

***URL to your WebQuest:***

<http://www.franklin.ma.us/auto/schools/kennedy/4th/merten/mexicoweb/default.htm>

***Intended users and purpose of your project:*** This WebQuest is intended for the use of students in a fourth grade classroom in Franklin, MA. This project is designed to be used toward the end of the class's study of Mexico. Students will have been introduced to all major information through in class readings, discussions and assignments.

***Learning outcomes/objectives/standards for users***

A. This Mexico WebQuest is intended for fourth grade use in the area of social studies. The Massachusetts Social Studies Frameworks that this WebQuest supports are:

4.23 On a Map of North America, locate Mexico and its major cities.

4.24 Describe the climate, major physical characteristics, and major natural resources of Mexico and explain their relationship to the Mexican economy.

B. This Mexico WebQuest was also created to address the following Learning Standards from the Massachusetts English/Language Arts Frameworks:

1.2 Follow agreed-upon rules for class discussion and carry out assigned roles in small group discussions.

19.11 Write brief summaries of information gathered through research.

***Method of assessing learning outcomes/objectives/standards:***

Students will create a travel brochure about Mexico. They will be assessed using the rubric (linked in the WebQuest, and attached here). Students will receive the rubric on the first day of the project, and will have it to review throughout the duration of the project.

***Discussion of how your learning activity meets “meaningful learning” criteria***

This WebQuest meets “meaningful learning” in many ways.

- *Active*

There was no way that a student could not be active while participating in this WebQuest. Each team member had a specific job, which was integral in finishing a complete travel brochure with all of the required parts. The students were active in their research, and then in their compilation of that research.

- *Constructive*

Students began this project by having a group meeting, discussing all of the information that they knew about Mexico. Once the discussion had taken place, students set out to find evidence of their knowledge, and then they took that knowledge to the next level. They were building on what they knew, searching for new information. Each student, individually, started with what they knew, and then moved from there.

- *Intentional*

The goals for this WebQuest were very clear. Students needed to research specific information about Mexico (Climate, Natural Features, Major Cities) and then they needed to combine that information to create a travel brochure. Students used the Internet as the main source of information.

- *Authentic*

When creating this WebQuest, I attempted to make it as authentic as possible. The task was written so that the students

connected to real life (and today's economy)- Franklin Travel needed to drum up business for travel to Mexico and it was their job to help with that.

- *Cooperative*

This project clearly had a collaborative piece to it. Each student was assigned a team of "travel agents" to work with. Within that group, each student had to have a job title, which was chosen from the list of job descriptions. After this initial collaboration, students went on to work independently for a while, however, there were group requirements which required the students to cooperate, collaborate and discuss. Students had to participate in a group meeting twice during the week's activities. During that meeting, they had to discuss the material that had already been found and determine what (if any) research still needed to be completed. Additionally, the students had to work together to complete the final brochure.

***Reflection on your experience of creating (and ideally, implementing) the project***

This was my first WebQuest. In the past, I have used what I called "WebQuests", but the assignments were simply to find information using given sites, and answer questions that had been written for those sites.

When beginning, I was looking to find an open ended project, which would allow students to meet specific criteria and Learning Standards, and which would fit into my curriculum, so that it could be implemented during this course. I settled on a Mexico WebQuest, as I was in the midst of teaching these standards, and thought I would use the WebQuest as one assessment. I researched different types of WebQuests, and found this site <http://webquest.sdsu.edu/taskonomy.html> particularly helpful.

I started the project listing the standards that I was planning on covering. After I had those, I began my rubric. Creating the rubric so that it was meaningful to me and to the students, while connecting to the standards that I was addressing was my biggest challenge. After 3 attempts, I was comfortable with my rubric.

Once I had those two pieces in place, I found that the other part of the project came easily. My biggest concern when writing this was how the implementation would go with my class. I wondered if my students were ready for this type of project so early in the year, and also if I was ready to facilitate it. I realize now that we were all ready!

