

Online Curriculum Resources for Students

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When Kathy Schrock (Laureate Education, 2002) discussed the use of hotlists in this week's video program, I was excited to create one for my students to use during our extensive study of Kenya and the Maasai people. I have used hotlists at home, so I felt comfortable with creating such a document in Word, but I had never heard of the Filamentality site utilized for this week's application. I took a brief tour and look forward to the possibilities as I expand on what I have already started for our Kenya study. Although the assignment called for three links, I chose to add a few more that I knew I would want the students to access. However, for the purposes of this assignment, I will choose only three of them to discuss. I enjoyed adding descriptions to the various links as well as sorting them into categories. The hotlist I created can be accessed at <http://www.kn.sbc.com/wired/fil/pages/listexplorinbm.html>.

One of the sites I chose to feature is the Maasai Association found at <http://maasai-association.org/>. Although some may consider this a "biased" site as it contains a subjective point of view, I believe in their cause. It is updated regularly and their mission, philosophy, and goals are well defined and easy to find. In general, the site provides valuable information about the Maasai people and their culture. One of my teaching objectives is to introduce students to this culture and learn not only about the "surface" culture, but the "deep" culture of the community. With the Maasai Association being dedicated to preserving this culture, an abundance of authentic information can be discovered. Using the guidelines established by Dr. Leu and Kathy Schrock (2002) in Video Program Three, I feel that this site is appropriate for students in a guided format because the reading level is high for most of my students.

A second site that I chose to hotlist for my students is called CultureGrams. CultureGrams is developed by ProQuest Information and Learning Company and it is a

subscription based site that our district has access to. In addition to the online version, we have a binder at school that is filled with valuable resources. However, because of the subscription restraint, I am not sure if it is best placed on a hotlist (although I did not publish the username and password as prohibited by the site). The subscription allows for use beyond the school walls and all students have been given the username and password; therefore it seems an appropriate site to include. By accessing it through the hotlist, students will be asked to input the username and password and when successfully logged in, they will be taken directly to the Kids Edition for Kenya, which can be accessed at

[http://online.culturegrams.com/secure/kids/kids\\_country.php?contid=1&wmn=Africa&cid=60&cn=Kenya](http://online.culturegrams.com/secure/kids/kids_country.php?contid=1&wmn=Africa&cid=60&cn=Kenya). The Kids Edition has been developed specifically for students and includes factual

information about the Kenya. Additionally, students can listen to the national anthem, view pictures, and print recipes. According to the guidelines for evaluating student web sites, CultureGrams is an appropriate and valuable resource for students.

Finally, I included the Kenya information page located in the Fact Monster database developed and maintained by Pearson Education, which can be accessed at <http://www.factmonster.com/ipka/A0107678.html>. I have used Fact Monster many times in my classroom and my students are familiar with its format. The information provided is basic and factual, which will support students during the initial studies about Kenya as they will be gathering facts, figures, and data about the region. Many of the sites that can be found online that provide this information are not geared towards children. By selecting a site specifically designed for student use, I believe it is an appropriate and valuable resource for my students.

Resources:

AT&T Knowledge Ventures. (2006). Filamentality. Retrieved March 13, 2006 from:  
<http://www.kn.sbc.com/wired/fil/>

Laureate Education, Inc. (Executive Producer). (2002). *Multimedia tools: How to research, plan, and communicate with technology* [Video recording]. Baltimore: Author.

Maasai Association. (2006). Maasai association. Retrieved March 13, 2006 from: <http://maasai-association.org/>.

Pearson Education. (2005). *Kenya*. Retrieved March 13, 2006 from Fact Monster:  
<http://www.factmonster.com/ipka/A0107678.html>

ProQuest Information and Learning. (2005). *Kenya. Culturegrams kids edition*. Retrieved March, 13, 2006, from  
[http://online.culturegrams.com/secure/kids/kids\\_country.php?contid=1&wmn=Africa&cid=60&cn=Kenya](http://online.culturegrams.com/secure/kids/kids_country.php?contid=1&wmn=Africa&cid=60&cn=Kenya)