

## A Day In the Life . . . Web Quest CARC Social Studies

<b>Grade Level</b>	8	<b>General Outcome</b>	8.3 Through an examination of Spanish and Aztec societies, students will demonstrate an understanding and appreciation of how intercultural contact impacts the worldviews of societies
<b>Time Frame</b>	3 -4 Classes	<b>Enduring Understanding (purpose of the lesson)</b>	Students investigate the daily life of the Aztecs prior to the arrival of the Spanish. They then create a digital story illustrating the daily.
<b>Developed By</b>	Edith Dening		
<b>Critical Challenge/Big Idea</b>	<b>Create an authentic digital story.</b>		
<b>Value and Attitude Outcomes</b>	<b>Knowledge and Understanding Outcomes</b>	<b>Skills and Process Outcomes</b>	
8.3.1 Students will appreciate how a society's worldview influences its choices, decisions and interactions with others. (C,I)	<p><b>8.3.4 Students will critically assess how the Aztecs were affected by the Spanish worldview</b></p> <p><b>8.3.4.1</b> What were the key elements of the worldview of the Aztec civilization prior to contact with the Spanish? (TCC,I, CC)</p> <p><b>8.3.4.2</b> How did the Aztec civilization's worldview influence its choices, decisions and customs? (TCC, CC, PADM)</p>	<p><b>develop skills of critical thinking and creative thinking:</b></p> <p>8.S.1.2 critically evaluate ideas, information and positions from multiple perspectives</p> <p>8.S.1.5 generate creative ideas and strategies in individual and groups activities</p> <p><b>develop skills of historical thinking:</b></p> <p><b>8.S.2.3</b> analyze the historical contexts of key events of a given time period</p> <p><b>demonstrate skills of decision making and problem solving:</b></p> <p>□ 8.S.4.5 articulate clearly a plan of action to use technology to solve a problem</p>	

- 8.S.4.7 evaluate choices and progress in problem solving, then redefine the plan of action as necessary
- apply the research process:**
- 8.S.7.1** integrate and synthesize concepts to provide an informed point of view on a research question or an issue
  - 8.S.7.2** develop a position supported by information gathered through research
  - 8.S.7.3** draw conclusions based upon research and evidence
  - 8.S.7.5** organize and synthesize researched information
  - 8.S.7.7 practice responsible and ethical use of information and technology
  - 8.S.7.8 include and organize references as part of research
- 8.S.7.13 make connections among related, organized data and assemble various pieces into a unified message
  - 8.S.7.15 analyze and synthesize information to create a product
- demonstrate skills or oral, written and visual literacy:**
- 8.S.8.1** communicate in a persuasive and engaging manner through speeches, multimedia presentation and written and oral reports, taking particular audiences and purposes into consideration

**Note: Not all outcomes are summatively assessed therefore their numbers do not appear in bold above.**

**Summative Assessment Strategies**

**A Day In The Life . . . Rubric**

**Introductory Activity/  
The Hook**

**Activity 1: Review of Aztec Society**

1. This project launches into the middle of the study of Aztecs' worldview. Students will review various aspects of their lives as they complete the *Brief Review* section of the WebQuest. If you feel this review is too brief, add or review more information.
2. Once the review is completed, give students information on creating a collage. Numerous resources can be found on the internet including <http://www.wikihow.com/Make-a-Collage>. It is assumed that the students are somewhat aware of the principles presented, however, some more explanation will be required on what elements are needed to make the collage complete, for example, *texture* is an element to be considered. A further discussion on what texture is and how that can be achieved through collage will be necessary.

