

## Charting the Course: Social Studies WebQuest

**WebQuest Description:** This WebQuest gives an insight into each of the Arizona Strands for Social Studies for grade 5, ranging from American history and world history over civics/government to geography and economics.

**Grade Level:** 3-5

**Curriculum:** Social Studies

**Keywords:**

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### Introduction

**Part 1 - American History - Westward Expansion** Have you ever thought that something is really unfair? Then you know how such a feeling can provoke anger and frustration. Some great people in the past have acted upon their anger and frustration, and have tried to make a change, moving towards a fair society. A long time ago, in the 1800s, several people have felt frustrated with the concept of slavery. They have considered it unfair and inhumane and tried to make a change, and have become popular because of their courage and motivation to change society. Let's go back in time together to see how these people have influenced the reform movement.  
**Part 2 - World History - Age of Revolution** What would happen to our country if we just accepted the world as it is? The answer is, not much. But how have countries like America and France become the free, democratic nations they are now? And have they influenced each other? Let's travel back in time and see how revolutions around the world have caused change and how the outcomes of these revolutions are related.  
**Part 3 - Civics/Government - Structure of Government** Imagine you just broke free from the British monarchy, winning the revolutionary war. As a founding father, you now have the great opportunity to design laws for a democratic country. Which laws would you institute, and why? Let's see what your constitution would look like!  
**Part 4 - Geography - Places and Regions** You have just been chosen to host a student from abroad who has never been to the United States before. The student is very interested and wants to know everything about your state, Arizona, to make travel plans, buy appropriate clothes, and prepare for cultural differences. Now it is on you to collect the information necessary to ensure that your guest can successfully prepare for her trip.  
**Part 5 - Economics - Personal Finance** You are at the mall and have found the item of your dreams! A new I-Pad! It costs \$499 (including taxes) and you have \$ 500 in your bank account. You would love to buy it, but also want to have money left to go and watch the new movie at the theater with your friends and have dinner at your favorite restaurant later on. Will you buy the I-Pad? And if you do, what is the safest and best way to pay for it?

### Tasks

**Part 1 - American History - Westward Expansion** Throughout this WebQuest, you will  
1. Find out the most important components of the antebellum reform movement  
2. Identify and research important people who contributed to reform  
3. Learn new vocabulary words related to your topic  
4. Learn how to use bullet points to summarize text  
5. Present your research results to the class by means of an A4 Microsoft Word page with illustrations  
6. Design word cards with Microsoft Word for a reform movement game  
**Part 2 - World History - Age of Revolution** Throughout this WebQuest, you will  
1. Make word cards for important vocabulary words  
2. Construct a timeline on the American or the French Revolution  
3. Research the outcomes of each revolution in collaborative groups  
4. Document the effects in a speech by the head of state at the respective time  
5. Compare the effects by making a Venn Diagram poster and writing a paragraph  
**Part 3 - Civics/Government - Structure of Government** Throughout this WebQuest, you will  
1. Brainstorm and research monarchy or democracy  
2. Contrast the two concepts in a chart  
3. Design four democratic laws/amendments for your own country in collaborative groups  
4. Research the U.S. constitution for four more democratic laws/amendments you would like to adopt  
5. Write your own constitution in form of a letter and provide a key with definitions of five vocabulary words  
6. Evaluate the constitution of other peers  
**Part 4 - Geography - Places and Regions** Throughout this WebQuest, you will  
1. Create questions on important features of Arizona  
2. Learn vocabulary words through inferencing  
3. Rehearse paraphrasing for researching  
4. Research the definition of geographic characteristics and Arizona's physical characteristics  
5. Create a model of the state of Arizona with clay, demonstrating its physical features, and a travel booklet to describe the physical features  
**Part 5 - Economics - Personal Finance** Throughout this WebQuest, you will  
1. Learn about different ways to pay for an item  
2. Learn new finance vocabulary words through Total Physical Response (TPR)  
3. Contrast the pros and cons of each way of payment  
4. Develop an action plan on whether you would buy the I-Pad and which payment you would choose  
5. Evaluate your action plan

### Process

**Part 1 - American History - Westward Expansion** Day 1 (60 minute lesson)  
Materials and resources:  
- laptops with Microsoft Word and web access (with child lock)  
- chart paper and pencils for taking notes  
- resources located in the Task Tab labeled with part 1  
- rubric located in the Evaluation Tab  
- cards for vocabulary words  
- printer to print out cards for game  
- scissors to cut out the cards  
1. Introduction (10 minutes) Students are asked to consult the documents that present them with an overview of the reform movement, located under the Task Tab. Students summarize the components of the reform movement (suffrage, abolition of slavery, etc.) in a whole class discussion with the teacher on the board.  
2. Bullet points (5 minutes) The teacher teaches a mini-lesson on bullet points, instructing the students that they will extract information from informative texts in an effective way. Bullet points are not sentences and include only the most important facts. They are to be kept in a consistent format to keep the information organized in a neat and clear manner.  
3. Important reformers (20 minutes) Students are divided into collaborative groups of four and are asked to

research one of the important reformers: F. Douglass, H. Tubman, W.L. Garrison, S. Truth. The research is to be conducted with the sources located under the Task Tab, and comprises three important facts:

1. Look up the definition of five important vocabulary words at <http://www.merriam-webster.com>
2. Describe the life of your reformer in 4-6 bullet points
3. How did your reformer influence the antebellum civil war reform?

4. Design 4-6 cards with the most important facts on your reformer using the Word Document located in the Task Tab

5. Present the above information on an illustrated A4 Microsoft Word page

4. Presentations (15 minutes) PORTFOLIO ASSIGNMENT Students present their information by means of a print-out of their Microsoft Word page in a 2 minute presentation. A copy of the Word document will be added to students' portfolio to assess their content, research, and vocabulary knowledge. (Teacher rubric located under the Evaluation Tab). Throughout the presentation, the other students are asked to look up definitions of the vocabulary words. One person, the "vocabulary volunteer" designs word cards for the vocabulary words.

5. Reform movement game (10 minutes) SELF-ASSESSMENT Students' cards with the most important facts on the reformers are printed for each individual and are shuffled. Students individually assign the most important facts to the reformers to evaluate their knowledge.

&nbsp;Part 2 - World History - Age of Revolution Day 2 (60 minute lesson) Materials and resources:

- chart paper for timeline-
- rulers for timeline-
- pencils for timeline-
- resources located in the Task Tab labeled with part 2-
- laptops (with child lock) with Microsoft Word-
- checklists and rubrics for assessment-
- SmartBoard-
- copybooks for Venn diagram and paragraph

1. Introduction (5 minutes) Students will be informed that they will compare the outcomes of the American and French Revolutions. Students are divided into collaborative groups of 4 and are asked to create a timeline with the most important events of the American Revolution from memory. The American Revolution has been previously studied in American History in Grade 5. The timelines are briefly discussed in class.

2. Vocabulary activity (10 minutes) Students will read the sources named "overview", located in the Task Tab, on the French revolution and will look up the most important vocabulary words at <http://www.merriam-webster.com>. Students will create a vocabulary card for each word, which contains a picture, sentence, definition and the word. These words will be compiled in a revolutionary dictionary by the teacher. Students can refer to the words throughout their work.

3. Timeline activity (10 minutes) SELF-ASSESSMENT Students will research the sources named "overview", located in the Task Tab, on the French revolution and create a timeline on chart paper that contains the most important events. The timeline is assessed by the group by means of a checklist which is located in the evaluation tab.

4. Role-play activity (15 minutes) Student groups will then be assigned to research the outcomes of the American or French revolution.

Students will write a speech held by the respective head of state at the time, summing up the outcomes of the respective revolution. The speech should only be 2 minutes long and present the major outcomes of the revolution in an understandable way.

The outcomes can be researched by students with the sources located in the Task Tab under "outcomes" or "causes and effects". Students can use google to increase their knowledge about the outcomes if necessary. Students should focus on the following questions:

1. What are the outcomes of the revolution?
2. What are their causes?

5. Presentations (10 minutes) Students present their speeches and important outcomes of each revolution are recorded in a Word Document on the SmartBoard by a volunteer writer.

6. Writing Activity (10 minutes) PORTFOLIO ASSIGNMENT Students will individually construct a Venn Diagram, comparing the outcomes of the revolutions. Students will record their observations by writing a paragraph on their Venn Diagram.

&nbsp;Part 3 - Civics/Government - Structure of Government

Day 3 (60 minute lesson) Materials and resources:

- laptops (with child lock) with web access-
- paper for KWL chart-
- pens for students-
- parchment paper for constitutions-
- resources located under the Task Tab labeled with part 3-
- laptop with Microsoft Word (for teacher)-
- SmartBoard-
- costumes for constitution presentations-
- scanner for constitutions

1. Introduction: Brainstorming (5 minutes) Students will be informed that they will travel back in time into the 1700s when their country originated. Students have the opportunity to create their personal constitution for their own democratic country which broke away from the British monarchy. In order to create their democracy, students need to be aware of democratic and monarchic features. Students will therefore be assigned one of the two concepts and create a K-W-L chart on monarchy or democracy. Students will fill out the K- and W- columns of the chart.

