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Professor Hommel
SSED 495 Sec. 71
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Web Quest Lesson Plan

1.) Curricular Area/Topic: Social Studies Research Web Quest; Seventh Grade

2.) Date/Timeframe for Lesson: Start: April 5, 2010; End: April 9, 2010

3.) Rationale: This lesson is important for students to take part in because it teaches them the basis of research and writing papers. By the time students are in seventh grade they should be learning how to do research on different topics. They need to know the different kinds of sources they can and will use. They also need to know how to take that researched information and put it into a well-developed paper. Knowing how exactly to write a research paper is important to learn because as the students continue their education the research and paper writings that they will be doing will increase throughout high school as well as college if planned to attend by the students. Students will also be working in groups of five and will be learning cooperative skills and learning to listen to others ideas and inputs on the topic. This is also important for students to learn, or at least learn to deal with because students will be working with others their entire life and will need to understand that sometimes working with others can be a good and productive situation or just a situation and one has to deal with. I think this is a great lesson because it teaches not only educational information about other countries but also real life situations.

4.) ILS (IL Learning Standards):

- ✓ **State Goal 17:** Understand world geography and the effects of geography on society, with an emphasis on the United States.
- ✓ **A:** Locate, describe and explain places, regions and features on the Earth.
 - **Standard 17.A.1a:** Identify physical characteristics of places, both local and global (e.g., locations, roads, regions, bodies of water).
- ✓ **State Goal 18:** Understand social systems, with an emphasis on the United States.

- ✓ **B:** Understand the roles and interactions of individuals and groups in society.
 - **Standard 18.B.1a:** Compare the roles of individuals in group situations (e.g., student, committee member, employee/employer).

5.) Objectives:

1. After this lesson is complete, students will understand how to do research.
2. At the completion of this lesson, students will use graphic organizers to help organize their researched information.
3. After this lesson is over, students will create a paper from the information they researched.
4. When this lesson is finished, students will work together cooperatively in groups.

6.) Materials/Resources/Technology: There will be some materials for this lesson and they are the same number of computers for each student. I want each student to have their own computer so they can each do research on their own time and maybe split up each website, one for each student.

7.) Management/Organizing for Instruction: The first type of organization will be to make sure I have the computer lab rented out for the entire week. This way the students have no trouble researching and have plenty of time to get their research done. Also, I will have to have organized what students will go with each group. This will need to be done a head of time as to not waste time in class.

8.) Lesson Delivery:

8.1) Introduce the Lesson: To introduce this lesson, I will tell the students what exactly we will be doing. I will start off by saying that we are going to be doing research on Afghanistan families and that we will be putting a big book together of all of our findings from research.

8.2) Clarify the Purpose and Objectives of the Lesson: The purpose of this lesson is to see how well the students understand research and how well they can take that research and put into a piece of writing with using a graphic organizer. This will also be important to learn because as the students get into high school and

even college, they will be doing a lot more research on different topics and writing papers on them.

8.3) Provide Instruction:

- A.)** Like I mentioned earlier, I will start of this lesson by explaining to the students what it is exactly that we will be doing. First the students will be split up into groups of five and will be given a subtopic to research on Afghanistan families. For example, one group might get marriage to research and another might get male roles. Then the students will determine what each student's roles in the group will be. For example, one will need to be the reviser of the writings and another will need to be the writer. Once that is taken care of the students will start their research on their specific topic. Once they find all of their research, they will organize it into a graphic organizer and then continue on to the writing process. Once all of the groups' writings are fully complete with no grammatical or spelling errors, they will be turned in to the teacher. Once this has taken place the teacher will put all of their writings together to form one big book on Afghanistan families.
- B.)** To start of we are going to be looking at other books that other classes have created. This way everyone will be able to understand what is expected of them and will be able to work together with their groups towards one common goal which is putting all of our writings together on Afghanistan families to make one big book.
- C.)** To make sure the students fully understand what is expected of them, I will ask them certain questions about their research in their groups by visiting them one at a time. I will make sure they know what their topic is, who is doing what job and make sure that each person has a job as well as make sure each student knows what their job is. I will also make sure they understand how to use a graphic organizer and see if they understand the concept of making one big book.

D.) Once they fully understand what is expected of them in their project, they may start their research with their group members. I will remind them that each group member will have his or her own role in the project and will need to complete it fully to make the entire book come together as a class. I will stress to please take this research seriously so everyone can enjoy our book, and then I will let the groups begin!

8.4) Closure: To close this lesson, I will reemphasize the main points of the lesson. And these include, researching a specific topic on Afghanistan families, doing research on that topic, having each students participate with their own specific role, putting together a write up on the information they have researched and last putting together all of our writing into one big book about Afghanistan families.

9.) Assessment: To assess my students on this assignment, I will be looking at different areas throughout the project, like their research, how well they work in their groups, their writings over their research, and their use of the graphic organizers. This project will be worth a total of twenty-eight points being scored in seven different areas with four points being the most points one can earn in each area. Please see rubric on web quest for more specific details.

10.) Accommodating Individual Learner:

A.) For the students with special needs in my classroom, I will make accommodations for them to constantly be working with someone else in their group. I would not want them to have a specific role in the project for fear it may be too much for them to handle. But, if I feel as if they can handle a job, I would pair them with someone in their group that can help them all the way through the project with their job or have them work with someone in their group with their job.

B.) For the students who finish their work early, I will have these students go to other groups and see if they can give any assistance. For example, maybe give some suggestions on how to make everything flow or maybe which direction

to take their entire paper. This way the students are getting to listen to others ideas and they are being helped by their classmates and not just the teacher.

11.) Extending the Lesson: To extend this lesson, I would have the students get up in front of the class and present their findings over Afghanistan families. I would also have the students make a poster or some type of visual aid they can share with the class. This way the students can be proud of their research, display their findings, and they can get used to speaking in front of others.

12.) Reflection on Lesson: Pressley emphasizes that while teaching, teachers should use visualization as a strategy. Most students cannot remember or understand something that is just said to them, they need to see it. Seeing whatever is trying to be taught will help the students remember and understand as well as give them the full benefit of the learning experience. And Guthrie and Wigfield express that students need to be engaged in what they are learning. If students are just sitting at their desks staring into space, chances are they are not learning much. Students need to be engaged in what they are learning as well as motivated to want to learn and be engaged.