<p><b>Teaching/ Learning Strategies and Activities</b></p>	<p><b>Activity 2: Aspects of Aztec Life Collages</b></p> <p>3. The students will then proceed to decide which four of the aspects of Aztec life they reviewed will most clearly depict their worldview. Criteria for choosing the four may include:</p> <ul style="list-style-type: none"> <li>• Illustrates many aspects of worldview</li> <li>• Illustrates important aspects of worldview</li> </ul> <p>A planning page for this stage is provided, on which students can work directly on the computer after downloading and save their work to a newly created file.</p> <p>4. Students will then decide how a collage for each of these areas will look. At this point they should make sketches of what the collages will look like, before continuing on. The students will submit these four sketches for feedback and approval.</p> <p>5. Once the collages are ready, the students are ready to move on to the next stage.</p> <p><b>Activity 3: Digital Story</b></p> <p>6. A sample of a digital story should be shown before the students are given the next step. A good one to show is from <a href="#">digital storytelling</a>, called <i>The Lost Lemon Mine</i>. This is a good digital story to use as a demonstration because art work is used instead of the typical historical photographs. For further ideas on digital storytelling, you may wish to show a few more of the stories presented on that page.</p> <p>7. Windows Movie Maker, the tool the students will be using to make their presentation, is quite a straightforward tool. Tutorials are available online including video tutorials (see resource section below). Once the students have an idea of the workings of Movie Maker, they can scan their collage images onto their computers and get started with this program.</p> <p>Valuable <a href="#">information</a> is given here. Check out what this page has to offer about digital story telling.</p>
<p><b>Resources</b></p>	<p>Beyourownit. (2008). <i>Windows Movie Maker-An Introduction</i>. Retrieved April 23, 2011 from <a href="http://www.youtube.com/watch?v=eo4aaExRUrQ&amp;feature=related">http://www.youtube.com/watch?v=eo4aaExRUrQ&amp;feature=related</a></p> <p>wikiHow. <i>How to Make a Collage</i>. Retrieved May 15, 2011 from <a href="http://www.wikihow.com/Make-a-Collage">http://www.wikihow.com/Make-a-Collage</a></p>

Adapted from: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development

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## A Day in the Life . . . Rubric

Level Criteria	Excellent	Proficient	Adequate	Limited
<b>Explains key elements of Aztec worldview</b> (8.3.4.1, 8.3.4.2)	Provides a <b>comprehensive</b> description of the factors that shaped the Aztec worldview.	Provides a <b>substantial</b> description of the factors that shaped the Aztec worldview.	Provides a <b>rudimentary</b> description of the factors that shaped the Aztec worldview.	Provides a <b>undeveloped</b> description of the factors that shaped the Aztec worldview.
<b>Analyzes historical context</b> (8.S.2.1)	Provides an <b>insightful</b> and <b>accurate</b> analysis of the relationship between worldview element and historical context.	Provides an <b>logical</b> and <b>reasonable</b> analysis of the relationship between worldview element and historical context.	Provides an <b>simplistic</b> and <b>partial</b> analysis of the relationship between worldview element and historical context.	Provides an <b>unsupported</b> and <b>inaccurate</b> analysis of the relationship between worldview element and historical context.
<b>Develops and supports a conclusion</b> (8.S.7.2, 8.S.7.3)	Synthesizes information to develop a <b>perceptive</b> position supported by <b>significant</b> evidence.	Synthesizes information to develop a <b>convincing</b> position supported by <b>relevant</b> evidence.	Synthesizes information to develop a <b>plausible</b> position supported by <b>general</b> evidence.	Synthesizes information to develop a <b>vague</b> position supported by <b>weak</b> evidence.
<b>Communicates information</b> (8.S.8.1)	Communicates information in a <b>compelling</b> manner to <b>engage</b> the audience.	Communicates information in a <b>purposeful</b> manner to <b>interest</b> the audience.	Communicates information in a <b>straight-forward</b> manner that <b>generally holds the attention</b> of the audience.	Communicates information in an <b>ineffective</b> manner that <b>does little to sustain attention</b> of the audience.

## Task Organizer Benchmarks

	Possible collage images (don't forget your URL's if you have used any).	Your point form notes:
Who are you?		
Where do you live? Who are your neighbors and community?		
What type of job do you do or what do you do to contribute to your community?		
What happened in your life to make you a part of Aztec history?		
Tell a specific story that will interest your audience.		
How did you feel? What does it mean to you personally?		

## Planning a Historical Journal

Student instructions:

Before drafting your journal entry, brainstorm facts about the event you have chosen and sensory details that you imagine those events caused

Our Historical Event	
<p>Write down at least five interesting facts you have learned about your historical event.</p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>	<p>Write down sensory details (sights, smells, sounds, tastes, textures and emotions) next to each fact. Ask, "if I was really there, what would I have experienced?"</p>