

Understanding Website Design

Overview

In this lesson, students will discuss the importance of navigating websites, then practice by exploring Queer Newark interviews. Students will then look at Queer Newark's digital humanities projects and explain how knowing how to navigate the interview website could contribute to such projects.

Grade Level

3-5

Time

Total: 45 minutes (10 minutes introduction, 15 minutes website exploration, 15 minutes website use, 5 minutes assessment)

Objectives

Students will be able to:

- Navigate a website to locate desired content.
- Articulate problems and solutions with website design.
- Identify how website design can enable other projects.

New Jersey Computer Science and Design Thinking Content Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

Common Core Standards

CCSS.ELA-LITERACY.RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CCSS.ELA-LITERACY.W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

CCSS.ELA-LITERACY.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Resources Needed

- Student devices with internet access
- Instructor computer with internet and projector access
- Printed copies of Newark LGBTQ+ Organizations (Appendix 1) and Website Exploration Worksheet (Appendix 2)

Introduction

Ask students to define a Web site. Depending on their answers, provide the following definition.

From “World Wide Web,” Britannica Kids

A collection of files and related resources on the Web is known as a Web site. A Web site typically consists of several Web pages, or individual files and associated media. The main or introductory page of a Web site is usually called the site’s home page.

The domain name of a Web site usually begins with “www,” for World Wide Web, followed by the name of the organization or other entity, and typically an abbreviation indicating the type of organization, such as “com” (for commercial sites) or “edu” (for educational sites).

With this definition in mind, ask students to name some websites that they are familiar with. Ask them to reflect on the design on those web sites. What kinds of pages, files, and associated media are included? What is on the home page? Why are those choices important?

Website Exploration

Let students know that they’ll be exploring another website in this lesson: [the Queer Newark Oral History Project interview website](#). Using a computer connected to a projector, demonstrate the website’s general structure: the main page features a full list of interviews, a drop-down list of the tags that are used on the individual pages, and a search bar. There is a separate page for each interview, which has the individual’s biography, photo, and audio, along with associated tags.

Encourage students to consider and share where they have encountered features like tags, search bars, and drop-down menus before. How have they used those features? Urge them to keep these examples in mind going into the next task.

Break the students into two groups. Give both groups a brief description of a Newark-based LGBTQ+ organization (Appendix 1) and a website exploration worksheet (Appendix 2) to use to explore this website. Once students complete their worksheets, review their answers.

Website Use

Now that students are familiar with how the interview website operates, provide them with the link to [“Making Space: A Timeline of the Newark LGBTQ Center.”](#) Give students a few minutes to explore the timeline and then ask students to explain how the website they just explored could have been used to create this timeline. Potential answers include:

- Using the time-based tags or searches of specific years to find information about what events happened when

- Using the tags for different people and organizations to find oral histories that discuss the development of the center
- Using the provided audio to supplement the written timeline content

Ask them to reflect on the importance of the website design. Why would making the timeline be more difficult without certain design elements? Can they connect this to previous times they've used other websites?

Assessment

Have students complete an exit ticket answering the following questions:

- What is a website?
- What other types of projects like the timeline could the Queer Newark website be used to create?

Appendix 1: Newark LGBTQ+ Organizations

From ["Our LGBTQ+ Programs,"](#) North Jersey Community Research Initiative

Project WOW

Project WOW (web outreach works) utilizes online outlets and social media to cultivate peer to peer relationships amongst LGBTQ youth ages 14-24. Project WOW creates a safe and affirming space where LGBTQ youth can socialize, build community, develop leadership skills and access relevant sexual health, mental health and substance abuse services and education. Project WOW believes that each and every LGBTQ person has a voice that should be heard and recognized as fierce and fabulous change agents in our communities.

We use holistic approaches to support LGBTQ youth in building a foundation of self-reliance, self-esteem, and self-confidence to promote individual and community based sustainability. At its heart, Project WOW envisions a world where LGBTQ youth are empowered to respect and love themselves and their communities.

Project WOW is a project of the North Jersey Community Research Initiative.

From ["About Us,"](#) African American Office of Gay Concerns

African American Office of Gay Concerns

The African American Office of Gay Concerns (AAOGC) is a community based non-profit organization founded in 2001 by it's founder and current Executive Director Gary Paul Wright, to ensure that men of color who were gay-identified, bi-sexual or men who had sex with other men (MSM) had a voice in the fight against HIV/AIDS.

The AAOGC provides HIV/AIDS prevention services that has been designed to target and appeal to MSM, their friends and their partners, promoting leadership, community service and

accountability in response to the HIV/AIDS epidemic. The AOGC has proudly served the greater Newark area for over a decade with health programs & services developed to prevent the spread of HIV/AIDS by opening its doors daily for Free 15 min Rapid HIV testing, Free condoms, Free Sex Education, Free Support Groups, Free Peer Advocation, Free Sexual Health Related Resources & Information as well as a host of community outreach partnerships & collaborations.

The African American Office of Gay Concerns mission is to comprehensively serve as a resource for the well-being of Gay men of color, inclusive of, but not limited to the gay, bisexual, transgendered and questioning communities through outreach, education and compassionate care. The African American Office of Gay Concerns is committed to delivering quality HIV/AIDS services to the Gay community in the Greater Newark Area by providing an array of services focused on positively changing individual increased risk behavior.

Appendix 2: Website Exploration Worksheet

Use this worksheet to document your group's decisions as you use the Queer Newark Oral History Project interview website to learn more about your assigned organization.

Circle the website feature that your group is going to use, then answer the question below your chosen feature.

Full interview list

Search bar

Drop-down tag list

What names or keywords are you looking for?

What search term did you use?

What tag did you select?

Using your chosen feature, select an interview and fill in the following information.

Interviewee Name:

In this interview, did you find information about your assigned organization?

If yes, write down a brief summary of the information you found.

Why do you think your method did or didn't work?