

GRANVILLE ACADEMY AND GMU COLLABORATION

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Design Approach

The GMU Team has taken the Performance Analysis recommendations and will determine the specific needs of the identified project modules. This will be accomplished through a needs assessment and an analysis of the task, content, audience and learning environment. This will result in a detailed description of needs related to specific content for instruction called a Design Approach.

Present Condition Related to Need

Client and Stakeholders

The mission of the Granville Academy of Northern Virginia is to provide students in grades 8-12 (and some college students) with bi-weekly sessions in fundamental business practice. The students elect to take part in this after-school program over the course of five years. After participating in the program students are better equipped for success in the economic mainstream. It is intended that students will in turn share their knowledge and experience with others, thereby building stronger communities based on free enterprise.

Granville Academy is a national after school program that trains youth in basic business principles. William Granville Jr. started this program in Trenton, New Jersey in 1983. Growing up, Bill Granville was the leader of a street gang in Trenton, NJ. One of his teachers saw his potential and persuaded him to change the direction of his life. He has never forgotten that teacher or the confidence that his teacher gave him. His way of repaying the support from this teacher is to teach and train inner city youth the dynamics of business and entrepreneurship. In 19 years the program has expanded to seven cities. Each program or affiliate operates independently with the support from the national office.

Granville Academy Northern Virginia is a 501c 3 non-profit organization and was established in 1992. Meetings are held bi-weekly on the campus of George Mason University in Fairfax Virginia. Their website www.granvilleacademynova.org lists when classes are held, suggested readings, upcoming events and information about scholarships. Granville Academy National hosts an annual conference each year allowing students from all the affiliates to participate in a number of activities and seminars.

Performance Analysis

The initial Performance Analysis consisted of a meeting with the Subject Matter Expert (SME)/Client and in-person interviews with the students of Granville Academy Northern VA. During the interview each student was given time to fill out a survey to better document and determine the project needs and identify various learning styles within the target audience.

Preliminary Findings – Current Conditions

Currently Granville Academy invites professionals to speak on various topics and highlight famous people in Black business history. This provides some background knowledge to the students about the topics to be covered in this new learning environment. Each year the same topics are covered in different ways to keep it interesting for the students and reinforce the learning. Currently the students are not assessed to see what they have learned, it is more important to expose them to the facts. The client feels that the students having an understanding of Black business history is just as important as measuring their success.

Many of the students are currently reading at a college level. Use of the instructional website will be on the students' own time at home. The instruction will be self paced with support from parents or peers when requested.

Survey Results

All the students use some kind of instructional software or websites in school. Most of the sites are search engines, and language translation websites. Examples of instructional software that the students use are graphing calculators, computer-based math, online textbooks etc. The students requested features in an instructional game such as: pictures, visual aids, music, "help" sections and an explanation of each answer.

The following is a list of items that the students say help them learn new material:

- Read information, and then view a related video.
- Exploring a website
- Color-coded material helps me learn
- Visual aids and games
- Using a website
- Hand-on activities
- A person speak
- Instructional video
- Kinesthetic learning
- Playing games

The students commented that the following reasons make it difficult to learn new material; too much information presented at one time, listening to people in a lecture format, language differences, and learning a new concept too quickly.

When asked how Granville Academy has enriched the student's education the students answered with the statements below:

- Given a new perspective, increased social knowledge, and has provided valuable discussions
- Has provided business ideas

- It has provided strategies for developing a new business
- Guest speakers are great
- It has enhanced the students education and helped them think critically
- Has taught entrepreneurship and etiquette
- Has taught our history
- Success stories are passed down to the next generation
- It has taught marketing

Drivers and Barriers

Based on the project proposal and our preliminary analysis, we identified several drivers that will assist in the success of this project:

- The client has shown he is open-minded and flexible toward the solution designed and has the freedom to make decisions related to this project without requiring input from affiliate or national organizations.
- There is not a dictated set of tools that must be used nor a specific timeline required for delivery of the final product.
- We have access to some of the students who would be users of the product.

The main barriers to the success of the project that we identified were:

- The client has a variety of interesting ideas that are larger in scope than can be completed in one semester. We will need to work with him to prioritize and scope the project.
- The content area of ‘Black Business History’ is very broad. We will need to work with the client to define a clear scope of content to be included.
- We do not have much data regarding what students in the target audience already know about this subject. We will want to work with our client to research available data.

