

From the Mixed Up Files of Mrs. Basil E. Frankweiler

WebQuest Description: By the end of this WebQuest students will understand how summarizing and interpreting technology can enhance critical thinking skills. Students will have a better understanding of how to identify, organize, and make connections between relevant information. Students will also understand how to communicate, both orally and in written form, the information they research by compiling the data into a report and presenting their script. Students will be asked to help Mrs. Frankweiler sort out her mixed up files by compiling data regarding certain art work and placing the information into a written report as if they were a docent giving a tour at the museum.

Grade Level: 3-5

Curriculum: Art / Music

Keywords: Art, Museum, docent, report, From the Mixed up Files of Mrs. Basil E. Frankweiler, history, artist, classics, categorizing, research, style, mystery

Published On: 2007-12-02 11:00:23

Last Modified: 2007-11-13 21:06:50

WebQuest URL: <http://zunal.com/webquest.php?w=3043>

Introduction

Dear Students, By now, all of you have read my story "From the Mixed-up Files of Mrs. Basil E. Frankweiler." As Claudia and Jamie discovered, I have a unique way of organizing my files. Unfortunately, I have gone and mixed up my files all over again! I have donated several pieces of art to the Metropolitan Museum of Art and have no information on any of the art. Opening night is tomorrow night and I need your help! The docents who give the tours of the museum need a detailed script on each piece of art. Using the pictures and the websites provided, please compile the following information: (1) the artist; (2) estimated date of creation; (3) techniques and materials used by artist to create the piece; (4) history and genre of the piece; (5) any symbolism or meaning behind the piece; (6) where in the museum would this particular piece be placed; and (7) any information that a guest may find interesting. Once you have compiled the information, write a script that the docents can use while giving tours to the guests on opening night. Please present your script to your class in the same manner you imagine a docent at the Metropolitan Museum of Art would deliver it to visitors. Please help me with my mixed up files one more time! Sincerely, Mrs. Basil E. Frankweiler

Tasks

Students will gather information from various websites and search engines in order to piece together the mystery behind each piece of art that is pictured on the webquest. They will research and compile the following: 1) the artist; (2) estimated date of creation; (3) techniques and materials used by artist; (4) history and genre of the piece; (5) any symbolism or meaning behind the piece; (6) where in the museum would this particular piece be placed; and (7) any information that a guest may find interesting. Once the information is gathered and sorted, they will write a report and perform a script in front of the class as if they were the docent describing their piece while giving the tour to the guests of the museum.

Process

The whole class will read "From the Mixed-up Files of Mrs. Basil E. Frankweiler. You will be assigned a partner in your classroom. Each pair will then be allocated a specific painting or sculpture from "Mrs. Frankweiler's Masterpieces," found on the powerpoint attached to this portion of the web quest. Next, utilizing the websites listed on the powerpoint located next to the respective piece, you are to research the following information: The artist and general information regarding the artist - name, birthday, date of death, religion, any significant life achievements, and any trials or tribulations she/he endured. The estimated date of creation. Any and all techniques and materials used by artist to create the piece. The history behind the piece; where was it made, why, when was it discovered, has it been on display at any other museums, how much is it worth? Where in the museum would this piece be located - Link to the Metropolitan Museum of Art. Any symbolism or meaning behind the piece. Any additional information that might spark someone's interest in the specific piece. Keep in mind while you are researching the following questions: Are these sites authoritative? Who are the authors? What are their credentials? * Does the site have high-quality information, or does it just look good? * If you can't establish credibility, do others with established credibility confirm the information? Remember to use skepticism when using web sites to be sure the information is credible. Once you have compiled the data listed above, you and your partner must organize the information in an outline, using the attached "Outline of Information" to aid you in writing your report. Once your data is organized, create a script incorporating the information as if you were a docent at the Metropolitan Museum of Art. Finally, present your specific piece of art to the class using your docent script on "Opening Night."

