



PLATO Accessibility Tech Tips

Table of Contents

(Click on the tip you need)

- [Tech Tip #1 – How to use Pipeline’s Transcript Feature](#)
- [Tech Tip #2 – How to Edit the Way YouTube Video Captions Look](#)
- [Tech Tip #3 – How to copy a video transcript from Pipeline into a Word Document & How to clear formatting in Word](#)
- [Tech Tip #4 – How to copy a video transcript from YouTube into a Word](#)

Tech Tip #1

How to Use Pipeline's Transcript Feature



A look back at the devastating 1900 Galveston hurricane



A look back at the devastating 1900 Galveston hurricane

Duration: 7:32

User: n/a - Added: 7/7/17

Watch Video

The Galveston Hurricane of 1900 was one of the most devastating natural disasters in American history, as anywhere between 6,000 and 12,000 people died when a Category 4 hurricane slammed in Galveston, Texas on 8 September 1900. It remains the most deadly hurricane in American history and the 3rd costliest (after 1926 Miami Hurricane and Hurricane Katrina that hit New Orleans and the Gulf Coast in 2005).

The 1900 hurricane destroyed Galveston, which had been, until then, the primary Texas city, and development moved north towards Houston and Dallas in its aftermath. The city of Galveston sits on an island close to the Texan mainland on the Gulf of Mexico. The city was rebuilt, with an eye to safety and improvement of future storms, including a seawall and an all-weather bridge to the mainland.

In 1915, a similarly massive hurricane slammed into Galveston, bringing 12ft storm surges, which tested the new seawall. Although 53 people died in the 1915 storm in Galveston, this was a massive reduction of the casualties in 1900.



Week 4 Discussion

Please post your Week 4 discussion here by 11.59pm on Sunday, 16 February. Please post directly, no attachments.



Quiz #1

Availability: Item is hidden from students. It was last available on Feb 16, 2020 10:11 PM.

This quiz is based on your readings from ch. 16 of the textbook.

It is open book and sequential. Good luck!



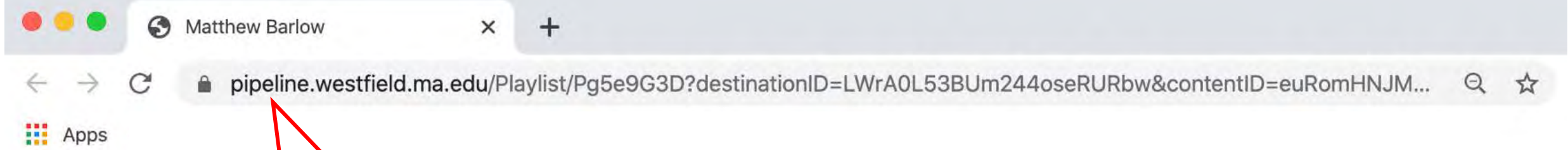
ADA Compliant Videos

- [Site of the H.H. Holmes Murder Castle](#)

- [A look back at the devastating 1900 Galveston hurricane](#)



In your professors PLATO course, click a video link that has
“ADA Compliant” in its name



Notice that the web link starts with:
“pipeline.westfield.ma.edu”

This will load your video into pipeline

[Video](#)[About](#)[Transcript](#)

Land Run 1889 OK Moments



00:02:37

From here, click the button on the top right above the video. This will open the video in a new tab




Then click on the magnifying glass icon on the right of the video

Matthew Barlow x Land Run 1889 OK Moment

pipeline.westfield.ma.edu/hapi/v1/contents/9868e47a-4973-4b32-9688-ace4d7b3664b/launch?playlistId=d0c06a2d-77be...

Apps Other Bookmarks

Land Run 1889 OK Moments



00:07

00:10 02:37 CC

Options

About

Transcript

Search Showing 0 of 0

(upbeat guitar music) - [Narrator] Most Oklahomans know about the land runs that helped open up various parts of our state. These wild events can be, and are, viewed as wonderful adventures.

Settlers involve themselves in a race for what some might call, their last chance of making it. This week marks the 121st anniversary of the largest Oklahoma land run. Following the Civil War,

a somewhat rectangular chunk of land in approximately the center of present day Oklahoma, was vacant until a constant campaign to open those lands finally proved effective. David L. Payne was a one man Boomer campaign

fighting for years to open up these now unoccupied lands for settlement. Although Payne didn't live to see it, the land was indeed eventually opened and done so via the land run system.

No other part of the world has ever been settled in this manner, and probably for good reason. Beginning weeks before the opening date, hopeful settlers gathered in border towns in Kansas,

all massing to prepare themselves for the great run. Horses were trained and hardened up in order to make the run as fast as possible. While people stockpiled as many supplies as they could. On the celebrated day, Monday April 22 1889.

The crowd of thousands now surrounded the border of the unassigned lands

This will open the full transcript for on the right side of the video. It will highlight what is being spoken in the video in real time. The image above shows what it will look like.

Tech Tip #2

How to Edit the way YouTube Video Captions look

You may follow the slides or watch a 25 second video tutorial (no sound) by clicking the link [Here](#)



