Project: Webquest PLANNING SHEET

Patrick Maurath   DMET 510   March 5, 2015

Directions for WebQuest Structure:

Write what you will have for the parts of the webquest. If you are using a technology and would like to write the structure you may share the hyperlink with me. Below is the structure. Fill it in.

Introduction

The Age of Exploration was time when Europeans were starting to travel beyond their continent to look for riches. Many European explorers were sailing to find a more direct route to Asia, but along the way found Africa and the Americas. These European explorers brought back many new products such as exotic foods and natural resources. European countries such as Spain, Portugal, France, England, and the Netherlands became wealthy countries that had much power. After these explorations, many Europeans started settling in these new lands and bringing their products and culture to them. You are going to discover how these European explorers changed the world. Excited? Well, let's get started!

Task

Are you using ROLES? If so what roles?

For this assignment, you will be working with a partner and you will choose one European explorer to research for this assignment. You can decide amongst yourselves who will answers what questions on the research worksheet and write what paragraphs in the essay. To answer these questions and write your essay, you will have a list of resources to use to help you complete your task.

Assessments – Create your rubrics and show them here…

Other Essay Work (3 points each)

Explorer's Discoveries and their Impact on the World Essay
This is worth 20 Points

Explorer Essay (20	Excellent 4	Proficient 3	Basic 2	Poor 1

points)				
Introductory Paragraph	This paragraph has a very clear thesis statement that explains how their particular explorer's discoveries impacted the world very well.	This paragraph has a clear thesis statement that explains how their particular explorer's discoveries impacted the world.	This paragraph has a thesis statement that is somewhat difficult to find and has a somewhat good explanation of their explorer's discoveries' impact on the world.	This paragraph has a poor or no thesis statement and little or no information on their explorer's discoveries.
Middle Paragraphs	These paragraphs explain how the particular explorer's discoveries impacted the world very well and connect to the thesis statement very well.	These paragraphs have a good explanation on how the particular explorer's discoveries impacted the world and connect to the thesis statement.	These paragraphs have a mediocre explanation on how the particular explorer's discoveries impacted the world and connect someway to the thesis statement.	These paragraphs have a poor explanation on how the particular explorer's discoveries impacted the world and barely or does not connect to the thesis statement.
Conclusion	This paragraph summarizes the essay very well stating the thesis statement and all of the main points from the middle paragraphs.	This paragraph summarizes the essay stating the thesis statement and most of the main points from the middle paragraphs.	This paragraph summarizes the essay somewhat well, possibly having the thesis statement and some of the main points from the middle paragraphs.	This paragraph does not connect well to their belief, has over 5 grammatical errors, and is difficult to follow.
Grammar and Spelling	The grammar and spelling is perfect or almost perfect.	The grammar and spelling is good. There is 5-8	The grammar and spelling is mediocre. There is 9-12	The grammar and spelling is poor. There is 12 or more

	There is 0-4 grammatical and spelling errors.	grammatical and spelling errors.	grammatical and spelling errors.	grammatical and spelling errors.
Group work and Cooperation	The two students work very well together, had no disagreements, and divided workload very well.	The two students work well together, have little disagreements, and divided their workloads.	The two students work together decently, some disagreements, and work load is not divided well.	The two students do not work together at all, many disagreements together, and work load is not divided at all (one student does most or all work).

Explorer Presentation (8 points)	**Excellent 4**	**Good 3**	**Basic 2**	**Poor 1**
Quality of Slides	All 5 slides are very neat, easy to read font and colors, and has good pictures.	All 5 slides are neat, can be read and has a good fort and color, has some good pictures, but could be used more.	The slides are somewhat neat, somewhat cluttered, somewhat easy to read, not enough pictures, missing 1 slide.	The slides are sloppy, difficult to read, have little to no pictures, missing to 2 or more.
Quality of Information	All 5 slides have very good information and are written well. Everything is complete.	All 5 slides have good information are have good explanations.	The slides have some good information and some aspects are explained well.	The slides have little or no information about the explorer.
End Score:				

Process

Steps (approximate)

Task 1:

- You and will need to find a partner from this class to complete this WebQuest assignment.
- Pick someone you know you will be able to work with well and not be distracted by them.

Task 2:
- You and your partner will choose one explorer to complete your assignment. The eight explorers to choose from are right below.

