectives is through the resources designated for specific roles. As discussed in the previous section, roles may be defined based on functionality, character, or topic. The role is defined in part by the resources designated for the role as well as the way the role is expected to use the information from the external resources provided. The functionality based roles tend to have support resources designated while the character and topic roles tend to have topic based external resources from which to gather knowledge. The difference between the two role types is in how the resources are positioned within the role and what the students assigned to the role are expected to do with the knowledge gleaned from those resources. The positioning of resources will be discussed further in the next section.
Character Role Resources

For character based roles, the external resources provide the student with information that will help the student form a perspective based on the character. *Who is the Kennewick Man* constructs four roles: Native American, archaeologist, museum curator, and ASATRU Folk Assembly member. The resources provided for each of these roles are intended to help the student understand the issues and perspectives pertinent to that role. For instance, the Native American role contain resources such as a “History of the Umatilla and Walla Walla Indians”, “Ancient People in America”, “Repatriation and Burial Issues”, and the “Kennewick Man on trial- Native American View.” Meanwhile the archaeologist role contains resources such as the “Anthropologist View on NAGPRA”, “Scientist say Kennewick man Asian or Polynesian,” and “Ideas about Race.” Similarly, *Personal Reflections on Vietnam* provides the American News correspondent role with links to sites containing first person accounts from reporters who covered the Vietnam War and the peace activist role with links to sites noting the hippy values and characteristics.

The goal of the external web resources provided to these character roles is to help the students understand the issues facing their particular character and to develop a perspective or lens through which they will complete the task assigned in the WebQuest. Therefore the individual and collective sites to which the student is sent plays a large role in how the student constructs knowledge. Depending on the collection of sites provided for the character, a potential pitfall with this type of exercise is that the teacher will paint a monolithic view of the character. This is especially problematic for roles in which race is made explicit such as the African American student in *Personal Reflections in Vietnam* or the Native American in *Who is the Kennewick Man?* The four sites provided for the African
American college student all provide information about the Civil Rights Movement. None of the sites provide first person accounts from African American college students about the Civil Rights movement or how it was or was not a factor in their position towards the Vietnam War. The deleterious effect of this collection of sites is that students will come away without understanding the variability in viewpoints and attitudes of African Americans towards the Vietnam War. Rather, they will feel that they have come to understand “the” African American view on the event. Conversely, the resources provided to Native American character role contain both third person narratives as well as quotes from many Native American leaders specifically regarding their positions towards the Kennewick Man remains. Further, the sites use language such as “Native Americans are not uniformly opposed to science” providing the reader with the notion that there is no single Native American opinion, perspective, or viewpoint on the topic. Rather, there is variability in the positions within the Native American community and the quotes from the tribal leaders support this notion of variability.

**Topic Role Resources**

Unlike character based roles, topic based roles do not provide resources to construct a perspective. Rather the resources are provided for the student to become an “expert” in their subtopic area. *Glass Slippers Just Won’t Do* provides the fashion designer role with links to sites containing information about various periods of women’s clothing such as: “20th Century Fashion Women’s Fashions: 1940s,” “Clothes of the Eighties Index,” “Bathing Suits in Black and White,” and “Solemates - The Century in Shoes.” The media mogul role resources include: “Women’s Image in the Media,” “Fairness and Diversity in Television: Update and Trends since 1993,” “Television and the Case of Cagney & Lacey,” and “Getting
Girls Interested in Computers.” *Somewhere in the Middle – a Webquest for Truth* uses the external resources within each subtopic to provide access to sites with varying points of view on the subtopic. For instance, within the gun control subtopic, links are provided to both the Million Mom March, a pro-gun control group, and the National Rifle Association, an anti-control group. Likewise, the capital punishment sub-topic contains resources both for and against the death penalty. Other topic based roles use the external resources to provide a historical account on a specific topic as in the *Victims of Mass Hysteria* Webquest in which the Salem Witch Trials role contains links to six sites describing the events and chronology of the Salem Witch Trails: “A Village Possessed,” “Salem Witch Museum,” “The Salem Witch Trials,” “A Chronology of Events,” “Ask a Question,” and “Witchcraft in Salem.” Although the topic based roles do not intentionally use the external resources to construct a specific perspective as is done in the character based roles, the role of “expert” is itself a character. Therefore, the external resources provided to the expert do indeed conspire to construct a perspective through their collectivity and the way in which they are embedded in the WebQuest.

**Summary**

The three categories of resources: support, background, and role specific address very different needs within the WebQuest. The support resources provide information on how to accomplish certain tasks such as creating a PowerPoint presentation or location images on the Internet. By providing information which explicitly states the rules of power needed to complete the task, the teacher creates a level playing field for all students. Only one WebQuest in this sample, *Back in Time*, provided support resources. Thus, the other WebQuests make assumptions that the students already possess the knowledge, information,
and rules for completing their tasks. Instead, these WebQuests rely on background information and role specific resources. The background information resources are used to provide common, general information to all of the students or to set the stage for the rest of the WebQuest process and connect students to the topic through their own autobiographies. The role specific resources are also used to connect students to other people and perspectives by providing students with information that will help them construct a perspective on their topic or character. Because students will use the external resources provided in the WebQuest to construct knowledge and perspective, it is important to examine the sources of the information provided to the students through the external resources. In the following section, I will examine the sources of knowledge provided through the external resources for credibility, the use of storytelling, and the use of mainstream sites as well as first person accounts.

**Sources of Knowledge**

I am Japanese American

I now live behind these barbed wires

Everyday I wake up to see the same people

Guards blocking the exits

Wondering if I will live through another day

Everyday I get more lonely

I always pray for me and mama and papa

At mealtime we get to eat the same exact stuff everytime

I never drink the powdered milk that all the kids got at mealtimes

I don't really like it that much
So, I just wait, and wait.

The poem above (Jordan) is from an external resource in *Studying the Background of Arthur Miller’s The Crucible*. Students are asked to read the poem and look at two photographs, reflect on the poem and pictures, and then write about a time they were falsely accused. The first photograph appears to be a black and white photo of a Japanese American family. The second is a color photo of a recreation of Salem witches bound and being transported on a cart. By simply looking at the photographs, it is clear that the photo of the Salem witches is a re-creation of the event as photography did not exist at the time, especially full color photography. The authenticity of the Japanese American family photo is more difficult to discern. The picture appears to be from the correct era, but there is no caption that accompanies the image. There is a citation with a URL, however, the link is broken making it impossible to determine its origin. Even more problematic is the authenticity of the poem. It is written as if it is a first person account of a child’s experience in the Japanese Internment camp. Students reading this poem may assume that this is an authentic first person experience. The external web page simply contains the poem title, the poem itself, and is followed with the words “by Jordan.” There is a link at the bottom left of the page which reads “Return to Student Index.” If the student does not scroll down far enough on the page, s/he may never see this link which provides more information on the source of the poem. It turns out, after following this link, that this poem is part of a 5th grade creative writing assignment from a school in Pennsylvania. While it is not possible to know whether the author of this poem, Jordan, is actually Japanese American, it is safe to say that Jordan is far too young to have been a child in the Japanese Internment camps. However, the poem is included in the WebQuest as a source of knowledge about the topic. This presents a
dilemma regarding the use of the Internet within the curriculum. For Jordan, the experience of writing the Japanese Internment Camps poem as a reflection of something learned in the curriculum and posting the poem on the Internet for an authentic audience to read was no doubt a valuable educational experience and valid use of the Internet as an extension of the classroom. However, this creative and fictional writing experience of a 5th grader is now being positioned for high school students as if it is an example of first hand knowledge on which they are expected to further reflect without acknowledging or questioning the source and origin of information when in fact, this source of knowledge is how a 5th grader imagines himself in the experience and may not reflect the actual experience of a child in a Japanese internment camp at all. Thus, the teacher and students need to be aware of the origins of the information they are using to construct knowledge in order to make more informed interpretations of the information. This is particularly important when the information is used to construct and situate meaning about race.

Unfortunately, this is not an uncommon dilemma for teachers and students with the use of the Internet as a source of information. One of the great benefits of the Internet is the ability for anyone to post information and first hand experiences and stories. This has opened the door to many groups which have traditionally been marginalized by the book publishing industry. However, this also means that anyone can post anything on the Internet regardless of its validity. Therefore, students and teachers are charged with the task of becoming critical consumers of information. They must learn to examine the validity of any Internet resource. This is particularly critical as teachers are selecting resources to include in a WebQuest. All too often, students believe that if the teacher says something is true, then it must be true. This argument can be extended to the resources a teacher provides to their students. If a teacher
provides a resource to a student, whether it is in print or electronic form, then the student is likely to accept its validity unless specifically instructed to question it. However, it is not my goal to determine the validity of any of the external resources included in the sample WebQuests. Making such a value judgment does not fall within the postmodern framework upon which I have structured this study. Rather, postmodernism as well as multicultural education theory argues that truth, or validity, is based on life experience and therefore there can be multiple validities (Banks, 1993; Slattery, 1995). Critical Race Theory argues for the use of storytelling, narratives, and counterstories as a means to provide students with access to multiple perspectives and to question the dominant culture (Ladson-Billings & Tate, 1995; Tyson, 2003). Therefore, instead of focusing on the validity or credibility of the external resources, in this section I examine the sources of knowledge teachers have included in the sample WebQuests by looking at the types of sites and their authors or sponsoring organizations. The external resources for the WebQuests in this sample fall into the following categories:

- educators and experts in the field
- primary documents/sources
- established organizations
- storytelling/first person accounts
- secondary resources
- class projects
- hotlists
- hobbyists
Educators and Experts

Resources from educators or experts in the field typically include sites posted by a university faculty member with material for a course s/he is teaching or for an area of their research expertise but also include materials posted by K-12 teachers for their classes. There are some examples of this source of knowledge within the sample that provide culturally relevant information. The Glass Slippers Just Won’t Do WebQuest contains a link to the Women’s History Sourcebook. This site was created by Paul Halsall, History professor at Fordham University. The Women’s History Sourcebook contains a list of hotlinks pertaining to women’s history for cultures throughout the world and through time including: ancient Greece, ancient Mesopotamia, Greece, Rome, Medieval Europe, early modern Europe, modern Europe, North America, Latin American, China, Japan, India, Southeast Asia, Australasia, Africa, and the Islamic World. Within each culture, Halsall includes a general overview as well as an examination of great women, women’s oppression, the structure of women’s lives, women’s agency, feminism, and gender construction. However, including educators and experts in the field as a source of knowledge does not guarantee culturally relevant information. The Back in Time WebQuest includes two educator resources: the Constitutional Convention Overview, an online American politics module written through a grant by a professor in the political science department at James Madison University, and Three Days at Gettysburg which contains resources about the battle at Gettysburg posted by a K-12 teacher in the Virginia public schools. Both of these resources focus solely on white men both in the text and in the images on the sites. None of the information challenges the dominant discourse or provides any examples of counter stories to the events or any evidence
that white women or people of color played any part in the events that are recounted in these sites.

These three examples of educators and experts as sources of knowledge illustrate both the ability and inability of external resources to provide culturally relevant pedagogy through their construction of race. The first example shows many races and cultures over time while the latter two do not acknowledge race at all and even exclude all but white men from the discourse. The decision of how to construct race in these sites is the privilege of the designer. As educators and experts in the field, these designers traditionally have the privilege of having socially constructed credibility and the power to act as the authority on their area of expertise. Therefore, if the expert chooses to construct a monolithic representation of race or exclude all but white males, they have the power to reinforce white male hegemony within the educational discourse.

Hobbyists

On the Internet, the power and privilege of posting information is not limited to educators and experts. Anyone with a hobby is also able to post information on any topic and present information on their topic of interest from their point of view. It is very easy to make their information look credible, especially if their version of the events closely resembles other sources of information. A primary example of the use of a hobbyist as a source of knowledge is seen in the Back in Time WebQuest. Two of the external resources in the Civil War topic are links to www.civilwarhome.com. This site is maintained by a white male who refers to himself as “Shotgun” and explicitly states the following:

I am not a reenactor, a Civil War expert, nor a historian, I'm just a simple old warrior who served in the uniform of this country's military for 22 years, in
both peace and war, that loves to discuss all aspects of the late "Rebellion." It is my firm conviction that if one understands what caused the war, how the war was conducted, and the Reconstruction Years that followed, one will know what this country is about. I am a Southerner by birth and a Rebel by choice. As I read and study, I pull for Lee, Jackson and Longstreet. As I live, I thank Grant, Lincoln, and Democracy.

If the students go to the main page of the site, the link to the biography of the site containing the above quote is available. However, in this WebQuest, students are sent to specific topics within this site which do not have the biography link on them. It would take a student who is specifically looking for information on the site designer to uncover this information. Unfortunately, not all hobbyist resources provide information on their bias or lens for the visitor to consider when consuming information. Several of the external resources provided no information about the author other than a name making it difficult for me to determine their level of expertise and credibility on the topic. For example, the Glass Slippers Just Won’t Do WebQuest contains a link to the Bill of Rights. However, rather than providing a link to the National Archives which contains not only the text of the Bill of Rights, but also provides an image of the actual document, the WebQuest designer links to a site written by Sidra Vitale. No information is provided on Vitale or why s/he chose to include the text of the Bill of Rights in this site. However, like the Shotgun example above, unless the student specifically went looking for information about the author, there would seemingly be no reason not to accept the information as valid and credible.
Class Projects

The same is true for sources of knowledge which comes from resources that are written by students as part of a class project. Two of the external resources in the *Personal Reflections on Vietnam* about the Civil Rights movement are written by students, one by a twelfth grade student as a senior project, and the other written by an eighth grade class as a class project. Like the poem included in the introduction to this section, the information presented on these sites is information that is being reconstructed through the lens of the students. However, depending on how the site is situated within the WebQuest, the information may be consumed as fact rather than as a representation of the facts.

Established Organizations and Secondary Resources

The most common source of information included in the sample WebQuests are what I will refer to as established organizations. I use the term “established” somewhat loosely here as some of the organizations are easily recognizable such as NASA, the Smithsonian, and National Geographic while others are less well known such as The Century in Shoes, the Scapegoat society, and Stormfront. However, in general, these organizations all include information about the organization and alert the visitor to possible biases. Some of these resources include culturally rich information. For example, the *Back in Time* WebQuest includes a link to National Geographic of a virtual simulation of the journey on the Underground Railroad. The simulation is interactive with the students allowed to make decisions along the way. However, once again it is important to note that this is a representation of this event constructed by the National Geographic organization. While the site does include
photographs of key figures and audio clips of spirituals, there are no primary resources included in the simulation such as slave narratives or primary documents. Likewise, the other established organization resources include information that provides third person accounts of events in American history. The same is true for sites I labeled secondary resources. These sites include online encyclopedias and libraries such as Questia and about.com. Again, like the established organizations, the secondary resource sites tell about events through the third person lens. Both types of sites represent their versions of the events as fact when they are actually an interpretation of the “facts.”

All of the sources of knowledge I have discussed thus far: educators and experts, hobbyists, class projects, established organizations, and secondary resources retell events through their own socially constructed discourse. In many cases, these discourses reinforce the dominant worldview, while others provide some culturally rich material. However, in all cases, a power structure is constructed which places the resource in a position of power above the person accessing the resource. This power structure is created by presenting the material on the site as “the Truth” rather than acknowledging that what they are disseminating is only one version, their version, of the truth. Critical race theory and multicultural education theory promote the use of resources that allow for multiple truths that are constructed by experience (Banks, 1993; Ladson-Billings, 2003; Ladson-Billings & Tate, 1995; Slattery, 1995) because they can challenge the dominant discourse by providing stories and evidence counter to the discourse which often exclude stories and histories of groups of color.
Typically, these include resources that include storytelling and the use of primary documents and materials.