As a result of our Performance Analysis the GMU team found that the need of Granville Academy is actually two different projects. The first project identified is an Instructional website that allows for practice and challenges the students to learn facts related to Black Business History in America. The second project is a prototype of a Competitive Game. This game would be a Quiz Bowl design and it would be up to the President of Granville Academy to provide study materials to the students before attending the competition.

Instructional Website Needs:

- Navigation
- Resources selection/layout
- Instructional focus
- Delivery of Content
- Instructional sequence

Game Needs:

- Navigation
- Screen layout
- Feedback
- Presentation of Content
- Sequence

Optimal Condition

After conducting the Performance and Needs Analysis, the GMU team recommended implementing the Instructional Website. This approach allows for upfront instruction that will support students' ability to compete in the game. This instruction may also provide additional insight into the types of content and approach to use for the final game product. The purpose of the website is to teach facts about black business history and increase learner interest in their business future through awareness of this history. The President of Granville Academy Michael Artson has approved the recommendation of the Instructional Website.

Mr. Artson expressed his desire for the students to understand the involvement of African Americans in a variety of businesses and industries. When asked what he would like for the students to take away from the website, Mr. Artson replied that he would like the students to understand the history of African Americans in different businesses and commented that history provides a reference point that describes why things are in today's world. He stated that having this reference point and the historical knowledge helps build self esteem.

The Instructional Website will highlight successful African Americans in business. This will be accomplished by presenting biographies and a story for each individual, explaining how the person was successful and where they are today in regards to their achievements and affiliations. Throughout the biographies and stories, links will be provided for additional information about each person. The student will then be provided with a series of questions about the individual. The student can choose to answer the question or use the resources provided to help them answer the question. Immediate feedback will be provided after each question is answered.

For the purposes of the prototype, the GMU team will use a horizontal approach by developing pages/content for the top ten people, identified by the client, and expanding in depth using five people to show how the site will work.

Content/Task Analysis

Current Knowledge and Skills

The students of Granville Academy of Northern Virginia are exposed to a wide array of topics in their bi-weekly meetings. Subjects to which they are exposed include:

- business ethics
- marketing
- business finance
- business organization
- accounting
- public speaking
- selling strategies
- taxes

Although relevant to the practice of successful commerce, the current Academy classes do not approach this material from an historic standpoint. With respect to the method of delivery for the modules potentially being developed, the students are familiar with the use of internet-based resources in their classroom work in school each day. Students from the Granville Academy were surveyed and indicated a variety of internet-based instructional and recreational sites that they have utilized recently, and seem to possess sufficient knowledge of navigation and information gathering. In addition, many of the students surveyed indicated that visual and color-coded information was easier to assimilate than material being delivered only by lecture.

The students may have varying levels of knowledge of black history, specifically black business history. Although Granville Academy offers many courses on business practice and some guest speakers may in act touch on this topic, it is not a formalized session according to the schedule posted on the Granville Academy schedule, available on: www.granvilleacademynova.org/classes.htm.

Missing Knowledge and Skills

Although the students have been exposed to many of the aspects of business practice, as well as introduced to successful black entrepreneurs and professionals, they have yet to be fully familiarized formally with the actual history of black businesses. As such the client has identified a need to provide a setting to allow his students to learn various facts about black business history.

Since the students themselves are widely varied in age and background, it must be assumed by the design team that all of the content knowledge has yet to be learned, and therefore there will be none that will be considered as current knowledge.

Content Analysis

The preliminary content analysis is based on 1) interviews with the client, 2) content provided by the client, and 3) web-based research. The client has defined the scope very broadly as facts about Black Business History. The content is primarily declarative in nature and is envisioned as spanning the timeframe of 1700's to the present day. The client intends to add additional content to the instructional solution in the future within this broad scope. Decisions about additional content will be driven by the scheduling of future events and speakers who may have expertise in a particular area of Black Business History.

