Bridge WebQuest Worksheet

You will need to use the internet resources to find the information. http://pahbridges.com/basics.htm

- What are the 4 main factors used when describing a bridge?
- A span is the method the bridge crosses between two sides of a river. DRAW each possible bridge span. SIMPLE SPAN CONTINUOUS SPAN CANTILEVER SPAN SUSPENDED SPAN
- 3. What is the definition for each common surface configurations for travel across the bridge?

Deck configuration:

Pony Configuration:

Through Configuration:

http://www.pbs.org/wgbh/nova/tech/build-bridge-p3.html

Go to the NOVA website. Draw an example of each bridge type and answer the questions below.

- 4. What materials can an Arch Bridge be made of?
- 5. What is I advantage to an Arch Bridge?
- 6. What is 1 disadvantage to an Arch Bridge?
- 7. Carefully draw and name an arch bridge below.
- 8. Beam and Girder are the most simple type of bridge. What are most beam and girder bridges are made of?
- 9. What is I advantage to Beam and Girder Bridges?
- 10. What is 1 disadvantage to Beam and Girder Bridges?
- 11. Draw a Beam and Girder bridge below:

Bridge Webquest Correct Answers

H Kauffman

Bridge Webquest Correct Answers:

English and Empowerment in the Developing World Nasreen Hussain, Mohammad Zafar, 2009-10-02 This book is a collection of thought provoking papers that investigate empowerment within the context of language education and technology In the seventeen papers published in the book local and international ELT practitioners and researchers have analysed their experiences within a range of socio linguistic situations Adding significant insights and depth to a previously under researched area the publication will be of interest not only to ELT teachers and students but also to social science researchers in developing and marginalised countries The book based on selected papers presented at the 2007 Aga Khan University Centre of English Language seminar in Karachi exemplifies the issues of language and empowerment The papers deal with complex educational and socio cultural issues and force readers to undertake a cultural journey to see them from a different perspective The collection of papers whatever one s teaching learning context will become an essential resource book for all English language teachers scholars and researchers interested in learning more about the success stories and problems facing language education in the developing countries especially Asia today Algebra 2 Webguest and Project Resources McGraw-Hill Staff,2002-05 **Readings in Science Methods, K-8** Eric Brunsell, 2008 If you re teaching an introductory science education course in a college or university Readings in Science Methods K 8 with its blend of theory research and examples of best practices can serve as your only text your primary text or a supplemental text Rethinking **Education for a Global, Transcultural World** Encarna Soriano, 2015-04-01 The global networking promoted by technology globalization and migration that are occurring at a large scale requires school systems that develop in the students new types of skills based on the ability to understand the world and its problems and instill a sense of responsibility and cooperation to enhance the resolution of the great problems of mankind Rethinking education is essential in a global transcultural changing and communicated world Throughout the book Rethinking Education for a Global Transcultural World is argued and analyzed how to build relationships between the school and society and the possibilities of transcending the barriers in different national contexts Chile Israel Mexico Morocco Poland and Spain The main goal we want to achieve with the contributions made in the book is to know how education systems and schools in different countries respond to the social changes caused by globalization migration and new communication technologies The authors are professors of different scientific disciplines and different faiths cultures and points of view living the realities described in the chapters and thinking from these realities how to improve and how should be the education in a global challenging and ever changing world We stress the importance of this book and its implications in the education of children and youth and in the preparation of teachers For this reason this is a book designed for teachers of primary and secondary schools parents principals supervisors university teachers who prepare school teachers university students and those who want to know and think about education in a global and intercultural world and new forms of communication to face learning whether at local or at world level The mission of all is

