



## *A Tour of the Process*

**Filamentality is pretty easy to use. Here are the main steps:**

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## Start a New Topic

**Important! Please let this and all other Filamentality pages load completely before you start typing or clicking. If the page doesn't completely load, Filamentality won't know what to do!**

Fill in the blanks below to start your web page. No salesman will come to your door, you will not receive endless streams of junkmail, you will not get those pesky e-mail advertisements. What you will get is a cool, web-based learning page of your very own. You can come back later and finish your page, or change your information whenever you return to Filamentality to edit.

Remember, you will immediately have a web page which is visible to the entire world so choose your username, password, and language carefully!

### What's the topic you're making a page for?

**KEEP IT SHORT - this will appear as a part of your page subtitle.**

### Type your name as you want it to appear on your finished product:

**You can change this later; but the first name you enter will be your username forever when you come back to edit your document.**

### Type a password. Each topic needs a different password, so pick something you'll remember.

**Seven character maximum--avoid spaces and crazy characters.**

**Use "temp" only if you intend to make a temporary page. We delete temp files periodically.**

### Enter your e-mail address:

**Use an address that you won't mind having your students and the rest of the world see.**

## What's your school or library name? (optional)

## Your school's Internet location (optional):

## Your Personal Homepage location (optional):

**NOTE:** 'Bet you think you're going to remember your name and password, huh? We never do so we always **write them down**. If you do lose your username or password, you can always mail your request to "Department of Forgotten Passwords" along with a crisp \$50.00 bill... Seriously, you can e-mail the [keeper of lost passwords](#) if you forget your password and we can usually find it.

So are you ready? Then go ahead and click the "Spin this Thing" button to save your work and continue.



---

[Introduction](#) | [Start a New Topic](#) | [Return to an Existing Topic](#)  
Guides for [Teachers](#) | [Students](#) | [Librarians](#) | [Internet Beginners](#) | [Trainers](#)  
[Quick Tour](#) | [Site Outline](#) | [Beyond Filamentality](#)

---

First posted in 1996

Last modified Tuesday November 12, 2002

<http://www.filamentality.com/wired/fil/lognew.html>

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## Start a New Topic

### Basic info for Mr. Whitmer

|                                 |  |
|---------------------------------|--|
| Topic:                          | <input type="text" value="Russia"/>                            |
| E-mail Address:                 | <input type="text" value="jw04bps@birmingham.k12.mi.us"/>      |
| School or Library Name:         | <input type="text" value="Birmingham Covington School"/>       |
| School or Library Web Location: | <input type="text" value="http://www.bcsonline.info/"/>        |
| Personal Web Location:          | <input type="text" value="http://www.leftfootrightfoot.com/"/> |
| Your Name:                      | <input type="text" value="Mr. Whitmer"/>                       |

◀ edit these if necessary, then choose from the menu below

You can change this to alter how your name appears on your Web page, but it won't change the name you need to use to "Log In.")

|                |             |
|----------------|-------------|
| "Log In" Name: | Mr. Whitmer |
| Password:      | rurik       |

**Note:** Filamentality suggests printing this page out and keeping it in a safe place like your sock drawer.

Get started by clicking "Add Links" below. Once you have some links, you can edit them or create an online activity (Hotlist is the simplest option, but you can [explore all the formats](#)). You must click on item on the menu in order to save any information you've entered on that page.

[Add Links](#) [Edit Links](#) [Hotlist](#) [Scrapbook](#) [Hunt](#) [Sampler](#) [WebQuest](#)



What's on this page: [Add Links](#) | [Search Engines](#) | [Navigation Menu](#)

---

Now it's time to "[add links](#)" to good Internet sites related to your topic. These links will form the basis of the Hotlist, Scrapbook, Hunt, Sampler, and/or WebQuest you create later. We will assist you by providing some links to popular [search engines](#) and to Mentality Tips that will help you create a better web-based activity.

Mentality Tips: [Searching Tips](#) | [Picking Links](#) | [Filamentality Formats](#) | [Using Filamentality](#)

---

## Add Links

You can add links by filling in the Title, Location, and Description in the blank fields. You may add as many links as you like--in sets of three--by continuing to select "Add Links" from the [Navigation Menu](#) until you are done. (Do you want some Mentality Tips on [picking good links](#) for online activities?)

There are several [Search Engines](#) below that you can use to locate links. (Do you want a [Mentality Tip](#) on copying and pasting into these fields?)

Location:

Title:

Description:   
(recommended!)

Location:

Title:

Description:   
(recommended!)