Amerigo Vespucci	Ferdinand Magellan
John Cabot	Jacques Cartier
Bartholomew Diaz	Samuel De Champlain
Vasco De Gama	Henry Hudson

Task 3:
- You and your partner will complete a research worksheet with a series of questions on Google Docs. This research worksheet document will be saved in a cloud.
- You need to answer these questions in complete sentences.
- You and your partner can decide amongst yourselves who will answer what questions. Make you divide the work equally!

Task 4:
- After completing the research worksheet, you and your partner will start outlining your essay.
  o State your introduction by stating what you and your partner believe how new discoveries made by explorers impact the world and how your explorer did that.
  o Outline the body paragraphs by stating the main point and adding sub points below.
  o State your conclusion with your believe and sub points explaining what you and your partner are going to mention in the body paragraphs.

Task 5:
- You and your partner will write your essay explaining how the discoveries of new lands by explorers impact the world. You and your partner will use the explorer you researched to help answer your essay question.

Task 6:
- After completing your essay, go to the National Geographic MapMaker Interactive Website where there will be a world map and place a post on where your explorer started their voyage and where it ended.

Resources

Amerigo Vespucci
http://mith.umd.edu/eada/html/display.php?docs=vespucci_letters.xml
http://www.livescience.com/42510-amerigo-vespucci.html
http://www.history.com/topics/exploration/amerigo-vespucci

http://www.uh.edu/engines/epi43.htm
https://www.youtube.com/watch?v=ZSuznTcWcP4

John Cabot
http://www.elfinspell.com/PrimarySourceCabot.html
http://www.heritage.nf.ca/exploration/cabot1497.html
http://www.heritage.nf.ca/exploration/northfall.html
http://www.heritage.nf.ca/exploration/bretonfall.html
http://www.heritage.nf.ca/exploration/nfldfall.html
https://www.youtube.com/watch?v=ptzTiC4FzJM

Bartholomew Diaz
http://www.history.com/topics/exploration/bartolomeu-dias
http://www.britannica.com/EBchecked/topic/161723/Bartolomeu-Dias
http://www.sahistory.org.za/people/bartholomeu-dias
http://www.thepirateking.com/bios/columbus_christopher.htm
https://www.youtube.com/watch?v=tgpvdRDOt5Y

Vasco Da Gama
http://www.lasalle.edu/~mcinneshin/356/wk03/dagama.htm (just Journal of the First
Voyage of Vasco Da Gama (1497-99))
http://www.history.com/topics/exploration/vasco-da-gama
http://blog.oup.com/2012/05/vasco-da-gama-reaches-calicut-india/
http://www.infolanka.com/org/srilanka/hist/hist10.html
https://www.youtube.com/watch?v=oFIyuYPP6PE

Ferdinand Magellan
http://www.usgennet.org/usa/topic/preservation/epochs/vol1/pg82.htm
http://www.livescience.com/42788-ferdinand-magellan.html
http://www.history.com/topics/exploration/ferdinand-magellan
https://www.youtube.com/watch?v=_XpxHsYaohg
http://www.philippinecountry.com/philippine_history/spanish_colonization.html

Jacques Cartier
http://courses.cvcc.vccs.edu/history_mcgee/courses/his121/Primary%20Source%20Documents/us1d04.htm
http://www.history.com/topics/exploration/jacques-cartier
https://www.youtube.com/watch?v=xeEsNH3w604
https://www.youtube.com/watch?v=75puKTbbUik
http://www.pc.gc.ca/eng/lhn-nhs/qc/cartierbrebeuf/natcul/natcul2.aspx
http://www.saylor.org/site/wp-content/uploads/2012/12/HIST321-3.2.3-Jacques-Cartier.pdf
http://www.historicplaces.ca/fr/rep-reg/place-lieu.aspx?id=16661

Samuel De Champlain
http://historymatters.gmu.edu/d/6594
http://www.britannica.com/EBchecked/topic/105187/Samuel-de-Champlain
http://www.landofthebrave.info/samuel-de-champlain-facts.htm
https://www.youtube.com/watch?v=0Ei6ZcP4WQ8

http://www.ville.quebec.qc.ca/en/touristes/connaitre/histoire/1608-1755.aspx
http://www.canadiana.ca/citm/themes/pioneers/pioneers3_e.html#coureursdebois

