

**ВЕБ-КВЕСТ
У ПРОЕКТНОМУ НАВЧАННІ
ІНОЗЕМНИХ МОВ**

Веб-квест (WebQuest) –

веб-проект,

сценарій організації

проектної діяльності

учнів/студентів

за будь-якою темою

(проблемою)

з використанням ресурсів

інтернету



Автори технології WebQuest

TOM MARCH BERNIE DODGE



photo by Ron Miller

at NECC 2005 - Philadelphia

Типи завдань веб-квесту (за Bernie Dodge):

- **Журналістське розслідування (Journalistic tasks)** – об'єктивний виклад інформації, побудований на розподілі думок і фактів
- **Планування і проектування (Design tasks)** – розробка плану, проекту за вказаних умов
- **Творче завдання (Creative product tasks)** – творча робота у певному жанрі: п'єса, вірш, пісня, відеоролик, ...
- **Досягнення консенсусу (Consensus building tasks)** – вироблення рішення щодо гострої проблеми
- **Переконавання (Persuasion tasks)** – схиляння на свій бік опонентів та/або нейтрально налаштованих осіб

- **Переказ (Retelling tasks)** – демонстрація розуміння теми шляхом представлення матеріалів з різних джерел у **новому форматі**: презентація, постер, розповідь...
- **Компіляція (Compilation tasks)** – трансформація формату інформації, здобутої з різних джерел: книга кулінарних рецептів, віртуальна виставка, часова капсула, культурна капсула, ...
- **Детектив, головоломка, таємнича історія (Mystery tasks)** – висновки на основі дослідження суперечливих фактів

- **Самопізнання (Self-knowledge tasks)** – різні аспекти дослідження особистості
- **Аналітичне завдання (Analytical tasks)** – пошук і систематизація інформації
- **Оціночне судження (Judgement tasks)** – обґрунтування певної точки зору
- **Наукове дослідження (Scientific tasks)** – вивчення різних явищ, відкриттів, фактів на основі унікальних он-лайн джерел

Структура веб-квесту (за Bernie Dodge і Tom March):

1. **Вступ (Introduction)** – короткий опис теми веб-квесту.
2. **Завдання (Task)** – сформульоване проблемне завдання, визначений формат кінцевого продукту.
3. Покроковий **порядок дій (Process)** і всі необхідні ресурси – опис послідовності дій, ролей, ресурсів, необхідних для виконання завдання (посилання на інтернет-ресурси та ін. джерела інформації), допоміжні матеріали, інструменти (прикладі, шаблони, таблиці, бланки, інструкції, ...), які дозволяють ефективно організувати роботу над веб-квестом.
4. **Оцінювання (Evaluation)** – критерії та параметри оцінювання виконаного веб-квесту.
5. **Висновки (Conclusion)** – короткий опис очікуваних навчальних досягнень після виконання веб-квесту.
6. **Використані матеріали (Credits)** – посилання на ресурси, залучені для створення веб-квесту.
7. **Коментар для викладача (Teacher Page)** – методичні поради щодо організації роботи з веб-квестом.

Приклади веб-квестів:

- ❖ **Radio Days** (*творче завдання*):
<http://www.thematzats.com/radio/index.html#Intro>
- ❖ **CSI: Lord of the Flies** (*детектив*):
<http://questgarden.com/16/50/2/060222203248/index.htm>
- ❖ **The Capsule of Life in Egypt** (*компіляція*):
<http://questgarden.com/64/35/3/080413225156/index.htm>
- ❖ **Will the REAL William Shakespeare Please Stand Up?** (*переконання*):
<http://teacherweb.com/WO/HighSchool/Shakespeare50/index.html>

Webquest "Radio Days" by Cynthia Matzat



Radio Days: A WebQuest

<http://www.thematzats.com/radio/index.html>

By Cynthia Matzat



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Introduction

Back before there were televisions and computers, there was radio. Families of the 1930s and 1940s would gather around the radio and listen to their favorite programs such as *Little Orphan Annie*, *Amos and Andy*, *The Guiding Light*, and *The Shadow*. Millions of Americans tuned in daily to their favorite programs, just as today we tune in to our favorite television shows. Radio allowed the listener to create their own images of characters and settings, a luxury that we no longer have in these days of television. Take a journey back to the "Golden Age of Radio" as you learn about Radio Days.

The Task: You are an employee of the local radio station. Your boss, who grew up during the “Golden Age” of radio, has decided to add new programming to the station. He has assigned you and your co-workers the task of writing and producing a new radio drama. Your boss expects you and your co-workers to research the history of radio drama and use this knowledge to create a script for a new radio mystery/suspense series. He wants the script to contain references to sound effects as well as the actors' dialogue. In addition to the script, you and your team are to present a recorded demo-version of the play, complete with sound effects, that will be recorded on audio CD.



The Task

You are an employee of a local radio station. Your boss, who grew up during the "Golden Age" of radio, has decided to add new programming to the station. He has assigned you and your co-workers the task of writing and producing a new radio drama. Your boss expects you and your co-workers to research the history of radio drama and use this knowledge to create a script for a new radio mystery/suspense series. He wants the script to contain references to sound effects as well as the actors' dialogue. In addition to the script, you and your team are to present a recorded demo-version of the play, complete with sound effects, that will be recorded on audio cassette.



The Process

Step 1:

Each person in your group is to select one of the following positions. A job description for each position is included.



Playwright

It is the responsibility of the playwright to write the actual script for the radio drama. The other members of the group will provide creative input, but the playwright will be held accountable for actually writing the script on paper.



Foley Artist

It is the responsibility of the Foley artist to create the sound effects for the radio drama. This person will be responsible for ensuring that all props are brought to the recording studio when needed. The Foley artist will make sure that the playwright includes all sound effects in the script.



Advertising Executive

It is the responsibility of the advertising executive to write the commercials for the radio drama. This person should decide where the commercials should be placed in the script and inform the playwright of these decisions.

All members of the group are expected to contribute in each area. The person in charge of each area will make the final decisions.

Step 2:

Once each group member has selected a job, you are to research the history of radio drama. Your boss believes that you can not create an effective radio drama without knowing some of the history of the art. She has assigned the group the task of creating a timeline showing the evolution of radio in comparison to major events of history. She wants you to focus on the time period of 1930 - 1945. Because you do live in the age of computers, the internet will provide you with much of the information you need. The following sites will assist you and your group in the construction of the timeline.

[Old-Time Radio: The Golden Years](#)

This site provides a table that shows the year that many radio programs began.

[The History of Radio](#)

This site provides a series of articles that "includes some of the 'environment' surrounding the periods: examples of what folks of the time thought were important, and affected their lives."

[Any Year in History](#)

Provides historic events and birthdays that occurred during a specific month and year in history.

All members of the group need to contribute to the construction of the timeline. Select one person to actually write the timeline on paper. Be creative. Feel free to add graphics or drawings to make your timeline more visual.

[Click here to see some example timelines made by former students.](#)

Students' timelines



Step 3:

Each member of the team is to research his or her particular area. References for each area are included below.



Playwright

[Format for a Radio Play Script](#)

This page presents a sample format for writing a radio play script. Read through this page so you will be familiar with this format. This is the format you will follow when you write your own script. You might want to print this page and use it for reference when you write your own script.

[Vintage Radio Script Library Page](#)

Click on one of the scripts provided on this page. Read through the script to become familiar with what a real radio play script looks like. Pay particular attention to the story line, noticing how they present the setting, character, plot, etc.

[1938 "War of the Worlds" Radio Broadcast Wavs](#)

Listen to some of the sound files on this page. Pay particular attention to how the actors read the script. When this broadcast was originally aired, people in the United States actually believed that Earth was being invaded by aliens. A copy of the script for this play can be found at <http://members.aol.com/jeff1070/script.html>.



Foley Artist

[Sound Effects](#)

Read through this history of sound effects in radio. Pay particular attention to the examples given of how to make particular sounds.

[The Art of Foley](#)

Read the section titled "What is Foley" and view the movie clips located near the end of the page. This should provide you a good definition of what Foley artists do.

[Movie Sound Effects](#)

Read through the *Insights & Connections* and the *Vocabulary* sections. This will add to your background knowledge of sound effects. You might also consider trying to do the *Main Activity*.

[Radio Sound Effects](#)

Read through the information in this site, focusing your attention on the section titled "Using Sound Effects."



Advertising Executive

[Radio Sounds Showcase](#)

[Vintage Radio Script Library Page](#)

Listen to the wav files for some of the 1930s era commercials. This will give you some ideas of how radio commercials were designed.

Click on one of the scripts provided on this page. Read through the commercials in the script. Use this as a guide to writing your own advertisements for your radio play. Pay particular attention to where the commercial interruptions take place.

Step 4:

Once you have researched your particular area, get together with your group members and discuss your findings. This is the chance for all group members to give their input on script ideas, sound effects, commercials, etc.

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Step 5:

After each member has contributed his or her ideas, you should write your part of the radio drama. When all parts have been written, all parts should be revised by the other members of the group. A final copy should then be written.

[Top](#)

Step 6:

Rehearse your radio drama, including the commercials and sound effects. Make sure that you put a lot of emotion and feeling into your reading of the script.

[Top](#)

Step 7:

Record your drama on audiocassette, or if you have the capability, create a podcast, and turn it in to your boss for final approval.

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Resources

This is a list of all of the web sites linked to in this assignment.