Location:

Title:

Description:  
(recommended!)

## Search Engines

Try one of the search engines below to find Internet links on your topic.  
(Would you like some Mentality Tips on [effective searching](#) or [picking links](#)?)

**Note:** Beware of "flying off" browser windows. This happens when a second browser window opens. This is a cool thing that actually makes your life easier. Check out this Mentality Tip [on using two browsers](#) at once.

|                            |                        |                            |                          |
|----------------------------|------------------------|----------------------------|--------------------------|
| <a href="#">Blue Web'n</a> | <a href="#">Excite</a> | <a href="#">Alta Vista</a> | <a href="#">Beaucoup</a> |
| <a href="#">Lycos</a>      | <a href="#">Google</a> | <a href="#">Newsgroups</a> | <a href="#">Liszt</a>    |

Click on the Navigation Menu below to add links, edit links, or create an online activity. If this is your first time using Filamentality, it's a good idea to start with a Hotlist. (Hotlist is the simplest option, but you can use this Mentality Tip to [explore all the formats](#)).

**note:** You must click an item on the menu to save the information you have entered. You can click "Add Links" to add 3 more links, or "Edit Links" to make changes.

[Add Links](#) [Edit Links](#) [Hotlist](#) [Scrapbook](#) [Hunt](#) [Sampler](#) [WebQuest](#)

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On this page: [Review Links](#) | [Name Categories](#) | [Categorize Links](#) | [E-mail Contact](#) | [Menu](#)

Mentality Tips: [About WebQuests](#) | [Picking Links for WebQuests](#) | [Other Formats](#) | [Using Filamentality](#)

---

## Where You are and Where You're Going

Congratulations, you've chosen to create the most challenging activity format Filamentality offers. Would you like a [Mentality Tip](#) on how to work with the WebQuest process?

---

## Review Links

A WebQuest presents student groups with a challenging task, scenario, or problem to solve. Revisit your links to identify issues, connections and contradictions. Consider how you might group these links into student roles, tasks, or perspectives.

- [World Book Online](#)
  - [The Gorbachev Era](#)
  - [Collapse of the Soviet System](#)
  - [The Breakup of the Soviet Union](#)
  - [Formation of the Russian Federation](#)
  - [Russia Ten Years Later](#)
  - [The United States and Russia: Historic Changes](#)
  - [NATO to seal new pact with Russia](#)
  - [U.S. - Russia Relations](#)
  - [Economy Map](#)
  - [Russian Resources](#)
  - [CIA Factbook](#)
  - [The Soviet Economic System](#)
  - [Grolier](#)
  - [A Decade of Economic Reform](#)
  - [Investors wary about Russian Industry](#)
  - [Russia's Oil Renaissance](#)
  - [Russian Oil](#)
  - [Russia's Ruble Troubles](#)
  - [Population Map](#)
  - [Caucasus Region: Ethnolinguistic Groups](#)
  - [Ethnic Groups in Southern Soviet Union and Neighboring Middle Eastern Countries](#)
  - [Map's Key](#)
  - [World Book Online](#)
  - [A Chechen View Of Russia's War](#)
  - [War or Peace in Chechnya](#)
  - [Environment Issues from CNN](#)
  - [Russia: Key Environmental Problem Areas](#)
  - [CIA Factbook's Current Issues](#)
  - [Chernobyl - Radiation Hotspots Resulting From the Chornobyl' Nuclear Power Plant Accident 1996](#)
  - [Crime Issues](#)
  - [Putin attacks crime-ridden Russia](#)
  - [Rise of the Russian Mafia](#)
  - [Russia's New Oligarchs](#)
  - [Russia cracks down on Oligarchs](#)
- 

## Create Category Names

Now that you've re-surfed your Internet sites, you're ready to type in 2 - 4 category names that describe the roles, jobs, or perspectives that you want learners to take on. Filamentality has a default category called "Background Information for Everyone" for those links all learners should visit. Do you need a [Mentality Tip](#) about roles, jobs, and perspectives?

- |    |   |
|----|---|
| 1. | History/Politics                            |
| 2. | Economics                                   |
| 3. | Ethnic Diversity                            |
| 4. | Other Issues (Pollution, Crime, Corruption) |
- 

## Categorize Your Links

Here's where you tell Filamentality how to group certain links with certain roles, jobs, or perspectives you're creating for your learners. Assign each of the links you want to use in the WebQuest to one of the categories you've just made by clicking the corresponding category number beneath each link.