The client has provided content as a starting point which we have categorized below:

1. Literature
 - a. Biographies of Black Businessmen/women
 - i. The autobiography of AG Gaston is *Green Power*
 - ii. *Free Frank: A Black Pioneer on the Antebellum Frontier* is an ancestral biography written by Juliet E. K. Walker
 - iii. John H. Johnson's autobiography is *Succeeding against All Odds*
 - iv. A biography of AG Gaston written by Carol Jenkins and Elizabeth Gardner Hines is *Black Titan*
 - v. *On Her Own Ground: The Life and Times of Madam C.J. Walker* is the biography of Madam C.J. Walker by A'Leia Bundles
 - b. Business Books
 - i. Juliet E. K. Walker is the author of *The History of Black Business in America*
 - c. Business Magazines
 - i. Four of the top Black Business Magazines are *Black Enterprise*, *New Vision in Business (NV)*, *RISE* and *Wall Street in the Black*
 - ii. *Black Enterprise* magazine ranks the largest black owned businesses each year
 - d. Research Resources
 - i. *Target Marketing News* tracks spending patterns of African Americans
 - ii. Annual list of the largest Black businesses in the United States is called the BE 100's.
2. Black Businesses and Organizations
 - a. Black Businesses
 - i. US Business
 1. Four Black-owned businesses in the US are *Radio One (ROIA)*, *Independence Federal Bank (IFSB)*, *Granite Broadcasting (GBTVK)*, and *Carver Bank Corp (CNY)*

2. North Carolina Mutual Insurance Company is the largest Black-owned Insurance Company in the US
 3. Local Business - North Carolina
 - a. Durham, North Carolina has the most businesses on the BE 100 list
 - b. Durham, North Carolina is known as Black Wall Street
 - c. There are 9 businesses on the BE 100 in North Carolina
 - d. The founders of North Carolina Mutual Insurance Company started M&F Bank
 - ii. International Business
 1. David Robinson, the son of Jackie Robinson moved to Tanzania in the 80's. He tried to export 3 products, African art, fish and coffee. He was successful only with coffee
 - b. Business Organizations
 - i. National Business League was the name of Booker T. Washington's Business Organization
 - ii. The Executive Leadership is a group of Black Corporate Executives
 - c. Conferences
 - i. Black Enterprise magazine sponsors an annual entrepreneur conference each May
 - ii. The Whitney M. Young Memorial Conference is held at the Wharton School at the University of Pennsylvania
 - iii. Rainbow /PUSH sponsors the Wall Street Project conference in New York every January
 - d. Historically Black Colleges and Universities
 - i. Earl Graves, the publisher of BE graduated from Morgan State University
 - ii. Before TLC Beatrice Foods Company, Wall Street and Harvard Law Reginald Lewis attended Jackson State University
3. People
- a. Male Entrepreneurs
 - i. Don Barden is an owner of several casinos
 - ii. Berry Gordy started Motown Records
 - iii. Bob Johnson started BET (Black Entertainment Television)
 - b. Female Entrepreneurs
 - i. Sheila Johnson is part owner of a Sports Franchise
 - ii. Madame CJ Walker was the first Black female millionaire
 - c. Leaders/Historical Figures
 - i. Travers Bell Jr. was one of the first Blacks to gain a seat on the NYSE

- ii. Black Economists - Walter Williams, Andrew Brimmer, Thomas Sowell
- iii. Douglas Patterson is an African American Automaker
- iv. Franklin Frazier coined the phrase "the myth of the Negro Business"

Using the sample content provided by the client, the design team has done additional analysis to scope what specific content to include in an instructional website to support the learning goals of the learning environment. This analysis has been directed along three fronts:

1. Research of existing standards related to business history for high school students and information on how the study of history might promote motivation.

Our research indicates that specific content may differ among schools and grades. The National Center for History in Schools notes that historical thinking is a common component for grades 5 – 12, noting that “the study of history rests on knowledge of facts, dates, names, places, events, and ideas. In addition, true historical understanding requires students to engage in historical thinking...to go beyond the facts presented in their textbooks and examine the historical record for themselves; to consult documents, journals, diaries, artifacts, historic sites, works of art, quantitative data, and other evidence from the past, and to do so imaginatively--taking into account the historical context in which these records were created and comparing the multiple points of view of those on the scene at the time”.

The American Historical Association notes the following among reasons for studying history:

Many of the historians who most appeal to the general reading public know the importance of dramatic and skillful writing—as well as of accuracy. Stories well done are stories that reveal how people and societies have actually functioned, and they prompt thoughts about the human experience in other times and places.