[Old-Time Radio: The Golden Years \(http://www.old-time.com/golden_age/index.html\)](http://www.old-time.com/golden_age/index.html)

[The History of Radio \(http://www.old-time.com/halper/index.html\)](http://www.old-time.com/halper/index.html)

[Any Year in History \(http://www.scopesys.com/year\)](http://www.scopesys.com/year)

[Format for a Radio Play Script \(http://www.greatnorthernaudio.com/audio_theater/format.txt\)](http://www.greatnorthernaudio.com/audio_theater/format.txt)

[Vintage Radio Script Library Page \(http://www.genericradio.com\)](http://www.genericradio.com)

[1938 "War of the Worlds" Radio Broadcast Waves](#)

[Sound Effects \(http://www.old-time.com/sfx.html\)](http://www.old-time.com/sfx.html)

[The Art of Foley \(http://www.marblehead.net/foley/\)](http://www.marblehead.net/foley/)

[Movie Sound Effects \(http://www.newtonsapple.tv/TeacherGuide.php?id=1300\)](http://www.newtonsapple.tv/TeacherGuide.php?id=1300)

[Radio Sound Effects \(http://www.greatnorthernaudio.com/audio_theater/Sound_Effects.html\)](http://www.greatnorthernaudio.com/audio_theater/Sound_Effects.html)

[The Radio Sounds Showcase \(http://www.earthstation1.com/radio.html#Commercials\)](http://www.earthstation1.com/radio.html#Commercials)



Evaluation

Each member of your group will be given an individual grade and a group grade.

You will be graded individually on your part of the final script (i.e. playwright - script, Foley artist - written description of the sound effects/effectiveness of sound effects, advertising executive - written commercials).

Your group grade will be based on your actual performance of the radio play as well as the overall effect of the script as a whole. It will also include your timeline, which will be evaluated on accuracy as well as creativity.

The individual grade and the group grade will each be worth fifty percent of the total grade.

[To see a grading rubric, click here.](#)

Rubric for Radio Days

	Exemplary 4	Accomplished 3	Developing 2	Beginning 1
Sound Effects	Sound effects are very realistic, are an essential part of the play, and make a major contribution to the overall quality of the play.	Sound effects are somewhat realistic, are an important part of the play, and make some contribution to the overall quality of the play.	Some sound effects are used but are not an important part of the play. They may be recognizable. They contribute very little to the overall quality of the play.	Little to no sound effects are used. They do not contribute to the overall quality of the play. They are not recognizable.
Script	<p>Story line has a definite plot with a well-defined beginning, middle, and end.</p> <p>Characters are fully integrated into the story. The plot holds the attention of the audience throughout the play.</p>	<p>Story line has an identifiable plot with a recognizable beginning, middle, and end.</p> <p>Characters are somewhat integrated into the story. The plot holds the attention of the audience most of the time.</p>	<p>The plot of the story line was attempted but the beginning, middle, and end were not consistently recognizable. Characters are integrated very little into the story. The plot holds the attention of the audience some of the time.</p>	<p>The plot of the story line is not easily identified. Integration of characters into the story is not present. The plot does not hold the attention of the audience.</p>

**Radio Play
Performance**

Play was very entertaining and held the attention of the audience throughout the performance. Few to no errors were made in the performance of the script. Sound effects were well integrated. Transitions between segments were smooth.

Play was entertaining and held the attention of the audience during most of the performance. Some minor errors were made in the performance of the script. Sound effects were somewhat integrated. Transitions between segments had little hesitation.

Play was moderately entertaining and held the attention of the audience during some of the performance. Some major errors were made in the performance of the script. Integration of sound effects was attempted but did not always achieve success. Transitions between segments were choppy.

Play was not very entertaining and did not hold the attention of the audience during the performance. Many major errors were made in the performance of the script. Integration of sound effects was poor. Transitions between segments were poor.

Timeline

Timeline was presented in a manner that was different from a traditional timeline (high creativity). All elements on the timeline were historically accurate. The time period from 1930 - 1945 was covered thoroughly.

Timeline was presented in a manner that was different from a traditional timeline (moderate creativity). All elements on the timeline were historically accurate. The time period from 1930 - 1945 was relatively complete.

Timeline was presented in a traditional manner. Most of the elements on the timeline were historically accurate.

The time period from 1930 - 1945 was covered in a basic manner.

Timeline was presented in a traditional manner with little to no elements of creativity added. Some of the elements on the timeline were historically accurate. The time period from 1930-1945 was not covered thoroughly.

Розподіл балів за виконання веб-квесту

Individual Grade: _____/4 = _____ % /2 = _____/50

Group Grade:

Radio Play Performance _____/4

Timeline _____/4

_____/8 = _____ % /2 = _____/50

Final Grade:

Individual Grade _____/50

Group Grade _____/50

Total _____/100



Conclusion

The "Golden Age of Radio" is an important part of the history of our country. It provided people with news of wars, messages of encouragement from our leaders, and was a source of entertainment to the masses. It had the power to persuade as well as to entertain.

After completing this WebQuest, you hopefully have a better understanding of the history of radio drama and have a better understanding of what it takes to create a radio drama.

To learn more about old-time radio, visit [Old Time Radio](#) or [The Original Old-Time Radio WWW Pages](#). To learn more about the War of the Worlds broadcast, visit [War of the Worlds](#).

Webquest “CSI: Lord of the Flies”

by Sally Graham

CSI: Lord of the Flies

by Sally Graham, Arapahoe High School

A forensics team has landed on the island depicted in the book LORD OF THE FLIES by William Golding just following the book's ending. The team will formulate an hypothesis concerning the events on the island. Their goal is to produce a report which will be presented to an investigative committee (the remaining students in the classroom). They will be prepared to present their hypothesis and present evidence which proves or disproves it.

Introduction

- The discovery of the surviving boys from an English boarding school who crashed on a deserted island has rocked the news world. The probability that some or all of the survivors may have been responsible for the deaths and / or injury of their peers is even more disturbing.

- Your team of investigators has been called in to examine the events on the island via the book *Lord of the Flies* by William Golding. You will be assigned one subject who was present on the island during the events covered in the book. You must formulate an hypothesis about your subject and determine its truth.

- Introduction
- Task
- Process
- Evaluation
- Conclusion
- Credits

- Teacher Page

Introduction

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Introduction

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Task

Your team of investigators will testify in front of a Government-appointed Committee of Inquiry. It will be your team's responsibility to present evidence of the events which occurred on the island including the circumstances surrounding one particular boy assigned to your team. ***You will formulate a hypothesis involving the events on the island and seek to prove or disprove it using the assigned roles listed below.***

Ralph

Jack

Piggy

Simon

Roger

Sam-n-Eric

Each team will investigate that boy's culpability for the events on the island and / or his vulnerability. Each team member will choose one of the following roles in the investigative process.

- **Crime Scene Investigator:** Collect and record evidence that indicate your subject's culpability or innocence concerning the events on the island.
- **Topographer:** Create a map of the island and record locations of significant events as they pertain to your subject.
- **Psychologist:** Analyze the personality type of the boy being studied with possible recommendations for future treatment or punishment of those involved. Supervise a recreation of one significant event on the island as it affected your subject. This can be on video, live action, or puppets.
- **Team leader:** Create a timeline for the events on the island that are significant for your boy. Assemble information from your team members for a presentation (Power Point or other).

Process

STEP 1

Spend one class period brainstorming the events and influences surrounding the boy assigned to your team. Answer questions such as -

- (1) What happened on the island which impacted your subject's life there?
- (2) Who on the island affected the well-being and development of your subject?
- (3) Where on the island did these events occur?
- (4) What pieces of evidence might you be able to collect (recreate) as proof of your investigation?
- (5) What was the personality development of your boy? How did this affect his treatment / behavior on the island?
- (6) What hypothesis could your team "prove" using evidence and analysis both from the book and from your creative understanding of the events on the island?

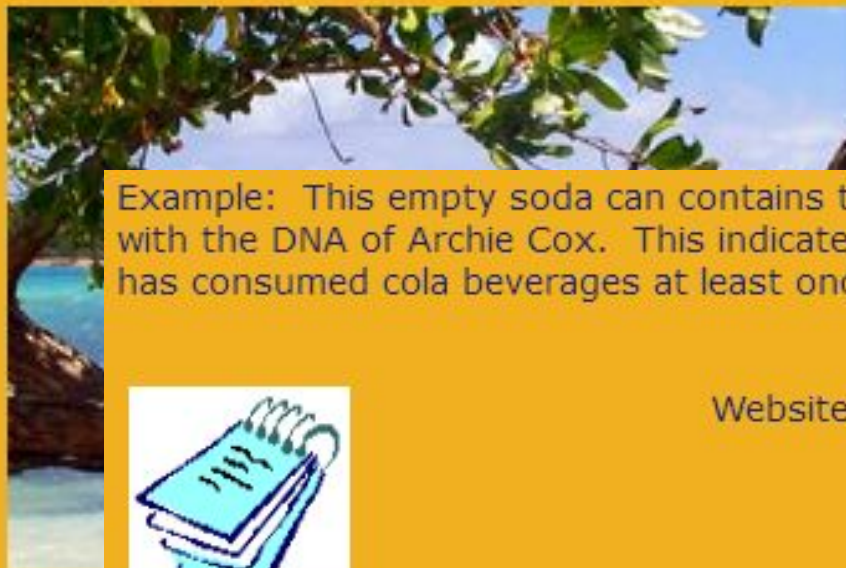
Possible assign roles to the members in your group:

- **Crime Scene Investigator**
- **Psychologist**
- **Topographer**
- **Historian**
- **Lexicographer**



STEP 2

As you read the book, record significant events which shed light on your character's development on the island. Individually consult related materials (including recommended websites) and prepare an informative, attractive, persuasive presentation for the Investigative Committee.