Deselect any links you don't want to use by clicking in the checkbox in front of the link. Click in the checkbox () to "deselect" () the link. Remember an "X" in the box means it is selected and will appear in your WebQuest.

Note: the links below are the kind that pop open a new browser window.

[World Book Online](#)

Info for everyone |  1  2  3  4 | ([show categories](#))

[The Gorbachev Era](#)

Info for everyone |  1  2  3  4 | ([show categories](#))

[Collapse of the Soviet System](#)

Info for everyone |  1  2  3  4 | ([show categories](#))

[The Breakup of the Soviet Union](#)

Info for everyone |  1  2  3  4 | ([show categories](#))

[Formation of the Russian Federation](#)

Info for everyone |  1  2  3  4 | ([show categories](#))

[Russia Ten Years Later](#)

Info for everyone |  1  2  3  4 | ([show categories](#))

[The United States and Russia: Historic Changes](#)

Info for everyone |  1  2  3  4 | ([show categories](#))

[NATO to seal new pact with Russia](#)

Info for everyone |  1  2  3  4 | ([show categories](#))

[U.S. - Russia Relations](#)

Info for everyone |  1  2  3  4 | ([show categories](#))

[Economy Map](#)

Info for everyone |  1  2  3  4 | ([show categories](#))

[Russian Resources](#)

Info for everyone |  1  2  3  4 | ([show categories](#))

[CIA Factbook](#)

Info for everyone |  1  2  3  4 | ([show categories](#))

[The Soviet Economic System](#)

Info for everyone | 1 2 3 4 | ([show categories](#))

[Grolier](#)

Info for everyone | 1 2 3 4 | ([show categories](#))

[A Decade of Economic Reform](#)

Info for everyone | 1 2 3 4 | ([show categories](#))

[Investors wary about Russian Industry](#)

Info for everyone | 1 2 3 4 | ([show categories](#))

[Russia's Oil Renaissance](#)

Info for everyone | 1 2 3 4 | ([show categories](#))

[Russian Oil](#)

Info for everyone | 1 2 3 4 | ([show categories](#))

[Russia's Ruble Troubles](#)

Info for everyone | 1 2 3 4 | ([show categories](#))

[Population Map](#)

Info for everyone | 1 2 3 4 | ([show categories](#))

[Caucasus Region: Ethnolinguistic Groups](#)

Info for everyone | 1 2 3 4 | ([show categories](#))

[Ethnic Groups in Southern Soviet Union and Neighboring Middle Eastern Countries](#)

Info for everyone | 1 2 3 4 | ([show categories](#))

[Map's Key](#)

Info for everyone | 1 2 3 4 | ([show categories](#))

[World Book Online](#)

Info for everyone | 1 2 3 4 | ([show categories](#))

[A Chechen View Of Russia's War](#)

Info for everyone | 1 2 3 4 | ([show categories](#))

[War or Peace in Chechnya](#)

Info for everyone | 1 2 3 4 | ([show categories](#))

[Environment Issues from CNN](#)

Info for everyone | 1 2 3 4 | ([show categories](#))

[Russia: Key Environmental Problem Areas](#)

Info for everyone | 1 2 3 4 | ([show categories](#))

[CIA Factbook's Current Issues](#)

Info for everyone | 1 2 3 4 | ([show categories](#))

[Chernobyl - Radiation Hotspots Resulting From the Chornobyl' Nuclear Power Plant Accident 1996](#)

Info for everyone | 1 2 3 4 | ([show categories](#))

[Crime Issues](#)

Info for everyone | 1 2 3 4 | ([show categories](#))

[Putin attacks crime-ridden Russia](#)

Info for everyone | 1 2 3 4 | ([show categories](#))

[Rise of the Russian Mafia](#)

Info for everyone | 1 2 3 4 | ([show categories](#))

[Russia's New Oligarchs](#)

Info for everyone | 1 2 3 4 | ([show categories](#))

[Russia cracks down on Oligarchs](#)

Info for everyone | 1 2 3 4 | ([show categories](#))

## Link to the World with an E-Mail Contact

While you're designing what users of your WebQuest will be doing and learning, it's a good time to figure out how their learning should be assessed. Because WebQuests try to tackle real issues, situations and problems, it makes sense to have students test their learning with real people. Below are some links to places you can access experts and interested people in a variety of subject areas. Surf the links below (watch out for those popping off browser windows!). Look for a Web site that invites participation or an expert with e-mail who might respond to your students and enter the contact information in the fields below. If you can't find a connection, add yourself as the e-mail contact. Would you like a [Mentality Tip](#) on the kinds of activities that could prompt a powerful real world connection?

|            |           |                      |
|------------|-----------|----------------------|
| Web Site . | Location: | <input type="text"/> |
| ..         |           | <input type="text"/> |
|            | Title:    | <input type="text"/> |
| or Person  | Name:     | <input type="text"/> |
|            | E-Mail:   | <input type="text"/> |

[Pitsco's Launch to Asking An Expert!](#)

Link to an expert in a field related to your WebQuest.

