

Day in the Life of George Washington Carver

WebQuest Description: Students will research the life an American who contributed to the advancement of the United States in Science

Grade Level: 6-8

Curriculum: English / Language Arts

Keywords: George Washington Carver Digital Story

Published On:

Last Modified: 2015-09-27 19:43:27

WebQuest URL: <http://zunal.com/webquest.php?w=295367>

Introduction

Today Writers you will research the life of a great American Researcher who is known for his extensive research in peanuts and other botanical findings. He created numerous inventions using them as his knowledge base. Your research challenge is to find out what else this great scientist was known for and create your own digital story, highlighting the "Little Known Facts" about George Washington Carver. You will read about his early life, how he was educated, and his research. You will pick 5 things about his early life, how he was educated, and little know things that he invented and researched. You will present this in a WeVideo format.

Tasks

You will read articles and view video and take notes of the important items you see. You will use these notes to come up with your facts you want to present in your WebQuest digital Story.

Process

Phase 1 Students will review documents and video related to George Washington Carver
Phase 2 Student will organize notes and pick out the 5 facts each from Carver's Early Life, Education, and Contribution to Science
Phase 3 Students will use rubric to create WeVideo with the information presented in phase 2. Students will document all articles and video on the Google Form Note Taking Form

Evaluation

Category and Score	Beginning Research	Developing	On Target	Excellent	Score
Research	Review 4-5 articles and videos and discuss content with group members	Review 5-6 articles and videos and discuss content with group members	Review 7-8 articles and videos and discuss content with group members	Complete all videos and documents and discuss with group members	25
Documentation	Document 4-5 videos and articles on Google Form Note Taking Form	Document 5-6 videos and articles on Google Form Note Taking Form	Document 7-8 videos and articles on Google Form Note Taking Form	Document 4-5 all videos and articles on Google Form Note Taking Form	25
Creation of WeVideo	Organized Notes for completion of projects content (4-5 articles and videos	Organized Notes for completion of projects content (5-6 articles and videos	Organized Notes for completion of projects content (7-8 articles and videos	Organized Notes for completion of projects content all articles and videos	25
WeVideo Rubric Compliance	At Check point student meeting 25 % of mandates of rubric for WeVideo	At Check point student meeting 50 % of mandates of rubric for WeVideo	At Check point student meeting 75 % of mandates of rubric for WeVideo	At Check point student meeting 100 % of mandates of rubric for WeVideo	25
				Total Score	

Conclusion

Teacher Page

This is guided research topic for students that struggle with research projects by the end of the webquest student will have the emerging skills to address the 2nd part of their research skills and choose a topic of their own and carry out similar research strategies more independently

Standards

Standard 6-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in grade six read informational (expository/persuasive/argumentative) texts of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (for example, book, movie, product), journals, and speeches. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of nonprint informational texts.

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

6-2.1 Analyze central ideas within and across informational texts.

6-2.2 Analyze informational texts to draw conclusions and make inferences.

6-2.3 Summarize author bias based on the omission of relevant facts and statements of unsupported opinions.

6-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).

6-2.5 Interpret information that text elements (for example, print styles and chapter headings) provide to the reader.

6-2.6 Interpret information from graphic features (for example, illustrations, graphs, charts, maps, diagrams, and graphic organizers).

6-2.7 Interpret information from functional text features (for example, tables of contents and glossaries).

6-2.8 Predict events in informational texts on the basis of cause-and-effect relationships.

6-2.9 Identify propaganda techniques (including testimonials and bandwagon) in informational texts.

6-2.10 Read independently for extended periods of time to gain information.

64

Grade 6

READING

Building Vocabulary

Standard 6-3 The student will use word analysis and vocabulary strategies to read fluently.

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

Indicators

6-3.1 Use context clues (for example, those that provide an example, a definition, or restatement) to generate the meanings of unfamiliar and multiple-meaning words.

6-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)

6-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.

6-3.4 Distinguish between the denotation and the connotation of a given word.

6-3.5 Spell new words using Greek and Latin roots and affixes. (See Instructional Appendix: Greek and Latin Roots and Affixes.)

Credits

www.biography.com

<http://www.notablebiographies.com/>

<file:///C:/Users/Redirection/Techs/Igreen/Desktop/Your%20Rubric%20-%20Print%20View.html>

YouTube Videos

Other