continue building education and to facilitate this work in this book are presented contributions and recommendations of professionals around the world that will allow the reader to know analyze understand and appreciate the importance of education to prepare students to function with open and critical thinking in a global world. The chapters do not offer a panacea but offer many ideas on how through education prepare citizens for a global and transcultural society The Game of Science Education Jeffrey Weld, 2004 An accessible and authoritative approach to effective science teaching this text is the work of 16 contributors who each employ a single metaphor that will resonate with readers that science education can and should be considered an exciting game With Windows Into the Classroom personal accounts and The Game in Action vignettes students are provided with practical applications throughout the book Many contributors to this book were involved in the development and draft review of the National Science Education Standards and therefore fully appreciate the importance of overtly linking research based commentary and recommendations to the Standards As a result the entire work is steeped in a current research foundation tied closely to the National Science Education Standards Features of this new text Windows into the classroom personal accounts and The Game in Action vignettes provide practical applications throughout the book Written in accessible first person accounts each contributor takes a conversational approach that will appeal to a broad audience of readers Introductions establishes the game metaphor that sustains the chapter and weaves throughout the book Conclusions leaves the reader with upbeat and practical suggestions for effective science teaching Author Biographies highligh the distinguished record of achievement of each contributor Additional Resources at the end of each chapter provide suggestions of useful readings websites and other instructional instruments Reflection questions intended to provoke the reader to apply the ideas and concepts unearthed in the chapter to his or her own unique vantage or condition as an educator The research base of this proposal is a 10 on a scale of 1 10 I m impressed with the style and theme of the essays my students would learn a great deal regarding the practical application of science education Professor David R Wetzel Bloomsburg University I very much like the use of the analogy of a Game used by the authors The text is VERY readable Professor Molly Weinburgh Georgia State University The writing style and use of the game metaphor will undoubtedly grab undergraduate alternate entry and graduate student interest Professor Warren J DiBiase EdD University of North Carolina Charlotte Author Bio A decorated veteran of high school science teaching Jeff now researches effective science teaching and learning testing innovations on his students at Northern Iowa He also develops curriculum consults at local and national levels and serves science education organizations. He has published research and philosophy in Educational Leadership Phi Delta Kappa The Science Teacher The American Biology Teacher Education Week the Journal of College Science Teaching the Journal of Science Teacher Education the International Journal of Science Education and Teacher magazine Page 1 of 2 **Elementary Teachers Guide to Free Curriculum Materials 2005-06** Educators Progress Service, 2005-05 Capturing Change Anne Sauder Wall, Carlette Jackson Hardin, Ann Shelby

Harris, 2005 New approaches that include the creative use of technology will help students understand and appreciate those who live in different cultures The purpose of this book is to provide these approaches by offering three models for globalizing the classroom activities that utilize technology and research on globalizing the curriculum **Educators Guide to Free** <u>Internet Resources</u> Educators Progress Service, 2005-04 To provide our customers with a better understanding of each title in our database we ask that you take the time to fill out all details that apply to each of your titles Where the information sheet asks for the annotation we ask that you provide us with a brief synopsis of the book This information can be the same as what may appear on your back cover or an entirely different summary if you so desire Web Buddy Debi Hooper, Debra Hooper, 1999 Homeschooler's Guide to Free Internet Resources Kathleen Suttles Nehmer, 2007 Homeschooler's Guide to Free Teaching AIDS Educators Progress Service, 2004-04 Library Media Connection ,2001 A Text-book on **Bridge Engineering** International Correspondence Schools, 1897 **Bridges in Questions and Answers** Shahane, Alexander, 1960 Bridge by Question and Answer Terence Reese,1976 **Bridge Reconnaissance** ,1985 Road and Bridge Plan Reading Courses Joint Transportation Research Program (Ind.),2002 *Plan Reading Course* ,1992 This booklet is part of the Bridge Plan Reading Course developed by the Department of Civil and Construction Engineering of Iowa State University under contract with the Highway Research Advisory Board Project HR 324 It is intended to be an instructional tool for Iowa Department of Transportation DOT and county and municipal employees within the state of Iowa The guestions in this booklet are designed to test your knowledge of the material in the Bridge Plan Reading Course You are free to use both the plans and the text material to assist you in answering these questions There is a separate ANSWER BOOKLET which contains the answers to these questions Consult that booklet to make sure you have answered

these questions correctly If you miss the answer to a question go back and review the text material and the plans to make

Bridge by Question & Answer Reese, Terence, 1978

sure you understand the correct answer

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