

Pioneers and Present Day Communities Webquest
Teacher Instructions - Printer Friendly Version

Please Note:

Students should be grouped for research according to their reading levels.

The highest readers in the class should be put into groups 1 and 2 as there are more opportunities to read and extend their research.

Students who are E.S.L. would benefit from the picture research found in the Water subtopic, (Group 5)

Group 1 - Village Life

Group 2 - Aboriginals

Group 3 - Land

Group 4 - Settlement

Group 5 - Water

The subtopic of Origins will be used as a teacher model for each step of the research process. Final samples shown within the website will be created using the research information found in that subtopic.

Quick Tip!

**Look [here](#) for a list with of all teacher created resources required for this Webquest.

**[Here](#) is a printer-friendly version of this page.

Prior Knowledge:

This Webquest requires students to have basic computer skills, and some working knowledge of the Internet.

Expectations

Features of Communities Around the World

Overall:

- describe the communities of early settlers and First Nation peoples in Upper Canada around 1800;
- use a variety of resources and tools to gather, process, and communicate information about interactions between new settlers and existing communities, including First Nation peoples, and the impact of factors such as heritage, natural resources, and climate on the development of early settler communities;
- compare aspects of life in early settler communities and present-day communities.

Assessment

[Overall and Work Habits Rubrics](#)

[Group Skills Rubric](#) - students will mark each other on how well they worked together in their groups

Materials

Create a 4 Step Model Interactive Research [folder](#) for each student which should include:

Part 1 - Prepare for Research

- * [Title page](#)
- * [KWL chart](#)
- * [Inquiry question with Q-Matrix](#)

Part 2 - Access Resources

- * [Resource Checklist](#)
- * [Bibliography](#)

Part 3 - Process Information

- * [Venn Diagram](#)
- * [Stretching Your Thinking](#)

Part 4 - Transfer of Learning

- * Multiple Intelligence and Final Presentation [Triple Venn Diagram](#)

-include overall, work habits, and group participation rubrics for each student

-note paper, pencils, erasers,

-computers

Here are the lessons:

Lesson 1 - Introduction	Lesson 2 - Rubrics
Lesson 3 - KWL and Inquiry Question	Lesson 4 - Complete KWL and Inquiry Question
Lesson 5 - Venn Diagrams	Lesson 6 - Transfer to Performance Task
Lesson 7 - Overall Rubric	Lesson 8 - Create Graphic Organizer
Lesson 9 - Complete the "L" of the KWL Chart	Lesson 10 - Student Showcase

Note

This type of project would be provide a wonderful opportunity to use Information Circle strategies

Information Circles

Reading Literacy - Information Circles

OPTIONAL - The students can create a cube of their learning to illustrate the different information circle roles.