2. Researching monarchy or democracy (10 minutes) Students will be placed in collaborative groups of four, depending on their form of government they created the KWL chart about, and will research the form of government with the resources located under the Task Tab. Students will answer their questions of the W-column of the KWL chart and fill out the L-column of the chart. Students will answer the following questions:

1. What is my form of government?
2. Who is in control?
3. What rights does the population have?
4. How much is the government restricted?

In a whole class discussion, the teacher will jot down students' results in a Word Document which will be displayed by means of a SmartBoard for the rest of the class.

3. Creation of laws/amendments (15 minutes) Students will discuss what they have found out about democracy and imagine they are the founding fathers and have the opportunity to create laws. Students will create four laws (one per group member) and write down a short explanation and reason for the law. These laws will be written on parchment paper.

4. Research of laws/amendments (10 minutes) Students will research the U.S. Constitution with the resource located in the Task Tab and choose four more laws they will take over for their personal constitution. Students will add these laws to the constitution on parchment paper and give short reasons why they have chosen these laws in particular. In addition, students will look up five vocabulary words at <http://www.merriam-webster.com> and provide a key with definitions at the bottom of their constitution.

5. Presentation of constitutions (20 minutes) PEER-ASSESSMENT, PORTFOLIO ASSIGNMENT Students will dress up as the founding fathers and present their constitution in a role-play. Each student will read two of the laws/amendments.

Throughout the presentations, students discuss the democratic features of each constitution.

Students will be evaluated by each peer group by means of a rubric which can be located under the Evaluation tab.

A copy of the constitution will be added to students' portfolio and the constitutions will be scanned and published on the students' previously created Social Studies website.

Part 4 - Geography - Places and Regions Day 4 (60 minute lesson) Materials and resources:

- paper and pens for creating questions-
- laptops with web access, Microsoft Word, and Google Earth (and child lock)-
- clay-
- aprons-
- resources located in the Task Tab labeled with part 4-
- word cards for TPR-
- list with words for TPR-
- SmartBoard

1. Introduction (10 minutes)

Students will be presented with an imaginary letter from a foreign student:

"Dear friend,

I have just been told that I will be your exchange partner in the school exchange program. I am very excited about coming to Arizona and staying with you. I also want to learn a lot about your state and travel around as much as I can. Can you tell me more about what there is to see? What kind of animals live there? And how is the weather, what should I wear? I have so many questions and am looking forward to your reply.

Take care, your exchange partner,

Sara"

Students will analyze the letter and find out that Sara is interested in the physical geography of the state. Students will be told that it is now on them to provide Sara with as much information about their state as possible. Students will therefore be placed in collaborative groups of three and create a question catalogue with the help of the geographic characteristics source located in the Task Tab labeled with part 4. Students should design about 8 research questions that they will answer throughout the following activity. These questions serve as the basis for their travel booklet that they will create with Microsoft Word.

2. Vocabulary inference activity (10 minutes)

The teacher has accumulated a list of unknown vocabulary words, e.g. "climate", "tundra", "emblem", "composition", "vegetation" and "province". These words are written on word cards and are illustrated as well as used in a sentence. Students are asked to infer their meanings from the context and write up definitions of the words. Each definition with its word will be displayed on the class's Social Studies word wall.

3. Paraphrasing activity (10 minutes) Before letting students research for the travel booklet, students are informed that they should practice their paraphrasing skills while completing the assignment. Students are reminded of plagiarism and are thus told to paraphrase the information presented to give it a personal touch and make it relevant and interesting. Students therefore

practice paraphrasing these sample sentences in their collaborative groups, the results of which are then briefly discussed in a whole-class setting. "Each place has distinctive characteristics that distinguishes it from other places" "Weather is how hot or cold and how wet or dry a place is" "Minerals are found in rock and the ground" "Animal life includes all the large and small animals that life on the Earth"

4. Researching the web for geographic characteristics (10 minutes) Students will research the web as well as the resources (websites and maps) located in the Task Tab labeled with part 4, as well as Google Earth, to gather information on the physical characteristics of Arizona. Students will answer their questions by creating a travel booklet with Microsoft Word for Sara, in which they present the features of the State of Arizona.

5. Clay model (15 minutes) SELF-ASSESSMENT Students consult the resources from the Task Tab and Google Earth to design an outline of their clay model. The model must include the landform and bodies of water, and are shaped by consulting the sources. The clay model will be assessed by students themselves by means of a checklist which can be found under the Evaluation Tab.

6. Presentation of the model and travel booklet (15 minutes) PORTFOLIO ASSIGNMENT Students present their Word document (travel booklet) by means of the SmartBoard and show their clay model around. Students will be assessed by the teacher by means of a rubric which can be found under the Evaluation Tab. A copy of the travel booklet will be added to the students' portfolio. The travel booklets will furthermore be submitted to the local office of tourism to be handed out to tourists who want to know more about the state's geographical features.

