



## Web 2.0 Tools to Scaffold Inquiry about Women’s Suffrage

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### PURPOSE

Using the context of women’s suffrage (as included in the *Teaching the College, Career, and Civic Life (C3) Framework: Exploring Inquiry-Based Instruction in Social Studies* book and the primary source set provided by the Library of Congress) participants will:

- Explore Web 2.0 tools (e.g., ThingLink; Glogster; QR Codes; Aurasma; Fakebook, Diigo) available for use with middle school students (5-8).
- Learn how Web 2.0 tools can be used to scaffold student inquiry using the C3 Inquiry Arc process.
- Demonstrate how to create an interactive poster, bulletin board, or handout that can support student interaction with content and resources.

### CREATING INTERACTIVE POSTERS, BULLETIN BOARDS OR HANDOUTS – TOOLS:

#### QR Codes

- QR Codes are a form of bar codes that can be read by a scanner (often used on a mobile device). The code can then link to websites. You need to include a QR Code Reader application to read the code.
- *QR Code Reader – Apple or Android*
- You can create your own QR codes for the classroom: <http://www.qrstuff.com>
- *QR Treasure Hunt:*
- This allows you to create a quiz of questions provided with a QR code. You can create a scavenger hunt. <http://www.classtools.net/QR/>



#### AURASMA – Augmented Reality

- Great overview: <http://www.kleinspiration.com/2013/05/using-augmented-reality-via-aurasma-in.html>



### EXPLORE WEB 2.0 TOOLS (E.G., THINGLINK; GLOGSTER; QR CODES; AURASMA; FAKEBOOK, DIIGO) AVAILABLE FOR USE WITH MIDDLE SCHOOL STUDENTS (5-8).

- Links and support resources found here: <http://www.symbaloo.com/mix/web20-primarysources>

#### Considerations

*Child Internet Privacy Act - CIPA*

- Internet safety policy must include monitoring the online activities of minors; and
- Educate minors about appropriate online behavior, including interacting with other individuals

*Children’s Online Privacy Protection - COPPA*

- COPPA allows . . . schools to act as agents for parents in providing consent for the online collection of students’ personal information within the school context
- Essentially – don’t allow students to use their emails, information to create accounts – find alternative ways to do that or use pay features, etc. where you create the account for the student within a protected site

As needed:



- Provide Permission Slips for various forms of technology accounts
- Determine age limitations/end user agreements/ terms of use (many programs don’t allow the use by students under 13)
- Get school/district level permission

**WEB 2.0 TOOLS CAN BE USED TO SCAFFOLD STUDENT INQUIRY USING THE C3 INQUIRY ARC PROCESS FOR EXPLORING WOMEN’S SUFFRAGE: WHY DID THE SUFFRAGISTS CHOOSE PUBLIC PROTEST TACTICS?**

Disciplinary Focus: U.S. History; Civics

Inquiry Focus: Developing questions and evaluating primary sources

Content Topic: The Women’s Suffrage Movement; Grades 3-5; 6-8

Stage	Tools/ Examples
<p><b>Stage 1: Developing Questions &amp; Planning Inquiries</b>  <b>Use technology to:</b></p> <ul style="list-style-type: none"> <li>• start conversations</li> <li>• brainstorm (see Padlet example)</li> <li>• locate (use Library of Congress, etc.) and organize resources (see Pinterest example)               <ul style="list-style-type: none"> <li>• Or could create a teacher Weebly page to help organize resources and the project</li> </ul> </li> <li>• ask questions (about content and appropriateness of sources to answer the compelling question)</li> </ul>	<ul style="list-style-type: none"> <li>• Pinterest: <a href="https://www.pinterest.com/ncm39/womens-suffrage/">https://www.pinterest.com/ncm39/womens-suffrage/</a></li> <li>• Padlet: <a href="http://padlet.com/nmstarkville/suffrage">http://padlet.com/nmstarkville/suffrage</a></li> <li>• Weebly</li> <li>• Diigo</li> </ul> 
<p><b>Stage 2: Applying Disciplinary Concepts &amp; Tools</b>  <b>Use technology to:</b></p> <ul style="list-style-type: none"> <li>• find answers</li> <li>• annotate resources (can answer specific questions to source or contextualize)               <ul style="list-style-type: none"> <li>• See the diigo example to the right – students can add sticky notes/ answer questions, etc.</li> </ul> </li> <li>• present information</li> <li>• organize resources</li> </ul>	<ul style="list-style-type: none"> <li>• Diigo</li> <li>• Padlet</li> <li>• Thinglink</li> </ul> 
<p><b>Stage 3: Evaluating Sources &amp; Using Evidence</b>  <b>Use technology to:</b></p> <ul style="list-style-type: none"> <li>• organize information</li> <li>• annotate sources</li> <li>• research</li> <li>• demonstrate research</li> </ul>	<ul style="list-style-type: none"> <li>• Diigo</li> <li>• Padlet</li> <li>• Thinglink</li> <li>• Weebly</li> </ul>
<p><b>Stage 4: Communicating Conclusions</b>  <b>Use technology to:</b></p> <ul style="list-style-type: none"> <li>• present/share information</li> <li>• communicate conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Diigo</li> <li>• Padlet</li> <li>• Thinglink</li> <li>• Weebly</li> <li>• Fekebook</li> <li>• Aurasma (can use on this picture)</li> <li>• Glogster</li> </ul> 