Studying the stories of individuals and situations in the past allows a student of history to test his or her own moral sense, to hone it against some of the real complexities individuals have faced in difficult settings. People who have weathered adversity not just in some work of fiction, but in real, historical circumstances can provide inspiration. "History teaching by example" is one phrase that describes this use of a study of the past—a study not only of certifiable heroes, the great men and women of history who successfully worked through moral dilemmas, but also of more ordinary people who provide lessons in courage, diligence, or constructive protest.

History also helps provide identity, and this is unquestionably one of the reasons all modern nations encourage its teaching in some form. Historical data include evidence about how families, groups, institutions and whole countries were formed and about how they have evolved while retaining cohesion. For many Americans, studying the history of one's family provides a basis for understanding how the family has interacted with larger historical change. Family identity is established and confirmed. Many institutions, businesses, communities, and social units, such as ethnic groups in the United States, use history for similar identity purposes. "Merely defining the group in the present pales against the possibility of forming an identity based on a rich past".

2. Pursuit of input from other SME's to assist in evaluating the appropriate categories of content for the subject matter and audience.

Our analysis has consisted of the following activities so far:

- a. contacting Juliet E.K. Walker, a prominent expert in the field, author of two books on Black Business History in the United States, and creator of an extensive (still under construction) website dedicated to the history of Black Business History
- b. seeking input from the leader of the black history month program from a local business and resources located through the Digital Divide Network online community
- c. posting requests for feedback to list serves dedicated to after school learning programs
- d. seeking additional resources from the client that may be able to assist in evaluating the scope of content desirable.

As a result of our research, we received some suggestions for web resources from members of the list serve. This information has been incorporated into our Resource section or in the Appendix. The president of Granville Academy has provided us with two additional potential resources; John Sibley Butler, author of *Entrepreneurship and Self-Help among Black Americans A Reconsideration of race and Economics* and the director of the IC² Institute at University of Texas Austin; and George Waters, who is affiliated with Edtec Inc, the publishers of the Youth Entrepreneur curriculum that is used with Granville students.

We received a detailed response from Dr. Walker who indicated that the categories of content that have been identified are appropriate for this effort, however she suggests incorporating the following additional categories:

- Government
- Financial Institutions
- Global Capitalism
- Advertising
- Race and Multicultural Diversity

Dr. Walker noted that “Students must be aware that growing a business does not take place in isolation or in a vacuum, separate and distinct from the impact of the forces of historical, economic, political, societal, cultural forces, all of which also provide an understanding of the market; and, factors that influence the market is crucial”.

She suggests that the students interact with the information via case studies of various individuals and their business enterprises and experience in order for the students to put what they are learning in their business curriculum to use during their study of Black Business History. She suggests that this may be the type of activity pursued as a group project, perhaps supported by a tool such as Blackboard.

The case study approach would be an excellent means for integrating the business learning with the study of business history in support of a higher level of learning. However, given the scope and goals of the current project, the GMU design team recommends that Granville Academy pursue this as a future added component of the instructional website. The GMU design team will recommend a design that allows for expanding the product to include higher-level learning.

3. Research of existing web resources to develop more depth of understanding around the sample facts presented, and to identify existing sites that serve similar goals.

This analysis also sought to identify which aspects of the content area best support the affective domain goal of increasing learner awareness about their own business potential through study of others’ achievements.

The GMU team, found significant available content focused on individuals identified through Granville’s reading list, as well as those identified in the sample content provided (e.g. individuals who started businesses, participated in organizations or attended historically black colleges and universities). A full list of websites reviewed in our analysis can be found in appendix 1. Our analysis suggests that a good approach may be to anchor content around individuals and their achievements. For example, there are content- rich websites about people such as A.G. Gaston, Madame C.J. Walker, Free Frank, Juliet E.K. Walker, John H. Johnson and Earl Graves. Through narrative content about these individuals, there are natural links to the organizations, magazines, and businesses relevant to the broad content area of Black Business History. One example is this web page about Earl Graves who started Black Enterprise Magazine:

<http://www.thehistorymakers.com/biography/biography.asp?bioindex=110>),

Based on the results of these three research areas, the GMU design team recommends focusing content on the personal stories of selected individuals, and

using their stories as the framework within which other facts are learned. This approach supports the desire to teach facts that can be used for competing in the business history game, provides a personal, narrative way for students to learn about black business history using concrete examples for modeling their own entrepreneurial behaviors, and provides the framework from which case studies about the individuals and their achievements could be designed in the future.