Part 5 - Economics - Personal Finance Day 5 (60 minute lesson) Materials and resources: laptops with web access and Microsoft Word (and child lock)- resources located in the Task Tab labelled with part 5- paper for journal- colored pencils for journals- brainstorming mindmap model located in the Process Tab- word and definition cards- fly swatters- tape

1. Introduction (5 minutes) Students will be introduced to the problem described in the Introduction Tab. Students will then be informed about different types of payment, namely cash, money order, credit card, debit card, check. Students will be divided into collaborative groups of 4 and be assigned one type of payment. Students will then create a brainstorming mindmap on what they already know about this type of payment. Students will use the model located in the Process Tab.

2. Total Physical Response (TPR) vocabulary activity (15 minutes) Students will be presented with important vocabulary words which will help them understand the research material used in the following activities. The teacher presents students with word cards and definition cards of words, such as "loan", "account", "credit", "merchandise", and "reimbursement". Students are introduced to each of the words by means of the definition card and a practical example. The words and definitions are then mixed up and stuck to the board. Students build two groups and are each given a fly swatter. One group member of each group competes against the other. As soon as the teacher says a word, students have to hit the correct definition of the word with a fly swatter. The group with the most points wins. The words and definitions are then added to the Social Studies word wall.

3. Researching the way of payment (15 minutes) Students in their collaborative groups will research their way of payment with the sources located in the Task Tab as well as Google for further information, and create a profile card with Microsoft Word for the way of payment, including: how the payment works- when to use the payment- at least 2 advantages- at least 2 disadvantages

The profiles will be printed out by the teacher and distributed to each individual.

4. Developing an action plan (15 minutes) Students will be given time to individually reflect on the two essential questions: 1. Whether to buy the I-Pad 2. How to pay for it

Students will present their action plan in form of a journal that will be read out to the class.

5. Presentation of action plan (10 minutes) SELF-ASSESSMENT, PORTFOLIO ASSIGNMENT Students will read out their journals to the class. The journal content will be evaluated by peers and discussed. The student then re-evaluates his decision with the help of a rubric. The teacher will furthermore evaluate the journal with the help of a rubric. Both rubrics can be found under the Evaluation Tab. A copy of the journal will be added to the portfolio.

## Evaluation

Apart from the rubric below, students will self-assess some of their work, which will be noted under the Process Tab. How students will self-assess their work will furthermore be noted. Furthermore, some work samples will be added to a student portfolio, which will document students' progress on Social Studies concepts. The assignments added to the portfolio will furthermore be noted under the Progress Tab. Additional rubrics or checklists for assessment will be located under the Evaluation Tab and will be provided to students before they start an assignment so that they are familiar with the respective expectations.

Day 1 Evaluation: The Word Document will be evaluated by means of an additional rubric. Students play the card game to assess their personal knowledge. Therefore, the Day 1 assignments are not mentioned in this WebQuest rubric.

Day 2 Evaluation: The timeline will be evaluated by students by means of an additional checklist. Students will furthermore submit their paragraph to the portfolio which the teacher will evaluate by means of a rubric. Both can be found under the Evaluation tab. In addition, students' speech will be evaluated by the WebQuest rubric below.

Day 3 Evaluation: The constitution will be added to the portfolio after having been assessed by peers with the rubric located below. The teacher will also fill out the rubric to evaluate students' constitutions. In addition, the research on monarchy or democracy will be evaluated by the WebQuest rubric below.

Day 4 Evaluation: The clay model will be evaluated by students through a checklist which can be found below. In addition, the teacher evaluates the students' travel booklet by means of a rubric. The presentation of the travel booklet is evaluated with the WebQuest rubric.

Day 5 Evaluation: The action plan itself will be reconsidered by the student after his presentation by means of a rubric which can be found under the Evaluation Tab. The teacher will furthermore assess the students' action plan journal with a rubric that is also located under the Evaluation Tab. The presentation of the action plan will be evaluated by means of the WebQuest rubric.

