**Environment Webquest**

**Goal:**

Ohio New Learning Standards: Grade Six: Geography:

Content Statement 6: Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.

**Overview:**  Students will complete a webquest to find different ways that the physical environment in the Eastern Hemisphere influences human activity.  Students will work in cooperative groups to complete this and present a posterboard or a PowerPoint to the Environmental Board (classmates) to convince them which physical environment they think has the most influence on human activities.

**Essential Question:** How does where you live influence how you live?

**Materials:**

* Computers with Internet Access
* Webquest directions with websites
* Pencil
* Rubric
* Webquest Worksheet
* Posterboard
* PowerPoint option

**Teacher Preparation:**

The teacher needs to have the webquest (which is attached) prepared with the correct and appropriate information.  The teacher will need to have the computers available for the day(s) of this activity with access to these instructions and websites.  The teacher will need to determine how well students are able to search through websites and decide if demonstrations of what is appropriate should take place.  The teacher will monitor students throughout the lesson and help assist students searching for more information.

**Webquest to be completed by the students.**

**Goal:**

*Variations among physical environments within the Eastern Hemisphere influence human activities.*

**Introduction:**

Students learn about the variations among physical environments within the Eastern Hemisphere and give a presentation to the Environmental Board (classmates) to convince them which physical environment seems to have the most influence on human activities.



You have been hired by the Environmental Board of the World!  Your first job is to find physical environment in the Eastern Hemisphere influences human activities.  The Environmental Board of the World feels that it is important to find out which physical environments seem to be the most influential today in the Eastern Hemisphere.

**Task:**

You will need to make a presentation (either posterboard or PowerPoint) about the physical environment that seems to make the most influence on human activities.  Your job will be to persuade the Environmental Board.  Be sure to include everything that is required on the rubric.

**Process:**

**Part 1:**

Before you begin, please read these articles and explore these sites to get an overview on human activities that alter the physical environment.  If you find something that interests you about this topic, please search for more information on that topic using google.

1. <http://worldhistoryforusall.sdsu.edu/eras/era6.php>
2. <http://worldhistoryforusall.sdsu.edu/eras/era7.php>
3. <http://en.wikipedia.org/wiki/Eastern_Hemisphere>
4. <http://education.nationalgeographic.com/education/encyclopedia/hemisphere/?ar_a=1>

**Part 2:**

**Eastern Hemisphere includes** most of Africa, about half of Antarctica, all of Asia and Australia/Oceania, and most of Europe.

You will need to research at least 5 ways that the physical environment influences human activities within the Eastern Hemisphere and record them on the worksheet titled “Webquest Worksheet”.

Africa:

1. <http://education.nationalgeographic.com/education/encyclopedia/africa-physical-geography/?ar_a=1>
2. <http://www.mapsofworld.com/physical-map/africa.htm>
3. <http://www.pbs.org/wnet/africa/>
4. <http://curiosity.discovery.com/question/nile-river-impact-todays-egyptians>
5. <http://www.desertusa.com/du_sahara_life.html>
6. <http://k12opened.com/ebooks/ss/ebook-africaphysicalgeography/index.html>

Antarctica

1. <http://www.discoveringantarctica.org.uk/>
2. <http://www.eoearth.org/view/article/150117/>
3. <http://www.antarctica.gov.au/environment/human-impacts-in-antarctica>
4. <http://www.discoveringantarctica.org.uk/alevel_1_1.html>
5. <http://www.britannica.com/EBchecked/topic/602370/Transantarctic-Mountains>
6. <http://usatoday30.usatoday.com/weather/wozone0.htm>

Asia

1. <http://education.nationalgeographic.com/education/encyclopedia/asia/?ar_a=1>
2. <http://www.ducksters.com/geography/asia.php>
3. <http://yurim-mongoliaa.wikispaces.com/Human+Environment+Interaction>
4. <http://4ayiss.wikispaces.com/file/view/Desertification%20Activity.pdf/366518290/Desertification%20Activity.pdf>