Evaluation

Category and Score	Beginning 1	Developing 2	Very Good 3	Exemplary 4	Score
Use of Technology	The group needed assistance or supervision to use suggested internet links and/or to navigate within these sites.	The group was occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance.	The group was usually able to use suggested internet links to find information and navigates within these sites easily without assistance.	The group successfully used suggested internet links to find information and navigates within these sites easily without assistance.	%25
Collaborative Work Skills	Partners rarely listened to each other, shared with, and supported the efforts of the other. They were not often good team players.	Partners often listened to, shared with, and supported the efforts of the other, but sometimes were not good team members.	Partners usually listened to, shared with, and supported the efforts of the other. They did not cause "waves" in the group.	Partners almost always listened to, shared with, and supported the efforts of the other. The partners continued to encourage one another and always worked well together.	%25
Oral Presentation	The presenter had minimal or little knowledge of the topic. The oral presentation was not fluently delivered. The information and ideas were not connected.	The presenter gathered the minimal amount of information. The oral presentation was delivered in an understandable manner. Information and ideas were not well connected.	The presenter had moderate knowledge of the topic. The oral presentation was well delivered. Information and ideas were well connected.	Oral presentation was outstanding and fluent. The presenter had ample knowledge of the topic and the presentation was well delivered.	%25
Written Docent Report	Little information was gathered from the websites and the report provided little insights on what the students learned.	At least some information from the Web Quest was included in the docent report. Information was not well connected.	All topics were addressed and the majority of the information found on the internet was utilized in an appropriate manner. Most of the information acquired during the Web Quest was utilized in the report and was completed with few organizational errors.	All topics were addressed and the group utilized the information from the websites in an appropriate manner. Information given went beyond requirement or expectation. The group successfully completed the outline and the report was organized and informative.	%25
Total Score					%100

Conclusion

Congratulations! You have successfully organized my mixed-up files once again! The docents were able to give wonderful presentations on opening night at the Metropolitan Museum of Art. Thanks to your hard work and efforts, visitors to the museum learned new information and fascinating facts on the pieces I donated. By now, you should recognize several different types of arts and artists. However, most important is that you have learned how to critically analyze and research a topic using technology, organize the facts and information on your topic, and effectively communicate your findings to others using written and oral language. Thank you again for your hard work! Sincerely, Mrs. Basil E. Frankweiler

Teacher Page

Georgia Performance Standards: ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. Critical Component: For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that: a. Locates facts that answer the reader's questions. b. Identifies and uses knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary). c. Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, illustrations). d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, cause and effect). e. Distinguishes cause from effect in context. f. Summarizes main ideas and supporting details. g. Makes perceptive and well-developed connections. h. Distinguishes fact from opinion or fiction. ELA4W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements. b. Writes texts of a length appropriate to address the topic or tell the story. c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question). d. Uses appropriate structures to ensure coherence (e.g., transition elements). Critical Component: The student produces a response to literature that: a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest. b. Advances a judgment that is interpretive, evaluative, or reflective. c. Supports judgments through references to the text, other works, authors, or non-print media, or references to personal knowledge. d. Demonstrates an understanding of the literary work (e.g., a summary that contains the main idea and most significant details of the reading selection). e. Excludes extraneous details and inappropriate information. f. Provides a sense of closure to the writing. ELA4W3 The student uses research and technology to support writing. The student a. Acknowledges information from sources. b. Locates information in reference

texts by using organizational features (i.e. prefaces, appendices, index, glossary, and table of contents).c. Uses various reference materials (i.e. dictionary, thesaurus, encyclopedia, electronic information, almanac, atlas, magazines, newspapers, and key words).d. Demonstrates basic keyboarding skills and familiarity with computer terminology (e.g., software, memory, disk drive, hard drive). Prior Knowledge: Students should have a working knowledge of the following:Basic Word Processing SkillsMicrosoft Office WordThe Internet Grade Level: Grade 4 ***Images found in this webquest are courtesy of Google Images.

Standards

Credits

Other