

# ***First Glimpse of a New World***

## **A WebQuest for 7th Grade History**

Mr. Capraro - 2013

Last updated August 27, 2013



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## **What do you want to know about that New World?**

### **Introduction**

Imagine that the Hubbel Telescope, hurtling through the outer reaches of space, sends back one picture of a planet that looks like Earth--water, continents, polar caps, everything. Think of the information we would have! Think of the questions we would have! What would you want to know about that New World?

Now imagine that you are living in 1507 and you see a copy of a map that shows a huge, new landmass in the middle of the Atlantic Ocean, completely separate from every other known landmass. Think of the information you would have! Think of the questions you would have! What would you want to know about that New World?

## **What do you want to know about that New World?**

### **Task**

In 1507, Martin Waldseemuller shocked Europe by producing a map that showed the New World as a separate and distinct landmass. Since its discovery in 1492 and until the production of this map, everyone assumed that the land being mapped and explored was a part of either China or India. Imagine what the people of the time must have thought to hear that a giant landmass, hitherto unknown, was out there and that it separated the one ocean they were used to into two!

Your task is to learn as much as you can about the 1507 Waldseemuller map and then, after putting yourself in the place of a 16th Century person, decide what you want to know about the New World and compose a detailed mission statement for an explorer.

## **What do you want to know about that New World?**

## Process

### Step 1: Introduction

You will be assigned to a group of FOUR where, as a group, you will look at the 1507 Waldseemuller map and discuss your reactions to it. What strikes you? What do you notice about it?

### Step 2 - Gather Information

After the initial introduction to the map, each member will take one of the roles below:

**A- News Reporter/ Timekeeper** - this person will read and note important facts from the News link as well as keeping the group on time to make sure all work is accomplished

**B- History Reporter/ Recorder** - this person will read and note important facts from the History link and compile all the information the team gathers into one place

**C- Lesson Reporter/ Reporter** - this person will follow the Lesson Plan and its links for map info and will be the team member who presents to the class

**D- Video Reporter/ Technician** - this person will view and take notes on the Youtube video and be in charge of all computer decisions and the creation of the final product

The team, led by the Recorder, will compare their notes to compile a list of information about the map. The Recorder will turn those notes into a ONE PAGE written description of the map. It should be properly formatted and cited.

### Step 3 - Create a Mission Statement

Now is the time to put yourself into the 16th Century. Using what you have learned about the map, think like a 16th Century person, shocked at the information presented in the map, and brainstorm a list of questions you think someone back then would have wanted to know about this new landmass. ***In other words, if you were part of a group of explorers going back to the New World following only Waldseemuller's map, what information would you have and what information would you want to come back with?***

- You must brainstorm at least FIVE pieces of information you can tell from the map and make at least FIVE predictions about the New World that your exploration will prove or disprove.
- You now need to take those questions and predictions (some of which may be wildly wrong--remember: as explorers, you are sailing into mostly unknown waters) and turn them into a ONE PAGE mission statement that clearly describes what the explorers are charged with accomplishing.

### Step 4 - Make the Case for your Team

Finally, you will take all the info you have both gained and created about this map and create a powerpoint or prezzi detailing why your group should be chosen to undertake the next map making mission to the New World. In other words, imagine that I am financing a new trip to the New World and I am going to choose one of the groups to be given the mission. Convince me why I should choose yours!

There are THREE products that must be completed for this WebQuest:

A- **the report** on the 1507 Waldseemuller map

B- **the written mission** statement for your explorers

C- **the PowerPoint or Prezi** about why your team is the best choice to undertake the next mission to the New World. The winning group gets to have lunch with me to discuss the mission!

**Resources:**

- The 1507 Waldseemuller map: <http://www.loc.gov/rr/geogmap/waldexh.html>
- News article from the LOC: <Http://www.loc.gov/today/pr/2001/01-093.html>
- Article including information about the History of the map:  
<http://www.loc.gov/loc/lcib/0309/maps.html>
- Map lesson plan activity:  
<http://myloc.gov/Education/OnlineActivities/Pages/onlineactivities/mapmaking/index.html>
- Youtube video about the map: <http://www.youtube.com/watch?v=3maelyKRvu4>
- Classroom set of Atlases

**What do you want to know about that New World?**

## Evaluation

On the final due date for this WebQuest, teams will share their presentations.  
There will also be FOUR interim due dates.

- Interim Date 1: All research for the map report must be done.
- Interim Date 2: The one page map report must be completed.
- Interim Date 3: The mission statement must be completed.
- Interim Date 4: The PowerPoint or Prezi is done and the presentation is being prepared.

You will also be asked to complete a self-evaluation and an evaluation of your team members that will be included in the final grade.

	4	3	2	1
<b><u>SELF EVALUATION</u></b>  <b>10% of overall grade</b>	I was an active participant in this project. I acted as a team leader.	Although I participated a great deal, others in the group did at least as much as I did.	I allowed others to take the lead on this project and looking back, realized I could have done more.	I did very little on this project. My team members did the majority of the work.
<b><u>TEAM MEMBER EVALUATION</u></b>  <b>15% of overall grade</b>	_____ was an active participant in this project. I acted as a team leader.	Although _____ participated a great deal, others in the group did at least as much as I did.	_____ allowed others to take the lead on this project and did only the bare minimum.	_____ did very little on this project. The other team members did the majority of the work.