*Storytelling*

Storytelling as a source of knowledge provides evidence of variability in viewpoints and experiences. It is a form of counter knowledge to the monolithic, third person, single-voiced set of facts often presented in dominant sources of knowledge. While less commonly included, there are examples of sources of knowledge which utilize storytelling within the sample WebQuests. In the news correspondent role in the *Personal Reflections on Vietnam* WebQuest, there are four links to resources which contain first person accounts by reporters who were covering the Vietnam War. One of the links is no longer active. One of the links is to a first person account of a Vietnamese reporter for the Vietnamese Army. The remaining two links contain first person accounts reporters of eleven American reporters, all of whom are white men. This same WebQuest also contains a link to a web page containing Vietnam War statistics. This page is part of a personal history web site from a Vietnam Veteran. The peace activist role contains links to sites which contain information about the hippie counterculture. The information on the hippie sites is conveyed through stories from self proclaimed hippies who were part of this counterculture. The *Victims of Mass Hysteria* WebQuest includes an interview with John Service, one of the accused in the McCarthy hearings. The interview takes place well after the conclusion of the trials and is a reflection back on the experience.

A different type of storytelling resource is included in the *Glass Slippers Just Won’t Do* WebQuest. The Clothes of the Eighties Index is an interactive forum in
which visitors can become part of the discourse of the site by contributing to the knowledge presented on the page. The index is simply an alphabetical listing of various types of clothing and fads worn during the 1980s in the United States. The information is a collection of submissions from the visitors of the site and the site contains a form which visitors can complete to add their own submission to the list. The submissions are collected by an editor of the site who then determines what to include or not to include in the list. Therefore, the submissions are a mediated form of storytelling, subject to the biases and worldview of the site editor.

While there are examples of sources of knowledge which include storytelling in the sample WebQuests, it is important to note whose stories are being told in these resources. There is only one story from a person of color included in the WebQuest resources. The remaining stories are all from white men, a group whose stories have been re-told throughout American history. Thus, first hand stories of white women and people of color are absent from the discourse of the sample WebQuests, reinforcing their marginality within social studies education.

Like the other sources of knowledge if I have discussed in this section, storytelling resources are subject to bias and subjectivity. However, the difference is that with storytelling resources, it is clear that the story is being told from a particular lens, that of the storyteller. There is no pretense or presumption of fact as is the case in the other categories of resources. The version of events is simply that, a version of events. Combining stories from multiple sources on the same events provides the reader with evidence of variability in the experiences of those who were present.
Primary Resources

The final source of knowledge I want to address is primary resources which include primary documents as well as audio and video clips from actual events. Access to primary resources is one of the great benefits of using the Internet because it allows students and teachers to see and hear artifacts that may have otherwise been inaccessible due to time and distance. Unlike the other resources I have discussed, primary resources have not been processed through an interpretive lens before being presented to the student or teacher. Like storytelling, primary resources are only subject to the worldview of the original author. Therefore, primary resources should be included whenever possible to serve as a root source of knowledge. Several primary resources are included in the How Should They Be Remembered? WebQuest such as Booker T. Washington’s autobiography, W. E. B. Dubois’s entire text of The Souls of Black Folk, and a poem written by Langston Hughes about Booker T. Washington. The poem is displayed via a scanned image of the actual written document and includes Langston Hughes’s signature on the document. Likewise, Who is the Kennwick Man? provides links to memos from the US Dept of the Interior that were written on the controversy. Access to these primary documents allows students to start from the original source and build their own vision rather than relying on an interpretation of events from others.

Even more powerful than the documents are the resources that include audio clips of famous events. Victims of Mass Hysteria contains links to resources that contain audio clips from the McCarthy hearings. Back in Time includes a link to the audio of Martin Luther King Jr.’s “I Have a Dream” speech. The ability to hear the
speech is particularly important within the context of this WebQuest because the students are asked to imagine themselves present at the march on Washington, listening to King’s speech. By providing the actual audio of the speech, students are better able to immerse themselves in an authentic situation and connect themselves with the event.

**Constructing Knowledge**

In the previous sections, I examined the categories of resources and sources of knowledge represented by the external resources in the sample WebQuests. The discourse surrounding the list of external resources shapes the interaction with the resources by providing direction and asking questions. In this section I examine how the external resources are situated within the sample WebQuests. Specifically, I explore the text descriptions provided with the resources along with any lead-ins, instructions, questions, or comments that accompany the external resources and how this discourse serves to situate meaning and construct knowledge within the WebQuests. Additionally because the resources do not act in isolation, but instead are grouped together in clusters, I examine how these clusters help students construct knowledge.

**Introductory Text**

Links to external resources do not exist in isolation in a WebQuest. Within the sample WebQuests, there is text provided in varying forms which provides the student with direction and guidance on what they are expected to do with the resources. The text comes in the form of introductions, specific directions, guiding questions, and description or some combination of these. The text serves to help students construct knowledge from the resources by situating meaning and setting the tone of the research students are being asked to conduct. The
introductory text provides a description of the purpose or reason for the research. *Personal Reflections on Vietnam* contains the following introductory text for the links to the external resources, “The following web sites will help to provide your team with background information on the history of the War. They will also help in developing responses from the character roles which you will be undertaking.” It is clear from this introduction that there are actually two purposes for the resources, to provide background information, and for character development. The use of the word “help” in both sentences implies that perhaps the Internet resources are not the only sources of information students might use to inform their research. However, no other text or direction is provided to indicate what other sources of information students would use. Similarly, *Who Was the Kennewick Man?* uses the introduction to both define the purpose of the resources as well as to set the tone of the research. “Here are a list of Common Resource on the Internet that all groups can use to investigate the current theories about how early man came to the Americas. Each of you will have other internet and media resources to use for your groups perspective. Good luck and Good Hunting :-)” Again this introduction notes that there are two types of resources, one set for group background knowledge, and one set for the specific roles. Because this medium uses written text rather than spoken words, the teacher uses underlining to place emphasis on the phrase “all groups.” Further, the final wish for good luck followed by the smiley emoticon creates a more informal, friendly tone to the text. Both the emphasis and the tone convey the sense that the teacher is trying to connect with the student through the WebQuest. I found the choice to include the word “hunting” to be an interesting choice given that the focus of the WebQuest is on a Native American tribe whose ancestors were hunters and gatherers. However, there are no other contextual clues to provide clarity to that particular choice of words nor are there
any other references to hunting in the WebQuest. The use of the word “perspective” underscores the concept that students are not searching for an absolute truth in their research. Rather they are investigating one of several viewpoints on the events in focus. Other WebQuests contain keywords in the text which direct students towards the development of a perspective such as “many points of view,” “formulate a position statement,” “various perspectives,” and “develop and support a role position.” Constructing knowledge through the use of multiple perspectives is an approach to curriculum and teaching embraced and promoted by multicultural education (Banks, 1993; Sleeter & Grant, 1999) and postmodern curriculum theory (Slattery, 1995; Voithofer & Foley, 2002).

**Guiding Questions**

Many of the sample WebQuests provide guiding questions with the links to the external resources to help students focus their research. These questions situate knowledge construction by either promoting the dominant discourse or challenging it. Both the *Back in Time* and *Glass Slippers Just Won’t Do* WebQuests contain questions which ask students to gather information about the clothing, traditions, and occupations of the people from the time period of the events the students are researching. However, in the case of the *Back in Time* WebQuest, these questions do not align with the resources students are provided for their research. The resources contain factual accounts of the events but no real information on the social and cultural aspects of the times. Neither WebQuest contains questions which ask students to consider race as a salient factor in their research despite the fact that two of the events in the *Back in Time* WebQuest are directly related to events in which race played a primary role. Further, the *Glass Slippers Just Won’t Do* WebQuest asks the students in the Media Mogul role to supply evidence of gender gaps in today’s media but fails to ask
students to provide evidence of racial gaps despite the fact that one of the resources students in that role were provided was one which focused on minorities in the media. Thus, while both of these WebQuests contain other elements such as topics, images, and resources which represent people of color, the questions which the teachers have created from which will ground how students construct the knowledge they gather from their research fails to ask them to construct any formulations about the role that race plays in these events. Thus, the questions fail to disrupt the dominant discourse. Conversely, How Should They Be Remembered? uses guiding questions to help students focus specifically on race. Below are examples of questions used in this WebQuest.

- How do you think his experience as a slave and living through the problems faced by African-Americans in the South following the Civil War and Reconstruction affected him?
- In what ways did Washington's background shape his view on industrial education for African-Americans?
- Do you think Washington advises this type of education, because he believes it is what African-Americans are best suited for or because under the circumstances he believes it the most practical and realistic approach? Explain.
- What message does Washington have for white Southerners? What do you think about these statements?
- Why does Washington argue that "the wisest among my race understand that the agitation of questions of social equality is the extremist folly. . ."? What types of reactions do you think this statement might have generated among whites and blacks?
These questions and others included in this WebQuest consistently focus on race as a critical factor in the knowledge construction process for students. Not only do these questions focus on race as it shaped African-American views, but it also uses race in reference to whites from this era, thus challenging the dominant discourse.

There are textual references in other WebQuests which ask students to question the dominant worldview and consider the bias of the resources from which they are collecting information. *Religion and Prayer in Public Schools* states as one of the goals students are to strive to achieve is “To critically evaluate the resources and rulings based on relevancy, biases and errors.” The instructions go on to inform students that some of the sites will provide background information while others will promote a particular point of view. Students are cautioned to weigh all of the evidence carefully. *Victims of Mass Hysteria* informs students that some of the sites are more reliable than others and goes on to provide students with a website evaluation form so that they can determine which sites are the most credible. *Intolerance and Fear* uses text to contextualize the inclusion of its external resources. For example, one of the resources is a site called Stormfront which is a site related to white supremacy groups. The author of the WebQuest provides the following description of the site. “This site tells the “truth” about white supremacy groups. You decide.” By placing the word truth in quotation marks and adding the final “you decide” the author is encouraging students to consider that online information is not infallible. Each of these examples shows how text can challenge the dominant discourse by calling to the students’ attention the need to examine the source of knowledge and any concomitant biases and to place the information within a larger context when constructing knowledge from these
resources. Unfortunately, only about half of the WebQuests in this sample include this type of discourse.

**Accompanying Text**

The final area I want to discuss in which text is used to contextualize the external resources and aid in the knowledge construction process is the use of textual descriptions of the resources. Many of the sample WebQuests use introductory text, directions, and guiding questions with the external resources. However, two-thirds of the WebQuests in this sample followed these lead-ins with a basic list of the resources. In some cases the resources list was on a separate page. Some were placed in a table organized by topic or role. In either case there was simple a list of the links with no information about each link and why it was included in the list. Only four of the sample WebQuests accompanied each link with a textual description of the site to which the link pointed. Of course, not all descriptions are created equal. The text *Look Who’s Footing the Bill* provides with each of its links is simply an acknowledgment of the source or organization sponsoring the site. However, even this small bit of information helps to provide students with an understanding of what kinds of sites they will be visiting. Other WebQuests provide more in the way of a rationale for including the resource, why it might be of value to the student, and how it might be used in the context of constructing knowledge. Below is a sample of the list of resources and their textual descriptions from the *Personal Reflections on Vietnam* WebQuest.

- **Civil Rights Movement** - This site reveals the process that civil rights leaders struggled through in order to narrow the gap between black, white relations.
- **The Hippy Ring of Peace** - A good site giving you a background on the "hippy" movement. Pay particular attention to the links under the "Counterculture Studies" category.

- **Lilac's Book: Advice and Hippy Values** - This site will give you the hippy perspective on a number of different issues that will effect your character's attitudes.

- **Recalling the Vietnam War** - Various participants in the war reflect on their experiences. Look and listen to the different journalists (particularly Neil Sheehan) as they reflect on Vietnam.

In addition to providing a description and rationale of the sites, in several cases, the text provides direction to the students by pointing specific parts of the site, using phrases such as “pay particular attention to” as seen above in The Hippy Ring of Peace and Recalling the Vietnam War links and descriptions.

**Summary**

The introductions, directions, questions, and link descriptions all affect how students use the list of external resources to construct knowledge. In a few specific instances, this text challenges the dominant discourse by challenging the validity and credibility of the resources, reminding students that they are using the resources to develop one of many perspectives on the topic, and to include race as a salient and critical component of the conversation. However, in most cases the text reinforced the dominant discourse by leaving the resources and sources of knowledge unchallenged and excluding race from the discourse even when the topic and images allude to its importance and in some cases, no text is provided at all to give students any guidance as they conduct their research.
Answering the Question

The categories of resources, sources of knowledge, and construction of knowledge from the external resources all play a role in the construction and representation of race in the sample WebQuests. The categories of resources include support, group resources for background information, and role specific resources. The support resources provide all students with information on how to complete parts of the task such as creating a PowerPoint presentation or locating images and sounds on the Internet. Providing these support resources constructs a more level playing field for all students thus giving students without these skills the information they need to succeed. However, only one WebQuest in this sample contained a substantial collection of these resources with the other WebQuests making assumptions of the skill sets students bring to these projects. The background information resources provide all of the students participating in the WebQuest with common information about the topic of research or to set the stage for the WebQuest by engaging the students with resource materials that help them to reflect on their own lives and experiences in order to connect with the curriculum. Resources that are role specific are used to help students develop a specific perspective towards the topic or to become an “expert” on a sub-topic. In general, resources that included a discussion of race were limited to roles and topics in which race was specifically named. In all cases, this was limited to roles and topics related to people of color. No roles or topics and their concomitant resources were deemed to provide the “white” perspective on the topic even in WebQuests in which an African American or Native American role was defined.

The sources of knowledge contained in the sample WebQuests included educators and experts, hobbyists, established organizations, class projects, primary and secondary
resources, and storytelling. The majority of these sources of knowledge provided information as a third person retelling of the events and usually did not acknowledge any bias or worldview that formed the lens through which the information was provided. In the cases where the sites did provide such a disclosure, students would be required to specifically navigate to a different area of the site to find this information. Primary resources and resources which provide first person accounts of events allow for counter stories to the dominant discourse to be told. However, in the sample WebQuests, the resources that contained first person stories were stories from white men in almost all cases. Stories and counter stories from people of color were largely absent from the sources of knowledge.

The text surrounding the resources provided the WebQuest designers with an opportunity to help guide students with the construction of knowledge from the external resources. The introductions, directions, questions, and link descriptions all affect how students use the list of external resources to construct knowledge. In a few specific instances, this text challenges the dominant discourse by challenging the validity and credibility of the resources, reminding students that they are using the resources to develop one of many perspectives on the topic, and to include race as a salient and critical component of the conversation. However, in most cases the text reinforced the dominant discourse by leaving the resources and sources of knowledge unchallenged and excluding race from the discourse even when the topic and images allude to its importance and in some cases, no text is provided at all to give students any guidance as they conduct their research.
Question 3: Do high school social studies WebQuests address the issue of race?

As shown in the previous two sections, of the twelve sample WebQuests in this study, eight (66.7%) of them reference race in varying degrees through the instructional design elements of the WebQuests and the external Internet resources included in the WebQuests while the remaining three WebQuests ignore race altogether and continue to promote the White, male perspective that has historically dominated social studies education, a situation discussed in depth in chapter 1. The table below illustrates how each of the sample WebQuests addresses race.

