

# WEBQUESTS

Creating Independent Learners: a lesson plan for students

# Benefits to students

- ❑ discover what you want them to know and then some.
- ❑ are actively involved in the learning.
- ❑ teach themselves and others.
- ❑ are using higher level thinking skills



# Benefits to you

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- Free up formal instruction time.
- Allow your focus to be on students who need help or support.
- Teach the ultimate goal: students to be independent learners.
- Allow you to see just how much your students can do.
- Vary the requirements for differentiated instruction

## You don't have to be a technology guru

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- A webquest can be done on Publisher, PowerPoint, Word, or on the web.
- Your students can make them.
- Better yet, there are loads of them already made.

# It starts with the INTRODUCTION

- This is basically your objectives and the anticipatory set.
- It peaks their interest.
- The key is this, along with everything else, is written informally.



# Example

## Classification of Governments Webquest

[Introduction](#)   [Tasks](#)   [Procedures](#)   [Evaluation](#)   [Conclusion](#)

### ***Introduction***

**It's almost exam time, and one thing you've been studying is the different classifications of government. To make sure you thoroughly understand these classifications and can correctly determine how they would operate in a situation that threatens their country, I've got a little job for you that involves two little tasks.**

# Then you add the TASK



- This is their assessment.
- It's what you want them to have done at the end of the lesson.

# Example

## *Tasks*

**After dividing into groups, each will choose one of the following classifications of government and complete three tasks:**

**Parliamentary, Dictatorship, Democracy, Unitary, Federal, Confederate, Presidential**

**1. Describe the characteristics of the government for a review you will present to the class.**

**Who is in charge of each government?**

**How did he/she/they get to be the leader?**

**How long does a leader(s) remain in power?**

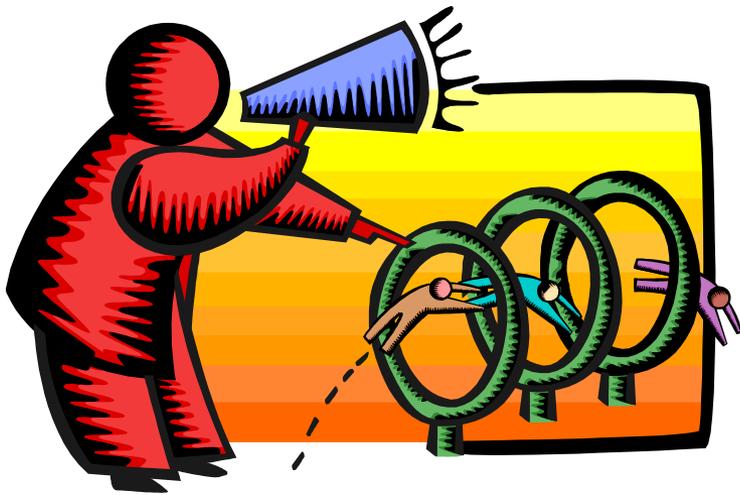
**Who gets to vote and when?**

**How are laws passed?**

**What are the main characteristics?**

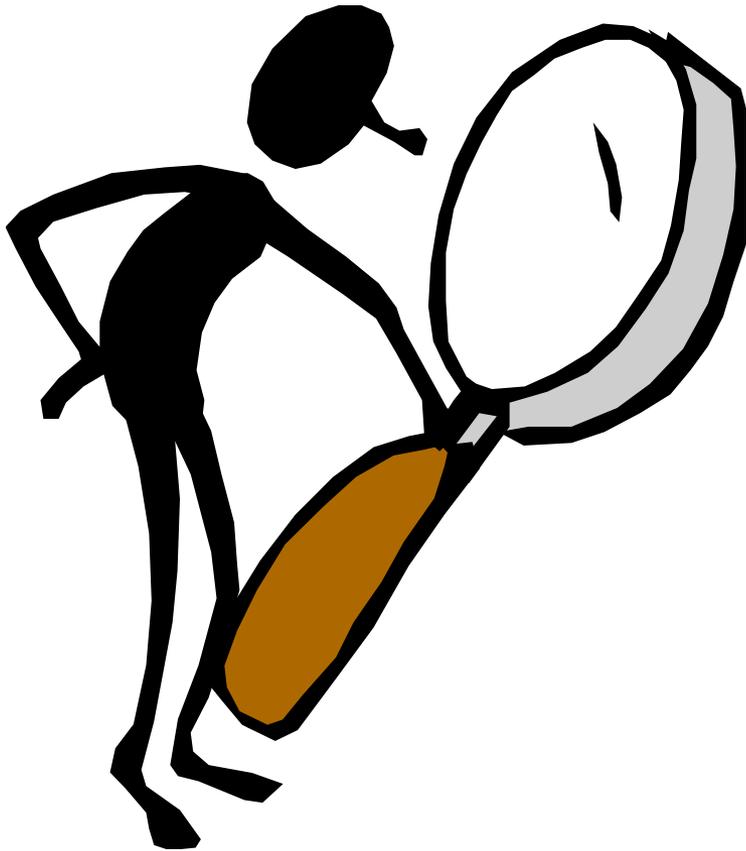
**2. After choosing a country (other than the United States) with your chosen form of government, describe how it affects the United States. In other words, what would each government need to do and consider in order to work together. Which form of government would be the easiest for your form to work with and which would be the most difficult to work with?**

# Next is the PROCESS



- This is the guided practice.
- You tell the students how they should complete the task and what steps they need to follow.
- Then they begin their independent practice.

