

Maniac Magee

WebQuest Description: The 1991 Newbery Award Winner, Maniac Magee, centers on the the life of Jeffrey Lionel "Maniac" Magee. The story is a combination of realistic fiction and traditional literature. Although Spinelli's story is humorous and entertaining, he intertwines serious issues such as death and homelessness.

In this webquest, you will visit topics that may have captured Maniac's attention as well as focus on the seriousness of homelessness

Grade Level: 3-5

Curriculum: English / Language Arts

Keywords: Maniac Magee, racism, homelessness

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Introduction

This WebQuest is designed as a project before, during, and after completing the novel Maniac Magee by Jerry Spinelli. It is a good conclusion to the information covered. A way for students to show their knowledge and what they have learned from the novel. Have you ever thought your life was tough? Have you ever felt bullied? Have you ever feel like running away? Has anyone ever told you that you don't know what it's like to be someone else until you've walked a mile in their shoes? Well, today is that day. Do you like to run? Do you believe that you could beat Maniac Magee? Well, this is the race for you. However, in this race, finishing first is not as important as FINISHING! So, here is your goal: You will complete a series of tasks to show what it might have been like to be Jeffery "Maniac" Magee. Get ready to lace up your sneakers: On your mark, get set, go!

Tasks

The Task Through your webquest inquiry, you will... investigate topics related to Maniac Magee respond through a series of writing prompts.

Process

BEFORE READING: Today you will start your own Maniac Magee journal. In your journal you will be asked to answer questions, draw pictures, click on links and keep an accurate account of your adventures with Maniac Magee. In this webquest, be sure to click on the appropriate links and images to keep accurate notes. Now take your book and before you read, think about the book title, look at the book cover, and read the back summary. Then, in your journal, WRITE DOWN and DRAW three predictions that you have to show what you think could happen.
http://www.zunal.com/zunal_uploads/files/20180320044149byqyV.jpg
CHAPTERS 1-4: After learning about Jeffrey Magee, complete the character web to share at least five important details that you know about him. As you learn more throughout the book, you may come back and add to the web. Draw his portrait in the center circle.
http://www.zunal.com/zunal_uploads/files/20180320044033WyGuR.jpg
Jeffrey's Year Long Journey: Click on the following links to look at some of the places Jeffrey saw on his adventure. For Hollidaysburg, Pennsylvania, Bridgeport, and Two Mills, write down two facts you found in the links you visited. For the link on the Schuylkill River, do your best to make a drawing similar to the one you saw in the link. Include these facts and drawings in your Maniac Magee journal. Be sure to answer any comprehension questions and complete any activities along the way.
<http://www.city-data.com/city/Hollidaysburg-Pennsylvania.html>
<https://schuylkillrivertrail.com/http://www.boroughofbridgeport.com/https://prezi.com/vsqhyycqng0n/two-mills-is-a-town-divided-hector-street-seperates-the-eas/>
Answer the following questions below in complete sentences: 1) Why did Jeffrey stop to talk to Amanda? 2) What was in Amanda's suitcase? 3) What does Amanda finally give him? **AT THE FOOTBALL FIELD:** SPORTS BREAKING NEWS WHO was on the football field? WHAT did he do? WHEN did this happen? WHERE did this take place? WHY is this threatening? **CHAPTERS 5-7:** After reading the description about Finsterwald's backyard, draw a picture to show what you visualize. Remember, readers visualize when they picture part of a story in their heads, as if they're making a movie in their mind. On page 18, the author writes about Arnold going into Finsterwald's backyard and says, "He's paralyzed, a mouse in front of the yawning maw of a python." Based on the context, what does the word maw mean? What does this sentence mean? Click on the image of Finsterwald's Front Steps and answer the questions.
http://www.zunal.com/zunal_uploads/files/20180320044001saVym.jpg
After reading Chapter 7, create baseball cards to tell about McNab and Jeffrey. Do a Google search to see what your card may look like. **CHAPTERS 8-9:** Draw and color a picture of Jeffrey in the part of town that he runs in to escape the Cobras.
http://www.zunal.com/zunal_uploads/files/20180320044221JyNaZ.jpg
For the last line in Chapter 9, the author writes, "The Cobras were laughing because they figured the dumb, scraggly, runt would get out of the East End in about as good shape as a bare big toe in a convention of snapping turtles." In your own words, what does this mean? Also, draw what you visualize the toe and snapping turtles to look like. **CHAPTERS 10-11:** After learning about Mars Bars, complete a character web similar to the one you created for Maniac Magee.
http://www.zunal.com/zunal_uploads/files/20180320044033WyGuR.jpg
On page 40, the author writes, "Amanda took the torn page from Maniac. To her, it was the broken wing of a bird, a pet out in the