Instructional Objectives

The instructional objectives describe an intended outcome of instruction. An objective is a description of a performance the learners should exhibit in order to be considered competent.

Based on the performance and needs assessment, the primary intended learning outcome is to learn and recall Black business history facts. This learning outcome is at the lowest level of the cognitive domain of Bloom's Taxonomy; Knowledge. The skills demonstrated at this level include:

- Observation and recall information
- Knowledge of dates, events, places
- Knowledge of subject matter
- Mastery of subject matter

Motivation to learn the subject matter and the students' receptiveness to learning the subject matter are also intended learning outcomes, because of the secondary intended outcome to increase learner interest in their business future through awareness of history and since the students will be responsible for their own learning in this self-paced learning environment. Motivation to learn is classified in the Affective learning domain. This learning domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. Based on the performance and needs assessment, this project will focus on the following levels of the affective domain:

- Receiving: willing to give attention to an even or activity
- Responding: willing to react to an event through some form of participation

Through our analysis, the GMU team concluded that behavioral and affective objectives are appropriate for our instructional website. A behavioral objective is a precise statement that indicates the behavior a learner must demonstrate to show that they have mastered the knowledge or skills specified by the instruction (Kemp, Morrison, Ross, 2001). An affective objective deals with the attitudes, appreciations, values, motivations, and emotions of an individual (Kemp, Morrison, Ross, 2001).

Below the behavioral and affective objectives are listed. First the terminal objective (overall learning outcome) is identified and then the enabling objectives (objectives that lead to the terminal objective) are listed.

Terminal Behavioral Objective 1

Identify and recall Black business history facts in the following categories:

- People (leaders and entrepreneurs)
- Black Organizations/ Institutions (businesses, business organizations, conferences, Historically Black Colleges)

Enabling objectives

- Name people who have contributed to the history of Black business.
- Recall biographical information about African American business owners and entrepreneurs.
- Identify business organizations and institutions founded or run by African Americans
- Recall business organizations and institution's purposes/contributions to African American business history.
- Name famous graduates from Historically Black Colleges and Universities.
- Recall African Americans who were the first to succeed professionally or academically.
- Identify authors who have published books about African Americans and or their lives.

Terminal Behavioral Objective 2

Describe commonalities among black business leaders

Enabling Objectives

- Identify common traits among successful black businessmen and women
- Compare experiences of black business leaders' ascents to success
- Compare levels of education and educational institutions of black business leaders
- Categorize black business leaders by industry
- Categorize black business leaders by chronology

Terminal Affective Objective

The students will enjoy learning about Black business history while building awareness to the fact that there is a long history of African Americans involved in a variety of different businesses.

Enabling objectives

- The students will attend to and pursue knowledge of Black business history through the use of the instructional website.
- The students will willingly seek information about Black business history and provide responses to questions through the instructional website.
- The students will contribute a question to the instructional website that will require them to synthesize what they have learned.
- The students will enjoy learning about Black business history.

Learner Entry Level Skills

This section specifies what the learner should know prior to using the instructional website.

To be successful using the instructional website the learners should be able to:

- Read at an eight grade reading level
- Use a computer keyboard and mouse
- Navigate a website using navigational buttons
- Navigate a website using links
- Search the web
- Print a web page or document

Instructional Strategies and Approaches

Instructional strategies and approaches describe the sequence and methods employed to achieve the objectives.

Instructional Approach

The instructional approach for this project will follow Recall Performance. This approach gives the learner experience with the facts and then requires them to recall what they have learned. An approach similar to the Internet Treasure Hunt (<http://www.kn.pacbell.com/wired/fil/formats.html>) will be used.

The Internet Treasure Hunt involves identifying existing web pages that hold information essential to the understanding of the facts and developing one or more questions about each page. Initially the learner is presented with brief biographical information about prominent Black business individuals. The students are then challenged to learn more about these individuals through questions and web resources. Questions are presented to the learner who must seek out the answers using the identified web pages. Immediate feedback is provided as students gather information and answer the questions. A culminating “Big Question” will be used to encourage students to synthesize the information they have learned into a broader understanding.

The Pre-instructional Strategy will be an overview of key facts related to Black business history, and why this history is important for future entrepreneurs. This instruction will also include an introduction to the Treasure Hunt.