Example: This empty soda can contains trace evidence of a Cola beverage mixed with the DNA of Archie Cox. This indicates that contrary to Archie's testimony, he has consumed cola beverages at least once in the past.



Websites: **Evidence Collection**
Crime Scene Investigation
Crime and Clues

- **CSI Investigator:** Collect between five and ten pieces of significant evidence indicating your boy's contribution to the island adventure. These could include journal entries, interviews, footprint casts, weapons, tools, blood evidence, scans, x-rays, etc. Though pictures of larger items can work, it is better to bring in objects or parts of objects as forensic "proof." Each item should have a written description with reasons for why the evidence proves or disproves the initial hypothesis.

- **Psychologist:** Using research materials in the following links, analyze the personality and mental state of your assigned island boy. Using cues from the book, describe the boy's behavior on the island and how it altered or affected others. Create an historical profile for you boy that may or may not have been mentioned in the book which might help explain your subject's behavior.

Suggestions: Try taking the personality test and personality disorder tests yourself. Then try it as the assigned character. Does the result reflect what you know of your subject?

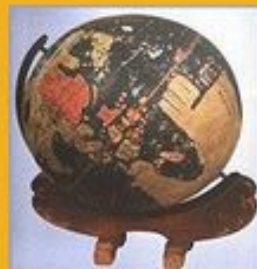
Look at Maslow's Hierarchy to analyze how your subject's behavior reflected his own needs as well as those of the group!

Websites: **Kiersey Temperament Website**
Maslow's Hierarchy of Needs
Personality Disorder Test



- **Topographer:** You must research the island and the location of significant events on the island, then create a map which reflects these events. Events included should be those occasions which involved the actions or treatment of your subject. Some events are significant to all boys on the island including yours. Other events may be more significant to just your boy.

The map may three-dimensional or flat as in a screen projection or poster. It should be large enough for the entire "committee" to see during your presentation.



Websites: **Google Earth**
National Geographic
Salt Maps
A Tour of the Island
Online Map Creation

- **Historian:** It is your responsibility to finalize the team's time-line. This time-line should concentrate on the events in the book which are most significant to your subject. Some events will be significant to all boys on the island. Some are important primarily to your subject.

The timeline should be easily visible to the "committee" during your presentation. A power point is one recommended method. Historians may also use a scrolling poster, or other compelling presentation.

If you produce a Power Point timeline, it should be on Microsoft Power Point software or our school computers will be unable to accommodate it.

Websites: **Lord of the Flies Game** (A reward for job well done)

- **Lexicographer:** A study of words helps the reader understand the author's intent as he draws a character within dramatic environs. As the team lexicographer, you will select ten words from the book that help readers understand your subject better, words that William Golding used to describe your boy or the events surrounding him. Try to choose words that are not generally familiar, words that will challenge the committee to increase their understanding of your subject. Define the word, locate it in the text, and explain its significance to your subject.

Example: BASTION - Stronghold or fortification

Page 29 - "There, where the island petered out in water, was another island: a rock, almost detached, standing like a fort, facing them across the green, with one bold, pink bastion."

Ralph claims this area as belonging to all of the boys during their first exploration of the island. This is one of his first moments of leadership.

These words should be distributed to committee members as a hand out to be viewed while reviewing why the team reviews why they consider the words important to your hypothesis.

STEP 3

Once your group members have finished researching and investigating, you will be ready to present your findings to the committee. This should take the form of a presentation with the following:

- (1) A **time line** will be presented to the committee. It may take the form of a computer program, a power point presentation, an overhead transparency, a poster, or any other easily viewable presentation. It should be somewhat specific to the boy being studied.
- (2) Each item of "**evidence**" collected by the CSI investigator should have a short paragraph of description and explanation attached to it. These will be presented to the committee with explanations of each item's significance to the boy being studied. Items should be real whenever possible, or recreations that approximate what the actual item would be.
- (3) A **map** indicating the events occurring on the island will be presented and explained to the committee. It should be large enough and detailed enough to make this presentation effective. and should concentrate on the boy being studied.
- (4) A summary of the boy's **personality** should be presented to the committee. It should explain the boy's character traits both before he was stranded on the island and after with an explanation of how the boy's personality changed due to the island circumstances or how that alteration impacted the subsequent events on the island. This may include a dramatic recreation of a significant even on the island either in VIDEO or Puppet show or dramatic in-class presentation. All members may participate in this.
- (5) A hand out with the definitions of ten significant **words** used in the book should be distributed, to be followed by an explanation for where each word is located in the book, how it is used in context, and its significance to the subject being studied.

Evaluation

Team Evaluation

	10	8	6	4	Total
TIMELINE	Timeline includes all significant events in the novel, particularly those which directly impacted the development of the team's assigned subject; presentation is attractive and easy to understand	Timeline includes most of the significant events in the novel, perhaps excluding some important to the development of the team's assigned subject; presentation may lack some important visual elements	Timeline excludes several important events occurring on the island; presentation lacks clarity	Timeline is inadequate; it fails to adequately represent important events on the island; presentation is sloppy and / or unclear.	

EVIDENCE	Assigned number of pieces of evidence is met or exceeded; evidence clearly supports the analysis of the assigned subject; presentation is creative; written description is clear;	Adequate number of pieces of evidence	Assigned number of pieces of evidence is met or exceeded; evidence clearly supports the analysis of the assigned subject; presentation is creative; written description is clear;	Adequate number of pieces of evidence lacks some elements of support for analysis of the subject; presentation could have been more creative or more clearly explained	Limited number of evidence pieces; may not support the analysis being made; presentation is significantly lacking in creativity and / or explanation.	Evidence is inadequate in number, support for analysis, and presentation.
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PSYCHOLOGY	The report effectively explains the behavior of the assigned subject both before the events on the island and after his arrival; report offers recommendation for treatment or insight into the causes of personality change or effects on others.	The report tries to explain the behavior of the assigned subject either before the events on the island or after his arrival; report may not explain how the subject's personality altered with or affected the events on the island.	The report inadequately explains the personality of the subject; report leaves out important elements of subject's behavior.	The report does not attempt to explain the behavior of the subject either before his arrival on the island or after his arrival; report is sloppy and poorly researched.				
	TOPOLOGY	Map creatively and effectively relays important characteristics of the island; labeling clearly indicates traits of the island and locations of significant events.	Map excludes some important characteristics of the island; presentation may lack clarity or accuracy.	Map only partially exhibits island characteristics; important island traits or events on the island are not included; presentation lacks clarity.	Map does not portray island characteristics adequately; presentation is sloppy, making understanding of the events difficult.			
PROOF	Team effectively proves that their hypothesis is clearly true or false. All aspects of the project work toward this goal.	Most items in the project work to prove that the hypothesis is clearly true or false.	Several aspects of the group project fall short of proving the hypothesis true or false.	There is little or no effort to prove the team's hypothesis true or false.	Effective presentation of evidence supports the team's analysis of the subject; clear evidence of teamwork; presentation is easily understood both visually and vocally.	Presentation is somewhat uneven; evidence largely supports the analysis of the subject; visuals and / or vocal presentation could be more effective.	Presentation is lacking; team participation is obviously very uneven; visuals are lacking; presentation is hard to understand.	Inadequate presentation; no evidence of teamwork; visuals seem hastily produced; vocal presentation is hard to understand.
	PRESENTATION							

Conclusion

Congratulations! Your investigation has clarified the events which occurred on the ***Lord of the Flies*** island. Without your committee's in-depth study, the fate of the boys stranded on the island might never have been adequately realized!



Feel free to use your expertise investigating future events. It would be a mistake for readers to take literature at face value. There is always a need for exploration and questioning in order to bring imaginary characters into the real world.

A forensics team has landed on the island depicted in the book **LORD OF THE FLIES** by William Golding just following the book's ending. The team will formulate an hypothesis concerning the events on the island. Their goal is to produce a report which will be presented to an investigative committee (the remaining students in the classroom). They will be prepared to present their hypothesis and present evidence which proves or disproves it.

Teacher Introduction

William Golding's book *The Lord of the Flies* examines human behavior in an exotic setting using pre-adolescent boys as the fertile soil for conflict and evolution. The events in the book are troubling as readers find themselves identifying with both the exemplary personality characteristics of the boys stranded on the island as well as the baser, destructive characteristics that develop out of trying circumstances.

This webquest attempts to help students understand how circumstances can affect even the most stable of individuals. It encourages students to examine the events on the island from an investigative perspective. Group communication as well as individual skills are used to create an effective persuasive presentation. The project taps into and seeks to develop the following skills; research, group analysis; artistic gifts; verbal gifts; and cooperation.

Webquest “Time Capsule of Life in Egypt” by Ashley Smith

In the process of this webquest, you will be taken back in time to collect information and create artifacts for a time capsule of life in Egypt.

Introduction

The land of Egypt is a fascinating one marked with sky-high pyramids, exotic clothing, and unique burial traditions. As a historian for your local museum, it is your job to collect the most valuable items to place in a time capsule that will be kept closed until the year 3000. This job is one of the most interesting and important ones in the world today and you should be proud to have the opportunity to make such an impact on future children! Good Luck!

