

LA1.1.PO5 Turn in your paper. *Homework: Think of six to nine things you have done over the last year and write them down and when you did them. Ask your parents for help. Tuesday Create timeline from Monday's homework. 1.1. PO1 Click on the links below to add the information we have documented in class (the six to nine events for the last year) Create your time line and print. Six Item Time Line (Horizontal) CLICK HERE Nine Item Time Line (Vertical) CLICK HERE If you finish a head of time play the Hang man game. Wednesday Get in to groups of four each group will research for the journal writing on timelines on our national symbols and monuments that represent American Democracy and values. 2.1. PO1 LA1.1. PO5 3.1. PO1 Group one- Statue of Liberty CLICK HERE (3:17) Additional information CLICK HERE Write times in history that are special to Lady Liberty. Group two- Ellis Island CLICK HERE (5:20) Additional information CLICK HERE Write times in history that are special to Ellis Island. Group three- Lincoln Memorial CLICK HERE (10:58) Write times in history that are special to the Lincoln Memorial. Group four U.S. Capitol CLICK HERE (5:01) Write times in history that are special to the U.S. Capitol. Each group will make a small time line on your topic using any classroom materials to hand in. *Share with the other groups what your finding were. Each group will take three minutes to tell the other group what they learned and the next group will tell the other group what they learned. Thursday Groups finish your group project time lines and write a short paragraph about it. Each team member can write a different part of the paragraph. LA1.1. PO5 CLICK HERE (10:37) to watch video on American symbols Play hangman game (vocab). Friday Take post-Quiz Spelling test Go to Game page and play the games on transportation.

Take each of the links below to play games that will give you a better understanding of how our world of transportation has changed.

Evaluation

| Category and Score | Beginning 1 | Getting There 2 | Well Done 3 | Super Job 4 | Score |
|--|---|--|--|---|-------|
| Time line 1.1.PO1 | Student creates a time line with 1-2 events | Student creates a time line with 3-4 events | Student creates a time line with 5 events | Student creates a time line with 6-9 events | 25% |
| Writing process LA1.1. PO5 4.4. PO2 3.1. PO1 2.1. PO1 | Student did fair in reproducing information gained. Student provided 1 key points. | Student did well in reproducing information gained. Student provided 2 to 3 key points. | Student did a great of reproducing information gained. Student provided 4 key points. | Student did a super job of reproducing information gained. Student provided 5 key points. | 25% |
| Hands on experience 3.1. PO1 | Students used tools to create time line and little fact where present. | Students used good tools to create time line and some fact where present. | Students used great tools to create time line and most fact where present. | Students used great tools to create time line and all fact where present. | 25% |
| Recollection on processes 5.1. PO4 | Student cannot name ways time has changed the way goods are processed and taken to the store. | Student can name a few ways time has changed the way goods are processed and taken to the store. | Student can name several ways time has changed the way goods are processed and taken to the store. | Student can name many ways time has changed the way goods are processed and taken to the store. | 25% |
| | | | | Total Score | |

Conclusion

As you look back at the events over the last five days ask yourself a few questions. Are you confident in your ability to make a timeline? Can you do research and find change in time? Do you know some important fact about our World? Now looking forward do you think you that you can use these links to do additional research about time? Statue of Liberty fun Presidential Timeline Carrier Pigeon Fun Facts

Teacher Page

This WebQuest has been created with the assistance of my third grade son and through the observation of highly qualified educators in order to understand time in the umbrella of Social Studies Standards according to the State of Arizona. The period that this WebQuest will take to complete by the student who interact with it is approximate five days at 50-minute sessions. However, as we all know, sometimes life happens. I have designed one day of primarily games to make up for days that are hectic and to keep your schedule on track. In addition, giving time for differentiated instruction. Each day had been customized to allow additional time. A piece of advice would be to walk the students through the WebQuest first each day then let the student explore. There are many fun activities to keep the third grade student interest peaked. The extra time allowed for games and the group activities gives opportunities for instructor to use differentiated instruction. In addition, the group activities allow for struggling student to succeed.

Standards

This WebQuest has been created to umbrella the Social Study strands in the aspect of time change and is according to Arizona State Standards. (<https://www1.taskstream.com/>)

AZ- Arizona Academics Standards

Subject: Social Studies (2006 Final)

Subject/ Grade/ Domain: Third Grade

- Strand: Strand 1: American History SS1.1.PO1
 - o Concept: Concept 1: Research Skills for History
 - o Performance Objective: PO 1. Use timelines to identify the time sequence of historical data.
- Strand: Strand 2: World History SS2.1.PO1
 - o Concept: Concept 1: Research Skills for History
 - o Performance Objective: PO 1. Use timelines to identify the time sequence of historical data.
- Strand: Strand 3: Civics/Government SS3.4.PO3
 - o Concept: Concept 4: Rights, Responsibilities, and Roles of Citizenship
 - o Performance Objective: PO 3. Identify traits of character (e.g., honesty, courage, cooperation, respect, trustworthiness, responsibility, citizenship) that are important to the preservation and improvement of democracy.
- Strand: Strand 4: Geography SS4.4.PO2
 - o Concept: Concept 4: Human Systems
 - o Performance Objective: PO 2. Describe changes over time in communication networks (e.g., telegraph, telephone, postal, ...)
- Strand: Strand 5: Economics SS5.1.PO4
 - o Concept: Concept 1: Foundations of Economics
 - o Performance Objective: PO 4. Give examples of trade in the local community (e.g., farmers supply the grocer).

Subject: Language Arts

Subject/ Grade/ Domain: Writing

Grade: Grade 3

- Strand: Strand 1: Writing Process LA1.1.PO5
 - o Concept: Concept 1: Prewriting-Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.
 - o Performance Objective PO 5: Maintain a record (e.g., lists, pictures, journals, folders, notebooks) of writing ideas.
- Standard 4: Viewing and Presenting
 - o Grade Range: FOUNDATIONS (Grades 1-3)
 - o Performance Objective: VP-F1. Recognize different types of visual media
 - o Performance Objective: VP-F3. Access, view and respond to visual forms such as computer programs, videos, artifacts, drawings, pictures and collages

Credits

I would like to thank the Social Studies staff (Mrs. Paus, Mrs. Drake, Mr. Gamble, Mr. Getchell, and Mrs. Mettler) at Clovis Point Intermediate School for your inspiration in Social Studies content and instruction. I thank my third grade son, Bronson, for assisting me in the determination of the grade appropriateness of the content for this WebQuest. In addition, I would like to thank Sonja Kniep and Sandra Miller for their assistance in Social Studies content and technology.

Last, I would like to thank these websites for their free use images in my WebQuest and standards.

<https://www1.taskstream.com/>

<http://www.freedigitalphotos.net/>

Other

timechangeWorldtransportation travelAmericanhistoryevents