[Liszt: Directory of E-Mail List Servers](#)

---

Subscribe to a list related to your topic. Learners can lurk, then join the discussion.

[Deja News](#)

Link to a Usenet Newsgroups on your topic. Check for appropriate language and decorum before asking students to join the discussion threads.

[Web 66 International WWW Schools Registry](#)

Connect to a school where students might know more about the topic of your WebQuest.

[International Schools](#)

Partner with a school where students might want to get involved in your topic.

[Teacher Contact Database](#)

Search for teachers to work with by content area, grade level or expertise.

---

## Doing More with Your WebQuest

To customize your WebQuest (Title,Intro, etc.), click on "Customize" under "WebQuest" in the menu below. Remember, you must click the menu to save what you've typed in above.

[Add Links](#) [Edit Links](#) [Hotlist](#) [Scrapbook](#) [Hunt](#) [Sampler](#) [WebQuest](#)  
*1. Define*  
*2. Customize*  
*3. Post*

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What's on this page: [Title](#) | [Intro](#) | [Task](#) | [Instructions](#) | [Conclusion](#) | [Navigation Menu](#)

Mentality Tips: [About WebQuests](#) | [Other Formats](#) | [Using Filamentality](#)  
[WebQuest Questions](#) | [Connections](#)

---

## Customizing Your WebQuest

Now that you've categorized your links according to collaborative jobs, roles or perspectives, you'll want to customize the text of your WebQuest. You'll want to add your touches to things like a title, intro, focusing question, instructions and a conclusion. A WebQuest doesn't just get whipped out in the wink of an eye, you have to think about it, so let's get started.

**Quick Spin Tip:** if you're happy with a generic title and one-size fits all introduction, you can [jump to the next section](#) on adding your own Big Quest(ion) and instructions. We're not telling you to use the plain-wrap text, but Filamentality knows how at our back we always hear Time's winged Lear jet hurrying near... So if you want to skip ahead, you can.

### Add Your Title

Wouldn't you find a generic title a tad boring? So do what you can to create a killer, fun, and clever title and type it over the title below.

Russia WebQuest: A Decade

(Let's keep it to the length of this field, okay?)

### Add Your Introduction

So that the users of your WebQuest get an idea about where they are headed and what they should do, an introduction at the beginning of the page will set the learning scene. It will also include some basic instructions. Feel free to change around a little or completely the text that appears in the field below. You might want to set up a scenario that includes the roles you've created or lead in with an interesting quotation or real life story introducing the topic. You can look at examples on the [national debt](#) and the [orphanage scandal in China](#) to see a couple approaches. Get loose, have fun, be creative and try to hook the learners' interest.

The 20th Century and the beginnings of the 21st Century have been a turbulent time period for Russia. At the beginning of the 20th century it was an autocracy under Czar Nicholas II. From 1917-1991, the USSR became the most powerful communist nation in the world. Since the failed coup attempt in 1991, which led to the rise of Boris Yeltsin, Russia is currently a democratic and capitalistic republic. You will be assigned to an Expert Group to investigate one of four areas (history/politics, economy, ethnic diversity, or other issues). Your Expert Group will investigate how Russia has changed over the last decade (positive and negative changes), the issues they currently face, and potential solutions to those issues. Then, you will join a Game Design Team to design a HyperStudio Jeopardy™ game that represents the findings from your four expert groups.  
Task:

## Add Your Quest(ion) or Task

So that the users of your WebQuest can get the big picture, it would be helpful to clue them in to the Quest(ion) or Task. Make sure the question can't be answered with simple factual information, and probably has no one single answer everyone would agree upon. Would you like to see a [Mentality Tip](#) with some example Quest(ions)?

You will be a member of a four-person team assigned to design a HyperStudio Jeopardy™ game. The overall topic of the game will

## Adding Instructions

## General Instructions

Here's where you line out the the step-by-step process students will use to solve their challenge. Use the field below to give general instructions. Then you will focus on info you want everyone to explore and specific tasks for each collaborative group.

