

50 Nifty United States

WebQuest Description: A nifty exploration of the USA's 50 states!

Grade Level: 3-5

Curriculum: Social Studies

Keywords: geography, economy, goods, natural resources, government

Published On: 2010-07-29 18:37:40

Last Modified: 2010-07-29 17:28:02

WebQuest URL: <http://zunal.com/webquest.php?w=67029>

Introduction

Attention Fact Finders: Acosta Travel Agency is having their grand opening and is offering deals on vacations throughout the United States! You've been hired to research one of the 50 Nifty United States in order to create an ABC book for the agency to give to traveling children! As professional Fact Finders, you must be sure to gather as many details about your assigned state as you can! Remember, knowing some important facts about the state you visit is just as interesting as knowing where to go!

Tasks

In your group, there are 5 different Fact Finders. Your teacher will assign one of them to each person in your group. Here's what each person should do:

Historian: Investigate the history of your state. What are some important events that occurred? Are there important historical buildings, homes, farms, war sites, etc. in your state?

Geographer: Discover the geography of your state. What are the major mountains, lakes, and rivers in your state? Are there any unique landmarks (deserts, oceans, forests, etc.) that may be unique to your state?

Cultural Observer: Gather facts about the common cultures in your state. Who were the original settlers? What cultures were there in the past? What are some common foods, traditions, and celebrations of these cultures? What cultures make up today's population?

Political Observer: Find out about your state's government. Who is the governor? Are there any unusual laws travelers might need to know? What are the state symbols? What is the capital? Where are the important government buildings?

Economist: Your job is to learn about the major things that are produced in your state. What grows there? What is made there? How does your state make income?

Once each of you completes your research, you will gather your information together to create an ABC book about your state, similar to the many ABC books we've read aloud this year. We will then finish by sharing our new ABC books and using the information we learn from them to compare and contrast the states!

Process

1. Once you are assigned your state and your Fact Finder job, go get a journal from your teacher to record your facts. Your journal is set up in ABC order to help you to start thinking about which facts could represent which letters in your group ABC book!

2. Use the links below to search for information for your part of the project. If you find something interesting that a group member is in charge of, you can always let them know where to look, but try to stick with what you're in charge of researching. You will have 3 days to gather as much information as you can, before you join back up with your group to construct and publish your ABC book.

3. Once your research is complete, join back up with your team to start creating your ABC book. You will not use all of your research, as it will depend on how you and your team members' research fits into the letters of the alphabet. Also, there should only be one page for each letter of the alphabet. Don't worry if you can't think of something for each letter. Some letters are impossible for some states!

4. Once you've decided which facts are going to represent each letter, it's time to start writing. Each page needs a picture and a small paragraph describing what was chosen for that letter. See the teacher example for more details.

5. When all teams have completed their ABC books, we will share them in class and compare and contrast the states!

Evaluation

Category and Score	Beginning	Developing	Meets Expectations	Exemplary	Score
Gather research on assigned state based on assigned Fact Finder task.	Finds little or no facts.	Finds few facts about state. Some facts may be irrelevant or inaccurate.	Finds a good amount of facts (5).	Finds a good amount of facts (5) and includes interesting details about each fact.	25%
Include facts and findings in group ABC book.	Little or no facts are included in the booklet. No pictures included.	Pictures are included, but facts are minimal and may be inaccurate.	Pictures and facts are included. Writing is in complete sentences.	Several facts and pictures are included. Writing is in complete sentences, with details that hold reader's attention.	25%
Compare and Contrast States in Group Discussion	Student does not participate in class discussion.	Student expresses minimal comparisons and contrasts of the states.	Student compares and contrasts states with peers.	Student actively compares and contrasts states with peers and includes details in doing so.	25%
Class Presentation	Student did not participate in sharing with his/her group, or only minimally.	Student showed some effort in presenting group's findings.	Student participated equally with his/her peers to present findings.	Student actively participated to present findings. Questions were answered with detail.	25%
				Total Score	100%

Conclusion

Congratulations! Now, not only does Acosta Travel Agency have all they need to sell their trips around the United States, but now you know much more about the states than you did before! Great job, Fact Finder! We'll be sure to seek your assistance again when we offer trips around the world!

Teacher Page

Oregon Standards

SS.05.GE.03.02 Identify the names of the fifty states and their location relative to other states.

SS.05.GE.04.01 Identify and locate major landforms, bodies of water, vegetation, and climate found in regions of the United States.

SS.05.GE.04.02 Identify the type of economic activity, population distribution, and cities found in regions of the United States.

EL.04.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

EL.04.WR.02 Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.

EL.04.WR.14 Create interesting sentences using a variety of sentence patterns by selecting words that describe, explain, or provide additional detail and connections. EL.04.WR.14 Create interesting sentences using a variety of sentence patterns by selecting words that describe, explain, or provide additional detail and connections.

Geography is a huge part of the standards, and this is a great way for language learners to feel successful learning about a state's geography while still able to feel comfortable with their language abilities. The ABC book format allows students to keep it as simple or detailed as they feel comfortable. These ABC books serve as a creative, new spin on common state reports, as well as the implementation of Webquests as a means to gather the information in a more organized fashion.

Students are practicing research skills as well as learning about the different landforms, history, etc. about the states so that we can compare and contrast the differences between them in a culminating sharing activity.

There is sooo much to learn about each of the states. Also, if for some reason a student struggles with finding enough information about their role, they can buddy up with a team member to find more about another role as some roles have far more information than others. This might also be a good way to strategically assign roles to students based on their abilities or on topics that motivate them moreso than others.

I feel like my culminating project needs further explanation: When students compile their information to make an ABC book, they will organize their findings to cater to different letters of the alphabet. For example, for an ABC book on Oregon, the B could be for beaver, the state animal and the M could be for Mount Hood, a popular mountain. Students should draw a picture and write a small paragraph of facts for each ABC entry. It is not required that each letter of the alphabet be represented as that may be easier for some states than others, and in some cases, impossible. It is simply an interesting and unique way to help students to organize their findings.

Standards

Credits

Other

