Introduction

You and your family have just moved to Jefferson County, WV and know nothing about this county! You were involved in many activities outside of school in your old town and are curious as to what is offered in Jefferson County. There are many fun activities that you and your friends can get involved with and have a lot of fun!

Tasks

You will visit different websites for the different organizations of Jefferson County and answer questions about each one. Don't forget to do each section! This is designed for you to have FUN with, but you will have to answer questions from your worksheet as you visit each website. After finishing your questions involving each activity, you will then make a brochure to give to the Chamber of Commerce listing and describing each organization. Make sure to include important information such as location, telephone numbers and activities that are included.

Process

PRINT OFF THE WORKSHEET THAT HAS YOUR QUESTIONS ON IT AND TURN IT IN TO YOUR TEACHER ONCE YOU ARE FINISHED! (On bottom of this page) 1. BOY SCOUTS OF AMERICAN SHENANDOAH AREA COUNCIL http://www.sac-bsa.org/ 2. GIRL SCOUTS OF SHAWNEE COUNCIL http://www.girlscouts.org/program/basics/ 3. JEFFERSON COUNTY 4-H LEADERS ASSOCIATION http://4-hyd.ext.wvu.edu/ 4. SAM MICHAELS PARK http://www.jcprc.org/parks--facilities.html 5. JEFFERSON COUNTY MEMORIAL PARK http://jmpark.org/ 6. JEFFERSON COUNTY PARKS AND RECREATION http://www.jcprc.org/ 7. JEFFERSON COUNTY AYSO http://www.jcysl.org/ ONCE YOU HAVE COMPLETED YOUR WORKSHEET, YOU WILL NEED TO TAKE THE INFORMATION YOU GATHERED TO PUT TOGETHER A BROCHURE. IF YOU DO NOT KNOW WHAT A BROCHURE IS TO LOOK LIKE, CHECK OUT "BROCHURE FOLDS" FOR IDEAS! IT IS EASY AND FUN! YOU MAY EITHER DO A BROCHURE BY HAND OR USE MICROSOFT PUBLISHER OR A SIMILAR PROGRAM.

Evaluation

THIS RUBRIC WILL BE USED TO GRADE YOUR BROCHURE THAT YOU WILL BE TURNING IN ALONG WITH YOUR WORKSHEET QUESTIONS! You will either receive a 10, 9, 8 or 7 in each category. Total possible points is 30.

<table>
<thead>
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<th>Category and Score</th>
<th>BEGINNING</th>
<th>DEVELOPING</th>
<th>VERY GOOD</th>
<th>DISTINGUISHED</th>
<th>Score</th>
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<td>3-4 SPELLING ERRORS</td>
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<td>PICTURES</td>
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<td>5 OR MORE PICTURES USED AND ORGANIZED</td>
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<tr>
<td>WORKSHEET</td>
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<td>75% OF QUESTIONS ANSWERED</td>
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<td>Total Score</td>
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</table>
CONGRATULATIONS ON COMPLETING YOUR WEBQUEST! Please turn into your teacher both the worksheet and brochure!

Teacher Page

With the six different multicultural elements that were discussed by Chisholm (1998), I believe I did a good job covering in my lesson plan. The first element is cultural awareness... "instruction and learning activities that demonstrate support for differences in learning preferences, intelligences and language" (Chisholm, 1998, p. 252). My web quest allows students to use the internet, create a document on the computer or on paper.

Students could also be paired up on this assignment if they are an ESL student. Cultural relevance is covered in my web quest because the topic relates to... "children's background, prior experiences, current knowledge and personal interests" (Chisholm, 1998, p. 254). Students should already have a background knowledge to what activities there may be in their town, but this may be a new town for them. "Proactive, problem-solving activities that focus on issues within the community are another example of culturally relevant learning" (Chisholm, 1998, p. 255). A culturally supportive environment is covered because the students are doing the work on a computer. They also have to... "learn, explore and discover" (Chisholm, 1998, p. 256). Equitable access is covered through the varied software that the students will be using. They may use a Microsoft program or any other program that they want to complete the brochure.

Instructional flexibility is covered because the students can pull up the rubric and how they will be assessed before turning in the project. This way, they know more than likely what grade they will receive. If a teacher wants to have the students do the project in pairs and what each partner would do. Finally, the last element is instructional integration. This is... "the degree to which technology becomes an integral part of classroom learning, student productivity, and information gathering for all learners across a variety of academic disciplines. This lesson is 95%-100% based on the computer unless the student chooses to do a handwritten brochure. Reference: Chisholm, I. M. (1998). Six elements for technology integration in multicultural classrooms. Journal of Information Technology for Teacher Education, 7(2), 247-268. This lesson was designed for students to be able to research given websites to find information to put together a brochure of information that could be passed on to others who are new to the area. This lesson was focused on sixth grade students in Physical Education or Health, but could be used in other subject areas as well. It focuses on researching different websites to find the different activities that children can be involved in throughout their community to stay physically active. Students should print off the worksheet and answer all questions before visiting the next site to avoid going back and forth between pages. The link for the worksheet is on the "process" page. After completing the questions, they will complete a brochure for Jefferson County that will have enough information about the different organizations for the Chamber of Commerce. Resources needed: A computer with internet access, Construction or printer paper, Markers/crayons, Pencil/pen, Scissors, Printer, Glue/tape.

Standards
Creative Production
Creative Problem Solving
Research
Observation

Credits
Pictures provided by Microsoft online: http://office.microsoft.com/en-us/images/?CTT=97

Other
This lesson will teach students research skills as well as being able to realize how many different lifelong activities that they can participate in for health and enjoyment.