

Title of Lesson: Regions of Wisconsin Webquest

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Subject: Social Studies

Topic: Wisconsin Geographical Regions

Grade Level: 4

Lesson Length/Number of Sessions: 5 forty-five minute sessions

Technology/Equipment/Supplies Needed:

Computers with Internet access and Powerpoint software

Presentation Projector (recommended, not required)

Collaboration: Fourth grade teacher and library media specialist

Task/Objectives:

Students will learn that Wisconsin is divided into five different regions, the special features that make up each region, and how these regions have changed over time.

Process:

The concept of regions will be presented as an introduction by the classroom teacher.

The students will be put into five teams to correlate with the five physical regions of Wisconsin. The class will be introduced to the webquest. Each team will need to work together to complete the webquest assignment pertaining to their region.

Each team will be asked to present their Powerpoint presentation to the class.

Each team will be evaluated on their task using the rubric included in the webquest.

Individual student accountability can be obtained by using the "thought" questions located in the conclusion of the webquest.

Resources:

Digital Wisconsin resources the students will explore are linked on the webquest website. The Digital Wisconsin links are only available to those having access to the Medford School District server.

Assessment Rubric:

Possible Points	3	2	1
Did I include all the slide requirements?	Every slide was completed with the information requested.	Some slides were only partially completed.	I did not finish the activity.
Did I use correct conventions (grammar, spelling, punctuation, capitalization)?	No errors in punctuation, capitalization and spelling.	1-2 errors in punctuation, capitalization and spelling.	Many errors made in punctuation, capitalization and spelling.
Did the group work well as a team?	Everyone participated equally. We listened to each other's ideas. We were positive.	Most people in the group worked on the task. Team members sometimes were bossy. Not all team members were listened to.	A small part of the group did all the work; some members didn't contribute any ideas. We didn't get along.
Did I present accurate and well researched information about the region?	Information is well researched, interesting, and complete.	Research is shown, but could be more complete.	Little or no research is shown.
Did I do a good job with my class presentation?	Presentation was well prepared. Presenter had good eye contact. The presenter's voice was loud, clear and understandable.	Presentation showed some preparation. Presenter sometimes made eye contact. The presenter's voice was sometimes too soft or hard to understand.	Presentation was unorganized. Presenter did not look at the audience. The presenter's voice was too soft or hard to understand.

Scoring Scale Used:
14 - 15 points = A
12 - 13 points = B
9 - 11 points = C
Less than 9 points = D or lower

Alignment to Social Studies Content Standards:

A.4.1 Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface.

A.4.2 Locate on a map or globe physical features such as continents, oceans, mountain ranges, and land forms; natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders.

A.4.4 Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters.

A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world.

Alignment to Information and Technology Literacy Standards:

A.4.1 Use common media and technology terminology and equipment.

A.4.2 Identify and use common media formats.

A.4.3 Use a computer and productivity software to organize and create information.

A.4.5 Use media and technology to create and present information.

A.4.6 Evaluate the use of media and technology in a production or presentation.

B.4.4 Evaluate and select information from a variety of print, nonprint, and electronic formats.

B.4.5 Record and organize information.

B.4.6 Interpret and use information to solve the problem or answer the question.

B.4.7 Communicate the results of research and inquiry in an appropriate format.

B.4.8 Evaluate the information product and process.

D.4.1 Participate productively in workgroups or other collaborative learning environments.

Teacher Notes:

Due to the design of the webquest project, students need to have had experience creating Powerpoint presentations prior to beginning the webquest. Prior experience working in groups and making class presentations would also be beneficial.

A suggested method of introducing the concept of regions would be for the teacher to create a Powerpoint presentation defining regions. This would also model the required end product of the webquest.

The links used in this webquest are only available to those having access to the Medford School District server.