First click the CC button on the bottom
Right side of the video

English
Click * for settings

COLOR

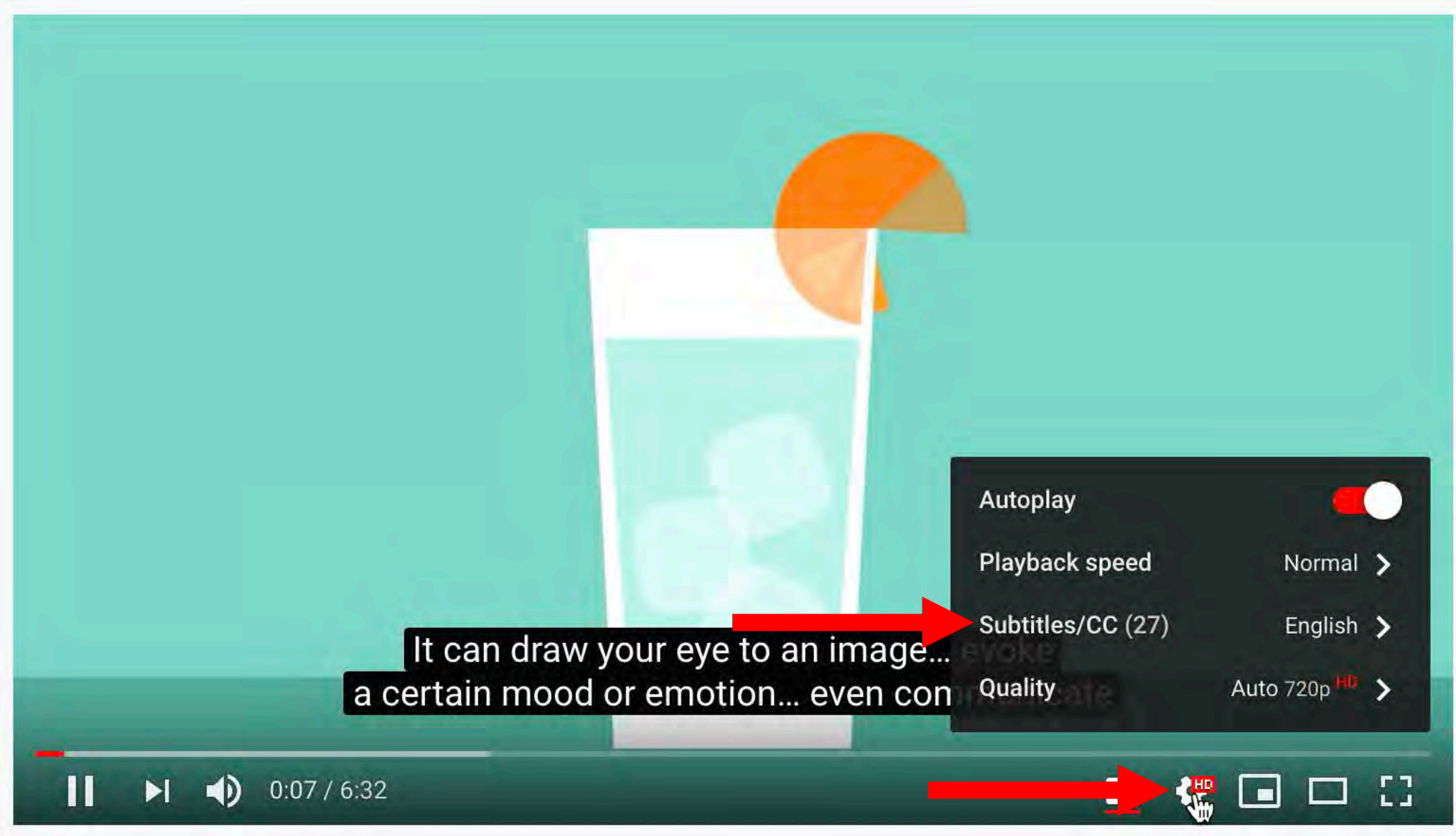
Color.

Subtitles/closed captions (c)