Time Capsule of Life in Egypt

- Introduction
- Task
- Process
- Evaluation
- Conclusion
- Credits

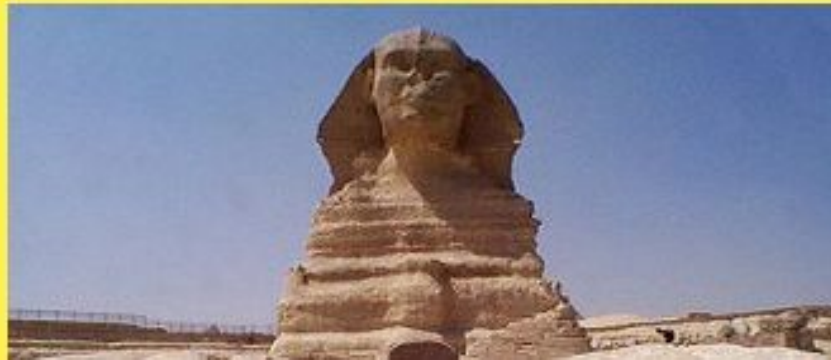
- Teacher Page

by Ashley Smith, University Of The Incarnate Word

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Task

A time capsule is a container that we put important things in from a specific time period to be discovered by later generations. A time capsule for the United States during the year 2008 may include CDs by famous people, DVDs, pictures of the President or other significant people, maps of the land, a cell phone and other things that characterize our world today. This would be all put into a container and sealed for later people to see what our world was like. Your task is to create a simple time capsule of ancient Egypt for later generations to see what their society was like. As the historian, your job is to find or create these objects and include them in the time capsule. You may work with other historians in your classroom to put together a great time capsule to be opened in the year 3000!

Process

What is a Time Capsule? [An Example](#)

THE GEOGRAPHY OF EGYPT

- Read a short description of Egypt's [geography](#).
- View Maps of Egypt [here](#).
- Explore with an Egyptian boy as you help in on his journey up and down the [Nile River](#)!

THE ANCIENT ALPHABET

- Learn About Heiroglyphs [here](#)!
- *The Old Master Scribe* [Story](#)
- [Where](#) was Egyptian writing used?
- [YOUR](#) name in heiroglyphics!

THE LIFE OF AN EGYPTIAN

- What was life like for an Egyptian? [Find out](#)!
- Explore paintings of the life of a nobleman [here](#)!
- Farmer or Nobleman?... How were their lives different in [Ancient Egypt](#)?
- Daily Life in Egypt [GAME](#)!

BURIAL TRADITIONS

- **MUMMIES!** and not the kind that pick you up from school!
- Find out how people become mummies!
- Why did Ancient Egyptians mummify their dead?
- _

PYRAMIDS

- Read about and Explore the Pyramids of Egypt

ANIMALS OF EGYPT

- Creatures great and small
- Sacred Animals

MAKE YOUR OWN EGYPTIAN ARTIFACTS

Here are some links to different websites with crafts you can make for your time capsule. Please be picky, and make sure the artifact you choose to create is the most appropriate for your project.

- DLTK kids
- Danielle's Place

Evaluation

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Time Capsule Objects Chosen	Less than two objects are chosen and placed in the time capsule.	Two or Three objects are chosen and placed in the capsule.	Four or Five objects are chosen and placed in the capsule	Chose six or more objects and place them in the capsule.	
Time Capsule Description	No objects are explained.	Not all objects are explained with 4-5 details. Explanations do not show understanding.	Explanation of objects fits requirements 4-5 details are given for each object.	Explanation of all objects fits requirements. Extra details are given.	

<p>Research and Technology Use</p>	<p>Team did use any links or the internet to research information.</p>	<p>Team used less than 3 links provided.</p>	<p>Team used at least 5 links provided by the WebQuest .</p>	<p>Team used all links provided by the WebQuest. Team found other helpful websites not provided by the WebQuest.</p>	
<p>Group Work</p>	<p>Team did not work together at all.</p>	<p>Team worked together but did not show mutual respect. Not all members participated equally.</p>	<p>Team worked co-operatively. All members participated equally.</p>	<p>Team worked co-operatively. All members participated and gave extra effort.</p>	
<p>Completed Time Capsule and Presentation</p>	<p>Time capsule shows no effort in design. Few or no objects are placed in the</p>	<p>Time capsule does not show effort in design. Less than 4 objects were located. Team</p>	<p>Time capsule shows effort in design. At least 6 objects were located. Team presents</p>	<p>Time capsule shows extra effort in design. Seven or more objects were located. Team presents to</p>	

Conclusion

As historians you have explored many aspects of Ancient Egypt. You have created a time capsule and placed the objects you have discovered inside. You have helped future generations by sealing away objects from your discoveries in Ancient Egypt to be recovered and examined many years later.

Now think...

If kids were to find your time capsule many years later, do you think that they would be able to understand what life was like in Ancient Egypt? If you were to create a time capsule that represented your life in the year 2008, what kinds of things would you include?

Webquest “Will the Real Will Shakespeare Please Stand Up?”

Will the Real Will Shakespeare Please Stand Up?



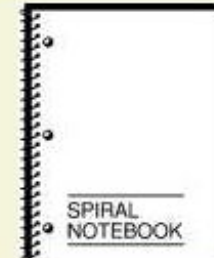
Standards



Introduction



Task



Process



Evaluation



Conclusion



Graphic Organizer




Pro-Stratford Group



Pro-Oxford Group

Standards

The California State Content Standards in English Language Arts addressed in this lesson are specifically:

Reading standard 2.1:  Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

Reading Standard 2.6: Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

Writing 1.3: Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

1.4 Enhance meaning by employing rhetorical devices.

Writing 2.4b: Analyze several historical records of a single event, examining critical relationships between elements of the research topic.

Introduction

Will the Real Will Shakespeare Please Stand Up? It's a debate that has raged for over a hundred years and it shows no sign of letting up! Let's try to resolve this problem once and for all! Will the real Will Shakespeare please stand up? The purpose of this webquest is for students to investigate the Shakespeare authorship mystery, something that Shakespeare scholars and amateurs alike have grappled with since questions were first raised about the man from Stratford and his authorship of the plays in 1869 (Bethell, 1991). Since his plays appeared in print, many people have jumped to challenge William Shakespeare's authorship. Some of these ideas persist, even in 2008. During this webquest, you will be investigating the *real* William Shakespeare as well as some frequent challengers to his authorship in preparation for a meeting on a new biography being published. In that meeting, you will be arguing for whether a William Shakespeare was the author... or someone else.

Task

After learning background information about William Shakespeare of Stratford-upon-Avon, students will read from several sources arguing for or against Shakespeare's authorship of the plays. Then, in groups, students will give a presentation and press release to a meeting of Shakespeare scholars about whether or not the Earl of Oxford is the true author of the Shakespeare plays. In this webquest, you will become an expert on what is known about Shakespeare as well as one figure that is reported to have **really** written the collection of plays and poems. You will be presenting an argument to the Shakespeare society in which you make an argument for the authorship of Shakespeare's plays.

Process

Step 1: Students read the background information about William Shakespeare found on the Folger Library website at <http://www.folger.edu/index.cfm>. Students record this information in the graphic organizer.

Step 2: Students will record information about Edward de Vere, the Earl of Oxford, in the same graphic organizer. Students will find the De Vere biography information at the following site:

<http://www.luminarium.org/renlit/deverebio.htm>

Step 3: Students will be given the task to argue for or against the idea that Shakespeare was the author of the plays. Students will begin reading articles that argue for or against the Shakespeare authorship by the man from Stratford or Earl of Oxford. The links appear after the webquest information.

Step 4: Students will develop a press release using Microsoft Publisher that provides the main reasons why the group believes that their figure is the true author.

Step 5: Students will present their findings to the group in a seminar format. Distribute copies of your press release to each student.

Graphic Organizer

Complete the following chart using information found on the websites. Be as complete as possible.

Information	William Shakespeare	Edward de Vere, Earl of Oxford
Birthplace		
Father's occupation		
Early life and education		
Social status		
World travel		
Language fluency		
Marriage and children		
Death and funeral arrangements		

Pro-Stratford Group:

Argue that Shakespeare of Stratford was the **Real Author** Read the following articles. Determine the strongest facts to support your case. Write a one page press release that informs the listening public that Shakespeare is indeed the author of the texts. In your press release, refer to expert testimony from the articles.

Internet Links

Step 1: Students read the background information about William Shakespeare found on the Folger Library website. Students record this information in the graphic organizer.

[Shakespeare Biography- Folger Library](#)

Step 2: Students will record information about Edward de Vere, the Earl of Oxford, in the same graphic organizer. Students will find the De Vere biography information at the following site. [Edward de Vere Biography](#)

Read JD Reed's article from Smithsonian Institution of September 1987. Record Reed's points that support the authorship of the man from Stratford. JD Reed's article from Smithsonian Institution Magazine of September 1987 [Article about Shakespeare Mystery](#)

Read this article and collection of materials about the Shakespeare mystery. This is the companion website to the 1989 Frontline documentary on the Shakespeare mystery. Look at several of the letters written in response to the documentary. [Frontline](#)

[Documentary, The Shakespeare Mystery](#)

Read Irving Matus's article from the Atlantic Monthly called **The Case for Shakespeare** (1991) [Irving Matus Article, The Case for Shakespeare](#) **Other Resources**

There are additional texts about Shakespeare as well as information in the library and in the course textbook.