Category and Score	Poor	Satisfactory	Good	Exceptional	Score
Speech of the head of state (part 2)	The speech does not address any outcomes of the revolution.	The speech addresses 1 outcome of the revolution.	The speech addresses 2 to 3 outcomes and effects of the revolution.	The speech addresses at least 4 outcomes and effects of the revolution.	4
Research on monarchy or democracy (part 3)	None of the research questions were answered.	Some of the research questions were answered.	The research questions were answered.	The research questions were answered with exceptional detail.	4

Category and Score	Poor	Satisfactory	Good	Exceptional	Score
Presentation of travel booklet (part 4)	The presentation was uninformative since it did not include any physical characteristics on Arizona.	The presentation included 2 facts about physical characteristics of Arizona.	The presentation was informative and interesting and contained 3 to 5 facts about physical characteristics of Arizona.	The presentation was informative, creative, and interesting and included at least 6 facts about physical characteristics of Arizona.	4
Presentation of action plan (part 5)	The action plan presentation contained no arguments.	The action plan presentation contained 1 argument.	The action plan presentation contained 2 to 3 arguments.	The action plan presentation contained more than 3 supporting arguments.	4
				Total Score	

## Conclusion

Part 1 - American History - Westward Expansion  
As you have learned, frustration and anger can lead to actions, which can lead to change. This can, however, only happen when people stick together. Therefore, we should communicate about our thoughts and frustrations with others and work together to produce a fair society in which we can all live with equal rights.

Part 2 - World History - Age of Revolution  
As you can see, not only in America, but also in other countries all over the world, revolution has led to a lot of change. This shows us how our world was shaped and that revolutions in other countries also influence us in a certain way. We should therefore be aware of what happens in the world so that we can understand how change comes about.

Part 3 - Civics/Government - Structure of Government  
Congratulations, founding fathers! You have written your own democratic constitution! What a great opportunity to create your own laws. Now you have learned how much responsibility the founding fathers had and how much responsibility the current government has by making amendments. It is important to think about the common good for the people and consequences of the laws that may impact society. Therefore, amendments nowadays go through a complicated process to ensure that they support democracy before they are added to the constitution.

Part 4 - Geography - Places and Regions  
Now you have not only helped Sara, but also learned a lot about the region you live in, the State of Arizona. You have gathered information about its physical characteristics which make up the area you live in and make the state so unique. Good job, geographer!

Part 5 - Economics - Personal Finance  
You have made your decision and have received input from your peers and teacher. Do you still think it was the right decision? Whether you will buy your I-Pad at the time or wait until you have saved up; whether you will pay using cash or your credit card, keep in mind that there are certain advantages and disadvantages to each way of payment. It always depends on the situation how you choose to pay for an item. Just make sure you act responsibly and keep the consequences of your decision in mind.

## Teacher Page

Part 1 - American History - Westward Expansion  
Grade 5 Standards: Arizona Department of Education, Social Studies Standard Articulated by Grade Level - Fifth Grade, Concept 5: Westward Expansion, PO 5: "Describe the following individuals' role in the reform movement before the Civil War: a. Frederick Douglass, b. Harriet Tubman, c. William Lloyd Garrison, d. Sojourner Truth" (Arizona Department of Education, 2006, p.8).

Arizona Department of Education, Reading Standard Articulated by Grade Level - Fifth Grade, Strand 1: Reading Process, Concept 4: Vocabulary, PO 5: "Determine the meanings, pronunciation, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids [...]" (Arizona Department of Education, 2003, p.1).

Arizona Department of Education, Reading Standard Articulated by Grade Level - Fifth Grade, Strand 3: Comprehending Informational Text, Concept 2: Functional Text, PO 1: "Locate specific information from functional text [...]" (Arizona Department of Education, 2003, p.4).

Purpose: Students will learn about important reformers of the antebellum reform movement, and how they affected reform components such as abolitionism and suffrage. In addition, students are to learn that demonstrating against inequality may cause change, and should thus exchange their feelings with other members of society to make the latter fair and equal for all.

Rationale: The activities of this part of the WebQuest make students aware of historical events by means of meaningful activities and multi-sensory materials. By means of web-resources, such as YouTube videos and online documents, students learn how to gather information on historical events. The use of an online dictionary furthermore teaches students how to use the web to answer questions and how fast the web delivers a definition for a vocabulary word. In addition, the creation of the word game for self-assessment includes the highest levels of Bloom's Taxonomy - creation of new products and evaluation of previously learned material. Students teach one another about reformers in a historical period and provide the material needed for self-assessment (the cards for the reform movement game). In addition, students do not only learn about historical facts, they furthermore engage in Language Arts. By teaching students about how to use bullet points - a popular summarizing technique - students are able to organize their information in clear and meaningful ways, which aids their presentation skills. A diversity of students is addressed by means of collaborative learning activities.

Values and Knowledge: Students will learn about the reform movement before the civil war, as well as how it was brought about by certain reformers. Students will furthermore learn how historical events have brought about change in society. In addition, students will learn the value of equality and demonstration against inequality. This will teach students that they can personally bring about change if they exchange information with other society members and express their views. These values are crucial components of being a good and just citizen.