## Rubric:

<b><u>TEACHER EVALUATION</u></b> <b>75% of overall grade</b>	4	3	2	1
<b>Team Work</b>	Team works together with no conflict and accomplishes the work efficiently and on time	Team works together with little conflict and accomplishes their work on time	Team works together with some conflict and accomplishes the work	Team works together with much conflict and as a result, the work suffers
<b>Interim Due Dates</b>	Work due on all 4 interim dates is completed	Work due on 3 interim dates is completed	Work due on 2 interim dates is completed	Work due on 1 or no interim dates is completed
<b>Report</b>	Report is proper length with proper grammar, spelling and writing conventions	Report is proper length with between 1 and 3 minor mistakes or 1 major mistake	Report is proper length with between 3 and 5 minor mistakes or more than 1 major mistake	Report is either not the proper length or had 5 or more minor mistakes or 2 major mistakes
<b>Mission Statement</b>	Mission statement has the 5 questions that the exploration team needs to answer and the predictions - all written using proper writing conventions	Mission statement has the 5 questions that the exploration team needs to answer and the predictions - writing has a few mistakes	Mission statement has 3 or more of the 5 questions that the exploration team needs to answer and the predictions or writing has some mistakes	Mission statement has fewer than 3 questions that the exploration team needs to answer and the predictions or writing is many mistakes
<b>Presentation</b>	Presenters show proper knowledge, voice, posture and tone. Presentation holds class interest.	Presenters show a weakness in either knowledge, voice, posture or tone.	Presenters show weaknesses in two of the following: knowledge, voice, posture and tone.	Presenters show weaknesses in more than two of the following: knowledge, voice, posture and tone.
<b>Product</b>	PowerPoint or Prezi is well developed, technically efficient and attractively designed	PowerPoint or Prezi is not developed or not technically efficient or not attractively designed	PowerPoint or Prezi is deficient in two of the following: well developed, technically efficient and attractively designed	PowerPoint or Prezi is deficient in three or more of the following: well developed, technically efficient and attractively designed

## What do you want to know about that New World?

### Conclusion

Maps are such important tools! So many of them answer questions but many times they also prompt us to ask questions. As we move through the rest of this year, when we come to a historical map, be prepared to articulate what the map tells us and also what it *doesn't* tell us. What questions do maps answer? What questions do they prompt?

## What do you want to know about that New World?

| Link to [Teacher Page](#) |

### Credits and References

Designed by Mr. Capraro, 2013, ([stephen.capraro@sau41.org](mailto:stephen.capraro@sau41.org)) as part of the *WebQuesting at the Library of Congress* professional development course offered through [Teaching with Primary Sources at Waynesburg University](#).

# WebQuest Teacher Page

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## What do you want to know about that New World?

[| Link to Student Page |](#)

### Introduction for Teachers

Designed by Stephen Capraro [stephen.capraro@sau41.org](mailto:stephen.capraro@sau41.org)  
Hollis Brookline School District (SAU 41), New Hampshire

Textbook referenced: *History of Our World: The Early Years*, Pearson Prentice Hall, 2005. Chapter 16 -  
Exploration: Europe and Asia.

This WebQuest is designed as an introduction to a unit on European exploration of the New World.

## What do you want to know about that New World?

### About the Learners

This WebQuest is designed for seventh grade social studies students. Students will need to have a strong understanding of map skills. Students should also have knowledge of the Middle Ages and Renaissance, as well as the economic and political situations in the 15th and 16th Centuries that led to the discovery and exploration of the New World.

## What do you want to know about that New World?

### Academic Standards

**CCSS.ELA-Literacy.RH.6-8.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions

**CCSS.ELA-Literacy.RH.6-8.5** Describe how a text presents information (e.g., sequentially, comparatively, causally).

**CCSS.ELA-Literacy.RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**CCSS.ELA-Literacy.RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic.

## What do you want to know about that New World?

### Process for Teachers

Students should be divided into groups carefully. Skill level, work ethic and knowledge of technology should all be balanced on the team.

This WebQuest is expected to take four classes periods: one for the map work, one for the report and mission statement writing, two for the creation of the PowerPoint and Venn diagram, and one for the class presentations.

Access to technology is essential and so should be arranged in advance.

Variations: Different maps representing different time periods and places could be used.

### What do you want to know about that New World?

### Resources for Teachers

- Class sets of atlases
- Laptops or computers

### What do you want to know about that New World?

### Evaluation for Teachers

There are really two parts to this WebQuest. One part is a very traditional assignment of reading/viewing primary and secondary sources to prepare a one-page report. The other asks students to be imaginative and creative in "playing" with the primary source material--a map. It also asks the students to take a modern sensibility and think like a person for long ago. Hopefully, the combination of the traditional/non-traditional assignments and current/past thinking will create an interesting and varied experience for the students.

Learners will receive feedback from teachers, peers, and themselves.

### What do you want to know about that New World?

### Conclusion for Teachers

This WebQuest will reinforce a running theme: that is, history is all around us, not something that happened a long time ago. Hopefully by having students look at 16th century history from the point of view of a 16th century person, I will be able to transition them to history today and develop skills analyzing and "mapping out" events for which we have no conclusion.

### What do you want to know about that New World?

**| [Link to Student Page](#) |**

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