Henry Hudson
http://www.fofweb.com/History/HistRefMain.asp?iPin=E13616&SID=2&DatabaseName=American+History+Online&InputText=%22New+Amsterdam%22&SearchStyle=&dTitle=Journal+of+Henry+Hudson%27s+Voyage+%28excerpt%29&TabRecordType=Historical+Document&BioCountPass=20&SubCountPass=74&DocCountPass=3&ImgCountPass=8&MapCountPass=1&FedCountPass=&MedCountPass=9&NewsCountPass=0&RecPosition=3&AmericanData=Set&WomenData=&AFHCData=&IndianData=&WorldData=&AncientData=&GovernmentData=
http://www.u-s-history.com/pages/h1146.html
http://www.ianchadwick.com/hudson/
https://www.youtube.com/watch?v=7uxIvMIDP5g
http://www.nysl.nysed.gov/newnetherland/what.htm

Map Activity
http://mapmaker.education.nationalgeographic.com/?ar_a=1&b=1&ls=000000000000

MLA Format

https://owl.english.purdue.edu/owl/resource/747/01/

Google Docs

https://docs.google.com/document/d/1WGQU5Sfpec1h9wgcDxuz7ySRTuIHaD9qIt1DOskWHB4/edit?usp=sharing

https://docs.google.com/document/d/1XdnDejfVwfyNJf2SASNb68t34LS9qKCfwwgiDbAIM6g/edit?usp=sharing

https://docs.google.com/document/d/1N7SSf1n-90lYiyBZHSjVlXtHFoQaX8JaudupT25rpMk/edit?usp=sharing

Teacher Page:

You will have a teacher/instructor page where you add some information for the teacher/instructor. You will need the following on your teacher/instructor page. Please write about each category.

❏ **Essential Question**: Write the essential question that your students will be answering.
   EQ: How do discoveries of new lands made by explorers impact the world?
❏ **Learners:**
   ○ What is the age of learners, grade/learning level, gender, ethnicity or race, learning styles and different learning abilities – including a learning disability that you can accommodate with the technology

- These learners are 16-17 years old, in the 11th grade, male/female, various ethnicities/races and learning styles/different learning abilities.
- For students that have learning disabilities or any other disability that affects their reading, these students will have a sound recording of my voice reading the tasks and the other texts on the WebQuest.
- What are the common student misconceptions about the content and/or process?
  - Christopher Columbus thought that the world was round and everyone else thought it was flat.
  - Christopher Columbus was the only explorer that discovered the New World, but he actually discovered the Bahamas.
  - Because students believe that Christopher Columbus discovered America, they do not associate other explorers making discoveries in America.
- What are things that the students generally *do* understand about the content or process?
  - These explorers were looking for other lands and different products to trade and wanting to claim the new lands for their home country.
  - They were looking for new ways to reach to new lands more quickly.
- Cite a resource that supports your thinking - *if appropriate.*
  - http://vlib.iue.it/carrie/reference/worldhistory/sections/17discov.html
  - wpicarellattu.wikispaces.com/file/view/SocialStudiesLessonPlan-1.docx

❑ Goals:

State academic Standard (NETS for students and teachers and / or PA standards) if you are a PA school Teacher.

8.1.12.B: Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

8.1.12.C: Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)

8.4.12.A: Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

7.1.12.A: Use geographic tools to analyze information about the interaction between people, places, and the environment.

CC.8.6.11-12.A: Write arguments focused on discipline-specific content.
Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations

of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
Provide a concluding statement or section that follows from or supports the argument presented.

CC.8.6.11-12.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.11-12.E: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.8.6.11-12.H: Draw evidence from informational texts to support analysis, reflection, and research.

❑ **Objectives:**
Objectives (specific) – ABCD format to include: Audience (individual or group), behavior, condition and degree.
   o   With the given websites, the students will be able to identify at least one region their explorer discovered.
   o   With the given websites, the students will be able to identify at least two reasons why their explorer explored the particular region(s) they did.
   o   With the given websites, the students will be able to identify how their explorer's discoveries impacted their home countries.
   o   With the given websites, the students will be able to develop their belief on the greatest impact their explorer's discoveries on the world.
   o   With the given websites, the students will be able to locate the voyage and location of discovery on a map.

❑ **Time and Organization:** How long should it take to complete your web quest ? How should the learners complete it? Should they complete it in groups or individually? If they are in groups, then most learners need roles.
   o   This webquest should take the students about 5 days to complete. The students need to follow the steps of the process. The students should take 1-2 days to complete the research sheet, 2-3 to complete the outline and essay, and 15-20 minutes to complete the National Geographic Interactive MapMaker activity.