Implementation Process: Throughout this part of the WebQuest, the teacher provides students with the basic knowledge they need to possess in order to acquire information on their respective topic. The teacher presents students with the material, the knowledge about bullet points, and the Word sample document for the card game, so that students can work independently, accumulating information on their respective topic. Throughout the research process, the teacher acts as a facilitator, challenging the students by providing them with questions that aid them in researching their topic. The lesson shifts gradually, and becomes more student-centered as time proceeds, ending with a self-assessment game which aids the students in seeing whether they have understood the topic and acquired the information necessary. At the same time, the teacher can see whether students need more input on the topic or whether they have



mastered the concepts effectively. &nbsp;Part 2 - World History - Age of RevolutionGrade 5 Standards:&nbsp;Arizona Department of Education, Social Studies Standard Articulated by Grade Level - Fifth Grade, Strand 2: World History, Concept 6: Age of Revolution, PO 4: "Compare the outcomes of the American Revolution to those of other countries (e.g. France, Haiti, Mexico, South America, Russia)" (Arizona Department of Education, 2006, p.4).Arizona Department of Education, Social Studies Standard Articulated by Grade Level - Fifth Grade, Strand 2: World History, Concept 1: Research Skills for History, PO 2: "Construct timelines of the historical era being studied [...]" (Arizona Department of Education, 2006, p.1).&nbsp;Arizona Department of Education, Writing Standard Articulated by Grade Level - Fifth Grade, Strand 3: Writing Applications, Concept 2: Expository, PO1: "Record information [...] related to topic" (Arizona Department of Education, 2004, p.7).&nbsp;Arizona Department of Education, Writing Standard Articulated by Grade Level - Fifth Grade, Strand 3: Writing Applications, Concept 2: Expository, PO2: "Write an expository paragraph that contains a. a topic sentence, b. supporting details, c. relevant information" (Arizona Department of Education, 2004, p.7).&nbsp;Purpose:Students will learn about the American and French revolution and will be able to identify the most important events. Students will also learn additional historical vocabulary words that will be added to a revolution dictionary which they can refer to for the rest of this unit. Students will furthermore learn about the outcomes of each revolution, and will present these outcomes in a speech of the head of state. Furthermore, students will compare the outcomes of the revolutions in a paragraph which they will accompany with a Venn diagram to express their ideas. Students therefore learn how revolutions inform a change of government and influence other countries.&nbsp;Rationale:The activities of this part of the WebQuest present students with knowledge as well as inquiry skills. Students are guided by means of questions and certain sources in their research. Meaningful activities, such as creating a vocabulary dictionary and creating a speech by the head of state help students to understand historical vocabulary as well as the concept of revolution. Since students work together in collaborative groups, they will be able to support one another and be highly motivated to learn due to an informal atmosphere. Furthermore, students work towards a goal by means of using inquiry skills, namely those of naming causes and effects. Students first research the main events of the revolution and then research the effects it had on the country, which they present in their speeches. &nbsp;In addition, students are involved into assessment of their timelines, which provides them with ownership and shows them immediate mistakes. Including work into students' portfolios furthermore serves as an incentive to work hard and presents students with the opportunity to meet the teacher's expectations since the rubric is distributed to them. Overall, students are thus highly motivated to work, know the teacher's expectations, and are involved into meaningful activities at all times.&nbsp;Values and Knowledge:Students will expand their knowledge on the American Revolution and the French Revolution by researching the web and completing meaningful activities. Students will furthermore understand that revolutions have an important impact on the government and people, which can transfer to other countries. Students will be taught the values of democracy and equality throughout their research process, and will understand that historical events have impacted present-day countries and government.&nbsp;Implementation Process:&nbsp;Throughout this part of the WebQuest, the teacher refreshes students' knowledge on the American Revolution and introduces the French Revolution to students by providing them with research material. Students are to independently complete the research by using the sources presented in the Task Tab and answering the respective research questions. The teacher furthermore presents students with assessment rubrics before they complete a task so that students are aware of the teacher's expectations. Throughout the lesson, the teacher acts as a facilitator, helping the students with their research questions and providing them with clues if necessary. The teacher acts as the audience when students present their speeches and is thus a participant in the learning process while students assume the role of teachers.