Instructional Strategies

Objective 1: Identify and recall Black business history facts

- Initial presentation of facts will provide the learners with experience with the facts. The learner will be presented with an option to select from among prominent figures in Black Business History. Organization of these individuals will be categorized on a shared attribute that the client will select such as chronology or industry. Upon selection, the learner will be presented with a biographical introduction to the individual chosen along with questions related to the individual presented and a list of web resources available to find the answers for each question. The learner has control over the sequence.
- Rehearsal-practice strategy - Allow the learners to practice and rehearse the recall of facts through:
 - question and answer techniques
 - game format

The learner will use the available web resources to seek answers to the questions presented. Questions will be categorized into increasing levels of difficulty, allowing the learner to determine the level of questions they wish to answer

The learner will have the opportunity to practice in 3 ways:

1. Attempt to recall the information in the biographical introduction from memory. A template related to the introductory biographical information about the individual (for example date and place of birth) will be provided that the learner can complete online from memory. After completion of the template, the learner will receive immediate feedback. The learner will have the option to print the template to enable them to work offline if desired.
2. Attempt to answer the treasure hunt questions from memory. For each biography, learners will be provided an online form containing the questions from the treasure hunt. The learner will be asked to complete the form from memory. Upon completion of the form, the learner will receive feedback on their performance. The learner will have the option to print the template to enable them to work offline if desired.
3. A game format. The learner will be required to answer questions spanning multiple individuals and encompassing questions related to the biographical information as well as the treasure hunt questions. The learner would also have the opportunity to submit their own questions and answers from the material for potential inclusion in the big game to be held at the yearly conference.

Objective 2: Describe commonalities among black business leaders

- Initial presentation will be the same as for objective 1.
- Rehearsal-practice strategy – As with objective 1, the learner will use the available web resources to seek answers to the questions presented.

Practice will be accomplished via the game format which will incorporate questions that ask the learner to make connections among the business leaders presented. For example listing individuals in a particular industry, from a particular time period, or identifying a common trait among a group of individuals. Students will have the opportunity to suggest their own questions relating common aspects of the business leaders for potential inclusion in the big game to be held at the yearly conference.

Objective 3: The students will enjoy learning about Black business history while building awareness to the fact that there is a long history of African Americans involved in a variety of different businesses.

- Initial presentation is the same as for objective 1
- Integration Strategy – The learner will formulate and contribute a “Big Question” or questions, possibly for peers to answer based on the relevant web pages. The “Big Question” is a more open-ended question, for example how a particular individual’s story might be applicable to the student’s own experience, why the individual’s work was important to the larger black community, or how the economic climate of the time impacted the business person’s career. Sample Big Questions that the learner can attempt to answer will be provided, and the learner will be directed to formulate their own big questions encompassing similar concepts.

Resources

Hong, J. I., Landay, J. A., & Van Duyne, D. K. (2003). The design of sites: Patterns, principles, and processes for crafting a customer-centered web experience. Boston, MA: Pearson Education, Inc.

Ross, S. M., Morrison, G. R., & Jerrold, E. K. (2001). Designing effective instruction. New York, NY: John Wiley & Sons, Inc.

Granville Academy of Northern Virginia Suggested Readings
<http://www.granvilleacademynova.org/suggestedreadings.htm> downloaded February 21, 2006

Internet 4 Classrooms
http://www.internet4classrooms.com/entry_level_pc_index_ie.htm

Learning Domains or Blooms Taxonomy
<http://www.nwlink.com/~donclark/hrd/bloom.html>

National Center for History in the Schools
<http://nchs.ucla.edu/standards/thinking5-12.html> downloaded March 3, 2006

<http://www.historians.org/pubs/Free/WhyStudyHistory.htm> downloaded March 4, 2006

SBC Education
<http://www.kn.pacbell.com/wired/fil/formats.html> downloaded March 1, 2006

Library of Congress , America's Story
<http://www.americasstory.com/cgi-bin/page.cgi/aa> downloaded March 4, 2006

<http://ecedweb.unomaha.edu/entrepreneur/lesson1.pdf> downloaded March 5, 2006
<http://ecedweb.unomaha.edu/entrepreneur/lesson10.pdf> downloaded March 5, 2006

Black Business Journal Online [downloaded March 5, 2006](http://www.bbjonline.com/)
<http://www.bbjonline.com/>

Education, Training and Enterprise Center
<http://www.edtecinc.com/> downloaded March 5, 2006

Appendix 1

Internet resources for content and project development.