<table>
<thead>
<tr>
<th>WebQuests</th>
<th>Topic</th>
<th>Images</th>
<th>Roles</th>
<th>Internet Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back in Time</td>
<td>x</td>
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<td>Glass Slippers Just Won’t Do</td>
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<tr>
<td>Hail to the Chief</td>
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<tr>
<td>How Should They Be Remembered?</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
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<tr>
<td>Intolerance and Fear – Constructing New Tomorrows</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Look Who’s Footing the Bill</td>
<td>x</td>
<td></td>
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<tr>
<td>Personal Reflections on Vietnam</td>
<td>x</td>
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<td></td>
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<tr>
<td>Religion &amp; Prayer in Public Schools</td>
<td></td>
<td></td>
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<tr>
<td>Somewhere in the Middle: A WebQuest for Truth</td>
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<tr>
<td>Studying the Background of Arthur Miller’s The Crucible</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Victims of Mass Hysteria</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who is the Kennewick Man?</td>
<td>x</td>
<td>x</td>
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</tbody>
</table>

In the previous sections, I discussed how race can be constructed in WebQuests through the topics, images, roles, external resources, the sources of knowledge tapped by these resources, and the ways in which these resources are used to construct knowledge. However, these elements do not exist in isolation. Rather, they work together to form a holistic construction and representation of race within the WebQuests. In this section, I will examine how three of the sample WebQuests: How Should They Be Remembered?, Personal
Reflections on Vietnam, and Who is the Kennewick Man?, combine these elements to construct race within the WebQuests.

**How Should They Be Remembered?**

This WebQuest focuses on two leading African American scholars, Booker T. Washington and W. E. B. DuBois. In this project, students are asked to research the lives and legacies of these two men and determine how they should be remembered and commemorated in a mural depicting African American educators at the turn of the twentieth century. When examining the topic of this WebQuest it is important for me to clarify that a discussion of people of color is not by default a discussion about race. This is evident in other WebQuests within my sample. For instance, the Back in Time WebQuest includes both Martin Luther King Jr.’s March on Washington and Frederick Douglas and the Underground Railroad. In neither case is the subject of race specifically mentioned in relation to the events themselves nor in how students should consider how their race would affect their involvement in the events as they are required to imagine themselves. However How Should They Be Remembered? specifically addresses race and racism and they roles they played in informing Washington and DuBois in their development of their platforms and scholarship in the field of education. Thus the topic constructs race as a salient and critical topic of discussion.

**Images**

There are only two images in this WebQuest and appropriately, they are photographs of Washington and DuBois. These images provide a face to go with the names of the men who are the focus of the research. By placing the images side by side, it is easy to see the similarities and differences even in the appearance of the men. While both men are African
American, Washington’s skin color is a much darker hue than DuBois. DuBois’s clothing
looks to be more modern than Washington’s and yet the photo of Washington appears to
have been taken at a younger age than DuBois. These photographs serve to set the stage for
the many differences between these two men and allude to the variability in their opinions
and scholarship.

Roles

Students are divided into four roles in this WebQuest. Two of the roles research the
biography, accomplishments, and opinions on education of Washington while the other two
roles focus on similar information on DuBois. One of the DuBois roles is charged with
researching DuBois’s criticism of Washington. All too often, a monolithic view of the
“African American position” on topics and events is presented in social studies curriculum as
I have shown and will continue to show in other WebQuests in this study. This WebQuest
counters the notion that all African Americans share the same position by providing two
African American scholars who differ in their opinions on education for African Americans
and further, focuses on having students investigate and discuss their differences and how the
lives and experiences of these two men lead them to form their platforms.

Resources

The resources contained in this WebQuest include background resources which
provide the students with information on the issues and struggles of African Americans
during the turn of the century. Additionally, role specific resources are provided to aid
students in researching specific sub-topics such as biography, accomplishments, and position
on education of the two men. Primary resources are provided in the form of samples of the
original writings of Washington and DuBois. Articles published at the time of their debate as
well as sites which contain interviews, reflections, commentary, and criticisms of the two men are also present. With each resource, questions are provided which ask student to reflect on the resource and guide them in the construction of knowledge from that resource. Questions include reflections on the role race played in the lives of Washington and DuBois as well as asking students to form their own opinions on the platforms of the two men. This WebQuest also asks students to reflect on Washington’s message for white southerners. This is the only example within the sample WebQuests of naming whiteness as a race and looking at its role within the topic.

Summary

*How Should They Be Remembered?* uses the topic, images, roles, and resources to engage students in an examination and discussion of race. Race is pervasive throughout the WebQuest and includes reflections on race as it related both to African Americans and white southerners at the turn of the twentieth century. Race is constructed as a salient and critical topic of discussion. Further, it is clear that belonging to the same race does not equate to sharing the same vision and beliefs.

*Personal Reflections on Vietnam*

This WebQuest examines the variety of beliefs and positions towards the Vietnam War in the late 1960’s and early 1970’s. One aspect of this topic is the concept that the racial discourse of the United States at the time of the war played a role in constructing some of the beliefs and positions towards the war. This WebQuest contains no images other than containing a leafy green and bamboo type background image which gives the feeling of being in a jungle. Therefore, the focus of this section will be on the roles and resources of the WebQuest and how they construct and represent race.
Roles

There are four roles in this WebQuest: African American college student, World War II veteran, peace activist, and American news correspondent. Race is only named in the role of the African American college student. The other three roles are “raceless.” This either means that the other three roles are assumed to be white or that race is unimportant for the other three roles. Either way is problematic. Further, the role description for the African American college student reveals that the focus for this role is actually about the Civil Rights movement rather than the Vietnam War. The author states that for this role, the African American college student questions the motives of the government involvement in the war when it cannot take care of domestic issues at home. While I agree with the issue the author is trying to bring to light, my concern is with the way the role itself is constructed. First, if the author were to be consistent with the naming of the other roles, a better role title would have been “Civil Rights activist.” This would open the door for discussion for how there was involvement in the Civil Rights movement by both black and white college students. With the current role title, it is easy to perceive that the Civil Rights movement is an African American concern only. Further, not all African American college students were involved in the Civil Rights movement and not all opposed the war. However, this variability in worldview is not evident in this role construction. Rather, a monolithic African American viewpoint is constructed.

Resources

The resources provided in this WebQuest also are inconsistent in the sources of knowledge that are valued and the way in which students are guided to construct knowledge. The role specific resources provided for the African American college student
are all links to sites which detail the events of the Civil Rights movement. All are established organizations which provide a third person presentation of the events. In contrast the resources provided for the American news correspondent are exclusively links to first person accounts and reflections of the war from American news correspondents. Thus we are provided with a sense of the variation in experiences and positions towards the war in this role, something not provided for the African American college student role. Even more interesting is that all of the American news correspondents whose stories we are provided access to are white men. Thus the resources construct race through a monolithic view of the African American position on the war while white men have a variety of positions and we are able to hear their stories first hand.

Summary

In general, while this WebQuest might easily be categorized as multicultural by some because it includes a viewpoint on the topic from a person of color, the way in which the roles are constructed and the resources that are provided actually create a potentially negative and damaging construction of race. Race is only salient when discussing people of color. There is no role which is expected to explicitly provide the “white” point of view. However, this is really taken care of by the other roles, specifically the American news correspondent role in which the resources and voices are exclusively white and male.

Who Was the Kennewick Man?

This WebQuest examines an event that happened in the U.S. in 1996 in which two men near Kennewick, Washington came across a skull. After examining the skull, an archaeologist dated it to between 8400 and 9200 years old. However, he also claimed that the features of the skull were “Caucasoid” in appearance which began a debate about the origin
of the first people to the Americas and claims that those we consider our nations Native Americans may have actually been predated by Caucasians. Thus, the one of the major topics in this WebQuest is race, particularly how race is defined socially and scientifically. Students are explicitly asked to consider race within the context of the background information and their roles.

**Roles**

The roles defined in this WebQuest are: Native American, Archeologist, Museum Curator, and ASATRU Folk Assembly member. Like the WebQuest in the previous WebQuest, race is identified for only one role and that role is for a person of color. Because this perspective is being played opposite the other perspectives, I must assume the author is implying that none of the other three roles are Native American.

**Resources**

All three roles are tasked with researching information to answer the question, “Who are Native Americans?” The resources provided to each role vary to provide different information with which to answer the main question. Many of the resources provided to the roles come from established organizations. However, these organizations have made an effort to provide first hand information and stories on their sites. For example, one of the resources provided to the Native American role is the site written and maintained by the Confederated Tribes of the Umatilla Indian Reservation. This site provides a history of the Umatilla people along with information about their ancestors and their current way of life. Links to various pages from the Burke Museum of Natural History and Culture are provided to all of the roles. This site often includes quotes from various Native Americans which allow readers to see the variation in viewpoints rather than providing a third person account of the “Native American
view.” A particular link of interest in this WebQuest is from the Burke Museum which focuses on “The Idea of Race.” This site raises questions about whether Native Americans are a “race” and how concepts about race have changed from the nineteenth century to today. Further, this site notes that there really is no scientific basis for race and that it is really a social construction. However, one of the most powerful features of this resource is that it begins with six photographs containing a total of eight Native Americans with varying phenotypical facial features. The first photo shows three Alaskan natives with “Asian” features, the next shows a Native American man and woman with “European” features. One photo has a Native American man with heavy facial hair and the last two images show two women with “classically Indian” appearance. Thus, this site visually dispels the notion that all Native Americans look alike.

Summary

Overall, this WebQuest uses the topic, roles, and resources to construct and represent race. Race is a central topic of discussion. Race is once again presented within the context of a discussion of people of color, in this context, Native American. However, this is contrasted with Caucasians, not in the roles but in the overall topic and discussion. The resources provide access to first hand information from Native Americans and challenge the students to consider how race is constructed and perceived in our society. Of the three WebQuests I have featured in this section, this one contains the most complete discussion and construction of race.

Answering the Question

At the beginning of this section, I provided a table to show how race is addressed through the topics, images, roles and Internet resources in the sample WebQuests in this
study. As shown in the table, nine of the twelve WebQuests address race in at least one of those categories, with three excluding race altogether. I then provided a holistic discussion of three of the sample WebQuests to show how the topics, images, roles, and resources do not act in isolation, but rather work together to construct and represent race in the WebQuest. The table below provides a look at how race is addressed in these three WebQuests and is followed by a summary of the representation of race in each.

Table 10: Holistic view of race representation in three sample WebQuests

<table>
<thead>
<tr>
<th>Title of WebQuest</th>
<th>Topic</th>
<th>Images</th>
<th>Roles</th>
<th>Internet Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>How Should They Be Remembered?</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Personal Reflections on Vietnam</td>
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<td>x</td>
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<tr>
<td>Who is the Kennewick Man?</td>
<td>x</td>
<td>x</td>
<td>x</td>
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</tr>
</tbody>
</table>

*How Should They Be Remembered?* uses the topic, images, roles, and resources to engage students in an examination and discussion of race. Race is pervasive throughout the WebQuest and includes reflections on race as it related both to African Americans and white southerners at the turn of the twentieth century. Race is constructed as a salient and critical topic of discussion. Further, it is clear that belonging to the same race does not equate to sharing the same vision and beliefs.

*Personal Reflections on Vietnam* might easily be categorized as multicultural by some because it includes a viewpoint on the topic from a person of color, the way in which the roles are constructed and the resources that are provided actually create a potentially negative and damaging construction of race. Race is only salient when discussing people of color. There is no role which is expected to explicitly provide the “white” point of view. However,
this is really taken care of by the other roles, specifically the American news correspondent role in which the resources and voices are exclusively white and male.

*Who is the Kennewick Man?* uses the topic, roles, and resources to construct and represent race. Race is a central topic of discussion. Race is once again presented within the context of a discussion of people of color, in this context, Native American. However, this is contrasted with Caucasians, not in the roles but in the overall topic and discussion. The resources provide access to first hand information from Native Americans and challenge the students to consider how race is constructed and perceived in our society. Of the three WebQuests I have featured in this section, this one contains the most complete discussion and construction of race.

**Conclusion**

In this chapter I have addressed three questions:

- Do high school social studies webquests reference the issue of race?
  - How does the instructional design of a high school social studies webquest affect the construction and representation of race?
  - What role do Internet resources play in the construction and representation of race in high school social studies webquests?

In this study I found that indeed, high school social studies WebQuests do address the issue of race and that the instructional design of the WebQuest and Internet resources both play a role in the construction and representation of race. While there are many components to the instructional design of a WebQuest, the topic, images, roles, and external resources were the elements most relevant to the construction and representation of race.
Of the twelve sample WebQuests in this study, eight (66.7%) of them did address race in varying degrees through the instructional design elements of the WebQuests and the external Internet resources included in the WebQuests while the remaining three WebQuests ignore race altogether and continue to promote the white, male perspective that has historically dominated social studies education.

The sample WebQuests cover topics which contain both explicit and implied references to race as well as topics which ignore race altogether. I found that there were four (33.3%) WebQuests which included topics that explicitly reference race, three (25%) with implied references to race and five (41.7%) which ignore race altogether.

The images included in the sample WebQuests situate meaning through the types of people represented in the images, how the images are situated within the textual discourse of the WebQuest, and how images are grouped together. The images in the sample WebQuests perpetuate the dominant discourse with an overrepresentation of white people. Further, people of color are included only in instances where the topic is also about people of color.

The roles in the sample WebQuests fall into three categories: roles defined by a sub-topic to research, roles defined by a character or perspective to assume, and roles defined by functionality. Additionally, some of the WebQuests used a hybridization or combination of role definitions. The role titles, descriptions, and accompanying images work together to position students to research material through a lens pre-determined by the WebQuest designer.

With respect to the role Internet resources play in the construction and representation of race within the sample WebQuests in this study, I found that the categories of resources, the sources of knowledge, and how the resources are situated within the WebQuest to
construct knowledge to be the most salient areas on which to focus my discussion. The categories of resources refer to the types of resources included in the webquests such as support resources, resources that provide background information on the topic(s), and resources for specific roles to use to either help inform their character or role, or to provide information on a sub-topic within the WebQuest. An investigation of the sources of knowledge examines the credibility, authority, and/or validity of the sites and the authors or sponsors of the external sites. The construction of knowledge refers to how the sites are situated within the Webquest. In some cases the sites are simply a list of hotlinks whereas other Webquests provide leading questions to help guide students in the kind of information to gather for the resources and the questions to ask of the resources. Still other WebQuests provide text descriptions with each link which may situate the meaning of the information the students collect from the site.

Finally, I concluded this chapter with an examination of a sub-set of the sample WebQuests in which I discussed how these four elements work together to form an overall construction of race within the WebQuests. I found that in general, race is included in the discourse of the WebQuests when specifically focusing on people or groups of color. Whiteness is still seen as race neutral and is not part of the racial discourse in these WebQuests. With a few specific exceptions, the WebQuests in this study tend to promote the dominant discourse by failing to challenge its dominance and provide counter examples.

In the next chapter, I discuss the implications for practice and draw conclusions from each area of the study. I also provide a reflection of the research experience including the literature review, adjusting the focus of the study, and a self-reflection. I conclude with suggestions for future research and practice drawn from my conclusions of this research.
Chapter 5: Implications for Practice

The purpose of this study has been to examine high school social studies WebQuests through a critical race theory lens in order to determine how race is constructed and represented through both the instructional design of the WebQuests and the use of external Internet resources. The study evolved from my experiences in the field of instructional technology and an interest in aligning more closely with the tenets of multicultural education.