&nbsp;Part 3 - Civics/Government - Structure of GovernmentGrade 5 Standards:Arizona Department of Education, Social Studies Standard Articulated by Grade Level - Fifth Grade, Strand 3: Civics/Government, Concept 2: Structure of Government, PO 2: "Describe how the Constitution is designed to limit central government, as in freedom from a controlling monarchy" (Arizona Department of Education, 2006, p.2).&nbsp;Arizona Department of Education, Writing Standard Articulated by Grade Level - Fifth Grade, Strand 3: Writing Applications, Concept 3:Functional, PO 1: "Write a variety of functional text [...]" (Arizona Department of Education, 2004, p.8).Arizona Department of Education, Writing Standard Articulated by Grade Level - Fifth Grade, Strand 3: Writing Applications, Concept 3: Functional, PO 2: "Write communications, including [...] c. formal letters [...]" (Arizona Department of Education, 2004, p.8).&nbsp;Purpose:Students will learn what democracy and monarchy are and how they are different. In addition, students will learn that the U.S. Constitution contains democratic features. Students will furthermore learn how to construct their own laws in a democratic manner with appropriate government restrictions. Furthermore, students will learn important vocabulary related to the topic and will engage in writing their own constitution in form of a letter, as a review of functional writing, which has previously been practiced in English class. Students will therefore come to realize that the U.S. Constitution contains democratic features and that the law-making process is one of great responsibility.&nbsp;Rationale:The activities of this WebQuest do not only lead to increase students' knowledge but furthermore increase students' inquiry skills. Students are presented with a historical situation and are asked to design their own constitution, which encourages students to engage into a decision-making process. Students do not only research monarchy and democracy with the web, they furthermore design their personal constitution on parchment paper based on the outcomes of their research. Since students are to dress up and present their presentations, they are provided with a real-life experience of being a founding father, and can relate to the historical event much better. The fact that the documents will be scanned provides students with ownership and incentive. The incorporation of students' personal thoughts as well as web-based multi-sensory resources such as movies and written documents proves as an encouragement to learn and connects students with a historical topic. In addition, students are engaged into assessment, assessing their peers' presentations of the constitution for democratic features, creativity, and other factors. The involvement into assessment enables students to meet the teacher's expectations and makes them more critical, self-reliant learners. &nbsp;Values and Knowledge:&nbsp;Students will learn that the constitution contains democratic features. Furthermore, students will become aware of the contrast that exists between monarchy and democracy, as well as the responsibility that lies in designing laws or amendments to the constitution. Throughout this part of the WebQuest, students will learn the values of democracy and responsibility.&nbsp;Implementation Process:Throughout this part of the WebQuest, the teacher takes a step back and acts as an observer and facilitator. Students are in focus and complete their work by educating themselves about monarchy and democracy. The teacher merely serves as a writer of their thoughts when students collect their findings about democracy and monarchy. In the second part of the lesson, students again are asked to be creative and design their personal laws. The teacher may help students by recommending research on the web or re-reading elements of the previously created chart on the SmartBoard on democracy and monarchy. Students then teach one another about their personally written and chosen laws throughout the presentations at the end. The teacher asks challenging questions to ensure that students can explain why they have created their laws and serves as the mediator between the presenters and other, evaluating peers.&nbsp;Part 4 - Geography - Places and RegionsGrade 5 Standards:Arizona Department of Education, Social Studies Standard Articulated by Grade Level - Fifth Grade, Strand 4: Geography, Concept 2: Places and Regions, PO 2: "Describe the geographic characteristics of a state in the United States with the assistance of maps, the internet, atlases, and other reference materials" (Arizona Department of Education, 2006, p.2).&nbsp;Arizona Department of Education, Reading Standard Articulated by Grade Level - Fifth Grade, Strand 1: Reading Process, Concept 6: Comprehension, PO 6: "Use reading strategies ([...] making inferences [...]) to comprehend text" (Arizona Department of Education, 2003, p.2).&nbsp;Arizona Department of Education, Writing Standard Articulated by Grade Level - Fifth Grade, Strand 3: Writing Applications, Concept 6: Research, PO 1: "Paraphrase information from a variety of sources [...]" (Arizona Department of