Pro-Oxford Group:

Argue that Edward de Vere, Earl of Oxford, was the Real Author Read the following articles. Determine the strongest facts to support your case. Write a one page press release that informs the listening public that Oxford is the likely author of the texts. In your press release, refer to expert testimony from the articles. First look at these two websites and record the information about Shakespeare and Earl of Oxford in the graphic organizer.

Internet Links

Step 1: Read the background information about William Shakespeare found on the Folger Library website and record this information in the graphic organizer. [Find information on Shakespeare Biography](#)

Step 2: Read and record information about Edward de Vere, the Earl of Oxford, in the same graphic organizer. Students will find the De Vere biography information at the following site: [Edward de Vere, Earl of Oxford Background Information](#)

Read JD Reed's article from Smithsonian Institution of September 1987. Record Reed's points that support the authorship of the Earl of Oxford. [Reed Article](#)

Read Tom Bethell's article, The Case for Oxford, from the Atlantic Monthly. [Bethell Article](#)
In 1989, the PBS program, Frontline, aired a documentary addressing the Shakespeare mystery. People wrote in response to the documentary. Review the following letters and record the points that add to your argument. Pay special attention to the letter written by Shakespeare scholar Ogburn and to the debate that went on in print. [Newbingin Letter](#)

Charlton Ogburn, Harvard Magazine, An article casting doubt that the author was [The Man from Stratford](#) November 1974. Be sure to look at several of the response letters that the station received. [Ogburn Article](#)

This website is dedicated to telling the story of who the Oxford people consider to be the true Bard, Earl of Oxford. What biases do you notice in their telling of the story? Is their work accurate? Explain. [Shakespeare-Oxford Website](#)

Evaluation

Evaluation:

There are two major components of this project. Students will be evaluated based on the process and the product. First, students will receive a grade for their notes, graphic organizers, and collaborative group work. Secondly, students will receive a grade for their participation in the seminar. All students will be evaluated based on their group presentation as well.

The point breakdown is as follows:

Notes and Preparation:	____/10
Internet Work Time:	____/20
Collaboration:	____/20
Press Release:	____/50
Presentation:	____/50

Conclusion

At the conclusion of the seminar, students will write a half-page reflection on who they believe is the real Shakespeare author based on the arguments put forth in the articles and by their classmates in discussion. Students will need to acknowledge one point made by the opposing side in their debriefing paragraph. Students will also give one thing that they learned about Shakespeare that they didn't learn in when they read Romeo and Juliet in 9th grade. Students will also answer the following questions following the presentation.

1. What was different about your group assignment than previous group assignments?
2. What is one thing that you learned about William Shakespeare that you didn't learn as a freshman reading "Romeo and Juliet"?
3. Do you believe that William Shakespeare was the author of his works? Why or why not?
4. How do you think your group did in the presentation? Explain.
5. Evaluate your own performance. How could you have done better? Explain.

Приклади розділу веб-квесту “Вступ (Introduction)”

The Capulet Ball Webquest

Have you ever wished you were a part of the magic of Romeo and Juliet's first meeting at the Capulet mansion? Think about how lucky you would be to witness the famous couple falling in love at first sight and to catch a glimpse of all the glamorous guests, gourmet food, ornate decorations, and music that the Renaissance brought to life! It is comparable to walking down the red carpet at the Oscars and seeing those movie stars that you just love...undoubtedly a remarkable experience that could only happen in your dreams right? Well, I beg to differ because you, yes you, have just been called upon by the rich and mighty Capulet to cater, decorate, entertain, and design costumes for his family and all of his guests that are coming to the Capulet Masquerade ball! When your job is finished, Capulet has even extended his invitation to you! "You're invited! Come and crush a cup of wine!"

Solar System Webquest

Congratulations! Your group has been chosen to do a thorough investigation regarding the next planet to be transformed for human existence. If your presentation is persuasive enough to convince the Government and NASA to extend our habitat to your chosen planet, you and your families will among the first inhabitants. This a tremendous opportunity to have a significant impact on life as we know it!

Shark Webquest, Fact or Fiction?

SHARK ATTACK! "SHARK ATTACK!" These are the latest headlines appearing in the paper referring to a reported attack on a surfer. Fact or Fiction? You must investigate the report after you have studied the habitat, senses, and diet of the great white shark. You may choose the role to play as the victim, biologist, sheriff, or shark. Get ready to go, but beware, people are the greatest predator of sharks while sharks instill the greatest fear in people...Watch out, remember to stay in character as you discover new realms of information.

Приклади розділу веб-квесту “Завдання (Task)”

Webquest “California or Bust!”

Your group will consist of four people:

1. Car Dealer-main duties are to find a car, gas prices and mileage.
2. Trip Planner-map out trip, find state capitals.
3. Driving-find the exact mileage from city to city. Buy gas.
4. Banker-calculate total cost of car, gas, hotel, food. Your mission is to travel to the capital of California by traveling through state capitals only.

After you have completed your research, your group will design a collage poster of your trip that includes:

1. Map of travel route.
2. Breakdown of cost for trip.
3. Picture of car.
4. Answers to questions located under "questions" icon.

The group that can make it to California the quickest wins bonus points!

Webquest of Knowledge and Power

Your nutrition team will consist of 4 experts.

Needs Analysis Team

1. Exercise Physiologist - You are to research about the physical demands of the sport. For example: Is it anaerobic, aerobic, both? What energy systems are used? What kind of exercises would they do? Do all the athletes on the team have the same physical demands/do they vary position to position?
2. Special Needs Nutritionist - You are to research about the special needs of athletes. Examples may be athletes who are diabetic, have food allergies, may be vegetarians, have celiac disease, lactose intolerant, are overweight/underweight etc.
3. Scientific Nutritionist - You need to gather information about athletes caloric requirements, the nutritional information on the foods you will use to feed your team (calories, food labels/carbs, protein, fat, fiber, water, vitamins, minerals...), and special needs of those athletes who need to lose weight/gain weight.
4. Marketing Department/Publicist - You have 3 main jobs to do. First, you are to design and distribute information brochures to hand out to your athletes. Second, you also will design poster boards to hang up in the cafeteria that contain useful dietary information. Finally, you will design individual nutrition tracking cards (include daily & weekly) for the athletes to keep track of and evaluate their meal choices with the nutrition staff.

After you have completed your needs analysis, your group will design a meal plan for your **sports team**.

1. Design a multimedia presentation to give to your sports team.
2. Design an 1- off-season & in-season meal plan; 2- pre-contest nutritional program; 3- sample menus for your athletes for their meals.
3. Design both a resource guide and an educational pamphlet for your team.
4. Design evaluation tools to improve the program.

Приклади розділу веб-квесту “Порядок дій (Process)”

New York Vacation Webquest

I don't get it? I don't understand? Huh... What?

STEP1. The first thing you will need to do in your group is decide which role each person is going to take.

STEP2. Once this is decided, go to your individual role pages to get further instructions and web pages for your role. You will have to keep a journal of all the information you gather in your role that will be turned in at the end with your itinerary.

STEP3. Once everyone has compiled their information, you will gather back together as a group and discuss what exactly your money will be spent on. You need to make sure you have a mode of transportation to your destination, a place to stay, money for food, and things to do (activities). You cannot go over your assigned budget, so some tough choices may need to be made.

STEP4. After you have decided what exactly you will spend your money on, you will need to write up an itinerary. This must include all the things in step three. Make sure to have the prices listed and a grand total for your trip.

STEP5. You will then need to develop a presentation to give the Mom and Dad (as well as the class). It can be whatever you want, some examples are a power point presentation, a commercial, persuasive speech, etc.

American Literary Periods

Webquest

Your Process is summarized in the following bullet points:

- Find your group and decide on roles for each of you. The roles are: Specialist, Poet Specialist, Playwright Specialist, Contemporary Critic, Literary Historian.
- When you have defined your roles, begin researching about your literary period's time frame as a group.
- Start your time period research. Remember to help one another research your roles. Since it is a group grade, the more information everyone knows, the better the group can do.
- Research more. Even more. Don't stop researching yet....
- When you're done with gathering data, separate it according to roles, and analyze it individually according to your role within the group.
- Write out your part of the presentation. Use guidelines found in the Role descriptions to get an idea of what needs to be included.
- Present to the class (use props, film, posters, any visual effects to make the presentation more entertaining).
- Hand in researched data and individual write ups.
- Test on all literary periods will be given on the following Monday.

Приклади розділу веб-квесту “Оцінювання (Evaluation)”

Censorship Webquest

Students will be evaluated on their Press Releases and an Individual Reflection. See the teacher if you have any questions. GOOD LUCK and HAVE FUN!

EXPECTATIONS & SCORING RUBRIC

Press Releases must contain:

- 1) An outside source relevant to their assigned stance. SCORING: 3 POINTS. The outside source must be plausible for your specific role.
- 2) Introduction and conclusion paragraphs, supported by at least THREE (3) specific points. (It should be between 3-5 paragraphs). SCORING: 10 POINTS. This is the body of the statement. It should be clear and be between 3-5 paragraphs.
- 3) The release should have very few spelling mistakes. SCORING: 5 POINTS. One point marked off for every spelling mistake.
- 4) Properly cited sources. SCORING: 2 POINTS.
- 5) The press release shall be typed, 12 point font, and have one inch margins. SCORING: 5 POINTS, for including all three criteria.