In the previous chapters I outlined my research questions, a review of the literature, the methodology for conducting this research, and my findings. In this chapter, I will summarize the findings and discuss the pedagogical and future research implications. I will begin by addressing each of my research questions which, once again, are as follows:

1. How does the instructional design of a high school social studies WebQuest affect the construction and representation of race?
2. What role do Internet resources play in the construction and representation of race in high school social studies WebQuests?
3. Do high school social studies WebQuests address the issue of race?

Question 1: Construction of Race through Instructional Design

The instructional design of WebQuests includes both a process, reflected in the WebQuest design model, as well as both critical and non-critical elements which I presented in chapter 2. The elements I felt would give me the most insight on the construction and representation of race in high school social studies WebQuests were the topics, images, roles, and Internet resources. The discussion of the Internet resources was large enough on its own
to become a separate research question. Therefore, within the question on instructional
design, I limited my examination to the topics, images, and roles.

**Topics**

The sample WebQuests cover topics which contain both explicit and implied
references to race as well as topics which ignore race altogether. I found that there were four
(33.3%) WebQuests which included topics that explicitly reference race, three (25%) with
implied references to race and five (41.7%) which ignore race altogether.

**Images**

The images included in the sample WebQuests situate meaning through the types of
people represented in the images, how the images are situated within the textual discourse of
the WebQuest, and how images are grouped together. The images in the sample WebQuests
perpetuate the dominant discourse with an overrepresentation of white people. Further,
people of color are included only in instances where the topic is also about people of color.
One possible cause of the distribution of images in the sample WebQuests may be based on
the availability of free clip art and images for teachers and designers to include in their
WebQuests. This is likely especially true for images which are used for decoration as
opposed to content specific uses of images (i.e. of a specific historical figure). Further study
is needed to determine if this is a legitimate problem.

**Roles**

The roles in the sample WebQuests fall into three categories: roles defined by a sub-
topic to research, roles defined by a character or perspective to assume, and roles defined by
functionality. Additionally, some of the WebQuests used a hybridization or combination of role definitions. The role titles, descriptions, and accompanying images work together to position students to research material through a lens pre-determined by the WebQuest designer.

Conclusions

Though I chose to limit my discussion of instructional design to the topics, images, and roles in the sample WebQuests, there are several other elements which comprise a WebQuest. These elements are divided into two categories: critical and non-critical elements. The critical elements include the introduction, task, process, evaluation, and conclusion. In a presentation I gave at the American Educational Research Association (Weeks, 2003), I suggested that multicultural education should be added to the list of non-critical elements of a WebQuest, joining cooperative learning, differentiation, scaffolding, and interdisciplinary learning. My understanding of the difference between the critical and non-critical WebQuest elements is that the critical elements are those that absolutely must be included in the WebQuest to make it take the basic WebQuest form. The non-critical elements are those that should also be included in a WebQuest to make it a quality WebQuest and will most benefit the learning process. With that definition in mind, and after studying the sample WebQuests, I am even more convinced that multicultural education needs to be a permanent addition to the list of non-critical elements. However, I am not satisfied with the labels critical and non-critical. “Non-critical” suggests there is a choice of whether to include those elements and that they are not really important. Thus, these elements are marginalized and are not a part of the main body of the WebQuest design process. Therefore, I would like to see other labels used for the two categories of elements. The term critical could be replaced with the term
basic and the term non-critical could be replaced with the term optimal to more accurately reflect the role these two categories of elements actually serve in the instructional design process.

While it may seem superfluous to wrestle over the naming of categories, I believe that how the materials and building blocks are presented to teachers affects the way they will make use of those items. The WebQuest design process is a time-intensive process, and while the teachers I have worked with wanted to create a quality product, they were also faced with limits to their time and the need to just get it done so that they could use it with their students. Therefore, if something was presented as optional to them, they were less likely to spend time on it or even include it at all. However, if I could convince them that the optional element would make their product much stronger, then they were more likely to try to incorporate it into their design process. While this is strictly anecdotal from my own experiences in training teachers to design WebQuests, it has served as a motivation behind the desire to examine how race is constructed through the instructional design elements of the WebQuest. The data and analysis in this study shows that within the topics, images, and roles, whiteness continues to dominate the curriculum and race is only addressed when discussing people or groups of color. If this is to change, then the materials we use to help teachers design their WebQuests need to change to reflect the need to critically examine how the design of the WebQuest constructs and represents race. The next section focuses on the final research question of the construction of race through the external Internet resources in the sample WebQuests.
Question 2: Construction of Race through Internet Resources

The use of Internet resources to conduct research is the primary rationale behind the development and design of Webquests (Dodge, 1995). Thus, I felt that an examination of how these resources are used within the sample Webquests was critical. With respect to the role Internet resources play in the construction and representation of race within the sample WebQuests in this study, I found that the categories of resources, the sources of knowledge, and how the resources were situated within the WebQuest to construct knowledge to be the most salient areas on which to focus my discussion. Below is a summary of the data and analysis from the previous chapter followed by my conclusions from this data.

Categories of Resources

The categories of resources include: support, group resources for background information, and role specific resources. The support resources provide all students with information on how to complete parts of the task such as creating a PowerPoint presentation or locating images and sounds on the Internet. Providing these support resources constructs a more level playing field for all students thus giving students without these skills the information they need to succeed. However, only one WebQuest in this sample contained a substantial collection of these resources with the other WebQuests making assumptions of the skill sets students bring to these projects. The background information resources provide all of the students participating in the WebQuest with common information about the topic of research or to set the stage for the WebQuest by engaging the students with resource materials that help them to reflect on their own lives and experiences in order to connect with the curriculum. Resources that are role specific are used to help students develop a specific
perspective towards the topic or to become an “expert” on a sub-topic. In general, resources that included a discussion of race were limited to roles and topics in which race was specifically named. In all cases, this was limited to roles and topics related to people of color. No roles or topics and their concomitant resources were deemed to provide the “white” perspective on the topic even in WebQuests in which an African American or Native American role was defined.

Sources of Knowledge

The sources of knowledge contained in the sample WebQuests included educators and experts, hobbyists, established organizations, class projects, primary and secondary resources, and storytelling. The majority of these sources of knowledge provided information as a third person retelling of the events and usually did not acknowledge any bias or worldview that formed the lens through which the information was provided. In the cases where the sites did provide such a disclosure, students would be required to specifically navigate to a different area of the site to find this information. Primary resources and resources which provide first person accounts of events allow for counter stories to the dominant discourse to be told. However, in the sample WebQuests, the resources that contained first person stories were stories from white men in almost all cases. Stories and counter stories from people of color were largely absent from the sources of knowledge.

Construction of Knowledge

The text surrounding the resources provided the WebQuest designers with an opportunity to help guide students with the construction of knowledge from the external resources. The introductions, directions, questions, and link descriptions all affect how
students use the list of external resources to construct knowledge. In a few specific instances, this text challenges the dominant discourse by challenging the validity and credibility of the resources, reminding students that they are using the resources to develop one of many perspectives on the topic, and to include race as a salient and critical component of the conversation. However, in most cases the text reinforced the dominant discourse by leaving the resources and sources of knowledge unchallenged and excluding race from the discourse even when the topic and images allude to its importance and in some cases, no text is provided at all to give students any guidance as they conduct their research.

**Conclusions**

The categories of resources, sources of knowledge, and construction of knowledge do not act independently, but rather are intertwined within every use of an external Internet resource. I would argue that certain sources of knowledge are better suited for the various categories of resources that others. For example, for the support resources, it would make more sense to use an expert or primary resource to communicate how to complete a process such as creating a PowerPoint or locating images in the Internet. The use of storytelling, while vital for other categories of resources, is less applicable for a support resource.

For background and role specific resources, a careful balance of the sources of knowledge is needed. Critical race theory advocates for the use of storytelling as a source of knowledge (Ladson-Billings & Tate, 1995; Marri, 2003; Tate, 1996). Thus, educators should resist the temptation to exclusively use sites which tell “about” an event or person. Instead, they might include one or two of these types of resources and complement them with resources that are written by the groups being researched or that include stories from people or groups related to the research topic. What is important here is to provide stories and
counter-stories about the events to give students the sense of multiple points of view on the topic. Storytelling becomes even more critical with the resources used for character roles. If students are to assume the perspective of a specific character, they need to hear the stories and vantage points from the words of the characters they are attempting to re-create. While this happened to a limited degree in the sample WebQuests, it only happened in characters using stories from white men.

Ultimately, I want to advocate for a greater use of guiding questions, introductory, and accompanying text with the Internet resources to provide students with a rationale of why that particular resource was selected and to provoke students to question the dominant discourse by questioning the source and content of the knowledge and information contained in the external resource. While I will concede that this is a time-consuming task, particularly with WebQuests that include a large number of external resources, I would argue for the reduction in the number of resources in favor of framing them within guiding text.

In this section, I have addressed each research question by summarizing the data and analysis from the previous chapter and providing a discussion of conclusions I have drawn from the data. In the following section, I discuss my reflections on the research experience itself.

**Question 3: Do high school social studies WebQuests address race?**

I began this study with the contention that because racism is so pervasive and normalized in our society (Ladson-Billings & Tate, 1995; Tyson, 2003), WebQuests will continue to represent “White topics” and methods of interest while continuing to marginalize topics and methods which address race, racism, and people of color. In this study I found that indeed, high school social studies WebQuests in my sample did address the issue of race and
that the instructional design of the WebQuest and Internet resources both play a role in the construction and representation of race. While there are many components to the instructional design of a WebQuest, the topic, images, roles, and external resources were the elements most relevant to the construction and representation of race.

Of the twelve sample WebQuests in this study, eight (66.7%) of them did address race in varying degrees through the instructional design elements of the WebQuests and the external Internet resources included in the WebQuests while the remaining four (33.3%) WebQuests ignore race altogether and continue to promote the white, male perspective that has historically dominated social studies education. However, within the eight sample WebQuests which did address race in some form or fashion, race was only addressed with respect to people and groups of color. While whiteness clearly dominated the sample WebQuests, especially with respect to representation in the images, whiteness as a race was never addressed explicitly as a perspective to be examined.

I used this first question as the cornerstone for this study. The remaining two questions emerged from the primary question as a means to narrow the focus and define how I might be able to answer this first question. In some ways the question seems almost rhetorical at first glance. However, after collecting the data and conducting the analysis, it became clear that it was not at all rhetorical because not all of the sample WebQuests addressed race.

I derived this first question from similar questions posed by Gay (2003), with respect to the construction of race in social studies textbooks, and Marri (2003), with respect to the construction of race in online repositories of social studies lesson plans. I wanted to take a similar approach to examining WebQuests for two reasons. First, I wanted to bring the
discussion and examination of the presence and construction of race to the field of instructional technology, a field that I perceive has largely ignored this topic. Second, I wanted to see how products that were developed by teachers replicated or diverted from instructional design methods used by products such as the social studies textbooks, which are developed by textbook publishing companies. My thought here was that I had always heard tales about how teachers felt bound and in some ways trapped by the instructional materials that were purchased for their classrooms with respect to the ability to adequately approach multicultural education. Thus, I wanted to see what teachers were doing with the creation of online curricula that does not pass through the approval process of a publishing company and where teachers have all of the Internet resources at their fingertips. What I found in the sample WebQuests was, in my opinion, a business as usual approach (Sleeter & Grant, 1999) to instructional design with respect to race and multicultural education. In general, race was only addressed when referring to people and groups of color. Whiteness was never included in the discussion of race. This was repeatedly true in the examination of the topics, images, roles, and Internet resources which I will discuss at greater depth in the subsequent sections.

The Research Experience

When I began this research, I knew that I wanted to examine how the fields of instructional technology and multicultural education intersect. This interest began after taking a course in multicultural education (MCE) and wanting to see how it could be applied to my field of study and my profession, instructional technology (IT). Thus, I began to look for evidence of the presence of multicultural education within IT at conferences, in publications, and in computer applications. In effect, my level of awareness was heightened until my search for MCE within IT artifacts became routine. Within the field of IT, I found a
few isolated artifacts, but generally was very limited in my success. Thus, I needed to look outside of the immediate field of IT to find resources to support my research. In this section, I will discuss how this affected my review of the literature, my focus on the study, and I will conclude with a self-reflection.

**Reviewing the Literature**

Conducting a review of the literature for this study was a challenge particularly because there has been very little discussion about multicultural education by people within the field of instructional technology. As I mentioned in chapter 1, my experiences at both the AERA and NECC conferences revealed that the topic of multicultural education was largely absent within the field of instructional technology. This trend was also evident in an attempt to review the literature within instructional technology. For example, among the 41 articles published in the Handbook of Research on Educational Communications and Technology (Jonassen, 2004), not one of them touched on the theme of multicultural education. A review of the literature on WebQuests revealed the same void. In fact, in order to even review multicultural Internet resources, I had to look outside of the traditional instructional technology publications and instead turn to multicultural education publications which feature reviews on a regular basis of Internet resources which support multicultural education. Thus, like my experience at AERA, any discussion that focused on both multicultural education and instructional technology is taking place within the field of multicultural education by those who wish to apply MCE to technology and not by those in instructional technology looking for ways to incorporate multicultural education into the design and evaluation of instructional technology artifacts. Unfortunately, if multicultural education does not become part of the instructional technology discourse, in other words part
of the discussion by those who are creating and designing technology-enhanced curriculum, we will not see the infusion of multicultural education principles within online curriculum. Further, those of us who evaluate and integrate technology into the classroom environment need to use multicultural education as a criterion for evaluating instructional technology.

Adjusting the Focus

In my efforts to examine the intersection between instructional technology and multicultural education, I found myself caught in a dilemma on how to properly focus the discussion. As shown in the figure above, I suggest that there are two ways to focus a discussion on instructional technology and multicultural education. In the model on the left, the discussion emerges from the field of multicultural education and examines instructional technology as one type of application of multicultural education. This model reflects my experiences at national conferences and in my efforts to review the literature as I presented in the previous section. As I began to document the research and draft this paper, I found myself framing the discussion within this model. Upon reflection, I believe that there are two main reasons for this. First, because I am much more familiar with the field of instructional technology, I had to work harder to gather, synthesize, and present information from multicultural education and critical race theory. Thus, in my writing I found myself devoting
much more time and effort making the connections to multicultural education and almost failing to make explicit connections to the field of instructional technology. Once this was pointed out to me by one of my committee members, I realized that I was reproducing exactly what I see as a major disconnect within the field of instructional technology. I was framing my discussion of instructional technology as a component of multicultural education rather than treating multicultural education as a component of instructional technology. Hence, I began to shift from the model on the left to the model on the right. I did this by reorganizing and re-wording the introduction, literature review, and methods chapters to make more explicit how this research draws from and contributes to the field of instructional technology and further, and how I would use multicultural education to support this contribution.

**Self-Reflection**

I believe that it is difficult for a researcher to conduct a study, particularly a qualitative study, and not leave the experience changed in some way. This is certainly the case for me with respect to this study. In the beginning, I worried about whether it was appropriate or even possible for a white researcher to conduct a reasonable study about race. My concern was primarily with whether my whiteness would cloud my vision and ability to see the presence, absence, and constructions of race within the sample WebQuests. However, with race being absent from the instructional technology discourse, I determined that it did not really matter who started the conversation, as long as it began. Further, I realized that it is important for whites to be a part of the racial dialogue for several reasons. First, I contend that if whites are not a part of the dialogue, it becomes too easy for whites to marginalize the issues at hand. Second, whites already suffer from the misconception that their race does not
play a role in their worldview or affects their daily lives (Scheurich, 1993). Thus, they often have difficulty in discussing institutionalized racism and the role they play in it.