General Black History Resources

EDTEC

<http://www.edtecinc.com/mmofw/mofwtoc.htm>

<http://www.thehistorymakers.com/biography/biography.asp?bioindex=110> - biographies of black business leaders, including some with video

<http://www.bridgew.edu/HOBA/gallery.cfm>

<http://www.blackenterprise.com/BE100sHome.asp>

Black Enterprise Magazine, B.E. 100's

http://www.kn.pacbell.com/wired/BHM/bh_hunt_quiz.html

Black History Past to Present an Interactive Treasure Hunt

www.blacksaga.com

Black Saga, The African American Experience

<http://www.completelyblack.com/>

A free service dedicated to empowering the black business community.

www.utexas.edu/research/centerblackbusiness/about_center.htm

The Center for the Study of Black Business, History, Entrepreneurship and Technology

<http://www.ritesofpassage.org/entrepeneurs.htm>

http://www.andrewbernstein.net/capitalists/8_blackcap.htm

A.G. Gaston

http://www.aaregistry.com/african_american_history/551/A_G_Gaston_was_a_very_good_businessman

http://www.archives.state.al.us/famous/academy/a_gaston.html

http://en.wikipedia.org/wiki/A.G._Gaston *

http://www.findarticles.com/p/articles/mi_m1355/is_25_100/ai_81223152

<http://www.blackenterprise.com/ExclusivesEKOpen.asp?id=1283> (an article in Black Enterprise*)

<http://www.aggastonexpo.com> (website of A.G. GASTON ECONOMIC EMPOWERMENT CONFERENCE)

Free Frank

<http://www.claytoncramer.com/freefrank.htm>

http://www.newphiladelphiaillinois.org/history-of-free-frank_introduction.shtml *

<http://www.newphiladelphiaillinois.org/store-educational-tools.shtml> (coming soon..)

Madame C.J. Walker

<http://www.madamecjwalker.com/students.html>

<http://www.madamecjwalker.com> * (includes an faq page with good sample questions)

<http://www.lkwdpl.org/wihohio/walk-mad.htm> (includes good links)

<http://www.blackinventor.com/pages/madamewalker.html>

<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/walker/walker.htm>

John H. Johnson

<http://www.nathanielturner.com/johnhjohnson.htm>

http://www.horatioalger.com/members/member_info.cfm?memberid=joh66

http://en.wikipedia.org/wiki/John_H._Johnson *

<http://www.medaloffreedom.com/JohnHJohnson.htm>

http://www.findarticles.com/p/articles/mi_m1077/is_2_59/ai_110962903

Juliet E.K. Walker

<http://www.h-net.org/reviews/showpdf.cgi?path=29280931992984> (Book review)

<http://www.eh.net/bookreviews/library/0160.shtml> (Book review)

<http://www.newphiladelphiaillinois.org/about-executive-director.shtml> *

<http://www.utexas.edu/research/centerblackbusiness/vitae.htm>

Encyclopedia of African American Business History (Hardcover)

Thomas Day

<http://www.ncmuseumofhistory.org/meetthestatue/statues.html>

<http://www.ncfmp.org/teachingmaterials/pdf/thomasday.pdf>

<http://www.indyweek.com/gyrobase/Content?oid=oid%3A13908>

http://www.thomasday.net/thomas_day.html *

Reginald Lewis

<http://www.stfrancis.edu/ba/ghkickul/stuwebs/bbios/biograph/rglwsbio.htm>

http://www.africanamericanculture.org/museum_reglewis.html *

http://www.aaregistry.com/african_american_history/623/Reginald_Lewis_savvy_in_business_and_racially_tuned_in

<http://www.nathanielturner.com/rememberingreggie.htm> (this is nice because it's a personal account from Clarence Davis about their time playing football together)

http://www.findarticles.com/p/articles/mi_m1365/is_11_35/ai_n13820004

Robert L. Johnson

<http://www.who2.com/robertljohnson.html>

<http://www.black-collegian.com/issues/1stsem00/titan2000-1st.shtml>

<http://www.cecunc.org/entre/stories/robert-johnson.html>

http://en.wikipedia.org/wiki/Robert_L._Johnson *

http://www.bet.com/BETCorporate/Archives/BET.com+-+Robert+L.+Johnson_+Founder+46.htm