25 POINTS TOTAL for the Press Release.

Individual Reflections must:

- 1) Be between 1-2 pages in length and have your name at the top. SCORING: 5 Points. Easiest 5 points available.
- 2) Have your opinion on the issue, and why. SCORING: 15 POINTS. Body and most important part of the Reflection. Points will be based on the strength and clarity of your opinion. 15 pts=excellent, 14-11=quality, Under 10=lacking important ideas and concepts.
- 3) Cite outside sources properly. SCORING: 3 POINTS.
- 4) Should use at least 2 valid outside sources. SCORING: 2 POINTS. One point for each.
- 5) Include a paragraph explaining how your group worked together, and your feelings on the Web Quest. SCORING: 10 Points. Must answer both parts clearly for all the points.
- 6) Have very few spelling mistakes. SCORING: 10 POINTS. One point marked off for every spelling mistake.
- 7) The press release shall be typed, 12 point font, and have one inch margins. SCORING: 5 POINTS, for including all three criteria.

50 POINTS TOTAL for the Individual Reflection.

75 POINTS TOTAL FOR THE ENTIRE ASSIGNMENT.

Beach Weather Webquest

Evaluation

All group members receive one grade based on following:

Assessment	Value	Dad's looking for:
forecast factors	50%	A match between factors and forecast weather. For example, it would be wrong to write "sunny" by a low pressure center.
presentation	25%	Neatly drawn maps using correct symbols for fronts and pressure centers.
accuracy	25%	A reasonable decision on which destination is best.

Приклади розділу веб-квесту “Висновки (Conclusion)”

Tornado Webquest

You have done it! The mayor has put much deserved trust into the creation of a very informational brochure that can ensure that the town folk are informed of the important facts about tornados. The mayor is very pleased. Don't forget to make sure your journal has what you believe to be the most important facts about your particular area and why. Self-reflection is important, so make sure to journal and reflect on how you performed and how well you believe the group performed and how you felt about this assignment.

Nutrition and Foods Webquest

You have learned about the Food Guide Pyramid and how it is used to make intelligent food choices. Whether you are eating at a fast food restaurant or at home the Food Guide Pyramid is a useful tool. You now have the knowledge to make better food choices to ensure good nutritional habits. If you would like to expand the work you have completed with this webquest, you may choose one of the following projects:

1. Design the interior of the restaurant you created.
2. Establish the prices for the menu in the restaurant.
3. Create a food pyramid for pregnant females.
4. Create a food pyramid for older adults.

Приклад оформлення у веб-квесті інтернет-посилань для опрацювання учнями

Regions of New Hampshire WebQuest Fact Finder

Visit the sites below to learn important facts about the regions of New Hampshire.

[50 States.com](#)

[About New Hampshire](#)

[50 States.com New Hampshire Facts](#)

[New Hampshire Gov.](#)

[NH Gov. Fast Facts](#)

Приклади веб-квестів для учнів шкіл США:

- ❖ **The Capulet Ball:**
<http://teacherweb.com/NJ/MaryHelpofChristiansAcademy/TheCapuletBall/index.html>
- ❖ **American Literary Periods Webquest:**
<http://teacherweb.com/CA/SaintMarysCollege/AmericanLiteraryPeriodsWO/index.html>
- ❖ **Billy's Anti-Bullying Journey:** <http://teacherweb.com/WO/ElementarySchool/Bullying2/index.html>
- ❖ **NEW YORK VACATION:**
<http://teacherweb.com/NY/CayugaHeightsElementary/nyvacationwebquest/index.html>
- ❖ **Regions of New Hampshire WebQuest:**
<http://teacherweb.com/NH/ThorntonsFerry/RegionsofNewHampshireWebQuest/index.html>
- ❖ **Rich in Tradition WebQuest:** <http://teacherweb.com/WI/MapleAvenue/RichinTradition/index.html>
- ❖ **Mrs. Chumley's Shark WebQuest, Fact or Fiction?:**
<http://teacherweb.com/TX/UH/GreatWhiteSharkAttack-FactorFiction/index.html>
- ❖ **Censorship WebQuest:** <http://teacherweb.com/MN/UofM/CensorshipWebQuest/index.html>
- ❖ **Amanda Chambers' Nutrition and Foods WebQuest:**
<http://teacherweb.com/TN/TTU/nutritionwebquest/index.html>
- ❖ **Mr. Saravis' Web Quest of Knowledge and Power:**
<http://teacherweb.com/NY/MassapequaHighSchool-AmesCampus/YouAreWhatYouEat/index.html>
- ❖ **Mr. Reling's Beach Weather:**
<http://teacherweb.com/NY/PioneerCentralSchool/BeachWeatherWebQuest/index.html>
- ❖ **Tornado Webquest:**
<http://teacherweb.com/IN/PurdueUniversityNorthCentral/NaturalDisasters/index.html>
- ❖ **Solar System WebQuest:** <http://teacherweb.com/CA/USD/Space/index.html>
- ❖ **Mr. Miano & Mr. Burrvano Civil War Webquest:**

Колекція англомовних тематичних веб-квестів для розвитку лінгвосоціокультурної компетентності

<http://www.onestopenglish.com/teenagers/topic-based-materials/webquests>

The logo for 'one stop english' is located in the bottom right corner. It features the text 'one stop english' in a dark blue, sans-serif font. The word 'one' is positioned to the left of 'stop', which is enclosed in a light blue circle. The word 'english' follows to the right. The logo is set against a white background that is part of a larger graphic with orange, green, and blue geometric shapes.

one stop english

Webquests

Print Email Share Comments (3) Rate

A selection of fun lesson plans on festivals, including Valentine's Day, Halloween and Christmas, that practise web-based skills.

Inside Webquests



Webquest: New Year:

Author: Gabrielle Jones

This webquest includes activities about the history of New Year celebrations practised today across a variety of cultures.



Thanksgiving.

Webquest: Thanksgiving

Author: Gabrielle Jones

This webquest includes activities designed to inform students about the history, traditions and typical food associated with Thanksgiving.



Webquest: St Patrick's Day:

Who was St Patrick? Find the answer in this webquest, and learn about how 17th March is celebrated around the world.



plan

Webquest: Independence Day

Author: Karen Kovacs Level: Intermediate, Upper intermediate, Advanced Type: General lesson

In this webquest, students will investigate Independence Day in the United States and learn about independence days in some other countries.



Webquest: St George's Day

Level: Pre-intermediate, Intermediate

On 23rd April is St George's



Webquest: Bonfire Night

Author: Gabrielle Jones

This webquest by Gabrielle Jones includes activities about the history and traditions of Bonfire Night.



Webquest: Shakespeare

Author: Luke Vyner, Karen Kovacs

The 23rd of April is the Bard's birthday, so here on onestopenglish we're taking a closer look at England's most famous author This



Webquest: La Tomatina

Author: Karen Kovacs Level: Intermediate, Upper intermediate, Advanced

La Tomatina is one of the world's most unusual celebrations. In this webquest, you will find out more about this unique festival.



Webquest: The summer solstice

Level: Pre-intermediate, Intermediate

Learn all about the summer solstice and how it is celebrated throughout the world in our seasonal-themed webquest.



Webquest: Water

Level: Intermediate

Water is amazing stuff - nothing on Earth can live without it. Find out more about water's

Webquest: Easter holidays: History and traditions

Author: Luke Vyner

This webquest includes activities on the history of Easter, Easter symbols, celebrations around the world and facts about the spring festival.



Webquest: Christmas

Author: Luke Vyner

This festive-themed webquest includes activities on the history of Christmas, Santa Claus and global celebrations.



Webquest: Chinese New Year

Author: Adrian Tennant Level: Intermediate, Upper intermediate

Webquest: Easter holidays: History and traditions

Author: Luke Vyner

This webquest includes activities on the history of Easter, Easter symbols, celebrations around the world and facts about the spring festival.



Webquest: Christmas

Author: Luke Vyner

This festive-themed webquest includes activities on the history of Christmas, Santa Claus and global celebrations.



Webquest: Chinese New Year

Author: Adrian Tennant Level: Intermediate, Upper intermediate

This webquest includes activities on food and traditions associated with Chinese New



Webquest: Valentine's Day

Author: Luke Vyner Level: Intermediate, Upper intermediate Type: Teaching notes, Worksheet

This love-themed webquest includes activities on the history of Valentine's Day, strange facts and amorous quotations.



Webquest: Rosh Hashanah

Level: Intermediate, Upper intermediate, Advanced

Rosh Hashanah is the Jewish New Year. In this webquest, students will investigate the holiday and learn more about Jewish culture.



Webquest: Halloween

Author: Luke Vyner

This spooky webquest includes activities on popular Halloween



Webquest: Valentine's Day

Author: Luke Vyner Level: Intermediate, Upper intermediate Type: Teaching notes, Worksheet

This love-themed webquest includes activities on the history of Valentine's Day, strange facts and



Webquest: Rosh Hashanah

Level: Intermediate, Upper intermediate, Advanced

Rosh Hashanah is the Jewish New Year. In this webquest, students will investigate the holiday and learn more about Jewish culture.



Webquest: Halloween

Author: Luke Vyner

This spooky webquest includes activities on popular Halloween traditions, global celebrations and terrifying tales.

Webquest “Bonfire Night” by Gabrielle Jones

Activity 1: Warmer

Bonfire Night is a British tradition which is celebrated every year on 5 November. It is also known as Guy Fawkes Night. We’ll be learning more about this tradition but before we begin take a look at these words – do you know what they mean? Work in pairs or small groups. You can use an online dictionary to help you, for example www.macmillandictionary.com.

