



The Search! WebQuest

Preliminary research webquest to prepare for the research paper.



The Search! WebQuest > Process

Search

WebQuest Home

Introduction

Task

Process

Evaluation

Conclusion

Credits and References

Teacher Information

Rockwood WebQuests

Process

Please follow the steps of the process for this webquest carefully. Everything has been designed to suit your specific needs and interests.

You will use the links that correspond with your given color. I.E. If you were given the color green, then you need to use the green resources.

Step 1: Find your topic and the links for your corresponding color. Read both of the articles and take notes so that you can be a knowledgeable participant for your group. Please use the guiding questions listed by your topic in order to help you when taking notes over the articles.

Topics and Links:

Racism in America Guiding questions: Where does racism come from? Why does it continue? What/who does it affect?

Green links:

<http://www.dosomething.org/tipsandtools/background-racial-discrimination>

http://www.dosomething.org/issue_action_guides/Racial+Discrimination (look for ways to prevent racism)

Blue links:

<http://www.usu.edu/psy3510/prejudice.html>

http://www.edchange.org/multicultural/papers/racism_morgan.html

Red links:

<http://www.ciesin.org/docs/010-278/010-278chpt2.html>

<http://www.friesian.com/discrim.htm> (you can skip jokes/sayings at the beginning)

Cyber Bullying Guiding questions: Why does cyberbullying occur? What are the best ways to prevent it or stop it?
What

are the main effects?

Green links:

http://www.teacher.scholastic.com/scholasticnews/indepth/bullying/bullying_news/index.asp?article=cyberbullying you can search through the rest of the articles on the site as well

<http://www.nsteens.org/videos/cyberbullying> watch the video (use headphones to listen) and read the information below the video

Blue links:

<http://www.stopcyberbullying.org/index2.html>

<http://www.stopbullyingnow.hrsa.gov/kids/effects-of-bullying.aspx> you can read the other articles too

Red links:

http://www.thinkuknow.co.uk/11_16/control/cyberbullying.aspx

<http://www.stopbullyingnow.hrsa.gov/adults/cyber-bullying.aspx>

Sexting Guiding questions: What are the effects/consequences? What should people know about its relation to cyber safety? Why do people do it? What can be done to prevent it? Should it be considered pornography and illegal if photos are involved? What if any should be the legal consequences?

Green links:

<http://aapnews.aappublications.org/cgi/content/full/30/8/26-d>

<http://abcnews.go.com/Technology/WorldNews/sexting-teens/story?id=6456834> this has 2 pages-read both

Blue links:

http://www.mesaaz.gov/POLICE/teen-connection/pdf/Teen-Committed-Suicide-Over-Sexting_Mar09.pdf

http://online.wsj.com/article/NA_WSJ_PUB:SB124026115528336397.html

Red links:

http://www.thinkuknow.co.uk/11_16/control/sexting.aspx

<https://staff.rockwood.k12.mo.us/sigmundkristen/10grade/Documents/Research%20Paper/Teen%20Sexting%20in%20Context%20by%20Julia%20Halloran%20McLaughlin.docx>

Teen Pregnancy Guiding questions: Do the media and/or celebrities influence teen pregnancy? If so, what should be done about that influence? What roles do parents play in this issue? Should anyone or anything else be held accountable (i.e. media executives or filmmakers and producers)?

Green links:

<http://www.foxnews.com/story/0,2933,446085,00.html>

<http://www.cbsnews.com/stories/2008/01/24/eveningnews/main3750572.shtml>

Blue links:

<http://www.time.com/time/nation/article/0,8599,1855842,00.html>

<http://www.vision.org/visionmedia/article.aspx?id=9684>

Red links:

<http://psychcentral.com/news/2008/11/05/tv-sex-influences-teen-pregnancy/3269.html>

http://findarticles.com/p/articles/mi_m2372/is_1_39/ai_87080439/?tag=content;col1 read through pg.4

Gay and Lesbian Issues Guiding questions: Should aspects of sexual orientation be discussed in public schools? Should gay or lesbian couples be allowed to attend school dances and prom together as a couple? Does being a gay, lesbian, or bisexual student lead to more bullying and higher levels of depression or suicide? Should gay marriage be allowed by law or outlawed in the U.S.? Should openly gay men and/or women be allowed to serve in the military?

