**Teacher's Guide to Literature in Many Faces**

A Webquest Guide

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**Subject Area and Year Level:**

English 7

**Learning Objectives/Competencies:**

The general aim of this webquest is to help students to know more and be more appreciative of the Philippine literary works across decades.

But this webquest also goes beyond that. This webquest also tasked the students to create products that will not only boost their awareness but also others. Also, these would show their understanding of our history and analyze the contemporary Philippine society. Furthermore, their skills on creative writing, critical thinking, communication, research, collaboration, information literacy and self-direction (important skills for the 21st century) will be practiced and developed.

In this webquest, students are expected to:

* Appreciate short stories in English written by Filipino authors as a means of gaining a better understanding of their identity and cultural heritage
* Analyze and compare and contrast social issues in the different colonization periods
* Identify and apply the universal themes found in literature
* Analyze historical information and social issues and how it influenced literature
* Summarize and organize information gathered from various resources
* Recognize the importance of literature as means of expressing one’s self
* Create multimedia presentation, pamphlets, web page, literary pieces effectively

At the same time, this webquest teaches students:

* Use the World Wide Web as a learning resource;
* Conduct research;
* Prepare multimedia material (with text and graphics) for uploading to a website;
* Publish pamphlets
* Create effective presentations
* Work cooperatively and collaboratively in order to produce quality student output; and
* Edit and assess their work and those of their peers.

**Duration**

3-4 weeks

**Procedures**

Before starting the webquest

1. Make sure that you are thoroughly familiar with all of the components of the webquest.
2. Prepare a work plan, in which you indicate the inclusive dates for the various steps in the webquest process. The time allotment for each step in the webquest process is indicated in the Process section. But you need to identify the actual dates for every step. Your schedule should be such that the webquest is completed in four-five consecutive weeks, not spread out over a long period. This is to ensure a focused interest in the project.
3. Prepare an information list of research content and list of colonizers that you will assign to the groups of students. You may also decide to prepare a copy of templates and forms (check assessment timeline) to give to the group concerned.
4. Prepare the materials you will need to distribute to students during the orientation session, such as copies of the webquest (print the printer-friendly version of the webquest, which is marked with a printer icon on the webquest index page of the sourcebook).
5. Coordinate with the Center Manager the use of the computer center and for additional assistance.
6. Find out whether your students know how to use a computer (keyboard and mouse). If needed, bring your students to the computer laboratory and orient them to its use. Also give them instructions on proper behavior in the computer lab.

For every step of the webquest, here are the things you need to do:

Step 1: Orient your class to the webquest. It is recommended that you give a print copy of the webquest to each group. You can also do the orientation in the computer center, where groups can read the electronic or soft copy of the webquest on a computer assigned to them.

Carefully go over the Task and Evaluation sections of the webquest with your students. And then go over the Process. Encourage students to ask clarifications and be ready to provide answers.

Form your students into groups of six to eight members each, using the grouping method you decided on prior to starting the webquest. Make sure that there is a mix of abilities in each group.

Give the groups time to decide on the distribution of roles among them. Make sure that the assignment of roles is by consensus among the group members. No one member should decide which roles the other members will play, to ensure that all members will be motivated to participate in the activity.

And then assign each group one colonizer to work on and to provide a head start.

Step 2: The group will be given an information checklist on what their research should be. The information checklist will be given prior to the collaboration activity of the group. Basing on the information checklist, the group will brainstorm on how the research will be conducted and what to research first. They will write their ideas on a topic on a chart paper for brainstorming. They will also answer a project plan form. It would be followed by a peer and self-assessment.

Step 3: This is the research part. Three days has been allotted for this. Refer to the online treasure hunt web resources and integrate the answers to those questions to the research. (Note: The online treasure hunt Read More and Be Inspired is a sub-part of this webquest)

Steps 4-6: The research must be finished on time and should be collected by the compiler. Afterwards, the resources used must be check.

There will be a guide provided for checking the credibility and validity of the resources. The resources must be check in order to know to what extent did it helped the students in their project. They will do this on a Reference List page.

The research will then be passed to the editor-in-chief.

Steps 7-8: Prior to the start of the webquest, all the editors-in-chief must have a copy of a progress report form to update the teacher on what is happening to the project. The form must be submitted through the whole duration of the project. The editor-in-chief will give updates everyday on the progress of the project. The editors-in-chief must also have a resource or guide for his/her task.

The group must make a summary here of their readings on the summary form.

After his/her task it should be passed on to the copyreader.

Steps 9-10: The guide for storyboarding of the Powerpoint presentation is provided. The information filtered will be given to the copyreader. The copyreader to check the grammar and spelling. A guide for proofreading shall be provided for this one. The copyreader must have a copy of the draft (before editing) and the edited version.

Steps 11-13: The multimedia expert will create the PowerPoint presentation. The Powerpoint shall be shown for 15 minutes only. There will be a rubric to be used to assess the presentation of the group. (See assessment tools)

The students will do a peer feedback here.

Step 14: For the pamphlet, the editor-in-chief will review the research and filter again the information to be included in it. There should be a form passed to the teacher showing the draft of the pamphlet.

Steps 15-16: The editor-in-chief will ask the members of the group to pass any literary work about their insights on social issues which will be gathered by the compiler for checking the spelling and grammar.

After that, there will be a classroom activity wherein a form will be given to every student within the group for peer feedbacks on their literary works.

Steps 17-18: The literary works must be compiled and checked by the copyreader. After that, the research and literary work will be given to the multimedia expert for lay outing and printing of pamphlet. There will be a sample shown here and guidelines. (3 copies of pamphlet are needed –one for the group, one for the teacher, and one for the school library.

Step 19: The presenter will showcase the pamphlet to class. Afterwards, the groups will be asked to submit the next meeting, an essay on how words can be powerful and also the observation of group’s checklist and peer and self-assessments.

Step 20: All groups must coordinate for creating the website. A guideline for this is provided.

Step 21: Class must save an offline reading of the website they created (optional). They must present the website to the teacher and show how to navigate it.

After the webquest

(when all group outputs are submitted, and all assessments by students are done)

1. Evaluate the group outputs using rubrics (see assessment timeline), assign points to the self assessment and peer evaluation, and compute each student’s final grade or score for the webquest.
2. Let everyone know his/her score for the project.