

Length/Distance Measurement

Web-Quest

You will use the Internet to learn about the two major measurement systems and then create one of your own to help you understand measurement of length and distance.



**This Web-Quest is Due _____
at the beginning of class. If you have any questions please ask
Mr. Reed or for assistance.**

Click here to continue:

You will find information on the rest of the Length/Distance Measurement by doing a "[Google](#)" Search and typing in the phrase "History of Length Measurement"

Remember every link in the Google search may not be useful to you. Please be very careful with Wikipedia as this source can be modified and changed by others on the Internet. Scan the link and if you do not see information that will help you go back to the Google search page and go to the next link.

Use the links about length/distance measurement to fill in your chart you have made.

Be sure to write down the links that you used to fill in the chart. You must use at least three different sources to retrieve and verify your data.

To do this web-quest please set up a blank sheet of notebook paper with a chart labeled in the following manner and with the following headings

Length/Distance Measurement Facts

Purpose of a Length/Distance Measurement System(s)			
Length/Distance Measurement System	Biblical	English	Metric
Approximate Date Invented/Discovered			
Person or Group Credited with Invention of System			
Units Used in the Measurement System			
Major Advantage of this Measurement System			
Major Disadvantage of this Measurement System			

Web-Sites Used to retrieve and verify the information above:

1. _____

2. _____

3. _____

4. _____

5. _____

[Click here to continue:](#)

You will find information on the Customary and Non-Customary Units of Length/Distance Measurement by doing a "[Google](#)" Search and typing in the phrase "customary units of length"

Remember every link in the Google search may not be useful to you. Please be very careful with Wikipedia as this source can be modified and changed by others on the Internet. Scan the link and if you do not see information that will help you go back to the Google search page and go to the next link.

Use the links to fill in the chart and answer the questions below you will make for Customary and Non-Customary Units of Length/Distance Measurement.

Be sure to write down the links that you used to fill in the chart and to answer the questions. You must use at least three different sources to retrieve and verify your data. You may want to go back to some of the sources that you used to fill in the first chart to help you with this chart.

1. Which units of length/distance are used the most for the Metric Measurement System of Length/Distance?

2. Explain why all of length/distance units are not traditionally used for the Metric Measurement System of Length/Distance?

3. What are the customary units of length/distance used in the English Measurement System of Length/Distance?

4. Explain where the non-customary units of length/distance are still being used for the English Measurement System of Length/Distance.

5. In 1975 what major event happened in the United States with the Measurement System(s) of Length/Distance?

6. What is the largest unit of length/distance measurement that you may not have listed above and explain how it is measured? (Hint: Reach for the stars when you look for this answer.)

Web-Sites Used to retrieve and verify the information above:

1. _____

2. _____

3. _____

4. _____

5. _____

[Click here to continue:](#)

You are going to create your own System of Length/Distance Measurement. Please pick an object in this classroom that you would consider to be "Common" and "Uniform" as you measurement unit. You will then find and describe another that fits evenly into the object you have chosen. You will then find and describe a third item that your object fits evenly into. For example in the English Measurement system your choose a foot, 12 inches fits evenly into that foot and 3 feet fits evenly into a yard. So you are choosing your unit of measure and then finding a smaller unit that fits into that unit of measure and finding a larger object that your unit of measure fits evenly into.

On a separate piece of paper please answer the following questions.

1. Please describe the object you have found in the classroom as your unit of measure and make up a name for that unit of measure for length/distance.

2. Please describe the smaller object you have found in the classroom that evenly fits into your unit of measure. Make up a name for that unit of measure and tell how many of these units fit into your unit of measure for length/distance.

3. Please describe the larger object you have found in the classroom that your unit of measure evenly fits into. Make up a name for that unit of measure and tell how many of your units of measure for length/distance fit into this new larger unit of measure for length/distance.

4. Please share your 3 units of measurement for length/distance with another student in class. Have them sign your paper that they have seen your units of measurement for length/distance and write down what they think about your measurement system.

Signature; _____

On the back of the sheet of paper with the questions and answers from above, please create another chart in the following manner below with the following headings. Then doing a "[Google](#)" Search by typing in the phrase "length of a <object>" estimate each object in each of the three measurement systems. English, Metric and the system you have created above.

Remember every link in the Google search may not be useful to you. Please be very careful with Wikipedia as this source can be modified and changed by others on the Internet. Scan the link and if you do not see information that will help you go back to the Google search page and go to the next link.

Use the links to fill in the chart and answer the questions below you will make for Estimating Length/Distance Measurements.

Be sure to write down the links that you used to fill in the chart and to answer the questions. You must use at least three different sources to retrieve and verify your data. You may want to go back to some of the sources that you used to fill in the first chart to help you with this chart.

[Click here to continue:](#)

Estimating Length/Distance Measurements

Purpose of Estimating a Length/Distance Measurement Reasonably			
Object to Estimate the Length/Distance	English	Metric	Your System of Measurement
Pencil			
Your Classroom Desk			
Your Height			
Width of the Classroom			
Length of the School			
Distance you live from School			
Distance from your House to Washington DC			
Distance around the world			

Web-Sites Used to retrieve and verify the information above:

1. _____

2. _____

3. _____

4. _____

5. _____

Scoring of this Web-Quest

This web-Quest will be worth 60 points broken down as follows:

10 Points for the Length/Distance Measurement Facts Grid

7 Points Grid Complete

3 Points Sources

12 Points for the Customary and Non-Customary Units of Length/Distance Measurement Grid

8 Points Grid Complete

4 Points Sources

12 Points for answering the questions about the Systems of Measurement for Length/Distance.

6 Points for creating your own measurement system

12 Points for the Estimating Length/Distance Measurements Grid

9 Points Grid Complete

3 Points Sources

8 Points for Reflections Worksheet that will be handed to you when you turn in the web-quest

On any day you will lose 2 points for every time you are on a web-site that is not part of this web-quest or are off task and messing around.