In the initial phase of data collection and analysis, I found myself looking for positive examples of the construction of race in the sample WebQuests. I was still in the mode of teacher-educator on a mission to find examples of best practices. Thus, I was documenting instances in which the topics, roles, images, and resources referred to people or groups of color. My whiteness initially kept me from seeing how these instances were only a part of the bigger picture. Only after spending time and reflection could I begin to also look for the ways in which whiteness and white as an identified race were constructed in conjunction with the other representations of race in the sample WebQuests. I believe this is a common trap researchers, especially white researchers, can fall into when conducting race-related research. It is much easier to have a discussion about race when observing and discussing people of color and much harder to do so when explicitly examining how whiteness as a race explicitly informs educational phenomena. However, I contend that both discussions are important if we are to get a complete picture of the construction of race within education.

Limitations of the Study

This study was restricted to a small sample of twelve high school social studies WebQuests. Given the small sample size, it is impossible to generalize the findings of this study to any larger population. Thus, there are no real measures of validity or reliability of the data and conclusions. Therefore, replications and expansions of this study and concomitant research questions are needed in order to determine whether the results explained here are phenomena related only to the WebQuests in this sample or if they may be
applied to WebQuests in general. The following section focuses on suggested future research and practice within the field of Instructional Technology.

**Future Research and Practice**

This study focused on an examination of WebQuests, specifically what teachers and designers have already produced. By studying what currently exists, we can plan for how to improve the process in the future. There are several areas in which this research has implications either for future research or for practice. These areas include: multicultural education in instructional technology, the WebQuest design model, evaluating WebQuests, and teacher training.

**Multicultural Education in Instructional Technology**

As I discussed earlier in this chapter, I see a large void within the field of instructional technology with respect to multicultural education. As this study has shown, the void has left online curriculum in the form of WebQuests with an inadequate representation of race. Thus, I am interested in a line of inquiry which focuses on the presence and absence of multicultural education in instructional technology. Again, this is an effort to re-focus the discussion from the current state in which instructional technology is examined by multicultural educators as a subset of multicultural education to a suggested future state in which instructional technologists and designers are having and framing the discussion of multicultural education as a vital component within the discourse of instructional technology. I also contend that a discussion of the role gender plays in the field of technology already exists and that a similar discussion needs to take place with respect to race. This discussion
of race within instructional technology needs to focus more on the teaching-learning process and less on the digital divide phenomenon in which race is conflated by socio-economics.

This study focused specifically on high school social studies WebQuests. Future research should expand this study to examine other subject areas as well as grade levels to determine if the result from this study also apply to other areas of teaching as well as better inform teachers across subject areas and grade levels. If the results are consistent across the board, a better argument could be made for the inclusion of multicultural education as a permanent and essential component of the WebQuest design process. Alternatively, repeating this study and applying a quantitative approach would provide more generalizable results. However, this would require more robust testing measures and an improved rubric which I discuss in more depth in the following section.

**WebQuest Design Model**

Outside of this study, there has been no research that I could find which examines the actual instructional design of the WebQuest model and its components. On the WebQuest Page, Dodge (2004b) outlines suggestions for selecting topics, images, roles, and Internet resources as well as providing guidance on the substance of each of the six sections of the WebQuest model. However, no one has conducted a comprehensive examination of what has actually been created by teachers and designers with respect to each of these elements or how WebQuests have impacted classroom instruction and the teaching-learning process. Such research would help to develop better training, development, and implementation materials for teachers.

The WebQuest page (Dodge, 2004b) provides teachers with templates that they can download that have all six of the basic WebQuest areas outlined. A comparison of the
different templates and their concomitant web page design features should be conducted to help inform teachers of the benefits and drawbacks of each model within the teaching-learning process. This discussion should include an examination of the navigational layout, color schemes, use of images, and font selection. Additionally, discussion of the usability and accessibility features should be examined so that the templates are usable by all students regardless of physical ability level.

**Evaluating WebQuests**

As mentioned in chapter 3, a rubric for evaluating WebQuests is available on the WebQuest page (Dodge, 2001b). However, with respect to evaluating WebQuests beyond the technical requirements and basic content elements, this rubric provides no criteria for evaluating WebQuests for multiculturality. Additionally, to my knowledge, no study has been conducted to evaluate this rubric for validity or reliability. If we are to truly get a sense of whether this rubric helps teachers to evaluate their own and others’ WebQuests, we need to know how reliable this method of evaluation is. Further, I would also advocate for the development of an evaluation instrument to measure the effectiveness of the WebQuest with the teaching-learning process.

Unfortunately, I am not optimistic that the creation of a better rubric for teachers to use to evaluate their own WebQuests will suddenly convert teachers into prolific multicultural educators. Teachers will also need to be supported through professional development opportunities both in the areas of multicultural education and culturally proficient teaching. Further, they will need training and support in methods to incorporate an approach to multicultural education into their design of WebQuests. In the following section,
I discuss the implications this study has on teacher training both as a field of study and as practice.

**Teacher Training**

A growing repository of training materials and workshops has been developed for use by teacher trainers or teachers training themselves (Dodge, 2004b). These materials cover many topics from the basics of creating a WebQuest, to rubric creation, topic selection, and a “taskonomy” of tasks that a teacher might incorporate into a WebQuest. None of the materials discuss methods for incorporating multicultural education into the WebQuest design process.

If the development of high quality WebQuests which consistently incorporate the tenets of multicultural education is to occur, we need to change how we train teachers to create and select WebQuests for use within their classrooms. It is not enough to teach teachers how to find Internet resources and images. They need to be shown how to evaluate the resources and images for multiculturality and how they are used within the context of the WebQuest for the most effective construction and representation of race. It would be helpful to develop a repository of best practices within each of the sections of the WebQuest model to share with teachers as the design, develop, and select existing WebQuests.

This study did not include any discussions, interviews, or surveys or teachers who designed the sample WebQuests. Such research is warranted to determine how and why teachers select the topics, roles, images, and Internet resources. This research would again inform how to better prepare and educate teachers on the design and development process. In my own experiences training teachers to create WebQuests, I usually dedicate a portion of the training time to discussing multicultural education and how it could be incorporated into
WebQuests. A case study of a teacher training experience would provide some insight into the relationship between what is covered in the training time and what teachers actually include in their final WebQuests. Further, comparing training sessions which include a multicultural education strand with those that do not include a multicultural education strand, and examining the final WebQuests from both sessions would also provide insight into the effectiveness of including multicultural education in the teacher training process.

Final Conclusions

The dynamics of racial distribution of students in the classroom is changing. According to projections from the 2000 census (U.S. Interim Projections by Age, Sex, Race, and Hispanic Origin, 2004), the rate of increase in the white population is increasing at a much slower rate than that of all other races. Thus, the curriculum needs to reflect such changes by eliminating the dominance of whiteness in favor of a more culturally proficient pedagogy. As technology continues to be integrated into classroom instruction and increasingly favored for research over print resources, instructional technology as a field must take the lead in developing materials and methods that embrace a multicultural education approach to teaching. Otherwise, we will continue to promote an institutionalized form of racism by failing to disrupt the dominance of white topics, methods, and resources by continuing to marginalize topics and methods which address race, racism, and people of color. In order for this to happen, scholars within the field of instructional technology must sustain a discussion related to multicultural education and the construction of race within instructional technology rather than relying on those outside the field to make the connections for us.
References


World Wide Web:
http://oncampus.richmond.edu/academics/education/projects/webquests/washdubois/


Appendix A: Building Tasks Questions (Gee, 1999)

**Semiotic building**

1. What sign systems are relevant (and irrelevant) in the situation (E.g. speech, writing, images, and gestures)? How are they made relevant (and irrelevant), and in what ways?

2. What systems of knowledge and ways of knowing are relevant (and irrelevant) in the situation? How are they made relevant (and irrelevant), and in what ways?

3. What social languages are relevant (and irrelevant) in the situation? How are they made relevant (and irrelevant), and in what ways?

**World building**

4. What are the situated meanings of some of the words and phrases that seem important in the situation?

5. What situated meanings and values seem to be attached to places, times, bodies, objects, artifacts, and institutions relevant in this situation?

6. What cultural models and networks of models (master models) seem to be at play in connecting and integrating these situated meanings to each other?

7. What institutions and/or Discourses are being re-produced in this situation and how are they being stabilized or transformed in the act?

**Activity building**

8. What is the larger or main activity (or set of activities) going on in the situation?

9. What sub-activities compose this activity (or these activities)?

10. What actions (down to the level of things like “requests for reasons”) compose these sub-activities and activities?
**Socioculturally-situated identity and relationship building**

11. What relationships and identities (roles, positions), with their concomitant personal, social, and cultural knowledge and beliefs (cognition), feelings (affect), and values, seem to be relevant to the situation?

12. How are these relationships and identities stabilized or transformed in the situation?

13. In terms of identities, activities, and relationships, what Discourses are relevant (and irrelevant) in the situation? How are they made relevant (and irrelevant), and in what ways?

**Political building**

14. What social goods (e.g.) status, power, aspects of gender, race, and class, or more narrowly defined social networks and identities) are relevant (and irrelevant) in this situation? How are they made relevant (and irrelevant), and in what ways?

15. How are these social goods connected to the cultural models and Discourses operative in the situation?

**Connection building**

16. What sorts of connections – looking backward and/or forward – are made within and across utterances and large stretches of the interaction?

17. What sorts of connections are made to previous or future interactions, to other people, ideas, texts, things, institutions, and Discourses outside the current situation (this has to do with “intertextuality” and “inter-Discursivity”)?

18. How do connections of both the sort in 16 and 17 help (together with situated meanings and cultural models) to constitute “coherence” – and what sort of “coherence” – in the situation?
Appendix B: Evaluation of Websites for Multicultural Education (Gorski, 2001)

Relevance and Appropriateness

1. Is the site’s content relevant to your needs?
2. Is the Web’s medium appropriate and necessary for your needs?
3. Is the target age group clearly defined
4. Are the mission and the scope of the site clearly indicated and relevant to your purposes?
5. Are graphic images appropriate for your students’ age group?
6. Is content timely and updates reasonably often?

Credibility

1. Is the author of the site clearly indicated?
2. Is the author’s experience in the content area sufficient?
3. Is the site author and/or sponsor a known entity?
4. Is there evidence of quality control?
5. Is the site or site author affiliated with an identified educational organization?

Bias Identification

1. Does the site include a statement about the author or sponsoring organization that helps identify potential bias?
2. Is the site authored or sponsored by some person or organization with a known position regarding the content? If not, is their position clearly stated?
3. Is the primary purpose of the site commercial, and if so, how might this interest be informing the content?
4. Does the site include forums for users to discuss its content and present divergent perspectives?

Accuracy

1. Does the site contain obvious content errors or omissions? (Is it free of errors?)
2. If information on the site is time-sensitive, is it routinely updated to incorporate new and follow-up information?
3. Does the site provide or invite diverse perspectives, or does it rely on a tightly defined single view for understanding its topic?
4. Are sources within the site clearly cited?

Accessibility

1. Is the site free of coding bugs?
2. Does the site load reasonably fast?
3. Is the author or sponsoring organization accessible to answer your questions, or those of your students, via email or online form?
4. Is contact information provided for the author or sponsoring organization?
5. Does the site take into consideration the needs of differently-abled students (e.g. non-frames version and other considerations)?

Navigability

1. Is the site organization intuitive?
2. Is the necessity of scrolling kept to a minimum?
3. Is navigation simple and obvious?
4. Are navigation bars provided to allow users to jump to different places within the site?
Multiculturality

1. Does the site use a variety of media and styles to effectively engage students with varying learning styles?

2. Does the site encourage interaction between author and user or among users?

3. Does the site encourage participation among users through intercultural interactive or collaborative opportunities?

4. Does the site invite critical examination or divergent perspectives through interactive forums or online evaluation instruments?

5. Does the site provide voice to other perspectives through links or other connections?

6. Is the site free of material that may be oppressive to one or more groups of students
# Appendix C: Multicultural Approach to Evaluating Web Sites Data

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WebQuests 1-40
### WebQuests 41-76

*Legend: ST=Sub-Total, Var = Variance, SD = Standard Deviation*
WebQuests 41-76

Legend: ST=Sub-Total, Var = Variance, SD = Standard Deviation
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<td>Back in Time: Historical Fiction</td>
<td>Collaboratively produce a piece of historical fiction focusing on setting, plot and character.</td>
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<td>WQ18</td>
<td>Intolerance and Fear - Constructing New Tomorrows</td>
<td>Understanding intolerance, fear and hate and deciding what to do when faced with them.</td>
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<td>WQ21</td>
<td>Personal Reflections on Vietnam</td>
<td>Students take on roles that portray different perspectives regarding the Vietnam War.</td>
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<tr>
<td>WQ24</td>
<td>Studying the Background of Arthur Miller's The Crucible</td>
<td>Study various persecutions of people groups throughout history and develop a solution to prevent such persecutions from happening in the future.</td>
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<td>WQ32</td>
<td>Somewhere in the Middle: A WebQuest for Truth</td>
<td>Constructivist WebQuest designed for students to discover rhetorical devices used by groups who create websites to convey their particular points of view. Separating truth from propaganda by analyzing various websites for rhetorical devices used.</td>
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<td>WQ33</td>
<td>Victims of Mass Hysteria</td>
<td>After students finish reading The Crucible, they have a chance to examine some other instances where mass hysteria has ruined people's lives and compare them to the tragedy in Salem. For this webquest, they will be journalists working to expose injustices.</td>
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<tr>
<td>WQ39</td>
<td>Who is the Kennewick Man?</td>
<td>Was the Kennewick Man a Native American or was he from Europe? This Quest explores these questions.</td>
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<td>Booker T. Washington and W.E.B. DuBois</td>
<td>Design a mural to commemorate the two.</td>
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<td>WQ49</td>
<td>Glass Slippers Just Won't Do</td>
<td>Compare the past and present societal attitudes and roles of women in our country.</td>
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<td>WQ52</td>
<td>Hail to the Chief</td>
<td>Design the platform for a new party and get your candidate elected.</td>
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<td>WQ57</td>
<td>Look Who's Footing the Bill</td>
<td>A close look at the national debt.</td>
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<td>WQ60</td>
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<td>Mock trial over the issue of saying a prayer at a public school graduation.</td>
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<td>Graphics coordinator – locate graphics for ppt</td>
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<td>ASATRU Folk Assembly member</td>
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<td>WWII Japanese Internment</td>
<td>McCarthy hearings</td>
<td>Robert Roberson case</td>
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<td>Expert on the Salem Witch Trials</td>
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<td>Expert on related persecutions of innocent people</td>
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<td>McCarthyism – Anxiety turns to persecution</td>
<td>Scapegoating – Whom to Blame?</td>
<td>What are the faces of hate?</td>
<td>Violence in our schools – What to do?</td>
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<td>Hail to the Chief</td>
<td>Social Security and Medicare</td>
<td>Crime and Society</td>
<td>Women’s Issues</td>
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*Legend:* F = Functionality, T = Topic, C = Character
Appendix F: Resource Analysis

