

Lesson Topic	Travel Nebraska! Website
Concept Category	Information Technology Web Design e-Marketing
Applicable Classes	Business Computer Applications I Business Computer Applications II E-Commerce Interactive Media and Web Design
Estimated Time Needed	3-5 hours
Intended Student Level	Secondary
NBEA Standards	<i>Information Technology V: Application Software, P 84</i> <ul style="list-style-type: none"> • Select and apply the appropriate application software to common tasks (e.g., design a simple web page) <i>Information Technology XII: Network Applications, P 88</i> <ul style="list-style-type: none"> • Design and create Web pages incorporating various file types (e.g., text, image, sound, and video) • Design and create Web sites
NE Frameworks Essential Learnings	<i>BE 12.16 Interactive Media and Web Technologies</i> <ul style="list-style-type: none"> • Web Site Development-demonstrate and apply knowledge of web page development
Links to Nebraska Standards	R/S/L 12.2.1 Students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization and spelling. R/S/L 12.2.4 Students will use multiple forms to write for different audiences and purposes.
Purpose/Description	Students will use the Internet to plan an automobile trip originating from Scottsbluff’s Chimney Rock and ending at Omaha’s Henry Doorly Zoo. Students will research Nebraska geography, tourism and related demographic data to create a website of interest to tourists and travelers of all ages. Students will incorporate appropriate information, visuals and enhancements to their web page to make it attractive, readable, informative, and easy to navigate.
Teaching Strategy	K-W-L of what students know, want to know, and learned about Nebraska tourism
Materials	<ul style="list-style-type: none"> • Students will use HTML programming code using the Microsoft Windows Notepad application editor • Planning sheet outline • Assessment rubric with web page design criteria/requirements • Nebraska tourism websites, such as: http://www.visitnebraska.org/pdfs/industry/developmentplan/ExecutiveSummary.pdf http://www.nebraska.worldweb.com/ http://nebraska.state-park.org/

	http://www.ngpc.state.ne.us/ http://www.omahazoo.com/ http://www.visitnebraska.org/ http://www.visitomaha.com/new_index.php http://www.visitscottsbluff.com/ http://www.westnebraska.com/
Activity/Project Student Guidelines	<p><i>Step 1:</i> Create a planning sheet outline for the sites you will visit in Nebraska!</p> <p style="text-align: center;">“Travel Nebraska” Planning Sheet Outline</p> <ol style="list-style-type: none"> I. Index II. Chimney Rock <ol style="list-style-type: none"> a. Example b. Example c. Example III. Next Stop (student will fill in) <ol style="list-style-type: none"> a. Example b. Example c. Example IV. Next Stop (student will decide) <ol style="list-style-type: none"> a. Example b. Example c. Example V. Next Stop (student will decide) <ol style="list-style-type: none"> a. Example b. Example c. Example VI. Henry Doorly Zoo <ol style="list-style-type: none"> a. Example b. Example c. Example <p><i>Step 2:</i> Create your website.</p> <p>2a) Refer to the “Traveling Nebraska” evaluation criteria form for specific information about project requirements</p> <p>2b) Consult the Website rubric to be used to evaluate your project</p>
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“Traveling Through the State of Nebraska Website Project” Evaluation – Assessment Criteria

Scenario

It’s time for you to plan your summer vacation, and you have decided to check out some of the fun, exciting sites right here in the state that you call ‘home.’ Your adventure will begin at Scottsbluff’s Chimney Rock and will conclude at the Henry Doorly Zoo in Omaha.

Project Requirements

This project requires you to:

- Choose three additional sites to visit throughout your journey.
- Create a Web page for each additional Nebraska site and your homepage (remember to name your homepage either ‘index’ or ‘default’)
- These site web pages must provide an overview of each site you will visit.

Each of your pages should include, but is NOT limited to, such information as:

- History
- Images
- Location
- Cost or entry fees
- Dates and/or hours of operation
- Souvenirs
- Activities to do at the site
- Reasons to visit the site

Additional Requirements

Like all projects, the material contained within each of your web pages must be school appropriate. This applies to all information included within the project; it must NOT contain anything that might be considered offensive, disrespectful, or inappropriate. Projects that do not follow this simple guideline will receive a zero!

Source references that indicate where you found pictures, information, or other materials should be included on the proper pages. DO NOT copy and paste information from one Website directly into your project. Summarize information, put it into your own words, and make it meaningful to you and your audience.