The next phase of the WebQuest will have you first working with an expert group on one of the four main topics. Later, you will regroup into a Game Design Team that includes 1 expert from each of the four main topics.

### Phase 1 - Background: Something for Everyone

Often you will want students to gain enough background knowledge on the topic so that they can begin to develop a real, sophisticated understanding. To do this, you might have everyone read or experience the same thing before they divide into different roles. You could use the paragraph below or rewrite it.

\* Continue discussion of Making Glass in the Soviet Union Simulation.  
\* Create a Venn Diagram comparing "command" and "market" economies.

### Phase 2 - Looking Deeper: Different Perspectives on the Topic

With students learning different pieces of the puzzle, they will need separate instructions. Use the text areas next to each set of links to give a clearer perspective or rationale for each role / job / perspective you've created. **Note:** It's helpful if you give each role specific, targeted questions related to the role. This way each group is exploring a different aspect of the topic. You can leave any unneeded text fields blank. Would you like a [Mentality Tip](#) on sample questions to ask?

**GENERAL INSTRUCTIONS:**

Your group will get three computers to use (two students per computer) to use for two days of research on your topic. Each day you will get a set of questions to answer and the resources needed to answer them. A different member of the group is responsible for recording the group's answer for each of the questions. At the end of the two days, your teacher will photocopy the answers for the whole group.

**Instructions & Links for History/Politics**

Use the Internet information linked below to answer these questions specifically related to History/Politics:

Day 4 Questions:

\* Describe the communist form of government in the Soviet Union.

- [World Book Online](#)
- [The Gorbachev Era](#)
- [Collapse of the Soviet System](#)
- [The Breakup of the Soviet Union](#)
- [Formation of the Russian Federation](#)
- [Russia Ten Years Later](#)
- [The United States and Russia: Historic Changes](#)
- [NATO to seal new pact with Russia](#)
- [U.S. - Russia Relations](#)

**Instructions & Links for Economics**

Use the Internet information linked below to answer these questions specifically related to Economics:

Day 4 Questions:

\* List Russia's natural resources, industries, agriculture products,

- [Economy Map](#)
- [Russian Resources](#)
- [CIA Factbook](#)
- [The Soviet Economic System](#)
- [Grolier](#)
- [A Decade of Economic Reform](#)
- [Investors wary about Russian Industry](#)
- [Russia's Oil Renaissance](#)
- [Russian Oil](#)
- [Russia's Ruble Troubles](#)

### Instructions & Links for Ethnic Diversity

Use the Internet information linked below to answer these questions specifically related to Ethnic Diversity:

Day 4 Questions:

\* Which regions of Russia have the greatest population densities?

- [Population Map](#)
- [Caucasus Region: Ethnolinguistic Groups](#)
- [Ethnic Groups in Southern Soviet Union and Neighboring Middle Eastern Countries](#)
- [Map's Key](#)
- [World Book Online](#)
- [A Chechen View Of Russia's War](#)
- [War or Peace in Chechnya](#)

### Instructions & Links for Other Issues (Pollution, Crime, Corruption)

Use the Internet information linked below to answer these questions specifically related to Other Issues (Pollution, Crime, Corruption):

Day 4 Questions:

- [Environment Issues from CNN](#)
- [Russia: Key Environmental Problem Areas](#)
- [CIA Factbook's Current Issues](#)

- [Chernobyl - Radiation Hotspots Resulting From the Chornobyl' Nuclear Power Plant Accident 1996](#)
- [Crime Issues](#)
- [Putin attacks crime-ridden Russia](#)
- [Rise of the Russian Mafia](#)
- [Russia's New Oligarchs](#)
- [Russia cracks down on Oligarchs](#)

### **Phase 3 - Debating, Discussing, and Reaching Consensus**

Now that students have completed their piece of the learning from a specific role, perspective, or job, it's important to return to the original Big Quest(ion) or Task. This encourages students to look at the Quest(ion) more completely.

HyperStudio Jeopardy Design Team -

Your group will design the game on one computer, though you can have access to another for additional research or searching for graphics. Each member of the group will have a specific role: artist, writer, navigator, or facilitator. Each day you will take a different role. The artist is responsible for design decisions related to colors, pictures, fonts, font size, etc. The writer is responsible for the majority of typing and decisions relating to vocabulary and grammar. The navigator is responsible for creating all buttons. The facilitator is responsible for content decisions and keeping each

### **Real World Assessment**

A key aspect to a successful WebQuest is its authenticity: this is real learning about real questions. So getting real world feedback is critical. You want your students to connect with the designated contact. They will need some guidance for making this contact. How you set up the roles/ perspectives / jobs, will determine the way the students bring their learning together. You can use and edit the text below to suit your topic. Would you like a [Mentality Tip](#) on the kinds of activities that could prompt a powerful real world connection?