Australia

1. <http://www.slideshare.net/bedncal17/human-and-environment-interaction>
2. <http://education.nationalgeographic.com/education/encyclopedia/oceania-human-geography/?ar_a=1>
3. <http://www.about-australia.com/facts/geographic-features/>

Europe

1. <http://geography.answers.com/europe/how-the-geography-of-switzerland-has-shaped-its-economy-and-politics>
2. <http://education.nationalgeographic.com/education/encyclopedia/europe-human-geography/?ar_a=1>
3. <http://www.eea.europa.eu/publications/92-827-5122-8/page011.html>

**Conclusion:**

Now that you have researched and found many different ways that the variations in  physical environments in the Eastern Hemisphere influence human activities, you need to convince the Environmental Board which physical environment seems to have the most influence on human activity.  Write a well-organized, well-supported paragraph defending your choice.  Remember to include a topic sentence, supporting details, and a conclusion.

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

**Rubric**

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| **CATEGORY** | **4** | **3** | **2** | **1** |
| **Use of Time** | Used time well during each class period (as shown by observation by teacher, and documentation of progress in journal) with no adult reminders. | Used time well during most class periods (as shown by observation by teacher, and documentation of progress in journal) with no adult reminders. | Used time well (as shown by observation by teacher and documentation of progress in journal), but required adult reminders on one or more occasions to do so. | Used time poorly (as shown by observation by teacher and/or documentation of progress in journal) in spite of several adult reminders to do so. |
| **Cooperation with Peers** | Worked cooperatively with partner all the time with no need for adult intervention. | Worked cooperatively with partner most of time but had a few problems that the team resolved themselves. | Worked cooperatively with partner most of the time, but had one problem that required adult intervention. | Worked cooperatively with partners some of the time, but had several problems that required adult intervention. |
| **Conclusion Paragraph** | Paragraph has clear organization. Topic sentence, 4-5 supporting details, conclusion. | Paragraph has good organization. Topic sentence, 2-3 supporting details, conclusion. | Paragraph has minimal organization- lacking topic, support or conclusion. | Paragraph lacks organization. Topic sentence unclear- no support. |
| **Clarity and Neatness of Posterboard or PowerPoint** | Posterboard or PP is easy to read and all elements are so clearly written, labeled, or drawn that another student could create the presentation if necessary. | Posterboard or PP is easy to read and most elements are clearly written, labeled, or drawn. Another person might be able to create the presentation after asking one or two questions. | Posterboard or PP is hard to read with rough drawings and labels. It would be hard for another person to create this presentation without asking lots of questions. | Posterboard or PP is hard to read and one cannot tell what goes where. It would be impossible for another person to create this presentation without asking lots of questions. |
| **Process: Worksheet Completion** | Worksheet filled completely with each of the 5 areas addressed. At least 5 examples. | Worksheet filled completely with 5 areas addressed. At least 4 examples. | Worksheet not filled completely- not all areas addressed. Less than 3 examples. | Worksheet not complete- not all areas addressed. Less than 2 examples. |
| **Support for Examples** | Reasons for choices clearly supported. Impact on societies is relevant. | Reasons for choices somewhat supported. Impact on societies mentioned and supported. | Reasons for choices not supported clearly. Impact on societies mentioned. | No support for choices. Impact on societies not mentioned. |
| **Speaking** | Speaks clearly at an appropriate rate and volume. No physical or verbal distractions. Meets time requirement. | Speaks clearly at an appropriate rate and volume. Minimal verbal/physical distractions. Meets time requirement. | Speaks clearly but lacks consistent volume and rate. Some verbal/physical distractions. Does not meet time requirement. | Does not speak clearly. Lacks volume and/or rate. many verbal or physical distractions. Does not meet time requirement. |

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

Webquest Worksheet

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| Description of Physical Environment | Examples of how it influences human activity |
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