Resources in Italics indicate active links

Back in Time

1. Project Director Resources
   - PowerPoint 2000 - Tutorial
   - PowerPoint in the Classroom
   - Office97 PowerPoint Tutorial
   - PowerPoint 97 Tutorial

2. Sound Technician Resources
   - FindSounds.com - Search the Web for Sounds
   - The Movie Sound Database: wav, mp3, movie wavs & sounds
   - Wav Central: Wav Files and Sound Files Database
   - Welcome to The MidiWeb(tm)

3. Graphics Coordinator Resources
   - Animated GIFs for Free Download / WebDeveloper.com ®
   - ClipArtConnection.com - The Clip Art Connection
   - ClipartGuide.com
   - FlamingText.com: Free online tool for generating custom webpage graphics and animations.
   - Free Gifs & Animations

4. Background Material
   a. Constitutional convention
      - Founding Fathers - Delegates to the Convention (NARA)
      - Constitutional Convention Overview
      - Constitutional Convention
   b. Civil War
      - The Battle of Gettysburg
      - Three Days At Gettysburg
      - Battle of Gettysburg - Pickett's Charge
      - Gettysburg Battle American Civil War July 1863
   c. Moon Landing
      - The Flight of Apollo 11 (Smithsonian Air & Space Museum)
      - NASA Space History: Apollo 11 (Military History Online)
      - Anniversary Special: The Story of Apollo 11
   d. MLK March on Washington
      - The King Center
      - "I Have A Dream" Audio of speech (History Channel.com)
      - "I Have A Dream" text of speech (National Civil Rights Museum)
      - Martin Luther King, Jr. Day On the Net
   e. Frederick Douglass
      - Aboard the Underground Railroad
      - The Underground Railroad (History Channel.com)
      - Underground Railroad (National Geographic Tour)
5. Short Stories
   - *Writing Historical Fiction* *(Suite 101.com)*
   - *Kidworld International Writing Contest*
   - *Student Created Historical Fiction*
   - *Very Short Stories: Fiction of World War I (WWI)*

**Glass Slippers Just Won’t Do**

1. Background Knowledge
   a. *Venn Diagram*
   b. *Test Your Women’s History IQ*

2. Historian
   - *Women's History Sourcebook*
   - *Ask a Historian*
   - *Biographies of Notable Women*
   - *Clothes of the Eighties, Index*
   - *Living the Legacy: The Women's Rights Movement*
   - *National Women's History Project*
   - *Places Where Women Made History*
   - *Suffrage: Women's Vote*
   - *Suffrage - When, Where, and Obstacles to Overcome* *in cartoons*
   - *Women's History in America*
   - *Woman Suffrage in Political Cartoons*
   - *Women in America 1820-1842*
   - *Women's History in America*

3. Sociologist
   - *THE BILL OF RIGHTS and Amendments 1-10 of the Constitution*
   - *THE CONSTITUTION OF THE UNITED STATES*
   - *Clothes of the Eighties, Index*
   - *Computer classes lack key feature: Girls' faces*
   - *The Times of Rosie the Riveter*
   - *Women's Intellectual Contributions to the Study of Mind and Society*
   - *Women in the Workplace*
   - *American Women's History: A Research Guide Social Reforms*
   - *Women's Military History*
   - *Women's Work in the 19th Century*

4. Fashion Designer
   - *20th Century Fashion: Women Fashions: 1940s*
   - *20th Century Western Costume: 1910-1920*
   - *Clothes of the Eighties, Index*
   - *Bathing Suits in Black and White*
   - *The Cut of Women's Clothes 1700-1800*
   - *FASHIONDIG*
   - *Solemates-The Century in Shoes*
   - *Victorian Fashion Links*
Women and the Story of Their Fashion
Women's History in America
Women's Garters 1800-1830
CHILDREN'S CLOTHING THEN AND NOW

5. Media Mogul

WOMEN'S IMAGE IN THE MEDIA
Fairness and Diversity in Television: Update and Trends since the 1993
DEFINING WOMEN
Television and the Case of CAGNEY & LACEY
Getting Girls Interested in Computers
Most girls tuning out video games
Military Women and Television
Minorities and Women in Television News
Multimedia Sites in Women's History
Women's History in America
Women in Theater
Women Artists in History
Viewing Photographs

Intolerance and Fear
1. Background Information
   • Winner: Peace House Essay on Intolerance
     "The Silent Intolerance" by Sara Holbrook - Learning the subtle first seeds of
     intolerance at school.
   • Endangered Expressions
     Understanding the events that led up to McCarthy's first public accusations.
   • "Hate Hurt"

2. McCarthyism – Anxiety turns into Persecution
   • Senator Joe McCarthy - A Multimedia Celebration
     Multimedia archives of the McCarthy era.
   • Cold War Hot Links
     This is a huge source of links to information on the Cold War.
   • Salem Witches and McCarthyism
     This site provides general background information on both topics and builds
     parallels.
   • Salem, 1950
     Essay written by one of McCarthyism's victims.
   • Hollywood Looks Back
     The blacklist has a living legacy.

3. Scapegoating – Whom to Blame?
   • Scapegoating as Ideological Weapon
     Clear description of how we identify and perceive our enemies.
   • The Scapegoat Society
     This society was formed in 1997 for those concerned with the dynamics of
     attributing blame to others - the core of scapegoating and demonizing.
• **The Agony of the Scapegoat**
  This essay describes the emotional cost to the scapegoat, especially as it applies to those in public life.

• **The Scapegoat Who Bore Away Sin**
  This page presents the ancient Biblical roots of the scapegoat.

• **White Trash: The Construction of an American Scapegoat**
  "Equality is simultaneously the greatest accomplishment and worst failure in America." Speaks powerfully about "the enduring American necessity for a social other."

4. **What are the faces of hate?**

• **Hate Motivated Crime and Violence: Information for Schools, Communities, & Families**
  This is an information-rich place to begin your research on this topic. This site is maintained by the NEA.

• **Media Criticism: Hate Becomes a Commodity**
  "This essay explores a new variation on this endless historical game of dehumanization and degradation. Now, we have a political system and media that gain much of their profit and power by turning public figures into scapegoats..."

• **Should national hate crime laws be strengthened in the wake of the attack on a gay University of Wyoming student?**
  An online forum that records some diverse thinking on hate crimes. Can you find others?

• **White Supremacists**
  Combating online bigotry - links to hate groups.

• **Stormfront**
  This site tells the "truth" about white supremacy groups. You decide.

5. **Violence in Our Schools – What to Do?**

• **Denver Post Archives and Links to the Columbine Tragedy**
  This is an information-rich site from a local newspaper. It has excellent links to this topic.

• **Curtailing Violence: Making Schools Smaller**
  The answers to school violence is not in metal detectors or more police coverage; the answer is in creating smaller and more personal places where people feel more connected with each other.

• **Protecting Students from Harassment and Hate Crimes**
  A Guide for Schools - U.S. Department of Education Office for Civil Rights and the National Association of Attorneys General

• **Public School Shootings**
  This site represents the religious community in America as it speaks out against school violence. It is particularly powerful in its study of the various responses to the Columbine tragedy and in its presentation of preventions.

• **Facts about Violence among Youth and Violence in Schools**
  Center for Disease Control - Government report in response to President Clinton's call for a reduction in youth violence.

6. **Ask an Expert**
Simon Crosby has consented to interact with you during this activity. He represents The Scapegoat Society in England. Look through the site to determine what specific expertise is offered. Email to: Simon Crosby

Jennifer Holliday has consented to interact with you during this activity. She represents the Southern Poverty Law Center. She is Program Coordinator for Teaching Tolerance. Look through the site to determine what specific expertise is offered. Email to: Jennifer Holliday.

Look Who’s Footing the Bill

1. Background
   - **Glossary** from A Citizen's Guide to the Federal Budget
   - **Questions Answered on the Budget** from the Budget Analyst
   - **Let's Define Five Terms** from Steve Conover, Sr.
   - **Gross Domestic Product Components** from USA Today
   - **WWWebster Dictionary** this general-purpose reference can give more meanings of a word
   - **What Is the Budget?** from A Citizen's Guide to the Federal Budget
   - **Deficit and Denial** from the Concord Coalition
   - **FederalBudget.com** from Gene Simmons, Founder, National Debt Awareness Campaign
   - **Myths vs. Realities for the United States National Debt**
   - **Debt is the wrong enemy. Growth is our neglected ally, and We'll Never Have to Pay It Back** from Steve Conover, Sr.
   - **Federal Budget: Detailed Numbers** from TruthAndPolitics.org

2. Number Cruncher
   - Go to **The U.S. National Debt Clock** and record the exact amount of the debt and the exact time. (**Note:** if the time is not correct, press your browser's reload button to update the clock.)
   - Go to **Federal Spending and the Budget** from the National Center for Policy Analysis. How can you use these descriptions of numbers to help your team mates understand how big 5 trillion is?
   - **The National Debt: 1940-2005** from the Concord Coalition
   - **Quarterly Economic Survey** from USA Today
   - **CBO Baseline Budget Projections, 1999-2010** from Congressional Budget Office with three alternative calculation methods

3. Fact Checker
   - **Is the Deficit Really So Bad?** by Jonathan Rauch gives one perspective from the 80s
   - **Historical Public Debt Outstanding - Annual 1950 - 1999** from the Bureau of the Public Debt
   - **The National Debt is ...** from the National Debt Awareness Center
   - **Record US budget surplus achieved** from the BBC
   - **Economy: Full Speed Ahead: President Clinton on Debt & Tax Cut** from ABC News
   - **Greenspan: Hold Off on Cuts** a report from Time.com
4. Growth Advocate
   • Frequently Asked Questions (FAQ) about the Public Debt from the Bureau of the Public Debt
   • Deficit, Surplus and the GDP from A Citizen's Guide to the Federal Budget
   • "I could use the money. So could you." an editorial from Time.com
   • Debt is the wrong enemy. Growth is our neglected ally. from Steve Conover, Sr.
   • Myths vs. Realities for the United States National Debt
   • Is the Deficit Really So Bad? by Jonathan Rauch

5. Budget Balancer
   • Listen Up, Generation X
   • Here Comes the Millennial Generation from the Concord Coalition
   • Concord Coalition Trumpets Benefits of Paying Down the Debt from the Concord Coalition
   • FederalBudget.com from Gene Simmons, Founder, National Debt Awareness Campaign
   • Grandfather Federal Government Debt Report by Michael Hodges
   • Surpluses as far as the Eye Can See?
   • What the President's Plan Does and Doesn't Do from the Concord Coalition
   • Greenspan: Hold Off on Cuts a report from Time.com

6. Group
   • Budget Explorer
   • Thesis Maker
   • Zip To It Plus 4 background and contact information on congressional representatives
   • All Politics Congress and Governor Guide contact information and Web site links
   • Contact information for U.S. Senators access to official Web pages and email addresses
   • Mr. Smith Goes to Washington a tool for emailing your essay to many people at once

Personal Reflections on Vietnam

1. Background Information
   • Viet Nam War Overview - A brief overview and outline of the history of the War.
   • Vietnam War Statistics - Various statistics regarding the war, including causality numbers, and important dates.
   • The History Place - A timeline of the War starting with 1969.
   • Vietnam Veterans Homepage - The official homepage for veterans of the Vietnam War.
   • Information Please Dictionary and Encyclopedia - This media device will aid you in defining unfamiliar terms that you might encounter during the WebQuest.

2. African American College Student
• **The Civil Rights Movement 1955-1965** - This site provides a good overview of the civil rights movement. It focuses on seven key events in this movement.

• **Civil Rights Laws and Legislation Since 1945** - This site speaks to the specific societal events which prompted change for American minorities.

• **Civil Rights Movement** - This site reveals the process that civil rights leaders struggled through in order to narrow the gap between black, white relations.

• **Positive Civil Rights Information Source Sheets** - This site provides a variety of pages on the Civil Rights movement.

3. **World War II Veteran**

• **Events Leading To WWII** - This web site exposes the causes of WWII, and is a great tool of comparison for relating the causes of the second World War with the causes of Vietnam.

• **HyperWar** - This site gives an excellent overview of the politics, events, and players associated with World War II.

• **WWII U.S. Veterans Website** - This is the official website of WWII veterans.

4. **Peace Activist**

• **The Hippy Ring of Peace** - A good site giving you a background on the "hippy" movement. Pay particular attention to the links under the "Counterculture Studies" category.

• **Lilac's Book: Advice and Hippy Values** - This site will give you the hippy perspective on a number of different issues that will effect your character's attitudes.

• **The Way of the Hippie** - A very basic look at the characteristics of the counterculture movement.

5. **American News Correspondent**

• **"We Are Friends," by Lacques Leslie** - A first person account of a reporter's first look at the Vietnamese side of the war.

• **Recalling the Vietnam War** - Various participants in the war reflect on their experiences. Look and listen to the different journalists (particularly Neil Sheehan) as they reflect on Vietnam.

• **The Memory of a Journalist in the Fight** - Another first person account from a journalist who wrote for the Army.

• **Army News Link** - A recent article detailing the award of a bronze star to a civilian news correspondent during the Vietnam War.

**The Place of God and Religion in Public Schools**

1. **General Sites**

   • **The Separation of Church and State Home Page**
   
   • **The Freedom Forum online: Covering topics on the First Amendment and religion**
   
   • **ACLU on the Establishment Clause and Public Schools**
   
   • **ACLU on School Prayer**
   
   • **Religion in the Public Schools - A Joint Statement of Current Law**
   
   • **The ABC's of Religion in the Public Schools**
   
   • **President Clinton's memorandum on Religious Expression in the Public Schools**
• **Pro and Con on School Prayer**
• **School Prayer: A Dividing Line of American Values**
• **Religion in the Public Schools**

2. Sites in Favor of School Prayer
• **Americans for Voluntary School Prayer**
• **Editorial on School Prayer from a Christian Perspective**
• **Nailing Down the Flap Over School Prayer**

3. Internet Resources geared toward opposition of school prayer and religion
• **School Prayer: When God is not Enough**
• **The Case Against School Prayer**
• **Prayer Does Not Belong in the Classrooms**

4. Supreme Court related sites (no official supreme court site)
• **Legal Information Institute: Supreme Court Collection**
• **Oyez Oyez Oyez**
• **The Federal Judiciary**
• **Supreme Court Historical Society Home Page**
• **US Congress**
• **U.S. Judicial Branch Resources**

**Somewhere in the Middle – a Webquest for Truth**

1. Phase One
• **National Institute for Research Advancement (NIRA)** and learn more about think tanks

2. Phase Two
a. Gun Control
• **Million Mom March**
• **National Rifle Association**
• **The New American: Gun Control**
• **Just Facts: Gun Control**
• **Reason Online: Gun Page**

b. Capital Punishment
• **ACLU DEATH PENALTY CAMPAIGN**
• **DEATH PENALTY FOCUS**
• **Religious Tolerance**
• **PRO-DEATH PENALTY**
• **THE NEW AMERICAN**

c. Legalization of Marijuana
• **Truth. The Anti-Drug.**
• **National Organization for the Reform of Marijuana Laws (NORML)**
• **Citizen's alliance for the Legalization of Marijuana (CALM)**
• **National Families in Action**
• **The Elkhorn Manifesto**

d. Euthanasia
• **Euthanasia.com**
Studying the Background of Arthur Miller’s The Crucible

1. General
   a. Poem – Japanese Internment Camps
   b. Salem Virtual Witch Hunt

2. Expert on the Salem Witch Trials
   • Timeline of Salem Witch Trials
   • Puritan History
   • List of Accused
   • Example of Martha Carrier's Trial
   • Shows Background of Feelings and Superstitions of Salem
   • The Salem Witch Museum
   • Witchcraft in Salem Village
   • The Crucible project