You and your teammates have learned a lot by first dividing up into different areas of expertise and then regrouping as a Game Design Team. Now that you have designed your game, you'll get to see it played out with the class.

Day 10:

\* Design Teams present finished HyperStudio stacks in the classroom

## Conclusion

Return to the hook you used in the introduction to bring the learning full circle. Help the students to see how far they have come in gaining a deeper understanding to a real, gray, and challenging topic. You might symbolically relate what they studied to larger issues in the same or different topics. This will help students transfer the subtlety they have gained in this area to other complex issues.

Time for a little solo reflection on what you have learned over the last two weeks. Answer the following question with at least one well structured paragraph.

Has Russia made more progress or suffered more setbacks in the last decade? Use evidence from your area of expertise AS WELL AS the other areas to back up your answer?

---

## Finish Your WebQuest

To post your Web page on the Internet, click "Post" in the menu below (under WebQuest). You can also add more links to your WebQuest (click "Add Links") or redefine your WebQuest (click "Define"). Remember, you **MUST** click the menu to save what you've typed above.

[Add Links](#) [Edit Links](#) [Hotlist](#) [Scrapbook](#) [Hunt](#) [Sampler](#) [WebQuest](#)

1. Define
2. Customize
3. Post

---

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HTML revised November 18, 2002.  
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***Your Page is on the Web!***

You can take a [quick look](#) at your WebQuest below or see it on the Web at

<http://www.kn.pacbell.com/wired/fil/pages/webrussiamr.html>

(**Note:** this will be the URL of your page from now on!)

After you have inspected your page, don't forget to continue to [What Next](#) at the bottom of this page. Please be sure to read [our posting policy](#) for information about keeping your file on Filamentality.

---

## **A Quick Look at Your WebQuest:**

# **Russia WebQuest: A Decade of Reform**

**An Internet WebQuest on Russia**

created by [Mr. Whitmer](#)  
[Birmingham Covington School](#)

[Introduction](#) | [The Task](#) | [The Process & Resources](#) | [Conclusion](#) | [HyperText Dictionary](#)

---

## **Introduction**

The 20th Century and the beginnings of the 21st Century have been a turbulent time period for Russia. At the beginning of the 20th century it was an autocracy under Czar Nicholas II. From 1917-1991, the USSR became the most powerful communist nation in the world. Since the failed coup attempt in 1991, which led to the rise of Boris Yeltsin, Russia is currently a democratic and capitalistic republic. You will be assigned to an Expert Group to investigate one of four areas (history/politics,

economy, ethnic diversity, or other issues). Your Expert Group will investigate how Russia has changed over the last decade (positive and negative changes), the issues they currently face, and potential solutions to those issues. Then, you will join a Game Design Team to design a HyperStudio Jeopardy™ game that represents the findings from your four expert groups.

Task:

---

## The Quest

You will be a member of a four-person team assigned to design a HyperStudio Jeopardy™ game. The overall topic of the game will be “Russia.” The game will consist of 9 questions in three categories (positive changes, negative changes, and issues) and a Final Jeopardy question. The content of the answers and questions should reflect the findings from your four expert groups (history/politics, economy, ethnic diversity, or other issues).

Process:

---

## The Process and Resources

The next phase of the WebQuest will have you first working with an expert group on one of the four main topics. Later, you will regroup into a Game Design Team that includes 1 expert from each of the four main topics.

### Phase 1 - Background: Something for Everyone

Day 1: History

- \* Review Russian History: A Brief Overview PowerPoint presentation.
- \* Jigsaw reading of: “Détente to Glasnost;” “The End of the USSR and Birth of the New Russia;” “Crisis in a Newborn Democracy;” and “The History of Russia.” Divide students into four groups. Give the students time to silently read their article. As a group, they should summarize their article into 5-10 bullet points. Each group will present their summary to the class in their historical order. (The articles are in the unit binders.)

Day 2: Command Economy

- \* Complete NCEE Activity 1.2: Making Glass in the Soviet Union.

Day 3: Comparing Command and Market Economy

- \* Continue discussion of Making Glass in the Soviet Union Simulation.
- \* Create a Venn Diagram comparing “command” and “market” economies.

