

Target class This WebQuest was designed for a 12th grade class, but may be modified for any grades 9-12, as long as The Bell Jar can be read and comprehended. Target time period To be completed in a 3 week period. Allowing for class time to read the novel and complete the group work. Reading may be modified at the discretion of the teacher. You may allow the students to read outside of class, and may be necessary to comply with timing restraints. Software The software used to create the small magazine can be modified you prefer a different program. Also, the project itself may be modified to fit the needs of the classroom, as long as the internet resources provided for research and the students learn the information set out for them in the beginning of the WebQuest. Groups The group sizes can be modified, depending on classroom size. For this to work, you could combine roles and share the responsibilities among members of the groups. Resources There are internet sites and resources available, but these can be added to or changed as resources change or as new resources become made available. Standards

READING: Word Recognition, Fluency, and Vocabulary Development 12.1 Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately. READING: Comprehension and Analysis of Nonfiction and Informational Text 12.2 Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List (<http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/readinglist.shtml>) illustrate the quality and complexity of the materials to be read by students. At Grade 12, in addition to regular classroom reading, students read a wide variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, essays, speeches, magazines, newspapers, reference materials, technical documents, and online information. READING: Comprehension and Analysis of Literary Text 12.3 Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List (<http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/readinglist.shtml>), which illustrate the quality and complexity of the materials to be read by students. At Grade 12, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres. WRITING: Applications (Different Types of Writing and Their Characteristics) 12.5 At Grade 12, students continue to combine the rhetorical strategies of narration, exposition, persuasion, and description; to produce reflective compositions, historical investigation reports, and job applications and resumes; and to deliver multimedia presentations. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. 12.5.2 Write responses to literature that:

- demonstrate a comprehensive understanding of the significant ideas in works or passages.
- analyze the use of imagery, language, universal themes, and unique aspects of the text.
- support statements with evidence from the text.
- demonstrate an understanding of the author's style and an appreciation of the effects created.
- identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

(Core Standard) Credit The resources used for this WebQuest are external resources from web based sources. I would like to thank them for their information.

Reviews

Footer

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