Reading Literature WebQuest: Broken Glass: A Family's Journey Through Mental Illness by Dr. Robert V. Hine

WebQuest Description: This webquest is to enhance the literary series that we are reading in my 8th grade Reading classes, which is called "Broken Glass: A Family's Journey Through Mental Illness" This book, written by Dr. Robert V. Hine, a University of California professor, describes the emotions he and his wife Shirley experienced dealing with their adopted daughter's mental illnesses. The student's task in this Common Core Unit is not only to be able to answer specific and detailed questions pertaining to this book, but to go further in depth and imagine themselves dealing with a loved one who has a mental illness.

Grade Level: 6-8
Curriculum: English / Language Arts
Keywords: mental illness, schizophrenia, depression, adoption, neglect, agoraphobia
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Introduction

What do you know about mental illness? Mental illness is a serious, but often shunned topic in American communities as well as schools. As an educator, I felt that this book was appropriate so students can become exposed to other elements of the world. Many people do not know what to do, or how to help a friend, or a close family member with a serious mental illness. Mental illness does not discriminate. It is in all races, ethnicities, the male and female gender, and all socioeconomic classes. From the lady at the fry counter at McDonald's who dropped out of high school to the college teacher/professor with the doctoral degree, anyone can suffer from mental illness. Knowledge is power, and in the future, some of my students may eventually enter into the medical or counseling professions, coming across an individual who either suffers from a mental illness, of who has been affected as a result of dealing with someone suffering from a mental illness. This book focuses on the relationship that a father has with his daughter, and the depths that he would go to protect her, and at times, save her life. This book describes the ups and downs of dealing with an adopted child who later, surprisingly, is not the child that was dreamed of. The following websites give more detailed, in-depth information of mental illnesses:

http://www.nami.org/template.cfm?section=about_mental_illness
http://www.nami.org/Template.cfm?Section=By_Illness

Tasks

Louisiana 8th grade Common Core Standards addressed in this unit:

Writing
CCSS.ELA-Literacy.W.8.1 &nbsp;Write arguments to support claims with clear reasons and relevant evidence.
CCSS.ELA-Literacy.W.8.4 &nbsp;Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CCSS.ELA-Literacy.W.8.5 &nbsp;With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.&nbsp;here.)
CCSS.ELA-Literacy.W.8.6 &nbsp;Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
CCSS.ELA-Literacy.W.8.7 &nbsp;Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
CCSS.ELA-Literacy.W.8.8 &nbsp;Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CCSS.ELA-Literacy.W.8.9 &nbsp;Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.W.8.10 &nbsp;Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Literature
CCSS.ELA-Literacy.RL.8.1 &nbsp;Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.8.2 &nbsp;Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.8.3 &nbsp;Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
CCSS.ELA-Literacy.RL.8.4 &nbsp;Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

You will perform the following tasks during this unit: Task One: &nbsp;1. Identify the various mental illnesses that Elene struggled with according to this book. 2. Place yourself in the shoes of her adoptive parents, Shirley and Robert. 3. Use graphic organizers such as split-page note-taking and Frayer model cards, to identify key elements of grouped chapters and vocabulary cards. 4. Use different websites to research the various forms of mental illness Elene Struggled with. You will also evaluate other serious mental illnesses.

Task Three: &nbsp;1. Use graphic organizers such as split-page note-taking and Frayer model cards, to identify key elements of grouped chapters and vocabulary cards. 5. Use graphic organizers such as split-page note-taking and Frayer model cards, to identify key elements of grouped chapters and vocabulary cards. 6. Use different websites to research the various forms of mental illness Elene Struggled with.

Task Four: &nbsp;1. Ask questions to record notes to take when an actual health care worker comes to the class to discuss their jobs with the mentally ill. (Please note that they cannot reveal names or types of medications due to HIPPA and confidentiality laws.)

Group Task- Tasks Five and Six: 1. Present a PowerPoint Presentation of HOW you would change the mental
First, you will read the book by Chapter Sections (1-4), (5-8), (9-12), and (13-16). Second, we will discuss elements of the book and you will take notes with your split page note-taking. Thirdly, you will use the ACE Strategy to complete the chapter exams. Fourth, you will use the internet and websites to assist you in the FINAL project for this unit. Please read it below: Imagine that you have been appointed as the new Louisiana Director of Mental Hospitals by Governor Bobby Jindal. &nbsp;The last director has been terminated of his position due to an investigation of illegal and unethical practices at mental institutions across the state stemming from complaints from former mental hospital workers, patients, and family members of these patients. You must present at the State Capitol in Baton Rouge, a PowerPoint Presentation of HOW you would change the mental health system in Louisiana and a timeline of implementation. You will use hyperlinks, place at least ONE audio or video source, merge data created from Excel, insert documents from Microsoft Word to PowerPoint. Create brochure templates to present to Governor Jindal for approval to be the basis of the Louisiana Department of Mental Hospitals via Microsoft Publisher. You will be graded on creativity, originality and persuasiveness of the presentation. Remember that your job as an author is to inform and persuade! Your rubric will be located in the evaluation section of this webquest.
Now that you have researched the websites, taken the test, and presented your presentations: You will compose an essay stating what you learned during this "Broken Glass" Unit. You also will state in this essay how did you feel about doing research &nbsp;with your classmates. You may do extra research if you like. PLEASE CITE VIDEOS AND WEBSITES CORRECTLY. WE HAVE DISCUSSED THE IMPLICATIONS ON PLAGARISM, OR THE TAKING OF SOMEONES WORK AND ACTING IF IT WAS YOURS!! Below is the rubric that you will be graded on: 6-1 Trait Writing Model: My Experiences with the "Broken Glass" Unit

**Teacher Page**

To the educators reading this: Keep your standards HIGH! Never deviate. If we are to encourage students to become productive adults, we must teach them to THINK and make sensible, logical decisions. Be creative. You are the director of that classroom. Give incentives and praise to those students who display extraordinary behavior!! It does get frustrating at first, but the majority of students will rise up to your expectations!

**Standards**

Writing

CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence

CCSS.ELA-Literacy.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-Literacy.W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 here.)

CCSS.ELA-Literacy.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CCSS.ELA-Literacy.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-Literacy.W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism

**Conclusion**

**Score**

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and following a standard format for citation.

CCSS.ELA-Literacy.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Literature Reading

CCSS.ELA-Literacy.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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CCSS.ELA-Literacy.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
CCSS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Credits

I would like to thank the graduate class ED 780 at Louisiana State University (in Shreveport, Louisiana), professors Dr. Larry Garrison and Dr. Kristie Vowels for enabling me to build this WebQuest. Out of my almost 11 years of teaching, I never even heard of a webquest until this semester. I am truly excited to be working on my second Master’s Degree!

I would also like to thank YouTube and Google chrome for the ability to copy and paste videos, clipart, and images to add to this website.

Rubistar 4 Teachers also recieves credit for me being able to design a rubric for student effectiveness.

I would also like to thank Dr. Robert V. Hine for having the courage to publish this book for teachers like myself to center their lessons around and enabling students to enter his world of dealing with a child with a mental illness.

Other

Feel free to use the materials. Please use me as a citing for evidence. Every test and quiz I created myself, and like anyone else, I would like to receive credit for the hard work that I have done.

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