## Phase 2 - Looking Deeper from Different Perspectives

### GENERAL INSTRUCTIONS:

Your group will get three computers to use (two students per computer) to use for two days of research on your topic. Each day you will get a set of questions to answer and the resources needed to answer them. A different member of the group is responsible for recording the group's answer for each of the questions. At the end of the two days, your teacher will photocopy the answers for the whole group.

### History/Politics

Use the Internet information linked below to answer these questions specifically related to History/Politics:

#### Day 4 Questions:

- \* Describe the communist form of government in the Soviet Union. Go to World Book Online, search for the article on "Communism" and read the section (and sub-sections) on "Communism in Practice."
- \* What changes did Gorbachev make and why were they not enough to keep the Soviet Union together? Use The New Book of Knowledge's sections on: The Gorbachev Era, Collapse of the Soviet System, and The Breakup of the Soviet Union.

#### Day 5 Questions:

- \* What key positive and negative changes have been made from the political structure of the Soviet Union to today's Russia? Use The New Book of Knowledge's sections on: Formation of the Russian Federation, and the article 'Russia: Ten Years Later.'
- \* What changes have occurred in relations between the United States and Russia? Use the articles: The United States and Russia: Historic Changes, and NATO to seal new pact with Russia, and U.S.-Russia Relations.

- [World Book Online](#)
- [The Gorbachev Era](#)
- [Collapse of the Soviet System](#)
- [The Breakup of the Soviet Union](#)
- [Formation of the Russian Federation](#)
- [Russia Ten Years Later](#)
- [The United States and Russia: Historic Changes](#)
- [NATO to seal new pact with Russia](#)
- [U.S. - Russia Relations](#)

### Economics

Use the Internet information linked below to answer these questions specifically related to Economics:

**Day 4 Questions:**

- \* List Russia's natural resources, industries, agriculture products, exports, and imports. Use the World Book Online's Economy Map, Grolier's section on Russian Resources, and the CIA Factbook for: exports, imports, and debt.
- \* Describe the economy in the Soviet Union. Use the information from the Glass Factory lesson you did and The New Book of Knowledge's section on "The Soviet Economic System" (including subsections).
- \* List some of the economic problems the Soviet Union had. Use the information you have from the Glass Factory lesson and go to Grolier, open the Grolier Multimedia Encyclopedia and search for Russia. Read the section on "Economic Activity" in the second Russia article.

**Day 5 Questions:**

- \* How did the economy change when the Russian Federation began? Go to Grolier, open the Grolier Multimedia Encyclopedia and search for Russia. Read the section on "The Economy under Yeltsin" in the second Russia article and the BBC's story 'A Decade of Economic Reform.'
- \* What problems and successes have they had? Use the resources from the previous question as well as: 'Investors wary about Russian Industry,' 'Russia's Oil Renaissance,' NPR's story on 'Russian Oil,' and 'Russia's Ruble Troubles' (1998).

- [Economy Map](#)
- [Russian Resources](#)
- [CIA Factbook](#)
- [The Soviet Economic System](#)
- [Grolier](#)
- [A Decade of Economic Reform](#)
- [Investors wary about Russian Industry](#)
- [Russia's Oil Renaissance](#)
- [Russian Oil](#)
- [Russia's Ruble Troubles](#)

**Ethnic Diversity**

Use the Internet information linked below to answer these questions specifically related to Ethnic Diversity:

**Day 4 Questions:**

- \* Which regions of Russia have the greatest population densities? Use the World Book Online's population map.
- \* How many different ethnic groups are listed on the following two maps? Caucasus Region: Ethnolinguistic Groups and Ethnic Groups in Southern Soviet Union and Neighboring Middle Eastern Countries.
- \* According to this map's key, what major ethnic group do the Russian's belong to? Also, which ethnic groups live in and neighboring to Chechnya?
- \* How did the Soviet Union deal with the different ethnic groups (nationalities)? Go to the World Book Online, search for the article on

Russia and read the section on "People" (including subsections).

Day 5 Questions:

\* Summarize the Chechnya section of the following article into 3-5 bullet points. Go to the World Book Online, search for the article on Chechnya. Click on the "Back In Time" link and read the Chechnya section from the article "Russia (1995).

\* What are the two main reasons Chechens give for the two wars Russia has launched against them? A Chechen View Of Russia's War

\* Using the resources from the two previous questions and the "War or Peace in Chechnya" article, describe the Russian perspective on why they have fought in Chechnya.

