

NOTE: Tell students to meet in the computer lab for your next class.

TITLE OF LESSON

English 1 Unit 1 Lesson 23 – Mythology: Monster Web Quest

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, 2.6, 3.0, 3.3-6; L/S1.1

MATERIALS

Monster Myth Web Quest – Student Page (bring in hard copies just in case your students need them)

Plot Diagram – Student Page

Monster T-chart – Student Page

classroom folders (optional since they are working in groups)

group folders if you have been using these

LESSON OBJECTIVES

- To see the Web as a place to locate information
 - To consider strategies for locating information
 - To ask the questions necessary to use information to complete a task
 - To state one’s own strength and determine the strengths of others in one’s group and choose roles accordingly
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FOCUS AND MOTIVATE STUDENTS

- 1) Homework Check – Collect homework. Pass back graded assignments and have students place them in their folders.
- 2) **Agenda** – Have students copy the agenda you have listed on the front board.
- 3) Computer Protocol – Explain the computer lab etiquette you have established for your class and the consequences for any misbehavior. Ask students to leave their computers turned off until you finish giving directions.

Note: You may want to meet with your site computer lab technician to establish standard rules for the computer lab.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Assign Research Groups – For this class, students will be working in groups in the computer lab. It will be easier for you in the long run if you get to the lab a minute or two early and label computers with the following ethnic/tribe names. Otherwise, you'll have to organize students **and** computers as the students are walking in. As students enter the computer lab, hand them a slip of paper (color-coded, if possible) with one of the following ethnic groups on it and direct them to one of the computers with the same name. (Depending on what you have decided about grouping, you may want to have each student's name on the paper too, so they will be grouped intentionally rather than randomly.) If computers are limited, have each group use one or two computers and work together.

ETHNIC GROUPS/TRIBES

Blackfeet-Native Americans	India	Filipino
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Chinese Celtic Greek	Babylonian African Bushmen	Norse Egypt
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- Also, before the class, make a note on the board that, once the students are online, they should type "www.esubjects.com" into the URL bar at the top of their screens. Under this note, write:

Students Tab →→→ Student Pages →→→ Monster Myth Web Quest
 - This will take them to their assignment **Monster Myth Web Quest**. You may want to print copies prior to class just in case. Review the directions on this page with the class. Field all questions.
 - Assign Group Roles – Ask students to assign group roles (see *Group Roles* below). Have them write their assigned roles on each of their papers next to their names. Give students blank **Plot Diagrams** and **Monster T-charts** before they begin to read their myth to make sure they know what notes to record.
 - Read Myth – Once online at the Monster Web Quest student page, have each student click on the link to the Monster Myth for their assigned ethnic group and read the Monster Myth. Remind them to take notes of the information needed for the **Plot Diagram** and the **Monster T-chart**. Then, have them begin reading.
 - Evaluation – Ask students in groups to answer the evaluation questions on the **Monster Myth Web Quest** sheet. Give them five minutes to be very specific in their answers. Then call on each group to present. Explain that they will work together in groups frequently. So it's important for them to try to improve their social skills, just like in life. You have to work with other people successfully.
 - Folders – Once all students have completed their Web quests and their Worksheets, they should put the worksheets into their classroom folders.
 - Clean Up – Ask students to shut down their computers, clean up their workstations, and push in their chairs.
 - Homework Assignment – None.
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GROUP ROLES

Recorder One – fills in the information on the plot diagram for the group.

Recorder Two – fills in the information on the monster t-chart for the group.

Facilitator – keeps the group on task and makes sure that the forms are filled out correctly.

Manager – makes sure the group has all the materials it needs, and contacts the teacher if there are any questions about the assignment.

DOCUMENTATION FOR PORTFOLIO

Creation Myth