# Give them the RESOURCES



- These are the materials needed for the lesson.
- Where they need to look for the information needed to complete the task.

# Example

## Process

To complete task 1 and 2, you'll need to use...

Notes    Class discussions    Text

Websites:    [CIA World Fact Book](#)    [Types of Govt.](#)

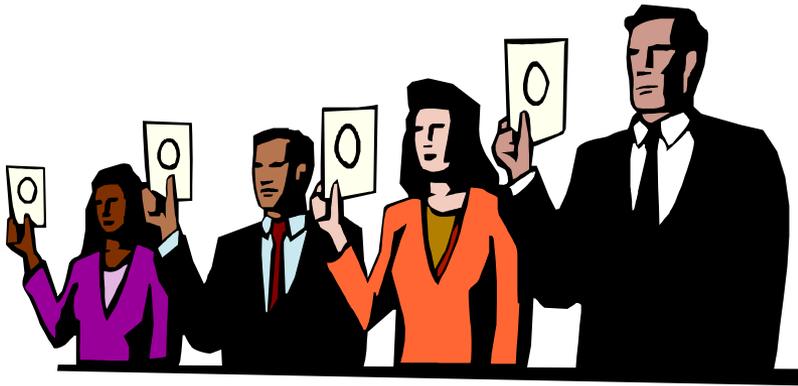
[Governments of the World](#)    [Freedom House](#)

Notice the google.com and Wikipedia are *NOT* listed.

You'll gather all of your information and make a [PPT presentation](#). Then using a program called [screen coder](#), you'll go through the presentation recording your commentary for each slide. This makes a video that you will save and show to the class for their review.

You have three days, no more, to complete the tasks, which means on the third day the completed videos will be shown to the class. They should be no longer than five minutes.

# Add the EVALUATION



- This is how you're going to grade it.
- This way the students know what to shoot for before they even start the project.
- They can even grade each other.

# Example

Category & Score	Amateur	Acceptable	Admirable	Exceptional	Score
Content	- 25 Student does not have a grasp of information; students cannot answer questions about subject, seems like notes were just copied, nothing new	26-31 Student is uncomfortable with information and is able to answer only rudimentary questions, review is very basic	32-35 Student is at ease with expected questions to all questions, with elaborate morions, review is correct	36-40 Student demonstrates full knowledge by answering all questions with explanations and elaboration, review is correct and helpful	40%
Coherence and Organization	-18 Audience cannot understand presentation because there is no sequence of information.	19-20 <b>Audience has difficulty following presentation because student jumps around.</b>	21-23 Student presents information in logical sequence which audience can follow.	24-25 Student presents information in logical, interesting sequence which audience can follow.	25%
Speaking Skills	-18 Student's voice is too loud or unable to be understood; rate too slow/fast; speaker seems uninterested and used monotone, just reads the slides.	19-20 Student mumbles a few words, uneven rate; little to no expression, little to no new information	21-23 Student has clear articulation but not as polished.	24-25 Student is poised, has clear articulation, proper volume, steady rate, enthusiasm, confidence, practiced, provides information not on slides	25%
Presenta-tion of work	-6 Student's presentation has four or more spelling and/or grammatical errors, distracting or no visuals, time not considered	6 Presentation has three misspellings and/or grammatical errors, distracting visuals or few to no visuals, time not considered	7-8 Presentation has no more than two misspellings and/or grammatical errors, visuals are appropriate, time	9-10 Presentation has no misspellings or grammatical errors, visuals are appropriate and add to the information, time	10%
Total Score:					100%

# And finally the CONCLUSION

- Here's your closure.
- You summarize what they've accomplished.
- You can ask them to reflect upon the process or what they've learned.



# Example

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## *Conclusion*

**You and all of your class should have a thorough understanding of the classifications of government.**

**Parliamentary, Dictatorship, Democracy,  
Unitary, Federal, Confederate, Presidential**

**You should also be aware of how difficult it is for some forms of government to work together.**

**Good luck on your exam!**

## In PowerPoint or Word

- Type the information you want on each slide or page. Highlight anything you want, insert the hyperlink, and you can send the students to the web, a file, or another slide or page.

# Helpful Resources For You

- [THE webquest page](#) with definitions and instructions
- [Rubric maker](#)
- A [little bit of everything](#) from picking links, to templates, to ideas for tasks, to a webquest maker