

## Colonial Time Machine WebQuest

**WebQuest Description:** You are embarking on a new adventure back into the Colonial days of America!

Please be prepared to live as our first settlers of the original 13 Colonies. You will learn about the important people that shaped the way of Colonial life, and analyze what it was like to be a student in Colonial America.

Oh! Please be prepared to arrange a scrumptious Colonial dish for dinner! Don't forget your journal!

**Grade Level:** 3-5

**Curriculum:** Social Studies

**Keywords:** Colonial, colonies, 1700's, independence

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### Introduction

Students will thoroughly discover what a day in Colonial life was like for an Elementary student by recording in their journals during their Colonial Time Machine visit. You just entered a time machine that placed you into 1700's Colonial America. Where will you go, what will you do, and what will your day's discussions encompass? What will you learn in Colonial School? What are the important topics discussed at your colonial home and school? Are there any problems with England? You and your friends will go on a modern day "colonial" adventure, but you will be responsible to help with chores and complete all of your Colonial homework. Of course, you will be required to individually help prepare tonight's dinner! Ready! It's time to enter the Colonial Time Machine. Did you remember your journal?

### Tasks

Wow! Your time machine made it back into the 1700's. Are you okay? Please check that your whole team made it. We need all students engaged in this adventure's tasks. 1. You will create a list of what you will need to bring in your suit case. Make sure you are dressed appropriately and are prepared to help with tonight's dinner. Do you like your clothes and menu options? You will learn how to correctly navigate the Time Machine. Where should you be? You will create a map of possible landing points. Did the Colonies cover all of America? 3. After dinner, you will be invited to share with your family what you learned at Colonial school day. Please remember some of the important Colonial people and subjects that are shaping your future and independence! Don't worry, when needed, your amazing time machine will embark into the present World Wide Web to help you navigate throughout historical America. You will find art, factual data, and analyze information. Be careful! Do not push the Future Button! Standards: H3.0 Social Responsibility & Change- Students understand how social ideas and individual action lead to social, political, economic, and technological change. Benchmarks: H3.5.1 Compare and/or contrast the daily lives of children throughout the United States, both past and present. Standards: H2.0 Nation Building and Development- Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas. Benchmarks: H2.5.8 Explain the relationship between the American colonies and England, and discuss its impact on independence.

### Process

Your journey will take you throughout a full Colonial day. Please be sure to complete all of the steps in order and write 5 complete paragraphs in your Colonial Time Machine Journal. 1. Please find the appropriate articles of clothing to wear in Colonial America and identify with your group the differences from today's clothing. This link may help you; <http://www.history.org/history/clothing/index.cfm> 2. Where did your Time Machine take you? Are you on the East or West Coast of America? What facts can you compile by discussing with your Time Machine travelers about the colonial populations. Please write in your journal, by navigating below; <http://www.socialstudiesforkids.com/articles/ushistory/13colonies1.htm> <http://www.enchantedlearning.com/usa/statesbw/13colonies/13colonies.shtml> 3. Did you consider eating tonight? Please individually list and compare your Colonial dinner with your present dinner menu? Try finding data at one of the following destinations; [http://www.cooks.com/rec/search/0,1-0,colonial\\_food,FF.html](http://www.cooks.com/rec/search/0,1-0,colonial_food,FF.html) <http://www.history.org/almanack/life/food/foodhdr.cfm> <http://lincoln.midcoast.com/~wps/3ripley9899/food.htm> 4. What did you learn at colonial school and around town? What evidence can you find and write in your journal about the Colonial topics you learned today? Did your teacher identify the theme of "independence"? Please identify the function of independence in your journal. Who was an important person you discussed during your Colonial visit and why do you think this person was important to American colonialization? Maybe these links will help you in your journey; [http://en.wikipedia.org/wiki/Benjamin\\_Franklin](http://en.wikipedia.org/wiki/Benjamin_Franklin) <http://www.timepage.org/spl/13colony.html> <http://www.law.umkc.edu/faculty/projects/ftrials/zenger/zenger.html> <http://www.extremeintellect.com/08EDUCATION/education.htm> <http://k6educators.about.com/gi/dynamic/offsite.htm?site=http://www.ushistory.org/betsy/> <http://www.kidsturncentral.com/holidays/july4.htm> <http://eev.liu.edu/kk/colonial/VOCABULARY%20WORDS%20FOR%20COLONIAL%20AMERICA.pdf> <http://library.thinkquest.org/J002132/school.html> 5. Was there time for play at the end of the day? If so, what could you do? Can you invent a different game for colonial children? Please individually write about one in your journal. Find out at: <http://noahwebsterhouse.org/games.html>

## Evaluation

Category and Score	Not Meeting Standard	Partially Meets Standard	Meets Standard	Exceeds Standard	Score
Content	Writing is very limited in the attempt at delivering a viewpoint. There is little sense to the writer's thoughts.	Writing is limited in transferring knowledge to the reader and there is no evident writer's point of view.	There are clear paragraph formats with a focused viewpoint that is conveyed throughout the writing.	The writing is strong in voice and purpose with an engaging thought provoking attempt by the writer!	%25
Organization	Writing is disorganized and not fully developed. The transitions are vague with an unclear beginning and closure.	The writing is brief and weak in development, but there are obvious attempts at organization in transitions.	The writing uses correct format with very clear transitions and complete closure.	Writing is strong throughout the beginning, middle and end. There are consistent transitions with a clear closure.	%25
Grammar, spelling and punctuation	Improper grammar use with very few correct spellings, punctuations or paragraph indentations.	Using some proper forms of grammar and conventions.	Words are mostly spelled correctly in proper grammatical formats.	Very excellent grammar usage is throughout the writing with correct punctuation and grammar accordingly!	%25
Word Choice	Vague, and repetitive use of words.	Imaginative with some adjectives and varied word choices.	Many various word choices and imaginative use of adjectives with little repetition.	Very strong and imaginative use of words that are lively and vivid!	%25
				Total Score	%100

## Conclusion

In this Colonial Life WebQuest, you have discovered Colonial life by an extensive research journey back to the 1700's. You are able to analyze, compare and contrast the daily lives of children in Colonial America with the present. You can understand the relationship between the American colonies and England. In addition, you're able to discuss the impact of Colonial figures on independence. Your detailed journal writings support the content you have learned and understand. Congratulations!

## Teacher Page

It's time to sit and read the student's journals! Through navigation throughout the Colonial Life WebQuest, the students will show that they learned the 5th grade standards set forth by the Nevada Department of Education which include; Standards: H3.0 Social Responsibility & Change- Students understand how social ideas and individual action lead to social, political, economic, and technological change. Benchmarks: H3.5.1 Compare and/or contrast the daily lives of children throughout the United States, both past and present. Standards: H2.0 Nation Building and Development- Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas. Benchmarks: H2.5.8 Explain the relationship between the American colonies and England, and discuss its impact on independence. These standards are assessed by a journal writing that includes an extensive rubric as outlined in the Evaluation page of this WebQuest.

### Standards

### Credits

### Other

## Reviews

Reviewed by:

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