



Introduction



Task



Process



Evaluation



Conclusion



Teacher
Page

There are many types of aircraft. These are just a few!

AIRPLANE DESIGNER

A WEB-QUEST FOR THIRD & FOURTH GRADERS

CREATED BY ALICIA HINSON

INTRODUCTION



Introduction



Task



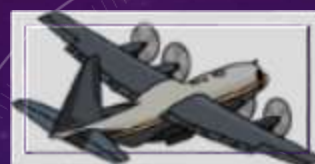
Process



Evaluation



Conclusion



Teacher Page

Sterling Aircraft Manufacturing plant in your town is in trouble. Business is down, and the company has said they will have to close the plant if business doesn't improve. This would be a tragedy for your town, and it's up to you to help! SAM (Sterling Aircraft Manufacturing) has asked for suggestions about the type of aircraft they should produce that would help to increase sales. The one who designs the plane they decide to build is going to have the plane named after them. Get your thinking cap on!





Introduction



Task



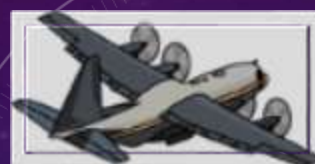
Process



Evaluation



Conclusion



Teacher Page

TASKS

Your job will be to work with your team to decide what type of aircraft SAM should develop. You will need to decide who their target market should be, so that sales will increase. Once you have designed the aircraft, your team will be making a presentation to the company representatives (your class and other adults) to persuade them that your aircraft is the one that will boost sales for the company in order to keep the manufacturing plant in your town.



PROCESS



Introduction



Task



Process



Evaluation



Conclusion



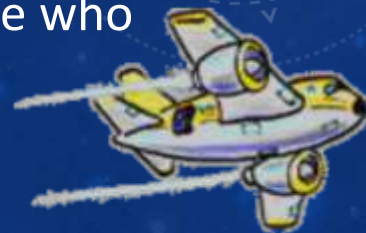
Teacher Page

1. Use these websites to discover the different elements of plane design and decide which type SAM should create. Your teacher will give you a checklist to help you. (Found on the teacher page)
2. You will work in groups of four. Decide who will be the Design Engineer, the Design Assistant, the Marketing Director and the Marketing Spokesperson.
3. Write a persuasive speech to use, along with your design, to convince the representatives from SAM to use your design. This needs to be strong. Use the following link to create your graphic organizer to write your speech.

http://www.readwritethink.org/files/resources/interactives/persuasion_map/

(Once you've written your speech, print the graphic organizer and turn it in to your teacher. Be sure that your speech follows the same flow.)

4. Present your design to the class, along with other adult visitors. Everyone will vote to see who gets to name the newest plane created by SAM!





Introduction

Task

Process

Evaluation

Conclusion

Teacher Page

EVALUATION

	0 points	1 points	3 points	5 points
Teamwork	Your group did not function as a team.	Your group was able to accomplish some parts, but a lot of time was wasted because of arguing, tattling and playing. You had to be redirected 5 or more times.	Your group worked together well, but you had to be redirected 3-4 times for playing or arguing.	Your group worked very well together. Members contributed and listened to others. Very little redirection was needed.
Design Completion	Your group did not complete the design portion of the assignment.			Your group successfully completed the design portion.
Persuasive Writing	Your group did not complete the persuasive writing.	Your group completed the writing, but it did not follow the graphic organizer.	Your group completed the writing and the graphic organizer, but your ideas did not flow, and it lacked details.	Your group completed this part, and your writing was well-thought out and had lots of details.
Presentation	Your group was not prepared.			Your group was prepared, and the presentation showed your hard work.





Introduction



Task



Process



Evaluation



Conclusion



Teacher
Page

CONGRATS!

CONGRATULATIONS!!!



REFERENCES

- <http://tommarch.com/webquests/help/prewrite.html>
- http://www.readwritethink.org/files/resources/interactives/persuasion_map/
- <http://futureflight.arc.nasa.gov/map.html>
- <http://www.juniorflyer.com/posts/design-your-own-aircraft/>
- <http://www.sciencedaily.com/releases/1998/03/980305052951.htm>

TEACHER PAGE

Introduction

Standards

Learners

Process

Resources



TEACHER INTRODUCTION

- My name is Alicia Hinson, and I teacher third grade at Sterling Elementary School in Brunswick, GA.

STANDARDS

- GPS
- Economic Understandings:
 - SS3E1: The student will describe the four types of productive resources: a. Natural (land) b. Human (labor) c. Capital (capital goods) d. Entrepreneurship (used to create goods and services)
 - SS3E3 The student will give examples of interdependence and trade and will explain how voluntary exchange benefits both parties. a. Describe the interdependence of consumers and producers of goods and services. b. Describe how goods and services are allocated by price in the marketplace. c. Explain that some things are made locally, some elsewhere in the country, and some in other countries. d. Explain that most countries create their own currency for use as money.
 - SS3E4: The student will describe the costs and benefits of personal spending and saving choices.
 - ELACC3W7: Conduct short research projects that build knowledge about a topic. ELACC3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

National Educational Technology Standards (NETS):

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- A. apply existing knowledge to generate new ideas, products, or processes.
- B. create original works as a means of personal or group expression.
- D. identify trends and forecast possibilities.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- B. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- B. plan and manage activities to develop a solution or complete a project.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- A. understand and use technology systems.
- B. select and use applications effectively and productively.

LEARNERS

- This webquest was planned for third and fourth grade gifted students, although it could be adapted for use with older students as well.

PROCESS

- This activity would be even better if combined with a field trip to an airplane manufacturing company or even an airport. However, it can stand alone as well.

RESOURCES

- The only additional resource needed is the checklist. You can create your own or email me at ahinson2@students.Kennesaw.edu