- [Population Map](#)
- [Caucasus Region: Ethnolinguistic Groups](#)
- [Ethnic Groups in Southern Soviet Union and Neighboring Middle Eastern Countries](#)
- [Map's Key](#)
- [World Book Online](#)
- [A Chechen View Of Russia's War](#)
- [War or Peace in Chechnya](#)

### Other Issues (Pollution, Crime, Corruption)

Use the Internet information linked below to answer these questions specifically related to Other Issues (Pollution, Crime, Corruption):

Day 4 Questions:

\* What environmental issues is Russia currently facing? Are there any particular areas that seem to suffer more? Environment issues from CNN and Russia: Key Environmental Problem Areas and the CIA Factbook's Current Issues.

\* Something on Chernobyl, get article from an encyclopedia and Chernobyl - Radiation Hotspots Resulting From the Chornobyl' Nuclear Power Plant Accident 1996.

Day 5 Questions:

\* What sorts of crime is Russia facing? Crime Issues from CNN and 'Putin attacks crime-ridden Russia.'

\* What problems are the Russian Mafia/Organized Crime causing Russia and others? Use the resources from the first question and the BBC's report on the "Rise of the Russian Mafia."

\* What is an "Oligarch?" Would you consider them opportunistic businessmen or criminals? Why? Russia's New Oligarchs and 'Russia cracks down on Oligarchs.'

- [Environment Issues from CNN](#)
- [Russia: Key Environmental Problem Areas](#)
- [CIA Factbook's Current Issues](#)
- [Chernobyl - Radiation Hotspots Resulting From the Chornobyl'](#)

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## Nuclear Power Plant Accident 1996

- Crime Issues
- Putin attacks crime-ridden Russia
- Rise of the Russian Mafia
- Russia's New Oligarchs
- Russia cracks down on Oligarchs

### **Phase 3 - Debating, Discussing, and Reaching Consensus**

HyperStudio Jeopardy Design Team -

Your group will design the game on one computer, though you can have access to another for additional research or searching for graphics. Each member of the group will have a specific role: artist, writer, navigator, or facilitator. Each day you will take a different role. The artist is responsible for design decisions related to colors, pictures, fonts, font size, etc. The writer is responsible for the majority of typing and decisions relating to vocabulary and grammar. The navigator is responsible for creating all buttons. The facilitator is responsible for content decisions and keeping each member of the design team focused on their role for the day. The facilitator should NOT be running the computer.

Game guidelines:

The game should consist of three questions in three categories (9 total questions) and a Final Jeopardy question. The categories are: positive changes, negative changes, and issues. The value of the questions should be \$100, \$300, and \$500. The \$100 questions should be "recall" questions, the \$300 should be "cause/effect" questions, and the \$500 should be "similarities" or "differences" questions. The Final Jeopardy question should be an "evaluation" question. Furthermore, at least 1 answer in each category must involve a picture or pictures from the internet or one you draw yourselves.

Day 6:

- \* Design Teams formed
- \* Each expert gets five minutes to share highlights from their research with their team
- \* Teams begin drafting Jeopardy questions and answers
- \* Homework: Students divide questions evenly (by areas of expertise) and finalize their questions and answers

Day 7:

- \* Design Teams review each other's finished questions and begin designing HyperStudio stack

Day 8:

- \* Design Teams continue designing HyperStudio stack

Day 9:

- \* Design Teams finish designing HyperStudio stack and test it for functionality

### **Phase 4 - Real World Feedback**

You and your teammates have learned a lot by first dividing up into different areas of expertise and then regrouping as a Game Design Team. Now that you have designed your game, you'll get to see it played out with the class.

Day 10:

\* Design Teams present finished HyperStudio stacks in the classroom

**Your Contact is:** the designated contact

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## Conclusion

Time for a little solo reflection on what you have learned over the last two weeks. Answer the following question with at least one well structured paragraph.

Has Russia made more progress or suffered more setbacks in the last decade? Use evidence from your area of expertise AS WELL AS the other areas to back up your answer?

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## What Next?

Now that you've taken a quick look at your WebQuest, here's what you can do next:

- You can add links, change your links, or edit the text on your WebQuest (use the [Navigation Menu](#) below).
- If you want to know how long we will keep your file on our server, please read our [our posting policy](#).
- If you want to make sure nobody else sees your WebQuest, you can ask us to remove it. Your data file will remain intact, so you can always come back and edit your WebQuest.

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Last Major Perl revision April 22, 1999.  
HTML revised November 18, 2002.  
URL: <http://www.kn.pacbell.com/wired/fil>  
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