3. Expert on McCarthyism
   • Excellent Summaries of McCarthyism Era
   • Short Biography of Joseph McCarthy
   • CNN Cold War - Episode Script: Reds
   • Congressional Committees and Unfriendly Witnesses
   • CNN - Virtual McCarthyism Trial

4. Expert on the related persecutions of innocent people
   • THE HOLOCAUST AN HISTORICAL SUMMARY
   • SWC : 36 Questions About the Holocaust
   • Questions and Answers about the Holocaust
   • Japanese Internment Camps
   • Arab Americans following the tragedies of 9/11/01
   • Other persecutions of large groups of people
   (be sure to view the bibliography section to use the original sources)
   • United States Holocaust Memorial Museum
   • Simon Wiesenthal Center

5. Expert on PowerPoint
   • To view a sample PowerPoint presentation, click here

6. Other
   • Venn Diagram
   • Thesis Outline and Builder

Victims of Mass Hysteria

1. General Research
   • Website Evaluation Form
   • BeyondBooks
   • NY Times
2. Salem Witch Trials
   - A Village Possessed
   - Salem Witch Museum
   - The Salem Witch Trials
   - A Chronology of Events
   - Ask A Question
   - Witchcraft in Salem

3. Japanese-American Internment Camps
   - Japanese Internment Camps
   - War Relocation Authority Camps in Arizona, 1942-1946
   - Relocation Camp Life
   - Executive Order No. 9066
   - Children of the Camps
   - Museum of the City of San Francisco
   - Japanese-American Internment Camps during WWII
   - Internment of San Francisco Japanese

4. McCarthy Hearings
   - Interview with John Service
   - The Army-McCarthy Hearings
   - Sen. Joe McCarthy - A multimedia Celebration
   - HUAC and Censorship Changes
   - How McCarthyism Affected Miller
   - HUAC, McCarthy, and the Reds
   - The Fight for America

5. Robert Roberson Case
   - Witch Hunt in Wenatchee
   - 1996 Day of Contrition: Protesting Modern Witch Hunts
   - The Wenatchee "Sex Rings"
   - Wenatchee Overview
   - Pastor, Wife, Acquitted in Child Sex Trial
   - Court is Child's Play for Becky Roberson
   - Pastor Robert Roberson

How Should They Be Remembered?
1. Background
   - The First Years of Freedom
   - Reconstruction
   - Forces of Reaction
   - The Obstacles Faced by African Americans
   - Brief background of Washington-DuBois Debate
   - African-American Perspectives
2. Booker T Washington: Biography and Accomplishments
   - Biographical sketch of Booker T. Washington
   - Up From Slavery: Booker T. Washington's Autobiography
   - Ballad of Booker T. by Langston Hughes

3. Booker T Washington: Views on Education
   - The Atlanta Compromise: This is one of Washington's most controversial addresses.

4. WEB DuBois: Biography and Vision of Education
   - Biographical sketch
   - The Talented Tenth
   - A Negro Schoolmaster in the New South In this article, which appeared in The Atlantic in 1899, DuBois reflects on the time he spent as a school teacher in rural Tennessee.

5. WEB DuBois: Criticism of Booker T Washington
   - The Evolution of Negro Leadership
   - "Of Mr. Booker T. Washington and Others" from The Souls of Black Folks
   - DuBois Looks Back This interview was given by DuBois shortly before his death. DuBois looks back at the controversy between him and Booker T. Washington.

6. Additional Resources
   - The Souls of Black Folk by W.E.B. Du Bois
   - Progress of a People from African-American Perspectives from the Library of Congress' American Memory Collection. To learn more about Booker T. Washington's views on industrial education, click here.
   - The Booker T. Washington Era. This site is part of the American Memory Collection of the Library of Congress. It contains useful information about African-American history.
   - Flashback: Black History, American History from The Atlantic This site contains a number of articles written by W.E.B. DuBois and Booker T. Washington. Some have already been included in your role links, others have not.
   - The American Experience: America 1900 This site was put together as part of the American Experience by PBS.

Who is the Kennewick Man?
1. Native American
   - History of Umatilla and Walla Walla Indians
   - Memo re: Native American
   - What students have to say
   - Native American View
   - Ancient People in America
- Kennewick Man on Trial -- Native American View
- Repatriation and Burial issues
- Kennewick Man goes Native
- Kennewick Man was not alone
- Guidance Letter from Dept. of Interior

2. Archaeologist
- Friends of America's Past
- National Park Service statement
- Scientist say Kennewick Man Asian or Polynesian
- Anthropologist View
- Anthropologist View on NAGPRA
- Ideas about Race
- Kennewick Man on Trial
- What students have to say
- NAGPRA: the document
- Documents relating to Kennewick Man
- Kennewick Man Art Gallery

3. Museum Curator
- Friends of America's Past
- National Park Service statement
- News Story
- Govt. Memo: Remains are Native American
- DNA test on Kennewick Man
- Old Bones, New Divisions - newspaper article
- Anthropologist fight for bones - newspaper article
- Chronology of events - time line of events

4. ASATRU Folk Assembly Member
- Who are Native Americans?
- Ideas about Race
- Interested Parties -- who the players are
- Who really were the first Americans? -- newspaper article
- ASATRU Folk Assembly - about Kennewick Man
- AFA - Kennewick Man article
- Documents relating to Kennewick Man
- NAGPRA: the document
- Kennewick Man Art Gallery
- Ideas about Race
- Links to ASATRU articles

5. Common Resources
- Ancient People in the Americas
- Video lecture about the Peopling of the Americas
- Examining the Coastal Area from Kodiak Island to Puget Sound: Finding Evidence to Establish Dispersion from Asia to the Americas -- This is a very
technical article but there are nuggets of really good facts supporting some theories.

- **Paleoindian** -- Good general background about the Land Bridge Theory and how Native Americans migrated to Ohio.
- **Monte Verde Revisited** -- Site changed peoples views about how the Americas were settled.
- **First Americans from Europe** -- Theory that Americas' first inhabitants came from Europe and not from Asia.
- **Northern Clans, Northern Traces** -- examination of the peopling of the Americas and the various theories by Dennis Standford.
- **Migration to the Americas** -- an excellent article from *New Science* called "Young Americans" that looks at some of the new theories about the peopling of America. Also has some interesting maps.

**Hail to the Chief**

1. Background
   - Policy.com- Issue Of The Week

2. Crime and Society
   - Under the Gun
   - Washington Watch: Values Matter
   - Caught in the Cross-Fire
   - Dole Keeps Porn Out
   - This Season’s Must-Have: Morality Everyone’s Talking About It. Morality Is Hot
   - NRA Denounces White House Campaign of Deception
   - Crime-Free America
   - Gunfree

3. Economy
   - Jerome Levy Economics Institute of Bard College
   - A Citizens' Guide to the Federal Budget
   - The Right Stuff: America's Move to Mass Customization
   - Election 2000 Part II: Candidates on Poverty
   - Speaker's Statement on the Republican Budget Blueprint
   - Economic Policy Institute

4. Education
   - A Colorado Community Looks for Answers After Deadly Attack
   - Investing in Children
   - Bush Would End Federal Aid to Failed Schools
   - Charter Schools
   - Supreme Court Lets Policy Against Education Vouchers Stand
   - Al Gore's Education Agenda
   - Affordable Education Act of 1999
   - New Directions: Federal Education Policy in the Twenty-First Century
5. Social Security and Medicare
   • **Answering Objections to School Vouchers in D.C.**
   • **Issues Library: Education**
   - Saving Social Security
   - Another Bold Step Forward: The Bipartisan Senate Social Security Reform Plan
   - Simple Solutions for Elderly Prescription Drugs
   - Battle Brews on Social Security
   - Social Security Online
   - Five Principles of Social Security Reform
   - Saving Social Security Now and Meeting America's Challenges For the 21st Century
   - Can Hiking the Max Tax Save Social Security?
   - Arguments: Pay as you go vs. Funded system

6. Women’s Issues
   • **Abortion and Politics -- Republicans May Suffer Same Fate as Whigs**
   • **NARAL Ad Campaign Exposing George W. Bush's Anti-Choice Position**
   • **White House Women**
   • **Mandatory Waiting Periods and the Freedom to Choose**
   • **Americans Choose Female Leaders in Presidential Ballot Project**
   • **Status of Partial-Birth Abortion Bans**
   • **Partial-Birth Abortion Equals Infanticide and Fetal Tissue Profits!**
   • **The Minimum-wage Increase: A Working Woman's Issue**
   • **America’s Commitment: 1999 Update**

7. Other Resources
   • **CNN's All Politics Home Page**
   • **Policy.com Research: Issues Library**
   • **The Democratic Party Online**
   • **The Republican Party Online**
   • **Third Party Central**
   • **Project Vote Smart**
   • **Online NewsHour Forum: What should the issues be?**
   • **WhiteHouse2000 (the presidential campaign)**
   • InfoTrac (the magazine database in your library media center)
   • SIRS Government Reporter (available in the library media center)
   • SIRS Researcher (available in the library media center)
# Appendix G: Sources of Knowledge Analysis

**Code Legend:** EE = Educators and Experts, EO = Established Organization, PRI = Primary Source, SEC = Secondary Source, STO = Storytelling, HOB = Hobbyist, HOT = Hotlist, CP = Class Project

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<td>Online American politics module written through a grant by professor &amp; poli sci dept</td>
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<td>&quot;Shotgun&quot; see biblio page</td>
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<td>space.com</td>
<td>Imaginova - multimedia content (Lou Dobbs)</td>
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<td>thekingcenter.com</td>
<td>Established by Coretta Scott King</td>
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<td>National Civil Rights Museum</td>
<td>text of speech</td>
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<td>National Park Service</td>
<td>National travel itenerary-60 places with photos and descriptions on the underground railroad</td>
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<td>National Geographic</td>
<td>virtual simulation of journey on Underground railroad - user makes choices along the route</td>
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<td>Women's History Sourcebook</td>
<td>Paul Halsall - History professor at Forham University</td>
<td>Women's history hotlinks for cultures around the world and through time</td>
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<td>National Park Service</td>
<td>List of experts, area of expertise, and email addresses</td>
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<td>long list of women</td>
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<td>Mr. Nha - Writer in Vietnamese army - first person account</td>
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*Code Legend:* EE = Educators and Experts, EO = Established Organization, PRI = Primary Source, SEC = Secondary Source, STO = Storytelling, HOB = Hobbyist, HOT = Hotlist, CP = Class Project
Appendix H: Constructing Knowledge Analysis

This appendix contains the introductory and accompanying text with the sample WebQuest resources.

Back in Time
- Intro to resources:
  As a team research the background material for your story.
  What kind of clothes did people wear during the time period you've selected? How did they speak to one another? What were their surroundings like? Find out about their religious practices, traditions, and primary occupations. Take notes on any aspects you'll need to incorporate into your story.
  If accessing Britannica & Grolier links outside of school, be sure to obtain the passwords for these online databases from Mr. Excell, Mr. Alma, or Mr. Haines.
- Repeat of topic question followed by list of resources. No accompanying text.

Glass Slippers Just Won’t Do
- 2. Surf the links related to your role.
  3. Follow your interest and what strikes you.
  4. "Collect" (copy and paste) text or images from the Web to your personal digital notebook (whether M.S. Office, Appleworks, Simple Text., Notepad or an HTML authoring tool)
- Questions for each role to answer with resources
  - Historian
    - In what kind of documents and primary sources is the history of women kept?
    - What major events mark changing roles for women overtime?
    - Imagine you lived during a decade of the 1800-1985 time period, record a diary of twelve events of the time.
    - Do we gain a better understanding of our own lives and times by understanding history?
  - Sociologist
    - What cultural adaptations have women made over time?
    - What conflicts have caused major shifts in women's roles?
    - How have women contributed to home and business environments?
    - What books, magazines, poetry, and other writings have women contributed to?
  - Fashion Designer
    - What clothing, jewelry, and hair styles have women worn over time?
    - What trends have been recorded in clothing and other fashions?
  - Media Mogul
    - How does the role of women in past media (radio, television, advertising, movies, software) presentations compare with that role today? Supply evidence of gender gaps in any media today.
- Links listed in large table on separate page
Hail to the Chief

- Each of you have been assigned one of the five key issues: Social Security and Medicare, Crime and Society, Women's Issues, Economy, and Education. Now you will begin to research the issue that has been assigned to you. You will be the expert on the issue assigned to you. Your task is to find as much information as possible which relates to your issue and then to formulate a position statement for your candidate. Your position statement will express what focus and direction the government should take for the issue you have researched. There may be several subtopics related to the main issue you are addressing, so be sure to cover the key topics. Use the facts you uncover in your research to defend the positions you take.
- To continue your research, click on the link for the issue you have been assigned. Some of the links on that page will be directly associated with your specific assignment. Other links listed will have links to information on more than one issue. Use as many resources as possible to get a substantial amount of data upon which to base and support your position statement. Consult the Rubric to make sure that you are following the guidelines for the project.
- Links listed on separate page for each topic

Intolerance and Fear

McCarthyism - Anxiety Turns to Persecution

Use the links below to learn more about your issue. Specifically, look for answers to the following questions or information that will assist you in completing the tasks:

1) McCarthy used real and imagined anxieties to ignite real fear in Americans. Design a presentation that demonstrates the historical conditions that made Americans' anxieties fuel for his flames.

2) View McCarthyism from many of the points of view represented by those that he attacked (writers, producers, politicians, bureaucrats, military personnel, scientists, activists, etc.) Each member of the group must write a first-person narrative that retells the darkest days for one of these victims.

3) Who were the victims of the blacklist and what were the accusations made against them? Make a chart representing these facts.

Senator Joe McCarthy - A Multimedia Celebration
Multimedia archives of the McCarthy era.

Cold War Hot Links
This is a huge source of links to information on the Cold War.

Salem Witches and McCarthyism
This site provides general background information on both topics and builds parallels.
Salem, 1950
Essay written by one of McCarthyism's victims.

Hollywood Looks Back
The blacklist has a living legacy.

**Scapegoating - Whom to Blame?**

Use the links below to learn more about your issue. Specifically, look for answers to the following questions or information that will assist you in completing the tasks:

1) Identify the functions of the Biblical scapegoat for the Children of Israel. Design a visual representation of these functions.

2) What are the dynamics of attributing blame to others? Write and perform a skit that explores these dynamics.

3) Identify particular social conditions that might lead to using scapegoating as an ideological weapon. Study one historical example in detail. Write a detailed account of the social conditions that lead to the scapegoating.

4) Gather historical examples of individuals who were the targets of scapegoating. Be clear about the identity of the individual, the setting, and the perpetrator(s). Create a database representing your findings. Write a concluding observation for your database which seeks to find common themes from these examples.

**Scapegoating as Ideological Weapon**
Clear description of how we identify and perceive our enemies.

**The Scapegoat Society**
This society was formed in 1997 for those concerned with the dynamics of attributing blame to others - the core of scapegoating and demonizing.

**The Agony of the Scapegoat**
This essay describes the emotional cost to the scapegoat, especially as it applies to those in public life.

**The Scapegoat Who Bore Away Sin**
This page presents the ancient Biblical roots of the scapegoat.

**White Trash: The Construction of an American Scapegoat**
"Equality is simultaneously the greatest accomplishment and worst failure in America."
Speaks powerfully about "the enduring American necessity for a social other."