Education, 2004, p.9).&nbsp;Purpose:Students will learn about the geographical characteristics of their state, the State of Arizona. Students do not only create their personal questions on the geographical characteristics, but furthermore find the answers throughout their web research. In addition, students are presented with crucial vocabulary words that aid them in their research. Students furthermore revise how to paraphrase information from websites and other sources. The information that has been accumulated is furthermore presented in a clay model so that students can express their information in a different, hands-on activity.&nbsp;Rationale:The tasks of this part of the WebQuest engage students into hands-on activities while teaching them content knowledge, language arts, and inquiry skills at the same time. Students are involved into a real-life situation of hosting a guest from a foreign country, and learn how to accumulate information on their state of residence. Furthermore, students practice questioning and problem-solving skills by solving the request posed in the letter. Students furthermore learn how to present information in multi-sensory ways, namely by means of a clay model, which provides them with ownership. Due to the variety of sources and resources as well as activities, all learning styles are addressed and students are engaged into meaningful tasks. Due to collaborative grouping, students can help one another throughout the research process and learn social skills at the same time. Therefore, ELL students and other diversities are addressed.&nbsp;Students are furthermore made aware of the requirements and expectations by means of a checklist and rubric. While the checklist serves for self-assessment and lets students reflect on their work, the rubric serves as an outline of the teacher's expectations and gives students an idea of how to complete the travel booklet.&nbsp;Values and Knowledge:&nbsp;Students learn how to research on the internet and paraphrase the information found. Furthermore, they learn about the unique properties of their state of residence and practice how to find answers to self-created questions, which increases students' problem-solving skills. In addition, students learn to value nature through valuing their direct natural environment as it is, with all its properties and unique features.&nbsp;Implementation Process:Throughout this part of the WebQuest, the teacher acts as a mediator of knowledge to provide students with the basics. The teacher applies scaffolding throughout the vocabulary and paraphrasing activity, shifting the responsibility to the students, who use the newly learned information to conduct research and create a product. The teacher has a passive role throughout the presentations and modeling activities, throughout which he circulates and provides help if necessary but encourages students' independence and self-reliance. Throughout the presentations, the teacher assumes the role of a learner who wants to know about the physical features of Arizona, and thus gives students the opportunity to assume the role of the teacher.&nbsp;Part 5 - Economics - Personal FinanceGrade 5 Standards:Arizona Department of Education, Social Studies Standard Articulated by Grade Level - Fifth Grade, Strand 5: Economics, Concept 5: Personal Finance, PO 1: "Explain how the following are used to purchase goods and services: a. cash, b. check, c. money order, d. debit card, e. credit card" (Arizona Department of Education, 2006, p.4).&nbsp;Arizona Department of Education, Writing Standard Articulated by Grade Level - Fifth Grade, Strand 3: Writing Applications, Concept 2: Expository, PO 2: "Write an expository paragraph that contains: a. a topic sentence, b. supporting details, c. relevant information" (Arizona Department of Education, 2004, p.7).&nbsp;Arizona Department of Education, Writing Standard Articulated by Grade Level - Fifth Grade, Strand 3: Writing Applications, Concept 2: Expository, PO 3: "Write in a variety of expository forms ([...] journal)" (Arizona Department of Education, 2004, p.7).Arizona Department of Education, Writing Standard Articulated by Grade Level - Fifth Grade, Strand 1: Writing Process, Concept 1: Prewriting, PO 1: "Generate ideas through a variety of activities ([...] brainstorming, graphic organizers [...])" (Arizona Department of Education, 2004, p.1).&nbsp;Purpose:This part of the WebQuest teaches students how to use different types of payment and what the advantages and disadvantages are. Students therefore critically examine each type of payment and take their personal situation into account. In addition, students are taught useful vocabulary words to understand the topic of personal finance. Students furthermore revise the concepts of how to write a journal, an expository writing assignment.&nbsp;Rationale:This part of the WebQuest involves many different types of the Social Studies instructional process. Students learn much more than just how to use each type of payment. Students are familiarized with the advantages and disadvantages of each type by being introduced to a problem in a real-life situation. Students therefore tend to be more interested and motivated to learn. By means of creating a profile of each type of payment, students are provided with an overview and can make their decision individually. Students furthermore learn how to support their decision, namely by naming advantages of their chosen type of payment and of their choice to buy or not to buy the I-Pad. Students thus practice their decision making and problem solving skills at the same time. Furthermore, language arts are included into instruction by means of having students write a journal and learn vocabulary words related to the topic. Vocabulary words furthermore help a diversity of students, especially ELLs, to learn content knowledge in a structured way and aim at connecting prior knowledge to the topic. By means of reconsidering their decision after a discussion with the whole class, students are actively involved into evaluation which provides them with self-reliance and responsibility. Overall, this part of the WebQuest thus aims to increase students' economic skills and make them more responsible citizens.&nbsp;Values and Knowledge:&nbsp;This part of the WebQuest teaches students decision making and problem solving skills, while informing them about each method of payment. Students will learn how and when to use each method, and what the respective advantages and disadvantages are. Students will furthermore be taught the value of economy and personal freedom of choice. Students will also learn economic responsibility by considering possible negative consequences of their economic decisions.Implementation Process:In this part of the WebQuest, the teacher acts as a mediator between the information and the student. The teacher provides students with words that are necessary to know as well as possible sources students can use to accumulate important information. The rest of the work is on the students. They are the ones who make the decisions and should be critically supported by the teacher. Since students evaluate themselves, they are involved into the teaching process as well and can become more responsible learners.&nbsp;

### **Standards**

### **Credits**

### **Other**