### ***Evaluation of your project's implementation, if applicable***

When I started the WebQuest with my class, I had some reservations about my students' technology skills, and whether they would be able to complete this project effectively, in a timely manner, and meaningfully. I wasn't sure when I started, how well my students could use the computers and the Internet. After receiving some peer feedback, I added the idea of creating the travel brochures using a publishing program such as Microsoft Publisher, or even Word into the project description. In doing that, I worried that I had too many "balls in the air" and my class would feel overwhelmed. I decided that I would give it a try, so I began working with my class.

After I found that none of my students had learned using a WebQuest in the past, I started with a general bit of information about WebQuests, and the purpose assignments. It was here that we also discussed the timeline and jobs. We then set off to "get the job done" in the time I had laid out.

My students' technology skills were varied. There were many who had used the Internet before to gather information. The biggest challenge with using the computer lab in my school was that many of the students had experience with PCs and we were using Macs. This may seem like a small difference, however, when we began to create the brochures, there was a lot of confusion about pictures and formatting.

In the end, I opted to change the final project requirement. The time spent discussing the publishing software (Word) became long and confusing for the students. I realized that, although it would be terrific to have the students complete this project completely electronically, they were not ready, and I hadn't done enough "preteaching" to have this work effectively. I had the students print out their pictures and their portion of the research, and then allowed them to either glue the typed text onto a construction paper brochure, or handwrite the information. In

the future, I would spend time, prior to introducing the WebQuest, just playing with the publishing piece, allowing the students to be completely familiar and comfortable with the aspects needed to accomplish such a project.

Overall, I was really happy with the outcome of this project. My students LOVED it. They were motivated and excited to go to the “lab” every day, and would ask in the morning what time we were going. They were engaged in the activities in the lab and even when working on the brochure. Finally, they worked really well together, helping one another with various pieces and sharing research strategies. Although there are many things I would do differently, I would definitely use this method of learning and assessment again. It was well worth the work!

### ***Peer review feedback remarks***

From **Mary McKelvey**: “At the start of the Task page, you tell the students that they have been summoned by Franklin Travel to create a brochure. I would suggest referring back to this throughout the task and process. This way, it is a little bit more relevant.

Have you thought about having them create a brochure on Microsoft Publisher? In my experience, creating a brochure can be hard because the kids write too big. It is easier to insert pictures and include more information when it is done on the computer.”

From **Becky Miller**: “In one of my previous classes I was told to use the preferred way to spell WebQuest. It may seem minor, but thought you'd like to know. : )

Having the students create brochures is also a helpful skill throughout middle/high schools. If you don't have Publisher, you can also make them in Microsoft Word. It doesn't have quite as many features, but it does involve the same creative process.”

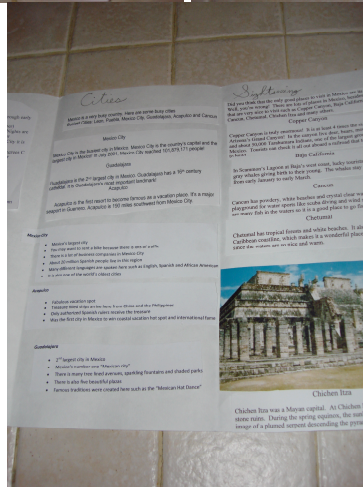
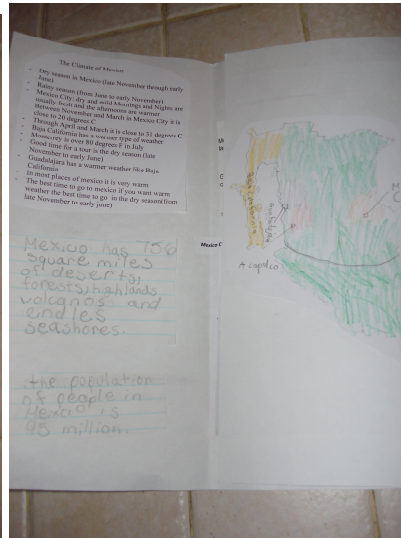
From **Mary McCabe**: “I finally let myself look at your project and I think it is great. My point of view is probably most like your students as I am not a teacher (yet) and can't offer too much in instructional value. But, I found it compelling and fun, easy to use and your goals and objectives are really clear. I did not look at it earlier because I was considering doing a webquest and I did not want your work to influence mine.”