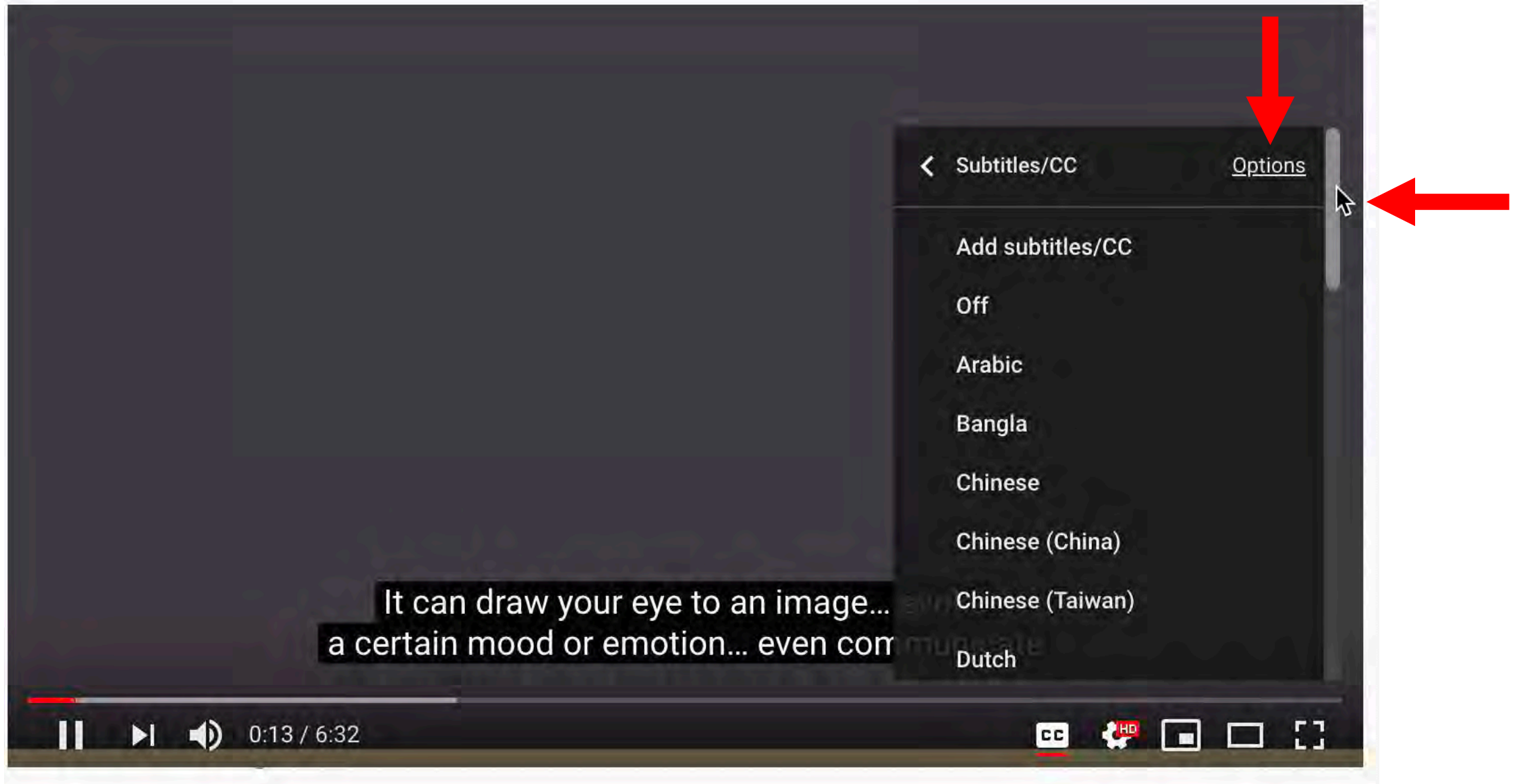
0:02 / 6:32



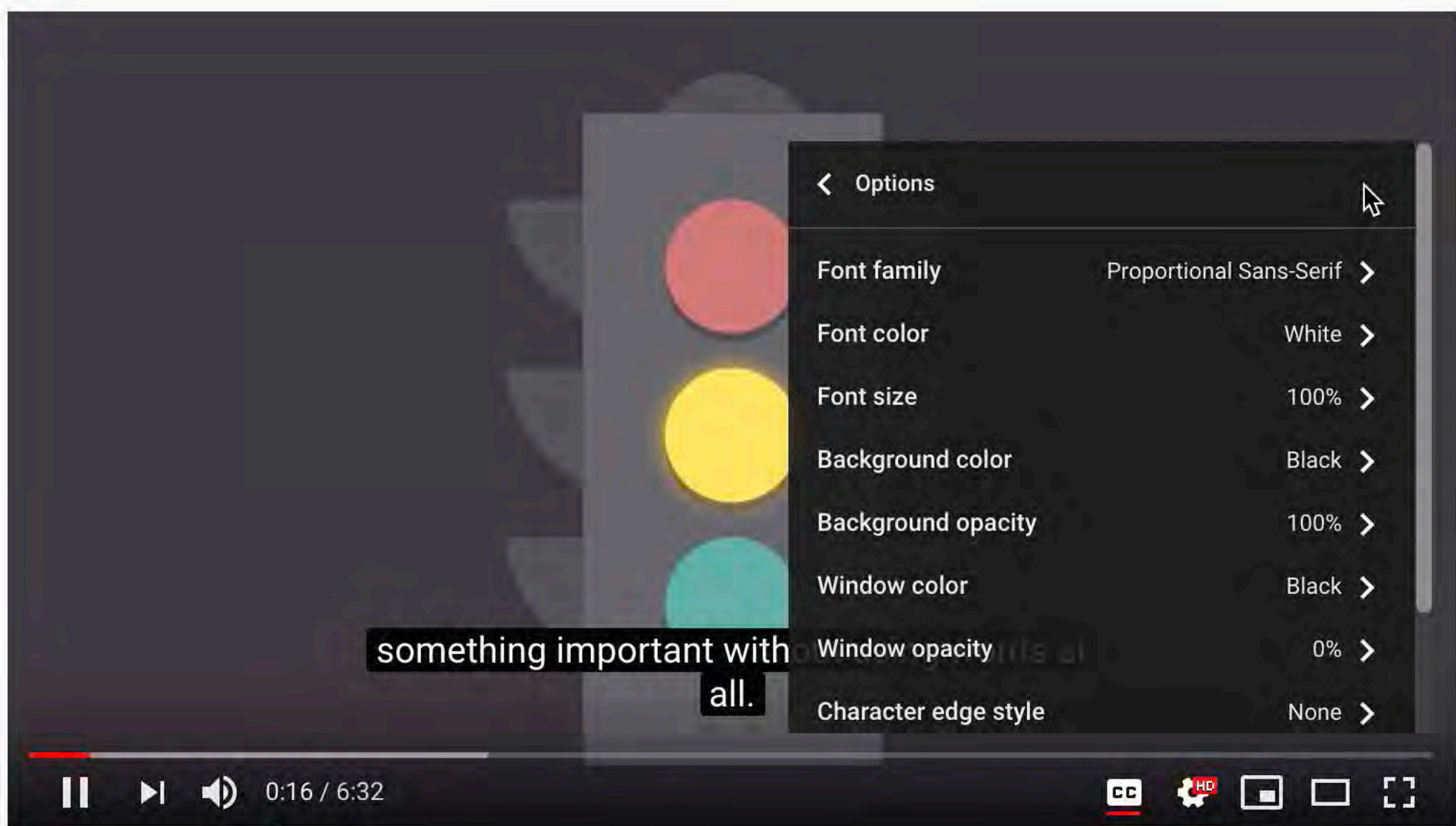
If it says “English” on the top left part of the video that Means the YouTube video has accurate captions



To edit the captions, first click the gear icon. Then click the “Subtitles/CC” Option



Next, move the scroll bar to the top then click the
“Options” button



This will open a menu of options that change the way the subtitles look. Here you can make the font bigger, change the font color and change the background color of the text as well.

Tech Tip #3

How to copy a video transcript from Pipeline into a Word Document & How to clear formatting in Word



Land Run 1889 OK Moments



First click the “Transcript” Button above the video

The screenshot shows a video player interface with three tabs: 'Video', 'About', and 'Transcript'. The 'Transcript' tab is active, displaying a list of text segments from a video. A red arrow points from a highlighted segment in the transcript to a right-click context menu that is open. The menu contains the following options: 'Look Up "(upbeat guitar music) - [Narrator] Most..."', 'Copy' (which is highlighted in blue), 'Search Google for "(upbeat guitar music) - [Narrator] Most..."', 'Print...', 'Inspect', and 'Speech Services' (which has a right-pointing arrow next to it).

