

## 4Q: A Southern Threat?

**WebQuest Description:** (Criterion A)Is the U.S. government missing the biggest threat to the security of the country?

**Grade Level:** 9-12

**Curriculum:** Social Studies

**Keywords:** Mexico, drug cartels, national security, United States drug supply,

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### Introduction

Which nation is the potentially greatest threat to the future security of the United States?&nbsp;&nbsp; Iran? &nbsp;  North Korea? &nbsp;  Afghanistan? Pakistan? &nbsp;  China?What about a nation MUCH MUCH closer to home?

### Tasks

Answer the following question.How and why might the nation Mexico be a major threat to the security of the United States?

### Process

Step 1: In your 4th Quarter folder create a new folder and name it MEXICO. &nbsp;  Save the following in it.Step 2: Use the various resources below to gather information about any possible problems that might arise from Mexico. (Create a document on Google Drive and name it MEXICO1) &nbsp;  Take your notes on this document.Step 3: Using the information you have gathered create a graphic organizer/mind map that illustrates your understanding of possible problems the U.S might face in the future from Mexico. &nbsp;  Save it as MEXICOgraphic&nbsp;  Step 4: Be PREPARED to share your ideas with the class, in small group discussion, large group discussion, and possibly in Socratic Seminar.

Save the following to your MEXICO folder found in your 4th Quarter folder1- MEXICO1- Research Notes2-MEXICOgraphic- Graphic Organizer&nbsp;  Use the bubble.us application to create your graphic organizer.Export it and save it as a JPG file. &nbsp;  

Log in to&nbsp;  KID BLOG&nbsp;  and create a blog entry today, REFLECTING on what you learned.Keep the following in mind:What new things did you learn today?How did new knowledge create better understanding?What else do you want to know about this topic?What was difficult about today's work?What did you enjoy the most about today's work?

### Evaluation

Criterion A: Knowing & UnderstandingMaximum: 8You should be able to:analyze concepts, events, issues, models and/or argumentsanalyze and evaluate a range of sources in terms of origin and purpose, recognizing values and limitationsrecognize different perspectives and their implicationsmake connections between information to make valid, well-supported arguments.

Category and Score	1-2	3-4	5-6	7-8	Score
You should...	<ul style="list-style-type: none"> <li>make a limited attempt to use some relevant terminology</li> <li>demonstrate basic knowledge and understanding of content and concepts through some descriptions and/or examples.</li> </ul>	use some humanities terminology appropriately <ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of content and concepts through simple descriptions, explanations and examples.</li> </ul>	use relevant humanities terminology accurately <ul style="list-style-type: none"> <li>demonstrate good knowledge and understanding of content and concepts through descriptions, explanations and examples.</li> </ul>	use a range of humanities terminology accurately and appropriately <ul style="list-style-type: none"> <li>demonstrate detailed knowledge and understanding of content and concepts through thorough descriptions, explanations and examples</li> </ul>	1-8

Category and Score	1-2	3-4	5-6	7-8	Score
				Total Score	

## Conclusion

Be prepared to share what you have learned with small group and large group discussions. &nbsp;Be able to support your ideas.

## Teacher Page

Mr. Beavers &nbsp;worked at JT Moore Middle School&nbsp;1993- 2013.&nbsp; He joined the faculty of Hillsboro Comprehensive High&nbsp;School in the Fall of 2013 as a member of the Freshman Academy.&nbsp;&nbsp;Mr. Beavers is originally from Florence, Alabama where his family&nbsp;now lives, but grew up in Columbia, Tennessee graduating from Columbia&nbsp;Academy. He has lived in Nashville since 1986.

### Standards

### Credits

### Other