**What Are the Faces of Hate?**
Use the links below to learn more about your issue. Specifically, look for answers to the following questions or information that will assist you in completing the tasks:

1) What are the many faces of hate? Create visual representations of your findings.

2) View and record many examples of how the media participates in arousing the emotions of anger, ridicule and disdain. Create a multimedia presentation of your archives.

3) State the causes that might lead to the formation of a hate group. Use an actual hate group for your task. Construct a timeline that represents the development stages.

4) State the effects that a hate group might have in a particular setting. Use an actual hate group for your task. Use a type of dramatic presentation for your statements.

Hate Motivated Crime and Violence: Information for Schools, Communities, & Families
This is an information-rich place to begin your research on this topic. This site is maintained by the NEA.

Media Criticism: Hate Becomes a Commodity
"This essay explores a new variation on this endless historical game of dehumanization and degradation. Now, we have a political system and media that gain much of their profit and power by turning public figures into scapegoats..."

Should national hate crime laws be strengthened in the wake of the attack on a gay University of Wyoming student?
An online forum that records some diverse thinking on hate crimes. Can you find others?

White Supremacists
Combating online bigotry - links to hate groups.

Stormfront
This site tells the "truth" about white supremacy groups. You decide.

Violence in Our Schools - What to Do?

Use the links below to learn more about your issue. Specifically, look for answers to the following questions or information that will assist you in completing your task:

1) Identify the many ways in which violence manifests itself in school settings. Design a presentation that depicts these manifestations.

2) Analyze the elements that seem to have been contributing factors in recent school shootings. Construct a physical representation of a "causation tree" whose roots are anchored in these factors.
3) View prevention from various perspectives. (Federal government, law enforcement, school administration, parents, students, print media, etc.) Each member of the group must write a short speech or a letter to the editor representing one of these perspectives.

Denver Post Archives and Links to the Columbine Tragedy
This is an information-rich site from a local newspaper. It has excellent links to this topic.

Curtailing Violence: Making Schools Smaller
The answers to school violence is not in metal detectors or more police coverage; the answer is in creating smaller and more personal places where people feel more connected with each other.

Protecting Students from Harassment and Hate Crimes
A Guide for Schools - U.S. Department of Education Office for Civil Rights and the National Association of Attorneys General

Public School Shootings
This site represents the religious community in America as it speaks out against school violence. It is particularly powerful in its study of the various responses to the Columbine tragedy and in its presentation of preventions.

Facts about Violence among Youth and Violence in Schools
Center for Disease Control - Government report in response to President Clinton's call for a reduction in youth violence.

Look Who’s Footing the Bill
- Three sections for each role: the basics – step by step interaction with one site, links (with short text descriptions of the source), and learning more

Personal Reflections on Vietnam
- The group will review a selection of web sites that will give them an overview of the events surrounding the Vietnam conflict. The following web sites will help to provide your team with background information on the history of the War. They will also help in developing responses from the character roles which you will be undertaking.
  - Viet Nam War Overview - A brief overview and outline of the history of the War.
  - Vietnam War Statistics - Various statistics regarding the war, including causality numbers, and important dates.
  - The History Place - A timeline of the War starting with 1969.
  - Vietnam Veterans Homepage - The official homepage for veterans of the Vietnam War.
  - Information Please Dictionary and Encyclopedia - This media device will aid you in defining unfamiliar terms that you might encounter during the WebQuest.
• **The Civil Rights Movement 1955-1965** - This site provides a good overview of the civil rights movement. It focuses on seven key events in this movement.

• **Civil Rights Laws and Legislation Since 1945** - This site speaks to the specific societal events which prompted change for American minorities.

• **Civil Rights Movement** - This site reveals the process that civil rights leaders struggled through in order to narrow the gap between black, white relations.

• **Positive Civil Rights Information Source Sheets** - This site provides a variety of pages on the Civil Rights movement.

• **Events Leading To WWII** - This web site exposes the causes of WWII, and is a great tool of comparison for relating the causes of the second World War with the causes of Vietnam.

• **HyperWar** - This site gives an excellent overview of the politics, events, and players associated with World War II.

• **WWII U.S. Veterans Website** - This is the official website of WWII veterans.

• **The Hippy Ring of Peace** - A good site giving you a background on the "hippy" movement. Pay particular attention to the links under the "Counterculture Studies" category.

• **Lilac's Book: Advice and Hippy Values** - This site will give you the hippy perspective on a number of different issues that will effect your character's attitudes.

• **The Way of the Hippie** - A very basic look at the characteristics of the counterculture movement.

• **"We Are Friends," by Laques Leslie** - A first person account of a reporter's first look at the Vietnamese side of the war.

• **Recalling the Vietnam War** - Various participants in the war reflect on their experiences. Look and listen to the different journalists (particularly Neil Sheehan) as they reflect on Vietnam.

• **The Memory of a Journalist in the Fight** - Another first person account from a journalist who wrote for the Army.

• **Army News Link** - A recent article detailing the award of a bronze star to a civilian news correspondent during the Vietnam War.

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**Religion and Prayer in Public Schools**

As your committees search to develop answers to the case, the students are striving to achieve the following goals:

- To develop an understanding of the rational for school prayer in public education and likewise why others are opposed to praising God in school.
- To critically evaluate the resources and rulings based on relevancy, biases and errors.
- To develop and support a role position.
- To compare, contrast, and evaluate the case.

Below you will find Internet resources and connections that will help you in developing your arguments. You will find sites for background information as well as sites proposing a particular point of view. Weigh the evidence carefully. As you investigate the issue, make notes to support your role position.
Studying the Background of Arthur Miller’s the Crucible

Go through this Salem Virtual Witch Hunt. You will be experiencing what it was like to have been accused of witchcraft in Salem during the Salem Witch Trials. Your job is to experience the emotions and feelings of being falsely accused. Write one page about your experience, what it felt like, and what you learned.

For this role, you must gather extensive background information related to the Salem Witch Trials, identifying

- their causes (focus on the beliefs of the people of the time),
- their consequences (both for individuals accused and accusing, and for the society),
- possible ways to have avoided them. Be sure your solutions are applicable to the people at that time period and in that situation.

For this role, you must gather extensive background information related to McCarthyism, identifying

- their causes (focus on the beliefs of the people of the time),
- their consequences (both for individuals accused and accusing, and for the society),
- possible ways to have avoided them. Be sure your solutions are applicable to the people at that time period and in that situation.

For this role, you must gather information on at least two related persecutions, and identify the following for each:

- the causes (focus on the beliefs of the society and of the leading characters),
- the consequences (both for individuals accused and accusing, and for the society),
- possible ways to have avoided them. Be sure your solutions are applicable to the people at that time period and in that situation.

Victims of Mass Hysteria

The sites listed below will be helpful to you in your research, but some are more reliable than others. Use your website evaluation form to help you determine which sites are the most credible. You can also conduct your own search at BeyondBooks, NY Times, Marcoplo, and AllExperts.com. You must have at least four sources for this project.
Before you begin your research, print out the notes page and use it to help focus your research.

List of resources by topic

*How Should They be Remembered?*

- **American Journey:** You have probably already talked about Reconstruction and the problems that the nation, and especially freed African-Americans, faced after the Civil War. The following readings from the African American Journey from *World Book* will help refresh your memory about Reconstruction and will ask you to consider some of the issues faced by the African-American community from Reconstruction to the early 1900s. The following three links are all part of the same reading.
  1. The First Years of Freedom
  2. Reconstruction
  3. Forces of Reaction

After completing the readings, answer the following:

4. Describe the temporary gains that African-Americans achieved during Reconstruction.
5. Why was much of that ground lost in later years?
6. How did black codes further erode the rights of African-Americans?
7. What key court decisions paved the way for segregation?
8. Describe the forms of violence and discrimination that made it difficult for African-Americans to achieve equality.
9. What economic difficulties did African-Americans face?

- **The Obstacles Faced by African Americans** by Mary Washington. This reading is from the PBS companion site to "The American Experience." Mary Washington provides background about the difficulties faced by African-Americans around 1900. After completing the reading answer the following questions:
  1. What were the problems with the education available to African-Americans during this time period? How did the limitations of the educational system make it hard for African-Americans to get ahead?
  2. What methods were devised to deny African-Americans the right to vote? How did these voting restrictions make it easier for African-Americans to be denied rights in other areas?
  3. If you knew that "rocking the boat" might result in violence against you or a member of your family, such as a parent, a sibling or a child, would you be as willing to demand change? Explain. What impact do you think that lynchings had on the pace of change in the South? Why do you think this violence was allowed to go on?
  4. What was "Jim Crow"? What impact did segregation have on African-Americans in the South?
• **Brief background of Washington-DuBois Debate:** This site provides some context for the readings assigned to your role.

• **Timelines:** The timelines linked below are from *African-American Perspectives* from the American Memory Collection at the Library of Congress. These timelines will help fill in the gaps about what else was going on at the time of the debate between Booker T. Washington and W.E.B. DuBois. You may also wish to come back to the timelines as you work through the other components of your project.
  1. 1852-1880
  2. 1881-1900
  3. 1901-1925

Readings:

  o **Biographical sketch of Booker T. Washington**
    ▪ In your own words, describe Booker T. Washington's childhood and early years.
    ▪ How do you think his experience as a slave and living through the problems faced by African-Americans in the South following the Civil War and Reconstruction affected him?
    ▪ In what ways did Washington's background shape his view on industrial education for African-Americans?
    ▪ What are your opinions on Washington's focus on industrial education?
  o **Ballad of Booker T. by Langston Hughes** - Langston Hughes was a poet of the Harlem Renaissance.
    ▪ How is Washington portrayed in this poem?
    ▪ What were some of Washington's accomplishments and traits that are highlighted in this poem?

Readings:

• **The Awakening of the Negro** This article originally appeared in *The Atlantic* in September 1896. Washington outlines his views on industrial education for African-Americans.
  
  o What type of education does Washington advocate for African-Americans?
  o Do you think Washington advises this type of education, because he believes it is what African-Americans are best suited for or because under the circumstances he believes it the most practical and realistic approach? Explain.

• **The Atlanta Compromise:** This is one of Washington's most controversial addresses. To get to the text of the speech scroll down to page 6.
Understanding this speech is critical to understanding Washington's stand on education for African-Americans and to understanding why Washington remains such a controversial historical figure. To see a page of the original manuscript click here.

- Why do you think Washington starts with the story about the lost ship? Why do you think he continues to return to the statement "Cast down your bucket where you are?"
- Explain what you think Washington means when he says:

  No race can prosper till it learns that there is as much dignity in tilling a field as in writing a poem. It is at the bottom of life we must begin, and not at the top.

Do you agree? Explain.

- What message does Washington have for white Southerners? What do you think about these statements?
- Why does Washington argue that "the wisest among my race understand that the agitation of questions of social equality is the extremist folly. . ."? What types of reactions do you think this statement might have generated among whites and blacks?
- Do you think that Washington was right to temporarily give up on demanding social equality or do you think he should have continued to demand that African-Americans be treated equally? Explain.

Readings:

- **Biographical sketch**
  - How do you think DuBois' upbringing in Great Barrington, MA and his education at Fisk and Harvard separated DuBois from some of the problems and concerns faced by Southern blacks during this time period?
  - What do you see as DuBois' major accomplishments?

- **The Talented Tenth** When you finish this reading, consider and answer the following:
  - Why does DuBois see the "Talented Tenth" as critical to the uplifting of African-Americans in general?
  - Why does DuBois think a focus on money making or technical skills is a problem? Do you agree? Explain.
  - Why did BuBois think that the talented tenth was so important to the abolitionist movement?
  - What do you think DuBois means in paragraph 31 when he says, "I insist that the object of all true education is not to make men carpenters, it is to make carpenters men"? What do you think DuBois' conception of manhood is?
  - What does DuBois have to say about Booker T. Washington?
What do you see as the strengths and weaknesses of DuBois' focus on the "talented tenth"?

- **A Negro Schoolmaster in the New South** In this article, which appeared in *The Atlantic* in 1899, DuBois reflects on the time he spent as a school teacher in rural Tennessee.
  - How was the school in Tennessee different from the school house that DuBios remembered from his own childhood in Great Barrington, MA? What does this reveal about the gap between DuBois and the community he was sent to serve?
  - In what ways was DuBois forced to face segregation and racism?
  - What type of education do you think the people of this area need? Explain.
  - How would the people that DuBois describes in this article benefit from the type of education that DuBois advocates in "The Talented Tenth"?

Readings:

*The Evolution of Negro Leadership*
"Of Mr. Booker T. Washington and Others" from *The Souls of Black Folks*

Based on the two readings above, answer the following:

- What, according to W.E.B. DuBois, are Booker T. Washington's goals for African-Americans? What type of education does Washington advocate?
- What does DuBois see as the weakness of Washington's approach?
- How has the African-American community responded to Washington?
- What alternative to Washington's approach does DuBois offer?
- Do you think that there is room for DuBois' approach and Washington's approach to work together, to complement each other, or and there too much fundamental difference between the two for them to be reconciled?

*DuBois Looks Back* This interview was given by DuBois shortly before his death. DuBois looks back at the controversy between him and Booker T. Washington.

- How would you characterize DuBois' portrayal of Washington? Had his view of Washington softened over time? Cite the passages that led you to your conclusion.
- What role does DuBois' and Washington's different backgrounds have in their differences of opinion?
- What are your opinions about DuBois and Washington based on these readings?

The links provided with the roles will provide the basic material you need to design your mural. The following are additional links you may wish to visit.

- **The Souls of Black Folk by W.E.B. Du Bois**
- **Progress of a People** from African-American Perspectives from the Library of Congress' American Memory Collection. To learn more about Booker T. Washington's views on industrial education, click here.
- **The Booker T. Washington Era**. This site is part of the American Memory Collection of the Library of Congress. It contains useful information about African-American history.
Flashback: Black History, American History from The Atlantic This site contains a number of articles written by W.E.B. DuBois and Booker T. Washington. Some have already been included in your role links, others have not.

The American Experience: America 1900 This site was put together as part of the American Experience by PBS.

These are certainly not the only sites related to W.E.B. DuBois, but you should find them useful sites. If you still feel you need more information, check out your school or local library.

Who Was the Kennewick Man?

Here are a list of Common Resource on the Internet that all groups can use to investigate the current theories about how early man came to the Americas. Each of you will have other internet and media resources to use for your groups perspective. Good luck and Good Hunting:-)

- Ancient People in the Americas
- Video lecture about the Peopling of the Americas: If you don't have a video player you may click on either RealPlayer or the Windows Media Player icons and download a free version for your use. Remember to download the free version!
- Examining the Coastal Area from Kodiak Island to Puget Sound: Finding Evidence to Establish Dispersion from Asia to the Americas -- This is a very technical article but there are nuggets of really good facts supporting some theories.
- Paleoindian -- Good general background about the Land Bridge Theory and how Native Americans migrated to Ohio.
- Monte Verde Revisited -- Site changed peoples views about how the Americas were settled.
- First Americans from Europe -- Theory that Americas' first inhabitants came from Europe and not from Asia.
- Northern Clans, Northern Traces -- examination of the peopling of the Americas and the various theories by Dennis Standford.
- Rediscovering America -- article by U.S. News & World Report about the topic. Must read article.
- Migration to the Americas -- an excellent article from New Science called "Young Americans" that looks at some of the new theories about the peopling of America. Also has some interesting maps.

For each role – a list of resources with a task. No text descriptions.