Video About Transcript

swarmed into the area, many carrying horses
to town lots were allowed to move forward only as fast
as a horse could travel. Stopping in Guthrie, Edmund and other towns sites along the way.

The hated Sooners quickly
made their appearance, having illegally entered the
land earlier than allowed, some soaping up their horses to make them appear foaming with sweat and some
getting shot for
their illegal actions.

As a method of settlement the land run was spectacular to watch, but it proved to not be
very practical at all, as large numbers of complications occurred during every step of the process.

From participating in the
actual run, finding land, and more importantly keeping it, to filing for claims afterwards, the process was full
of fraud
hazards and entanglements. The chaotic nature of the event however,
apparently didn't phase officials, as four other land runs took
place over the next 10 years. The first Oklahoma land run w

Look Up "(upbeat guitar music) - [Narrator] Most..."

Copy

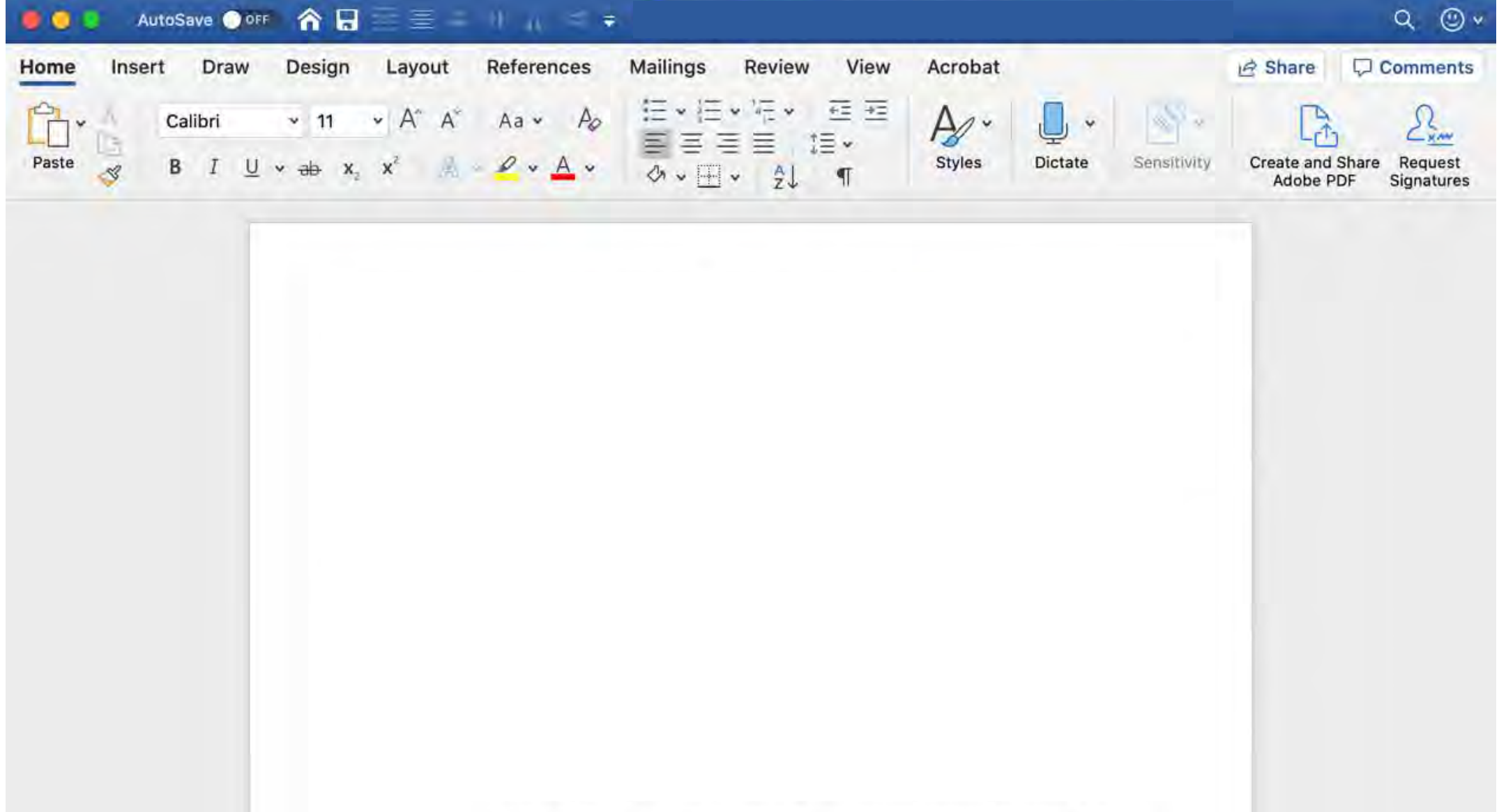
Search Google for "(upbeat guitar music) - [Narrator] Most..."

Print...