Justification

You are going to justify why and how you are creating the Webquest. Remember it you justify it, you are more likely able to do it.

- ❑ **Habits of Mind –**Habits of Mind are a great tool to assist educators as they incorporate thinking skills as the foundation of their curriculum. Apply Habits of Mind to your lesson via the following steps:
    - o Go to http://www.habitsofmindinternational.com/store/Resources.html SELECT a QUOTE
    - o The QUOTES are a half way down the page.
  - o Choose at **least two habits that** will assist you in creating the foundation of your lesson to achieve the ABCD objectives stated above. Select one quote that you like from the above source for each of the two habits. Explain how the quotes connect with the thinking your students will utilize in accomplishing the task assigned in your lesson.
  - o 9.) Thinking and communicating with clarity
    - o "If we knew what it was we were doing, it would not be called research, would it?"
      Albert Einstein
      - ▪ The point of research is to learn more about a particular subject that you had little or no knowledge in. You are seeking more information by reading and experimenting. If you knew what you were looking for, it would not be research, but a review. The students will need to read the information on the websites and decide what they think is the greatest impact of their exploration on the world.
  - o 15.) Thinking Interdependently
    - o "To keep your resolve, surround yourself with those who want you to succeed.
      The brain cannot do its job of protecting the body without contact with other people."
      Robert Ornstein and David Sobel in
      "The Healing Brain"
      - o The students need to think together to complete the assignment. The students need to be able to divide the work equally and use each other to answer all the questions. These students need to choose a partner that they will be able to work with and complete the assignment without getting distracted and/or arguing with. The students need to use their time effectively. Also the students will need to think and work together to decide what they think is the greatest impact of their explorer's discoveries on the world.

- ❑ **Differentiated Instruction**
Write how the webquests help to differentiate instruction and WHO The differentiation will help.
  - o They help students become self-independent learners not dependent on teachers.
  - o Students can work at their own pace and it gives them more time to review information.
  - o Can work on the assignment whenever they want any time of day.

- o Helps students develop a better sense of group work where they are dependent on each other to get their work done.
- o It will help students with special needs such as students with learning disabilities, ADD/ADHD, and on the autistic spectrum because it gives them more time to complete the assignment and they have an audio button for them to have the directions read aloud.

❑ **Webquest Research**

Why use a webquest? Look at the research that you and others added to the Webquest Research Document in Google Docs to help you. Remember to reference your sources.

- o WebQuests are an effective means of conducting independent work.
- o Creative way to use media as a means of instruction.
- o Powerful tool for differentiation by they give students an opportunity to make choices on their based on ability and interest levels.
- o Address assessment through use of rubrics.
- o Develops critical thinking skills.
- o Brings about creativity in the area of problem-solving.
- o Practice 21st Century skills using technology.

Reference

Beck, L. (2008). WebQuests, Wikis, and Wilderness. *The Interpreter, 4(3),*16-17. Retrieved from https://esu.desire2learn.com/content/enforced1/1735310-15381.201510/G-WebquestIntro/WebquestReading/WWW-Environment.pdf?_&d2lSessionVal=BWD7FlPKCa2nMtqtctP2OaPMg&ou=1735310

Mangelson,J.& Castek,J.(2008). Engaging students with webquests. *Book Links,17(6)*, 46-47. Retrieved from http://eds.a.ebscohost.com.navigator-esu.passhe.edu/eds/pdfviewer/pdfviewer?sid=f7ec7b22-dff1-4b7e-9c2a-894b670ff398%40sessionmgr4001&vid=4&hid=4213

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Schwiezer, H.,& Kosow, B.(2007). WebQuests: Tools for Differentiation. *Gifted Child Today, 30 (1),* 29-35. Retrieved from https://esu.desire2learn.com/content/enforced1/1735310-15381.201510/G-WebquestIntro/WebquestReading/Webquest-Differienciation.pdf?_&d2lSessionVal=HCb7Pk7A3B4CbJiitycBWeqp4&ou=1735310

Vidoni, K. L., & Maddux, C. D. (2002). WebQuests: Can They Be Used to Improve Critical Thinking Skills in Students?. *Computers In The Schools, 19(1/2)*, 101.

Technology

What technology will use be using to create your webquest?

- I will use createwebquest.com to complete the webquest.
- Google Docs for the research worksheet, outline, and essay.
- National Geographic Interactive MapMaker for the end activity with the world map.