

European Passport WebQuest

WebQuest Description: Students will create a passport which will have specific information for each country in Europe. As they students provide the information for each country they will be given a stamp. After they receive a stamp they can proceed to the next country. Students will pick a historical event that that was important in Europe that impacted the United States. Examples of this could be The Potato Famine, World War II or the exit from Europe because of religious persecution. Students will be put into small groups of 3 or 4 students and they will create a poster that shows the cycle of how resources in Europe benefit the United States. Examples of these resources could be tourism, military or import/export goods.

Grade Level: 6-8

Curriculum: Social Studies

Keywords: Europe, passport, stamps, countries, geography, tourism, World War II, The Potato Famine, resources, import.

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Introduction

Welcome to the Passport to Europe. Students will draw on their prior knowledge by identifying 5 countries in Europe and writing them on a piece of paper. Students will be asked to estimate the population of each country they wrote down. Ask the students if they have visited any countries in Europe. Students will be told that they will be visiting the countries they wrote down through their passport. Students will be given web addresses to look for information on Europe. Discuss with the students what information they should be looking for on the computer. Students will be placed in pairs to research on the computer the information required for their passport. Students will compare information with their partners and discuss what they have learned about the countries on their passports. Students will use the information and web sites provided to then write a short essay about a historical event that impacted the United States. The essay should address events that carried over to the United States and effected the population, the economy, interaction of the current population with immigrants, did the event change the characteristics of the United States, did it cause over population in certain areas and did certain regions of the United States offer more opportunities. Students will work in small groups to create posters that show the cycle of exchange of resources between Europe and the United States. Students will show the flow of tourism, jobs, military, and import/export of certain goods.

Tasks

Passport Travel Through Europe Each student will be given a passport with their picture in it. Students will work in pairs to complete the required information for their passports. Students must travel through at least 5 countries. Students must provide the: name of the country, the population, land size, and neighboring country. Show the teacher the passport with supporting documentation for the information requested for each country. When the teacher approves the completed work for that country the student will be given a stamp for that country. Student will then write an essay about a historical event that took place in Europe but impacted the United States. Students will be put into small groups of 3 to 4 and create a poster that shows the flow of resources from Europe and the United States. The groups must pick 3 resources to describe and illustrate the flow of the how it leaves Europe, enters the United States and impacts the economy.

Process

Task #1 Highlights Each student will be given a passport with their photo in it. The students must choose 5 countries to visit in Europe and write them down in their passport. Students will put into pairs and assigned a computer. Print the information on the 5 countries. Students will take turns researching the following information: population of the country in 1900 and 2013, land size, main economic resource in 1900 and 2013, and the neighboring country. When completed the students will present the completed information in the passport to the teacher with their supporting back-up. **Task #2 Highlights** Students will pick a historical event that happened Europe that impacted the United States. Students must research this event on the computer and reference all resources in their essay. The essay will be 500 words. **Task #3 Highlights** Students will be placed into small groups of 3 or 4 students. The students will create a poster that shows the flow of resources from Europe and the United States. Each group will pick 3 resources to track from Europe to the United States. Students will research the economic resources on the computer. There will be colorful illustrations showing the cycle from Europe to the United States. Posters will be presented to the teacher when completed. Once approved by the teacher the posters will then be hung outside the classroom in the school hallway.

Evaluation

Category and Score	Incomplete	Developing	Good	Excellent	Score
Data	Did not provide and information or resources from the Internet. Did write essay or use resources from the Internet. Did not participate in group project creating poster for cycle of resources from Europe to the United States.	Provided at least source for data. Did not complete all required information. Started essay but did have all required research. Worked with group to find information for the poster.	Completed passport and provided the minimum research links. Completed essay and used the minimum web sites as required. Provided research for the three topics required for the poster.	Completed passport and provided more than the required research. Completed essay and used more than the required web sites for the essay. Contributed more than the required resources topics for the poster.	10
Participation	Did not make an effort to complete the three required tasks.	Worked with partner, individually and the group fifty percent of the time.	Worked with partner, individually and the group to complete the three required tasks.	Worked with partner, individually, the group and helped other students when work was successfully completed.	10
Punctuation and grammar.	Work had errors in punctuation and grammar. Errors were not corrected.	Work had several errors in punctuation and grammar. Errors were corrected	Work had minimal errors in punctuation and grammar. Errors were corrected.	Work did not have any errors in punctuation or grammar. Strong understanding of language.	10
Overall presentation	Work was missing necessary information in order to be complete.	Work was missing more than one component which showed disorganization.	Work had all necessary components but was slightly messy.	The work was complete, organized and met all requirements for the assignment.	10
				Total Score	40

Conclusion

Conclusion: Students can take and apply the five themes of geography to other geography projects. Students understand how location is relative to population, human interaction is to movement, regions are to interaction. The five themes of geography all move hand in hand with each other. They connect us to the past, present and future.

Teacher Page

Rationale: The purpose of this webquest is to: Students understand how population, land size and neighboring countries connect to one another. Students will learn how populations fluctuate. Students will analyze resources from different eras. Students learn how historical events on one continent can impact another continent. Student learn how resources from another country impact and influence another country.

Standards

Alaska Performance Standards: A. 1 use maps and globes to find other places in the world, D. 1 know how goods, services, ideas effect population. 2. how people are linked through global 3. analyze population characteristics and distributions. 5. interpret how events can shape social, economic and political factors in a country, E. 1 how resources develop, 2 how resources are used globally, 4 how humans impact landscapes, A 1. how humans geographical factors impact historical events, 2 how places and regions change over time, 5 how global changes effect human activity. The thematic strands used for this webquest were: 2 - time continuity, 3 - people, places, & environment, 7 - production, distribution & consumption, 9 - global connections, 10 - civic ideals & practices.

Webquest is for 6th grade.

Credits

<http://www.eed.state.ak.us/standards/pdf/standards.pdf>, <http://plasma.nationalgeographic.com/mapmachine>, <http://www.palmbeachschools.org/multicultural/documents/6thGlobalPopulations.pdf>, <http://www.archives.gov/education/history-in-the-raw.html>, <http://www.google.com/search?q=images>.

Other

This webquest is designed for sixth grade. This webquest is based on 3 to 5 hour blocks. Time frames can be adjusted for students who require additional time or assistance. Materials for this webquest are the passport, pencils, computers, printer, paper, colored pencils, poster board, and areas for groups to meet.