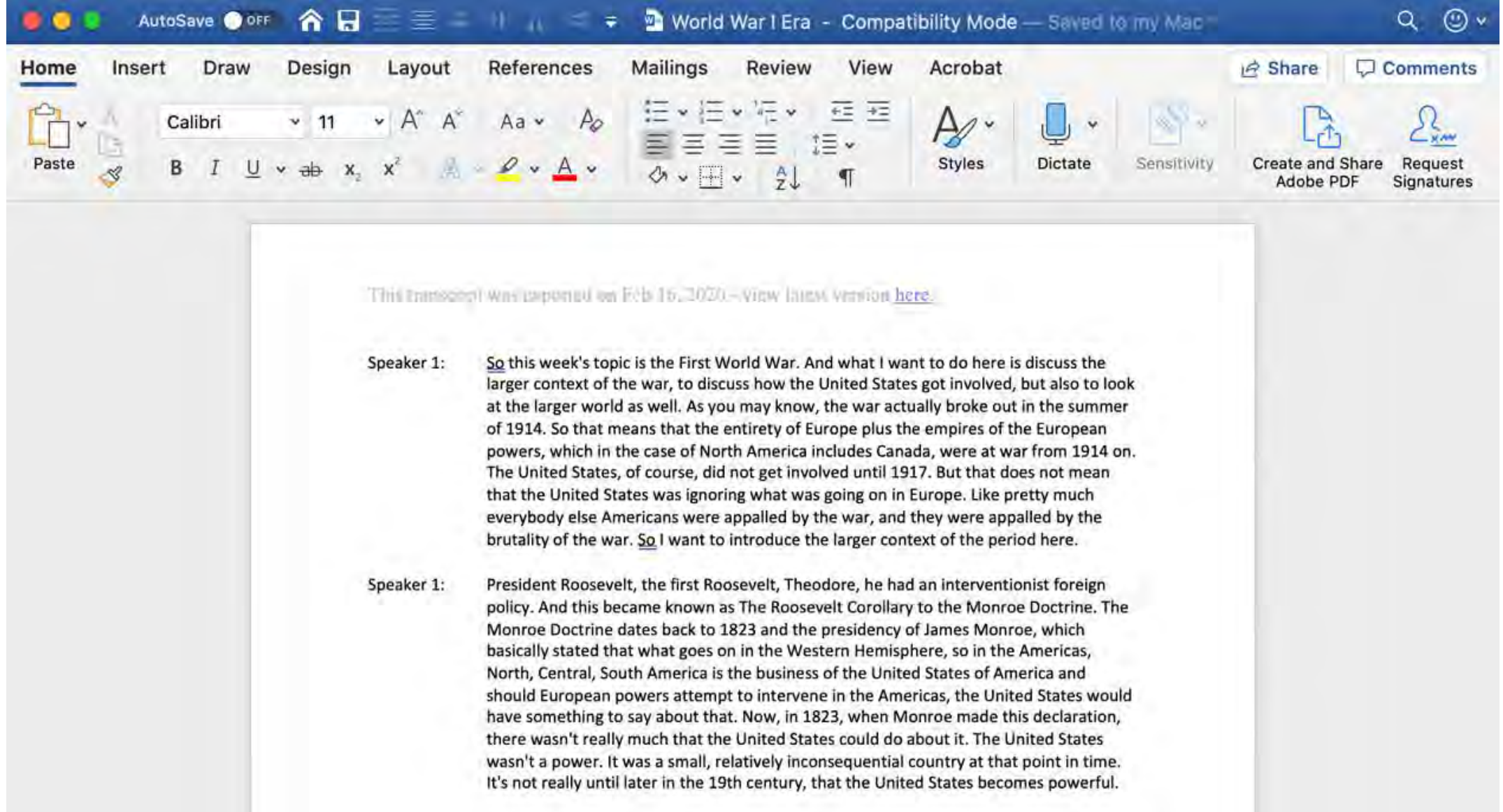
Inspect

Speech Services

This will open a transcript of the whole video. Next highlight all the text, then right-click the text and click "Copy"



Open a blank word document



Right-Click in the document and click Paste to paste the text you copied earlier. If you would like to clear all formatting, follow along the next few steps...

Home Insert Draw Design Layout References Mailings Review View Acrobat

Paste Styles

Share Comments

Create and Share Adobe PDF Request Signatures

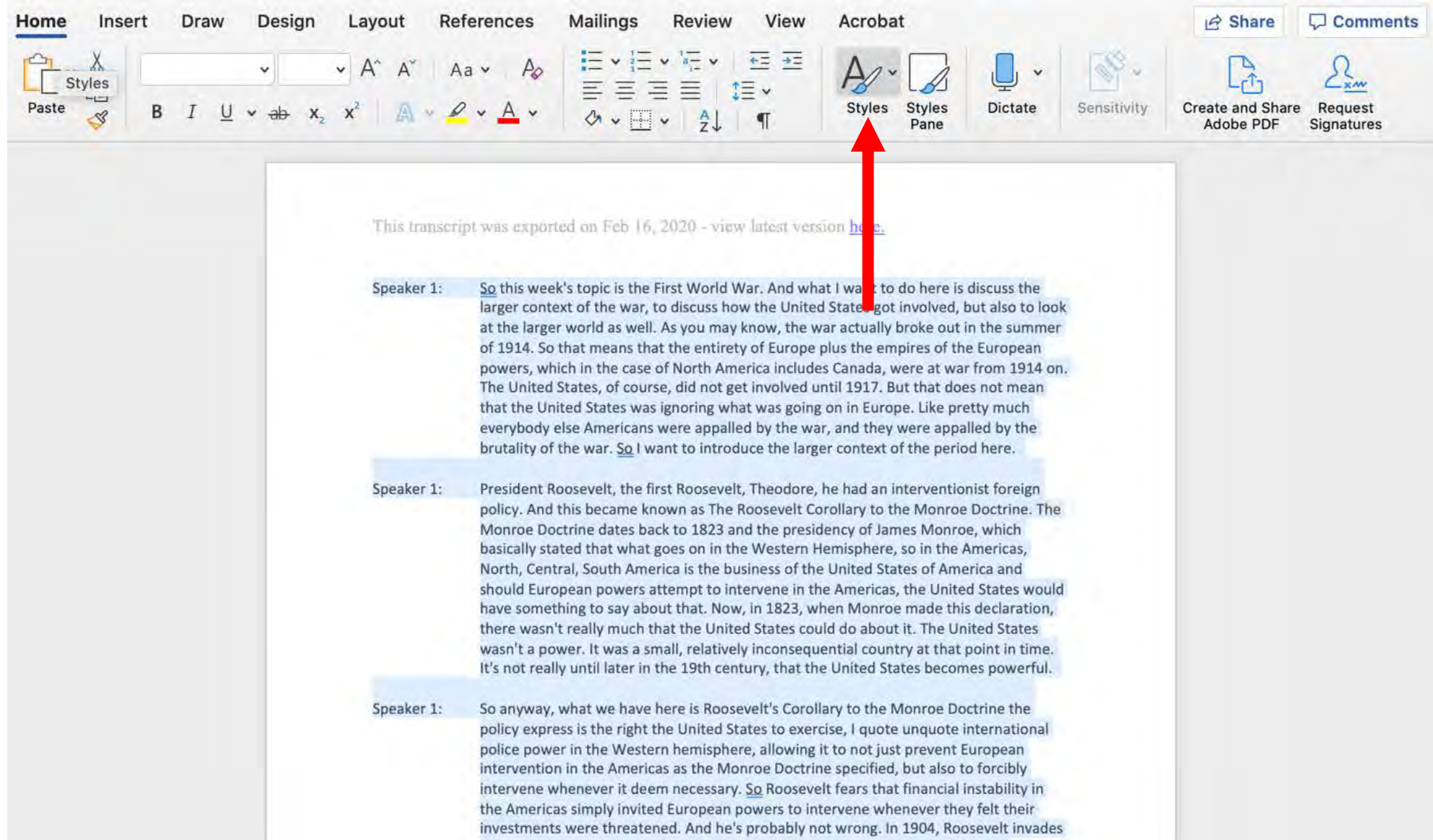
This transcript was exported on Feb 16, 2020 - view latest version [here](#).

