

# Founding Fathers Webquest

## Summary

Students often do not know about who the Founding Fathers are. This unit is designed to help them to get to know them, especially before and after their "shining moment" in American history.

## Time Frame

3 class periods of 45 minutes each

## Group Size

Pairs

## Life Skills

Thinking & Reasoning, Communication

## Background for Teachers

Make all the photocopies of handouts and review the lessonplan before beginning. Make sure that all of the links work before using this lesson. Otherwise, enjoy researching with your students!

## Student Prior Knowledge

Students need to be familiar with the influential people of the American Revolution but do not have to know details about the people. During this unit they will learn more about the Founding Fathers and others.

## Intended Learning Outcomes

It is hoped that students will be able to learn more, in depth, about one of the Founding Fathers (or other influential people of the same time period) and be able to present that information to their classmates.

## Instructional Procedures

Day 1: The teacher should pair up students. Students should be given the research work sheet and randomly pick their Founding Father. The teacher should go through what the students need to know for their project, explaining the Hot Seat activity at the end. Answer any student questions at this time. Remind students to bring research sheets with them the next day. Day 2: Students will go to the computer lab and access the WebQuest online. Make sure that all links work and that students can access it before they get to the lab. In pairs, students should split up the research and both try to find out their information on their Founding Father. If needed, schedule the computer lab for another day of research. Hand out Hot Seat instructions and rubric. Instruct students that they will be in the Hot Seat and will need to be able to perform well. Remind them to bring Hot Seat info the next day. Day 3: Students will have 15 minutes to prepare for the Hot Seat in their partnerships. Then the Hot Seat activity will begin. Ask for the rubrics back so that you can grade the students as they are in the Hot Seat. Only one research sheet needs to be turned in per partnership. Both partners need a Hot Sheet rubric to turn in. Both will be sitting in the Hot Seat. If needed, have another day for the Hot Seat Activity.

## Strategies for Diverse Learners

This is a self-paced unit, all the information can be accessed from school or home. Therefore, if

students need to work more slowly, or want to go more in depth on their person, they have that option. Students work in pairs, helping share the load of research and presentation.

### Extensions

This is a 3-5 day section of a larger unit, one on the American Revolution. Part of the U.S. history core is that students know more about those who were influential in America's independence. So during our study of the Revolution, we stop and take a break and learn about the Founding Fathers and others who were influential in helping the colonies become a country.

### Assessment Plan

The assessment plan is the Hot Seat activity. Look in the attachments for the rubric and instructions.

### Bibliography

Sources are found in the WebQuest

### Authors

[M Moon](#)