For my final project I have created a WebQuest that aligns with Ohio Academic Social Studies Content Standards on aspects of ancient Chinese history and culture. The relevant grade level indicators covered in this WebQuest include;

- Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations.
- Describe the enduring impact of early civilizations in India, China, Egypt, Greece and Rome after 1000 B.C. including:
  - The development of concepts of government and citizenship;
  - Scientific and cultural advancements;
  - The spread of religions;
  - Slavery and systems of labor.

Additional benchmarks covered include those social studies skills and methods employed when students work collaboratively, problem solve, and incorporate technology.

The purpose for creating this WebQuest is to create an activity that will engage students’ multiple intelligences and introduce them to a topic that most are unfamiliar with. Typically the students in my 7th grade classroom have not been introduced to the history of non-Western civilizations and therefore they have a difficult time absorbing this material. It is my goal that the students will find the WebQuest to be challenging, interesting and fun at the same time.

For those not yet acquainted with using WebQuests in the classroom, I will start by defining the concept. “It is an instructor-created website that sets up a problem or task for students to accomplish and guides their work with specific web-based resources, individually, (as in a learning center) or in teams (as in a class)” (Peterson, 2003). In 1995 the WebQuest approach was developed by Bernie Dodge and Tom March. Bernie Dodge’s web page can be accessed by going to [http://webquest.sdsu.edu/](http://webquest.sdsu.edu/) and Tom March’s web page by going to [http://www.ozline.com](http://www.ozline.com).
Research by John Keller regarding students’ motivation and effort to learn indicates that WebQuests qualify as an activity that provides student motivation. Keller’s ARCS Model of Motivational Design requires that an activity get **attention**, be **relevant**, inspire **confidence**, and give sense of **satisfaction** (March, 2004). A good WebQuest will get attention through the use of technology to explore an issue important to the student with differentiated levels of instruction so that all students can be successful.

One of the primary goals at my school is to improve literacy skills across the curriculum. WebQuests engage students in reading and literacy skills without them even realizing it. While many students would not pick up a book to read about a topic, many feel comfortable and confident using technology to do a multitude of tasks. Once they are engaged in the activity they are actually applying reading strategies to complete the task. According to Caverly (1998), WebQuests employ the reading strategy known as GAP. Caverly created this strategy to include the skills of gathering information from the internet, arranging and organizing that information into some format, and to present the information to an audience. The students are acquiring and evaluating new information, improving reading skills, and working in a medium they feel comfortable with and enjoy.

There are several excellent sources to find WebQuests for use in your classroom if creating an original one isn’t possible. Just a few examples are;


Social Studies Content Standards are available online, through the Ohio Department of Education website: [http://www.ode.state.oh.us/academic_content_standards/acssocialstudies.asp](http://www.ode.state.oh.us/academic_content_standards/acssocialstudies.asp)