From **Kim Mach**: “This is very nice. It is grade level appropriate and navigation is easy to follow. I like the bigger text size too. For kids this age I think it works better and does not intimidate them. In my opinion, when text is a smaller size font on a web page it can turn off younger students to reading everything and they miss important points for directions.

Just a resource suggestion. I use the magazine Time for Kids in my classroom. I love it. They currently have an around the world supplement to their magazine and they are focusing on specific locations. Here is a link to Mexico that has some nice information: <http://www.timeforkids.com/TFK/teachers/aw/wr/main/0,28132,591663,00.html>”

**PROJECT SAMPLE:**

Here are just a few pages from a brochure. I thought you would like to see the final product.



## Making A Brochure : Traveling to Mexico

### KICO TRAVEL BROCHURE

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

CATEGORY	4	3	2	1
Content - Accuracy	All facts in the brochure are accurate. The facts are listed completely in your own words. There are at least 2 facts from each of these categories: Climate, Major Cities, Natural Features	99-90% of the facts in the brochure are accurate. The facts are listed in your own words. There are at least 2 facts from each of these categories: Climate, Major Cities, Natural Features	89-80% of the facts in the brochure are accurate. The facts are listed in your own words, after some teacher guidance. There is at least one fact from each of these categories: Climate, Major Cities, Natural Features	Fewer than 80% of the facts in the brochure are accurate. Some facts are not in your own words. There is at least one fact from 2 of these categories: Climate, Major Cities, Natural Features.
Knowledge Gained	All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information. Graphics go well with the text and there is a good mix of text and graphics.	The brochure has attractive formatting and well-organized information. Graphics go well with the text, but there are so many that they distract from the text.	The brochure has well-organized information. Graphics go well with the text, but there are too few and the brochure	The brochure's formatting and organization of material are confusing to the reader. Graphics do not go with the accompanying text or
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information. Graphics go well with the text and there is a good mix of text and graphics.	The brochure has attractive formatting and well-organized information. Graphics go well with the text, but there are so many that they distract from the text.	The brochure has well-organized information. Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	The brochure's formatting and organization of material are confusing to the reader. Graphics do not go with the accompanying text or appear to be randomly chosen.

ting - Mechanics	Capitalization and punctuation are correct throughout the brochure. No spelling errors remain after one person other than the typist reads and corrects the brochure.	Capitalization and punctuation are correct throughout the brochure after feedback from an adult. No more than 1 spelling error remains after one person other than the typist reads and corrects the brochure.	There are 1-2 capitalization and/or punctuation errors in the brochure even after feedback from an adult. No more than 3 spelling errors remain after one person other than the typist reads and corrects the brochure.	There are several capitalization or punctuation errors in the brochure even after feedback from an adult. Several spelling errors in the brochure.
p	Map is included in brochure. Mexico is labeled along with at least 5 major cities. The capital city, Mexico City, is labeled as well.	Map is included in brochure. Mexico is labeled along with Mexico city and at least 3 other cities.	Map is included in brochure. Mexico is labeled along with Mexico City and at least 2 other cities.	Map is included in brochure. Mexico is labeled. 0 or 1 city is labeled.
Cooperation/ Discussion	Travel Agents worked together without teacher intervention. They were always on task, exhibited excellent problem solving skills and cooperation, and helped each other when needed.	Travel Agents worked well together with minimal teacher intervention. They were usually on task and exhibited good problem solving skills and cooperation.	Travel Agents were on task some of the time and required frequent teacher intervention. They worked well and cooperated some of the time.	Travel Agents were rarely on task and required teacher intervention daily or more frequently. They were unable to cooperate or work effectively to get the task done.
Sources	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.