Speaker 1: So this week's topic is the First World War. And what I want to do here is discuss the larger context of the war, to discuss how the United States got involved, but also to look at the larger world as well. As you may know, the war actually broke out in the summer of 1914. So that means that the entirety of Europe plus the empires of the European powers, which in the case of North America includes Canada, were at war from 1914 on. The United States, of course, did not get involved until 1917. But that does not mean that the United States was ignoring what was going on in Europe. Like pretty much everybody else Americans were appalled by the war, and they were appalled by the brutality of the war. So I want to introduce the larger context of the period here.

Speaker 1: President Roosevelt, the first Roosevelt, Theodore, he had an interventionist foreign policy. And this became known as The Roosevelt Corollary to the Monroe Doctrine. The Monroe Doctrine dates back to 1823 and the presidency of James Monroe, which basically stated that what goes on in the Western Hemisphere, so in the Americas, North, Central, South America is the business of the United States of America and should European powers attempt to intervene in the Americas, the United States would have something to say about that. Now, in 1823, when Monroe made this declaration, there wasn't really much that the United States could do about it. The United States wasn't a power. It was a small, relatively inconsequential country at that point in time. It's not really until later in the 19th century, that the United States becomes powerful.

Speaker 1: So anyway, what we have here is Roosevelt's Corollary to the Monroe Doctrine the policy express is the right the United States to exercise, I quote unquote international police power in the Western hemisphere, allowing it to not just prevent European intervention in the Americas as the Monroe Doctrine specified, but also to forcibly intervene whenever it deem necessary. So Roosevelt fears that financial instability in the Americas simply invited European powers to intervene whenever they felt their investments were threatened. And he's probably not wrong. In 1904, Roosevelt invades

To clear all formatting, click somewhere in the text. Then on your keyboard push CTRL + A (Command + A on a Mac) to select all the text. This will highlight all the text as blue.