Don’t forget to spell check! Organization also counts for this project. Do you have folders for graphics, pages, documents, etc., or do you simply have a ‘bunch’ of files in your main student folder?

Don’t forget to submit a planning sheet stapled to the bottom of this sheet (with your name on it!!) after you have completed your Web project. (Remember, your planning sheet is worth 10 points!)

Project due date:

Travel Nebraska Web Page Rubric

Student:

CATEGORY	4 Points	3 Points	2 Points	1 Points
Fonts	Fonts are consistent, easy to read; point size varies appropriately for headings and text. Use of font styles (italic, bold, underline) used consistently and enhances readability.	Fonts are consistent, easy to read; point size varies appropriately for headings and text.	Fonts are consistent; point size varies appropriately for headings and text.	Too many or varied fonts, styles and point sizes was used, detracting from readability and general appearance.
Links (content)	All links point to high quality, up-to-date, credible sites.	Majority (3/4) of links point to high quality, up-to-date, credible sites.	Only about one-half of the links point to high quality, up-to-date, credible sites.	Very few of the links point to high quality, up-to-date, credible sites.
Copyright	Fair use guidelines are strictly followed with clear, easy-to-locate and accurate citations for all borrowed material. No material is included from Web sites that state that permission is required unless permission has been obtained.	Fair use guidelines were generally followed for most, but not all, cited material. No material is included from Web sites that state that permission is required unless permission has been obtained.		Cited materials not properly documented OR material was cited/used without the required or necessary permission.
Spelling and Grammar	No errors in spelling, punctuation or grammar in the final draft of the Web site.	1-2 errors in the final draft of the Web site.	3-4 errors in the final draft of the Web site.	More than 5 errors in spelling, punctuation or grammar in final draft of the Web site.
Content	The site has a well-stated clear purpose and theme that is carried out throughout the site.	The site has a clearly stated purpose and theme, but may have one or two elements that do not seem to be related to it.	The purpose and theme of the site is somewhat vague.	Site lacks a purpose and theme.
Layout	Site has exceptionally attractive, usable layout. It is easy to locate all important elements. White space, graphic elements and/or alignment are used effectively to organize material.	Web pages have attractive, usable layout. It is easy to locate all important elements. White space, graphics and alignment could be improved/enhanced.	Web pages have usable layout, but appear busy or boring. It is easy to locate most of the important elements.	Web pages are cluttered looking or confusing. It is often difficult to locate important elements.

Navigation	<p>Links for navigation clearly labeled, consistently placed, allow reader to easily move from a page to related pages (forward and back), and take the reader where s/he expects to go. User does not become 'lost.'</p> <p>Site reflects student <i>proficiency</i> in HTML programming code for web page design</p>		<p>Navigation links take reader where s/he expects to go, but some links seem to be missing.</p> <p>User often gets 'lost.'</p> <p>Site reflects <i>basic</i> HTML programming skills</p>	<p>Some or all links do not take the reader to the sites described.</p> <p>User typically feels 'lost.'</p> <p>Site reflects <i>lack of proficiency</i> in HTML programming skill</p>
Work Ethic	<p>Student always uses classroom project time well. Conversations entirely focused on the project and tasks.</p> <p>Respectful to others. Not disruptive.</p>	<p>Student usually uses classroom project time well. Most tasks and conversations focused on the project, but sometimes needs reminder to get back on task.</p>	<p>Student not always on task or focused on project.</p> <p>Student occasionally distracts others from their work.</p>	<p>Student does not use classroom project time well OR typically is disruptive or disrespectful of others.</p>
Interest	<p>Author has made an exceptional attempt to make the content of Web site interesting, engaging and interactive to the intended audience.</p> <p>Site is professional quality and content.</p>	<p>Author has tried to make the content of this Web site interesting to the people for whom it is intended.</p> <p>Site is above-average quality and content.</p>	<p>Although author has included lots of information in Web site, the information does not engage the audience in an interesting manner.</p> <p>Site is below average quality and content.</p>	<p>Author has provided only minimal information and has not transformed the information to make it more interesting to the audience (e.g., has only provided a list of links to the content of others).</p>
Grading Scale	<p>A = 32 – 36 B = 31 – 35 C = 26 – 30 D = 21 – 25 F = Below 20</p>			
Instructor Comments				