

***The Michigan Native American Experience:
Developing Respect beyond Cultural Boundaries and Over Time
Webquest/Book-of-Knowledge – Student Directions Sheet***
[http://teacherweb.com/WO/ElementarySchool/Michigan Native Americans](http://teacherweb.com/WO/ElementarySchool/Michigan_Native_Americans)

Webquest Completion Date: _____

Young Author's Night Date: _____

Members:

1. Archaeologist/Historian _____

2. Village Specialist _____

3. Natural Resource Specialist _____

4. Cultural Specialist _____

Introduction

The mayor has a special guest visiting this fall. He is of Michigan Native American heritage. He has been touring the town and took a trip to the local library last week. He was shocked at the lack of resources available for patrons to check out on Michigan Native Americans, historically and present day. The librarian says that Native Americans are a culture of the past and there is no reason for any more resources. **DO YOU FEEL THIS IS A FAIR STATEMENT?** Your principal was saddened to hear about the lack of resources for the local community to learn more about Michigan Native Americans and the librarian's view on the lack of need for resources. She has asked your class to form investigative research teams to gather information using a webquest and create a "book of knowledge" on the Three Fires Tribes of Michigan and to write persuasive letters to the librarian to include the books in the library. At the end of your investigation, you will present your findings to your peers and families at "Young Author's Night" and the books will be presented to the local library for patrons to read and learn more about Michigan Native Americans.

Description of Final Project:

- Persuasive Letters to the Librarian
- "Book of Knowledge" on the Three Fires Tribes
- Verbal presentation to peers and families on what you learned

<u>Time Frame:</u>	<u>Assessment</u>
Over the course of the unit - 8-10 class periods	Webquest research
Recess time, if needed	How well you persuaded the librarian
Finish what's left at home	Book of knowledge
	Teamwork
	Presentation

NAME: _____



Webquest/Book-of-Knowledge CHECKLIST

Please complete this checklist individually.

Assignment: Research Michigan Native Americans using a webquest and produce a persuasive letter to the librarian and a "book-of-knowledge" to present to your peers and the local library, and to share with family.

Self-Evaluation Criteria Checklist:	Not Yet 0	Some Evidence 1
Webquest Research:		
• Did you read the webquest introduction, task, and process and follow the instructions in your teams?		
• Did you complete the research graphic organizer with four main ideas and three sub-ideas for each main idea?		
• Did you use AT LEAST three resources?		
Persuasive Letters:		
• Did you use standard letter format and include all parts of a standard letter?		
• Did you support your argument with at least two reasons?		
Book-of-Knowledge:		
• Does your book contain a cover, designed by the entire team?		
• Does your book contain your letter to the librarian?		
• Does your book contain a background information page on the Three Fires Tribes (including a map and other introductory information)?		
• Does your book contain a page for your "expertise" incorporating what you have written about your area on your graphic organizer?		
• Does your book contain a glossary explaining any words you feel the reader needs a definition for?		
• Does your book contain a bibliography in standard format with at least 3 resources per team member?		
• Does your book contain a one-paragraph "bio" on each team member?		
• Is your book neatly done?		
• Does your book demonstrate a high level of understanding of subject matter?		

Self-Evaluation Criteria Checklist (continued):	Not Yet 0	Some Evidence 1
Teamwork:		
• <i>HELPING</i> - Did you help other members of your teams as needed?		
• <i>LISTENING</i> – Did you listen to other people’s ideas?		
• <i>PARTICIPATING</i> – Did you do your “fair share” of the project?		
• <i>RESPECTING</i> – Did you respect other people’s ideas?		
Mechanics (letter to librarian and book):		
• Did you proofread for capitalization errors?		
• Did you and a peer editor check for spelling errors?		
• Did you and a peer editor check for punctuation errors?		
• Did you write in complete sentences?		
Presentation:		
• Did you use note cards to prepare for your presentation?		
• Did you practice speaking clearly and using good eye contact?		

What did you find out that surprised you?

What are two of the most important things you learned?

- 1.

- 2.

<p><u>Grading Scale</u></p> <p>22-24 = A</p> <p>20-21 = B</p> <p>17-19 = C</p> <p>15-16 = D</p>
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Student Signature: _____ **Date:** _____