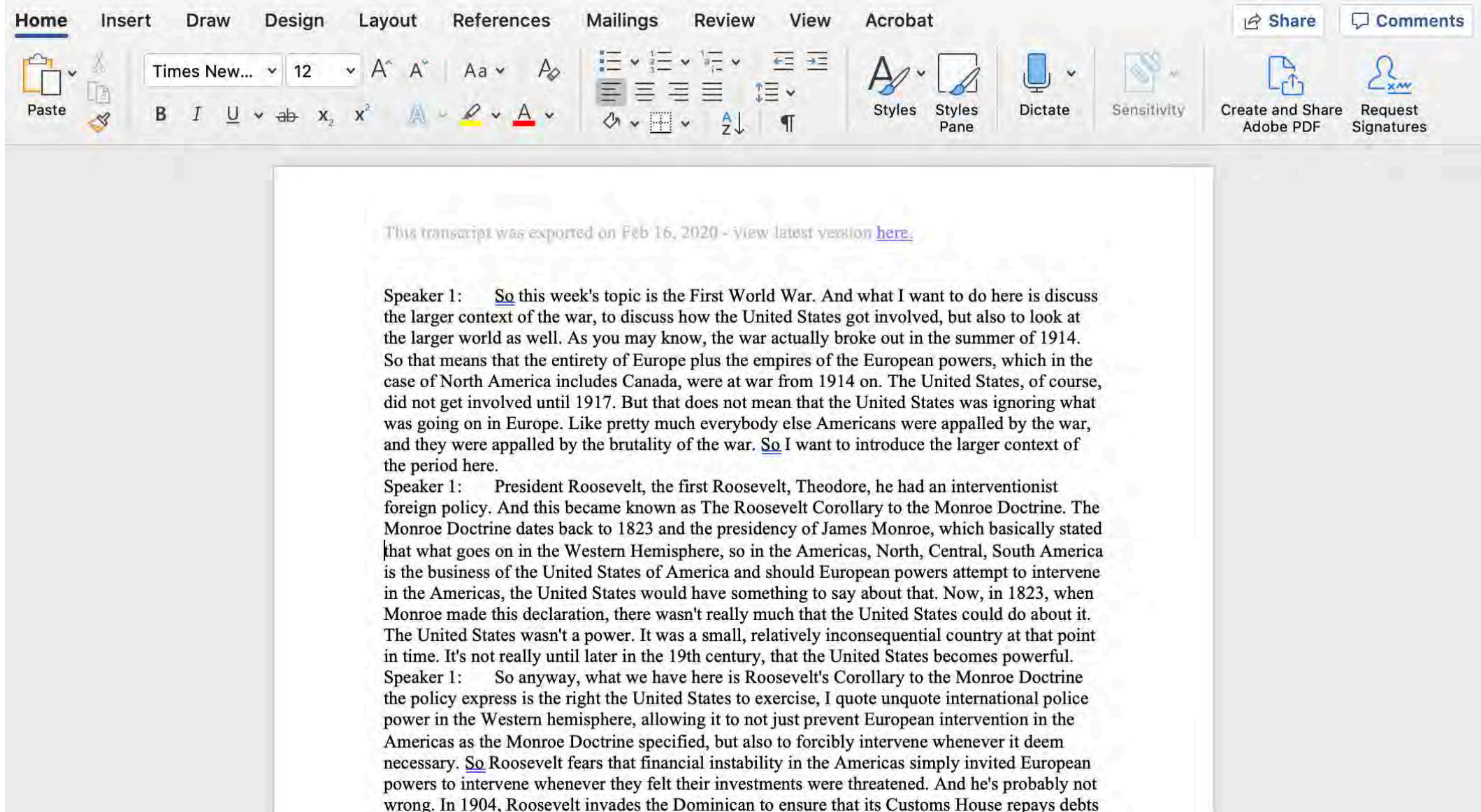


Next click the “Styles” button on the top ribbon above the word document



Speaker 1: President Roosevelt, the first Roosevelt, Theodore, he had an interventionist foreign policy. And this became known as The Roosevelt Corollary to the Monroe Doctrine. The Monroe Doctrine dates back to 1823 and the presidency of James Monroe, which basically stated that what goes on in the Western Hemisphere, so in the Americas, North, Central, South America is the business of the United States of America and should European powers attempt to intervene in the Americas, the United States would have something to say about that. Now, in 1823, when Monroe made this declaration, there wasn't really much that the United States could do about it. The United States

Lastly click “Clear Formatting”



The image above shows what it will look like after you clear formatting

Tech Tip #4

How to copy a video
transcript from YouTube into
a Word Document



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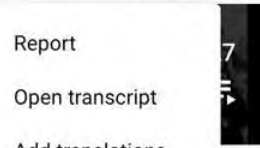
Full Hour of Avatar the Last Airbender and Korra Amazing...
Hour Loop
Recommended for you



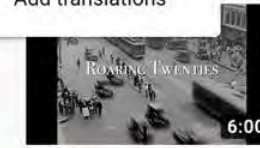
New Math (live)
boburnham
Recommended for you



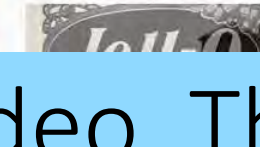
History Brief: Electricity and Its Impact in the 1920s
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55K views