- ▣ barrels
- ▣ basement
- ▣ blow up
- ▣ bonfire
- ▣ cellars
- ▣ effigy
- ▣ execution
- ▣ fireworks
- ▣ gunpowder
- ▣ parliament
- ▣ plot
- ▣ treason



Activity 2: The gunpowder plot

Bonfire Night is an event to celebrate the anniversary of a famous event in British history. Visit this

website: www.bbc.co.uk/newsround/15351828.

Then, answer the questions below:

1. What do people burn on their bonfires today?
2. What did Guy Fawkes plan to do?
3. Why did Guy Fawkes and his group put gunpowder in the parliament?
4. How did people find out about the gunpowder plot?
5. What happened to Guy Fawkes and his group?
6. What was the reason behind the gunpowder plot?

When you have finished, compare what you found out in small groups.

Activity 3: The people involved in the Gunpowder Plot
Now, go to this website and find out more about the people who were involved in the plot to blow up the Houses of Parliament:

www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/the-gunpowder-plot-of-1605/overview/people-behind-the-plot

Student A: Read and choose three things you want to tell your group about Robert Catesby and Thomas Percy.

Student B: Read and choose three things you want to tell your group about Francis Tresham and Guy Fawkes.

Student C: Read and choose three things you want to tell your group about John and Christopher Wright.

When you have finished, spend a few minutes in a group of three explaining what information you found out about the people involved in the Gunpowder Plot.

Activity 4: Bonfire Night celebrations

Now visit this website: www.bonfirenight.net/bonfire.php

Student A: Read the first three paragraphs and answer these questions:

1. How soon did Bonfire Night celebrations begin after the Gunpowder Plot?
2. How did the bonfire night rituals change in the years after 1605?
3. Effigies of which famous people were placed on the fire?
4. How do people prepare for Bonfire Night?

Student B: Read the last three paragraphs and answer these questions:

1. Apart from a Guy Fawkes effigy, what else do people typically light on Bonfire night?
2. Where is Lewes and why does it attract visitors?
3. Which place gave Bonfire Night an alternative name? What was the name?
4. Where else is the tradition of Bonfire Night celebrated?

When you have finished, discuss the questions which you worked on in pairs or small groups.

Discussion: Discuss a significant festival in your country – do you know how long it has been celebrated and why it became important?

Activity 5: Bonfire Night recipes

You are going to read the recipes for two traditional foods which people eat on Bonfire Night.

Student A: Visit this page and find out about Parkin cake:

www.learnenglish.de/recipe/parkin.html

1. What are the main ingredients?
2. How is it prepared?
3. How long does it take?

Student B: Visit this page and find out about toffee apples:

www.bbcgoodfood.com/recipes/13599/homemade-toffee-apples

1. What are the main ingredients?
2. How is it prepared?
3. How long does it take?

Student C: Visit this page and find out about baked potatoes:

www.bbcgoodfood.com/recipes/1759659/bonfire-night-baked-potatoes

1. What are the main ingredients?
2. How is it prepared?
3. How long does it take?

When you are finished, work in groups of three. Explain to each other what your recipe is, what ingredients are needed, how to prepare the food and how long you need.

Discussion: Do you eat these dishes, or something similar, in your country? What do people typically eat on a cold night?

Activity 6: Fireworks – staying safe

Visit this

site: www.learnenglish.de/culture/bonfirenight.htm

1. Read from the paragraph which begins ‘New laws were introduced to control the use of fireworks in 2004 ...’. When you have finished, answer these questions:

1. How old must people be to use fireworks?
2. Do you need a special license to hold a public firework display?
3. At what time of night can people normally not use fireworks?
4. What are the exceptions?
5. What are people not allowed to do with fireworks?

Activity 7: Review task

If you have time, you can play an interactive game to check what you can remember about the Gunpowder Plot and Guy Fawkes:

www.bbc.co.uk/history/interactive/games/gunpowder/index_embed.shtml.

Webquest “Shakespeare”

by Luke Vyner, Karen Kovacs

Warmer

What do you know about William Shakespeare?
Discuss your ideas with a partner.



Activity 1: William Shakespeare: An introduction to his life

Read the biography on Shakespeare below and try to complete the missing information. Then, visit www.bbc.co.uk/timelines/z8k2p39 to find the correct information and complete the short biography.

Shakespeare is England's most famous playwright and _____. His plays are known throughout the world and he introduced up to 300 _____ and dozens of _____ into the English language.

He was born in _____ - _____
- _____ in the year _____. He probably went to the local _____ school, King Edward VI's School, where he learnt Greek and _____. He didn't go to _____.

In 1582, he married _____, who was three months _____. In total, they had _____ children. He left Stratford to go and live in _____, working as a playwright and actor. He performed many times for Queen _____.

Shakespeare's group built their own theatre called the _____. By now, Shakespeare was very rich. He bought the _____ house in Stratford and many other properties as investments. He had a good head for business.

He died in _____, probably of _____. In his will, he left his _____ bed to his wife. Nobody knows for certain why he did this. He is buried in Stratford.

Activity 2: The plot of *Romeo and Juliet*

Read the statements about Shakespeare's classic tragedy *Romeo and Juliet*. Some are true and others are false. With a partner, predict whether you think they are true or false, then visit en.wikipedia.org/wiki/Romeo_and_Juliet to check your answers and correct the false statements.

Introduction

1. The plot of *Romeo and Juliet* is based on a French tale.
2. Shakespeare created the supporting characters Mercutio and Paris.
3. The play is believed to have been written between 1581 and 1585.

Synopsis

4. The play is set in Venice, Italy.
5. It begins with a street fight between the Montague and Capulet servants.
6. Romeo first sees Juliet at a ball in the Montague house.
7. With the help of Benvolio, they are secretly married the next day.
8. Romeo kills Juliet's cousin, Tybalt, in revenge for his killing Romeo's close friend and ally, Mercutio.
9. For the execution, Romeo is exiled from Verona.
10. Before he leaves, he secretly spends the night with Juliet.
11. Juliet's mother offers her a drug that will put her into a coma for 'two and forty hours' on the night before her planned wedding to Paris.
12. When she is found, she is believed to be dead.
13. Romeo buys a gun to kill himself when he hears the news.
14. At the crypt where Juliet's body has been laid, Romeo is met by Paris.
15. He kills him before drinking the poison.
16. When Juliet awakens from her deep sleep, she realizes Romeo is dead and, panicking, she runs away.

Activity 3: Boy players

Visit en.wikipedia.org/wiki/Boy_player and find out about boy players by reading the 'Boys in adult companies' section. Then, answer the questions below.

1. When did it become permissible for women to perform in the theatre?
2. Why were pre-pubescent boys used to play female roles?
3. Did boys also play the complex lead female roles?
4. What kinds of roles did actor John Honyman play?
5. What did audiences think of the boy players?

Activity 4: Shakespearean language still used today

a. In pairs, you are going to find out the meaning of the phrases created by Shakespeare. Decide who is Student 1 and who is Student 2. Find out the meaning of the expressions and teach the phrases to your partner.

Student 1: Find the following phrases from *Hamlet*.

<http://www.phrases.org.uk/meanings/phrases-coined-by-shakespeare-in-hamlet.html>

1. in my mind's eye
2. make your hair stand on end
3. woe is me

Student 2: Find the following from phrases from *Macbeth*.

<http://www.phrases.org.uk/meanings/phrases-coined-by-shakespeare-in-macbeth.html>

4. a charmed life
5. a sorry sight
6. be all and end all

b. Now, choose your favourite expression from the main list:

<http://www.phrases.org.uk/meanings/phrases-sayings-shakespeare.html>

Once you've chosen your favourite expression, perform and teach it to the whole class.

Сайти для веб-квестів:

- <http://www.webquest.org> (вичерпна інформація з усіх аспектів, програмне забезпечення, покрокові інструкції, ...)
- <http://questgarden.com> (база веб-квестів, можливість створювати власні веб-квести безкоштовно протягом 30 днів)
- <http://teacherweb.com/tweb/WebQuests.aspx> (база веб-квестів)
- <http://zunal.com> (база веб-квестів, можливість створити та опублікувати один веб-квест безкоштовно)
- http://www.teach-nology.com/web_tools/web_quest (безкоштовна платформа для створення веб-квестів та ін. інтернет-ресурсів)
- <http://www.aula21.net/Wqfacil/intro.htm> (безкоштовна платформа для створення веб-квестів)
- <https://createwebquest.com> <https://createwebquest.com> (безкоштовна платформа для створення веб-квестів)
- <https://sites.google.com/site/studentwebquesttemplate> (безкоштовний сайт-шаблон для створення веб-квесту)
- <https://www.jimdo.com> <https://www.jimdo.com> або <https://ru.wordpress.com> (безкоштовне створення сайту з вибором шаблону)

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WebQuest.Org

Some features of Zunal WebQuest Maker

Here is a list of the main features that [Zunal WebQuest](#) Maker offers to its users:

- ▣ It is free
- ▣ It is easy to use
- ▣ It has a user friendly interface
- ▣ It allows users to create their own webquests
- ▣ It provides more than 100 templates pre made
- ▣ It lets users attach unlimited files, Youtube and Google Videos
- ▣ You can preview your quest before publishing it
- ▣ It offers some very nice interactive models
- ▣ It lets you add unlimited pages
- ▣ You can add table/ rubric
- ▣ Users can also create quizzes and add a photo gallery
- ▣ You can also add maps using Google Maps services
- ▣ You can share your WbQuest with others via email, Facebook, Twitter
- ▣ You can also export your quests in PDF, Word, or Excel format

Створення веб-квесту на сайті **<http://zunal.com>**

Покрокова інструкція з фотоілюстраціями (рос.
мовою):

[https://utemov.wikispaces.com/file/view/zagotovka8\(ict\).pdf](https://utemov.wikispaces.com/file/view/zagotovka8(ict).pdf)

The logo for zunal.com, featuring the text "zunal.com" in white lowercase letters on a blue rectangular background.