Green links:

http://news.yahoo.com/s/ap/20101015/ap_on_re_us/us_gay_councilman_bullying

<http://www.omaha.com/article/20101009/NEWS01/710099869/0>

Blue Links:

<http://www.aclu.org/lgbt-rights/aclu-wins-reinstatement-lesbian-air-force-major-discharged-under-dont-ask-dont-tell>

<http://www.watertowndailytimes.com/article/20101017/NEWS05/310179985>

Red Links:

<http://www.aclu.org/lgbt-rights/couples-seek-help-defend-lawsuit-challenging-wisconsin-s-domestic-partner-law>

<http://online.wsj.com/article/SB10001424052702304510704575562003960433306.html>

Food Wellness and Body Image Guiding Questions: How does the food we eat affect our lives or our environment? Should crop sustainability be part of the menu? Why is the United States considered one of the fattest countries in the world? How does the media affect our body image?

Green Links:

http://kidshealth.org/PageManager.jsp?dn=familydoctor&lic=44&cat_id=20131&article_set=22243&ps=204

http://go.hrw.com/resources/go_sc/hlth/hh4eat_ch_02.pdf

Blue Links:

http://earthtrends.wri.org/features/view_feature.php?theme=8&fid=23

<http://www.motm.org/> click on the Shocking Facts box

Red Links:

<http://www.healthy.net/scr/article.aspx?Id=1376>

<http://ngm.nationalgeographic.com/2009/06/cheap-food/bourne-text/1> This a lengthier text but has lots of good information on food/crop sustainability and what is happening in our world

Alcohol and Substance Abuse Guiding Questions: Why do young people abuse alcohol and drugs? What influences people to try

drugs and alcohol and then to become dependent on them? What can be done to prevent drug and alcohol abuse? Who pays for drug and alcohol abuse and treatments?

Green Links:

<http://www.glencoe.com/sec/health/gh2005/student/abuse.php/al> After reading, click on and read through the other Health Links at the bottom

<http://www.thecoolspot.gov/pressures.asp> Read through the other links on the right hand side of the page and explore other parts of this website

Blue Links:

<http://www.collegedrinkingprevention.gov/HSParentStudents/> Read through the links on this page to learn information about prevention and alcohol facts

<http://www.thirteen.org/closetohome/stories/html/joe.html>

Red Links:

<http://www.casacolumbia.org/templates/PressReleases.aspx?articleid=556&zoneid=85>

<http://www.medicalnewstoday.com/articles/123581.php>

Immigration in America Guiding Questions: Should illegal immigrants be allowed to seek refuge in America? Should they be allowed to have jobs? Should the children of illegal immigrants who are born in the U.S. be considered natural born citizens? What do you think about Arizona's law to question people who look like they might be illegal immigrants? What should be done to prevent illegal immigrants from entering the country?

Green Links:

<http://www.npr.org/templates/story/story.php?storyId=5630772>

<http://immigration.procon.org/>

Blue Links:

<http://www.cbsnews.com/stories/2005/10/27/eveningnews/main989910.shtml>

http://www.usatoday.com/news/nation/2006-08-14-towns-immigration_x.htm

Red Links:

http://www.businessweek.com/investor/content/apr2006/pi20060407_072803.htm

http://www.usatoday.com/news/nation/2006-07-22-immigration-employers_x.htm

Step 2: Once you have finished reading both of your articles and taking notes, get together with your group members to discuss. Each person in the group needs to share the main points of both articles along with the information taken through notes. Please be thorough in your discussions because each group member needs to know this information. Remember that you are now the expert teaching this vital information to your group! Together, your group should examine the information gathered from the articles in order to help better answer the guiding questions for your topic.

Step 3: As a group, check out this [process guide](#) to help your team come up with an effective argument. Carefully examine the guiding questions for your topic and consider the information from your and your group members' articles. Then decide on how you can answer those questions by clearly stating your opinion on the issue. Your opinion and answer to the questions will become your thesis statement for your paper. You DO NOT have to use the same thesis as everyone else, but you may if you wish. Make sure that the thesis you use has enough support from your resources/articles. You must be able to effectively prove your argument.

Step 4: Individually, type a paragraph reflecting on what you already know about your topic. After you write your paragraph, please list your thesis statement and at least 5 CDs (facts) from your articles that support your thesis statement. You may use CDs from the other articles if you would like to read those too. This reflection is part of your final research paper grade.

Step 5: Move on from the preliminary research phase to your final research. This should be done by using the databases available through the [library links](#).

Step 6: Use all of the information you have gathered doing your research to write your research or I-Search paper. Remember that you need to prove the argument you have outlined in your thesis statement. Use that statement as your guiding force when writing your paper. You can always look back at the [Process Guide](#) for persuasive essays as well. Please refer to the rubric/scoring guide under the evaluation tab to be sure you understand what I am requiring of you for this paper.