History Briefs: The 1920s
Reading Through History

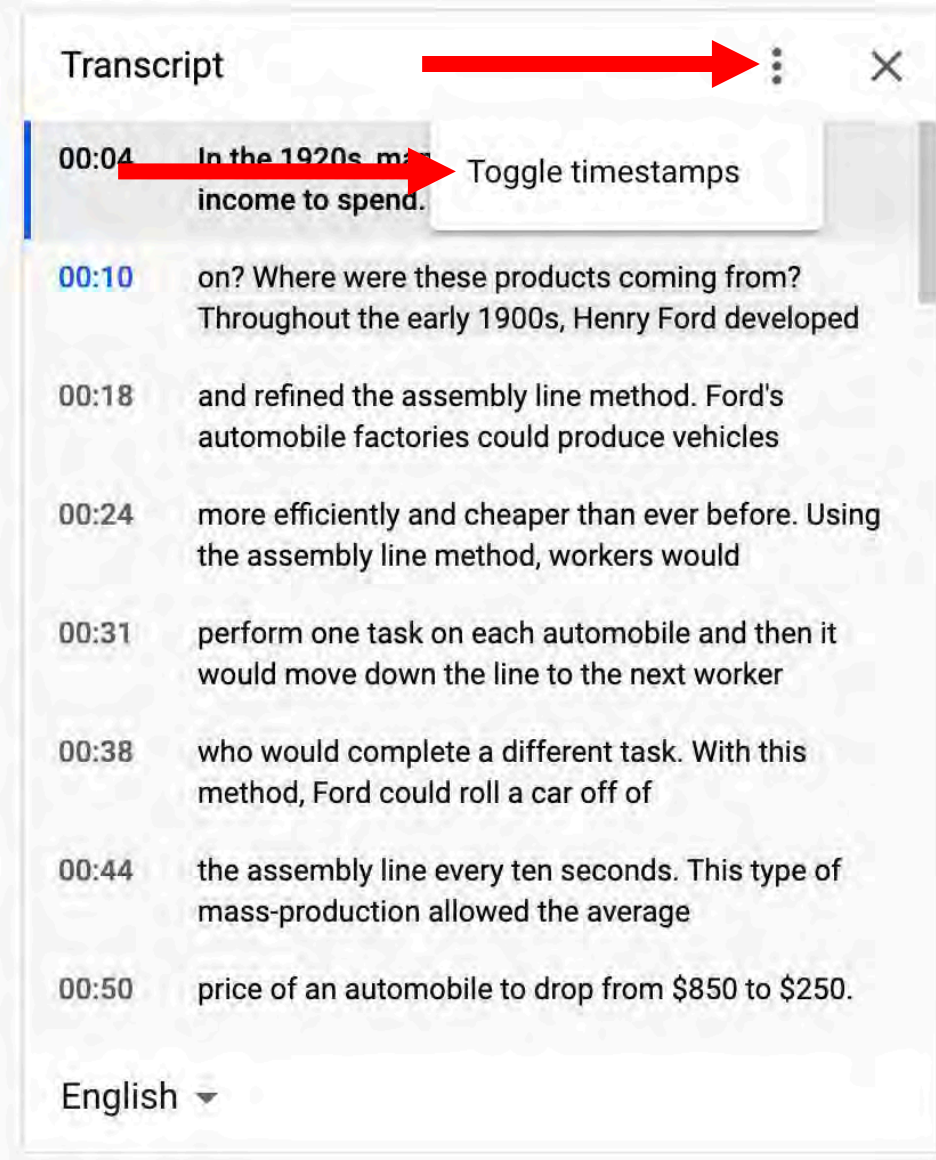


The Roaring 20s Documentary - World History Project
Tom Bolles
92K views

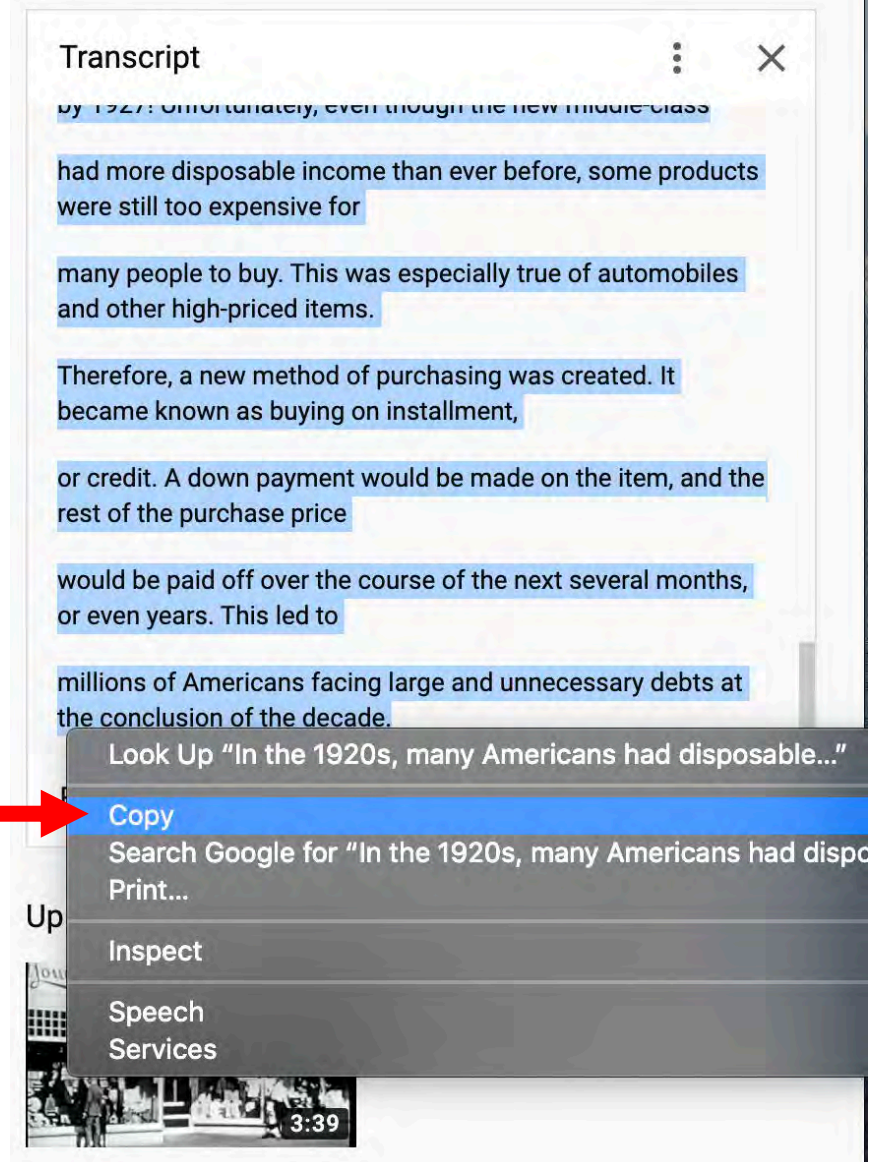


#C16c: Advertising in the 1920's

First click the three dots below the video. Then click the "Open Transcript" button



The Transcript Box will appear on the right of the video. Click the three dots above the Transcript. Then click the "Toggle timestamps" button



Then all you must do is highlight all the text, right-click the text and click copy

In the 1920s, many Americans had disposable income to spend. What were they spending it on? Where were these products coming from? Throughout the early 1900s, Henry Ford developed and refined the assembly line method. Ford's automobile factories could produce vehicles more efficiently and cheaper than ever before. Using the assembly line method, workers would perform one task on each automobile and then it would move down the line to the next worker who would complete a different task. With this method, Ford could roll a car off of the assembly line every ten seconds. This type of mass-production allowed the average price of an automobile to drop from \$850 to \$250.

Ford's methods were quickly adopted by other industries. Skilled laborers were no longer needed to assemble finished products. Instead, it was only necessary to train an unskilled laborer how to do one simple task. Suddenly, factories were churning out countless numbers of products that were once deemed luxury items. Now that these products could be produced in such large quantities, they became affordable to the average person.

More factory jobs meant more workers as well. Not only were more people being employed, but they were also receiving good wages. The average worker's wage rose by 20% during the 1920s. With more people working for higher wages, they no longer needed to spend all of their money on essential items such as food, housing, and clothing. These workers began to emerge as what is now thought of as "middle-class". This new middle-class discovered that it was free to spend their disposable income on many of the new luxury items that were being produced. Many of these items were becoming available, and useful, because of the increased use of electricity. Things like refrigerators, vacuum cleaners, washing machines, and radios were all becoming staples of the average home. The new mass-production methods made these products inexpensive because they could be produced quickly. For example, by the end of the 1920s, more than one million refrigerators were being produced each year. Also, more than ten million radios had been sold by 1929!

With the influx of new products to buy, something else emerged as well. Companies began mass-marketing their products and competing with rival companies for the business of consumers. Advertisements became increasingly common throughout the decade. Radio proved to be an excellent method for advertisers to communicate with large numbers of people at the same time. Each advertisement was used to convince the listener that they absolutely needed the latest gadget or healthcare product. Advertisements proved very effective too. For example, sales of Listerine sky-rocketed from \$100,000 a year in 1921 to more than \$4 million a year by 1927! Unfortunately, even though the new middle-class had more disposable income than ever before, some products were still too expensive for many people to buy. This was especially true of automobiles and other high-priced items. Therefore, a new method of purchasing was created. It became known as buying on installment, or credit. A down payment would be made on the item, and the rest of the purchase price would be paid off over the course of the next several months, or even years. This led to millions of Americans facing large and unnecessary debts at the conclusion of the decade.



Lastly, simply paste the text into a blank Word Document