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Creator

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You can create a webquest from scratch or adapt (copy) and enhance existing webquests.

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My Profile




Olga Ustymenko


 ustymenkoolga@gmail.com  City, Ukraine  Female

 Position  Member Since: April 17, 2017

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 Update Profile

 Change Photo

 Change Password

 Delete Account

My School



No School Selected

 Select/Change School

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Create a WebQuest from Scratch:



This option will let you create a brand new WebQuest with blank pages. Once created, you will be able to update each page and publish your WebQuest.

Create a WebQuest from Scratch

Adapt (copy) and Enhance an Existing WebQuest:



This will let you select any of the thousands existing WebQuest and make a copy of it (adapt). Once copied/adapted, you will be able to update each page (if needed) and publish your WebQuest.

Adapt (copy) and Enhance an Existing WebQuest

⚠ This feature is not available for your account.
Upgrade your account to Professional to enable this feature.
See pricing and upgrade →

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Create a WebQuest from Scratch

WebQuest Title

You can change it later.

Cancel

Create WebQuest

Adapt (copy) and Enhance an Existing WebQuest:

This will let you select any of the thousands existing WebQuest and of it (adapt). Once copied/adapted, you will be able to update each needed) and publish your WebQuest.

Adapt (copy) and Enhance an Existing WebQuest

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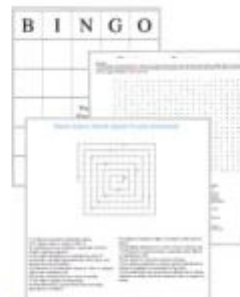
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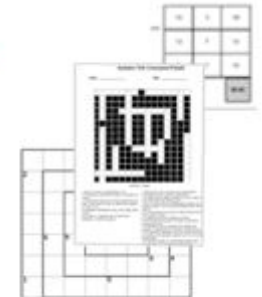
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- [Martin Luther King, Jr. Cyber-](#)

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STEP #1: HEADING AND TITLE

Subject:

Teacher Name:

Title Of Web Quest:

STEP #2: PICTURE



Apple



Crafts



Going Up



Science



Global Web



Gymnastics



Hands



World Studies



STEP #3: CONTENT OF WEB QUEST

Introduction:

The introduction is a means of providing the students with background information that is intended to be a springboard for them to begin the process of inquiry.

Task:

In most cases, a single question is posed that requires students to analyze a vast array of information.

Process:

In this section, the teacher leads the student through the task. The teacher offers advice on how to manage time, collect data, and provides strategies for working in group situations.

Resources:

Students are provided with tools (usually web sites), or leads to tools that can help them complete the task. In order for this to be valuable, a teacher must

The outcome for Web Quests is

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Web Quest Rubric Maker:

http://www.teach-nology.com/web_tools/rubrics/webquest

Web Quest Rubric Maker

Directions: Fill in the information below.

STEP #1: SCHOOL, TITLE, AND TEACHER NAME

Enter the appropriate information in the correct box below. Please note that if the title is left blank, nothing will appear in the output.

School Name:

Title of Rubric:

Teacher Name:

STEP #2: PICK A PICTURE

Choose one picture from the pictures below by:



At The Board



Diploma



Tinkering Around

TEACHNOLOGY.COM



Name: _____

Teacher: _____

Date Submitted: _____

Title of Work: _____

Criteria					Points
	4	3	2	1	
Introduction	All questions were answered completely and rationales for the answers were clearly stated.	All questions were answered completely, but rationales for the all the answers were not clearly stated.	Not all questions were answered completely, or greater than 2 rationales for the all answers were not clearly stated.	All questions were not answered completely.	—
Task	All areas of the task were addressed and handled with a high degree of sophistication. The plan followed by the team demonstrated a great deal of thought.	At least one area of the task was not addressed. The plan followed by the team demonstrated a great deal of thought.	At least two areas of the task were not addressed. The plan followed by the team demonstrated a moderate level of thought.	The task is incomplete and/or it is apparent that little effort went into the development of the task.	—
				The final product	

Free WebQuest Generator:

<http://www.aula21.net/Wqfacil/intro.htm>

1,2,3 Your WebQuest For Free

 Español ▶  English ▶  Italiano ▶  Galego ▶  Catalá ▶  Euskara ▶

This section in [my web](#) has come true thanks to the kindness and the knowledge of [Alejandro Valero](#), who was a friend of mine when we were children whom I have met again now. He is a teacher of English at Maria Guerrero Secondary School in Collado Villalba (Madrid).

Anybody with the only ability to use the Internet browser can make a WebQuest page on-line in this section.

THIS IS A NEW VERSION of the generator. We have to remark that there is a major improvement regarding the way of saving the web page. To do that there is now one simple procedure which works with all the browsers.

You can see now four examples (in Spanish) of WebQuests made with this generator:

- ☑ [The Pigman](#)
- ☑ [Cómo diseñar bien una página web.](#)
- ☑ [¿Como nos ven los hijos de la Gran Bretaña?](#)
- ☑ [Sacándole partido a Google](#)
- ☑ [¡¡Googleando!!](#)
- ☑ [Este soy yo](#)
- ☑ [Cuando los angeles lloran](#)
- ☑ [Mappe concettuali nella professione docente](#) percorso di auto formazione per insegnanti ed educatori, costruito secondo il modello della "Webquest"

First of all, you should make a new folder in your hard disk where you will save the generated page and where you will place the images you wish to include on your WebQuest page. The images can have the **JPG** and the **GIF** formats. The latter can be animated.

Free WebQuest Generator:

<http://www.aula21.net/Wqfacil/intro.htm>

1,2,3 Your WebQuest For Free

Catalá

English

Español

Euskara

Galego

Italiano

Help

Introduction

Task

Process

Resources

Evaluation

Conclusion

Credits

WEBQUEST OPTIONS

Project title:

Author:

E-mail:

Subject

Level

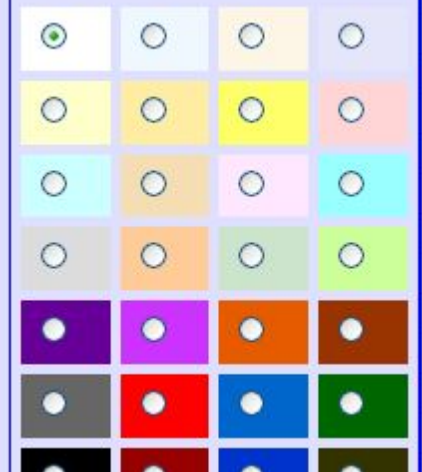
Font:

- Arial
- Verdana
- Times New Roman
- Georgia
- Trebuchet
- Tahoma
- Helvetica
- Comic Sans
- Garamond
- Book Antiqua
- Century Gothic
- Courier New

Text color:

- Color
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- Color
- Color
- Color
- Color
- Color
- Color
- Color

Background color:



Free WebQuest Generator:

<http://www.aula21.net/Wqfacil/intro.htm>

Main image: *gif, jpg or png*: Eg.: image_name.jpg

(In this example, the image will be in the same folder as the generated web page.
If it were inside a folder named *images*, the path would be: *images/image_name.jpg*)

INTRODUCTION

Image: Align: Left: Center Right

(Click the **Line break** button **once** for a line break and **twice** for another paragraph. Then type after the `
` code. Example ·>)

Line break

Bold

Italic

The students are here provided with the ``basic information`` and are `<i>`motivated`</i>` with an interesting start. This is achieved in two ways: `

` 1. By making the task attractive and amusing. `
`2. By showing that the task is pertinent to the students' interests.

TASK

Image: Align: Left: Center Right

Line break

In this section you suggest the students the "product" that they

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1. [Sign up](#)
2. Create a WebQuest
3. Share the address to your WebQuest with others

WebQuest Template:

<https://sites.google.com/site/studentwebquesttemplate>

WebQuest

Search this site

Home

Introduction

Task

Process

Resources

Evaluation

Conclusion

Credits

Sitemap

Home

This Google Site is a template for a WebQuest. When you create your own WebQuest, you will delete the information provided on each page following the instructions provided.

On this page include:

Write a short explanation about your WebQuest for teachers who might use your WebQuest, including:

- grade level
- short description of the project
- teaching standards: subject area and technology
- your name and contact information

This template was created by [Patricia McGee](#) and [Deborah Claxton](#) from the work of [Bernie Dodge](#).

Відеопоради зі створення веб-квесту:

Webquest Tutorial :

<https://www.youtube.com/watch?v=y8ASF3Tv1XQ>

WebQuest Tutorial:

<https://www.youtube.com/watch?v=AKVare4jEms>

How to create a WebQuest:

<https://www.youtube.com/watch?v=PxoEuAZXoFY>

WebQuest Pitfalls:

<https://www.youtube.com/watch?v=5Yfo8B3PdmI>