rain." What can you conclude about Amanda's fondness for books?CHAPTERS 12-13:Draw and color a family portrait of the Beale's. You should include all children, adults, and pets in the family. Label each person.Why do the numbers "738" make Jeffrey smile?Now that Jeffrey has an address, create a housewarming gift for him. Consider what you know about him, and think about what HE (not you) would like. Draw a picture of the gift (s). Then write why you chose these gifts.Use the T-Chart image provided to show what life was like in the Beale household before Jeffrey came and after Jeffrey came. Then, answer the reflection question.http://www.zunal.com/zunal_uploads/files/20180320044123Xejus.jpgCHAPTERS 14-15:Click on the compare and contrast (Venn Diagram) file to compare Jeffrey's behavior inside the Beale house to his behavior outside. Then, answer the reflection question that follows.http://www.zunal.com/zunal_uploads/files/20180320043842avyBu.jpgCHAPTERS 16-17:Answer the following comprehension questions in complete sentences:1) What happens when Jeffrey brings "trash talk" home?2) Why does Jeffrey like "trash talk"?3) What does the man mean when he says that Jeffrey has "his own kind" and that's the way he wanted it? Do you agree? Explain why.4) Why do you think that Mars Bar calls Jeffrey by the name of "Fishbelly?5) If a person different from all others in your town moved in, like Jeffrey does in the East Side, how would you react toward him or her? Why?CHAPTERS 18-21:When readers come to a word with an unknown meaning, they use context clues, which are the words and sentences around the unknown word that hint to its meaning. Use the context clues below to define the word "wiseacre" from page 65.Sentence: He was acting so different, all glum, and wiseacre answers. As if he didn't care, not about anything.Write the definition for wiseacre:Tell what the Cobble's Knot is, and then draw a picture to show you visualize it to look.Answer the comprehension questions below in complete sentences.1) What did Jeffrey need to possess in order to untie Cobble's Knot?2) How long did it take for him to accomplish this feat?3) Why didn't Amanda celebrate with everyone after the know was undone?4) Where do you think Jeffrey belongs?Clink on the Cobble's Knot challenge link provided and start preparing for our classroom challenge.http://www.zunal.com/zunal_uploads/files/20180320043734aHePu.docxCHAPTERS 22-23:When readers come to a word with an unknown meaning, they use context clues which are the words and sentences around the unknown word that hint to its meaning. Use the context clues below to define the word "zep" from page 81.Write the definition for zep:Answer the comprehension questions below in complete sentences:1) How did Grayson take care of Jeffrey when he arrived back at the zoo?2) Why doesn't Jeffrey want to go back to school?CHAPTERS 24-26:After learning about Grayson, complete the character web to share at least five important details that you know about him. As you learn more throughout the book, you may come back and add to the web. Draw his portrait in the center circle.http://www.zunal.com/zunal_uploads/files/20180320043734aHePu.docxGrayson shows that when it comes to learning about people, there is more than meets the eye. Everyone has a story to tell. In your journal, retell one of the stories that Grayson shares with Jeffrey.CONNECTING WITH THE TEXT:Now, think about a special story that you have from your own life. In your journal, write about your story.CHAPTERS 27-30:Answer the comprehension questions in complete sentences:1) What does Jeffrey teach Grayson how to do?2) What does this show about the human's ability to learn something new?3) How does Grayson feel while falling asleep on the sleeping mat in the baseball room? How do you know?4) What is Jeffrey thankful for? 5) What does he do with the paint that he asks Grayson for?6) How do you think Jeffrey's experiences in the past affected his holiday spirit?CHAPTERS 31-32:Create a thank-you card from Jeffrey to Grayson. Fold the paper in half and create a cover, as well as a message inside.Click on the link to create a tribute for Grayson.http://www.zunal.com/zunal_uploads/files/20180320043934ugaJu.jpgCHAPTERS 33-34:Answer the following comprehension questions.1) Who does Jeffrey meet hiding in the other cabin?2) How do you think Jeffrey feels when he is confronted by McNab?On the top of page 125, the author writes, "January slipped an icy finger under his collar and down his back." In your own words, what does this mean? Also, draw what you visualize this scene to look like.CHAPTERS 35-36:Read and respond to the questions below about McNab.1) How do Piper and Russell change due to Jeffrey?2) How does McNab's home life affect his character and decisions?3) Why does Jeffrey say, "It makes you wonder who the orphan is anyway"?4) What do you think happened when Finsterwald opened the door? Why do you think so?CHAPTERS 37-38: SPORTS BREAKING NEWS:WHO was being challenged?WHAT did they do?WHEN did this happen?WHERE did this take place?WHY is this interesting?CHAPTERS 39-42:Answer the following comprehension questions below in complete sentences.1) How are the McNab family's thoughts towards people in the East End incorrect?2) How do you suppose the invisible line between the East and West Ends was created?3) Who does Jeffrey bring to Piper and Russell's birthday party?4) Why did Jeffrey decide to bring Mars Bars to the party? Do you think this was a good choice?5) Besides the McNab's, where else does Jeffrey take Mars Bar? Why?6) How is Mars Bar different at the McNab's than he is in the East End?7) Do you think it is fair to judge someone, or make decisions about him/her, without ever meeting him/her? Explain why.CHAPTERS 43-45:Draw a Venn Diagram to compare and contrast the East End and West End. Use details from the book to assist you.FINAL REFLECTION QUESTIONS:1) How might the problems between the East and West be resolved?2) How did Jeffrey take the time to get to know people like Amanda, Grayson, and Mars Bar before making assumptions about them?3) How was Jeffrey different from other characters in the book? How did other characters sometimes misjudge him?4) What does it mean to be a family?

Evaluation

Your grade will reflect the individual work done. I will take a look at the end result of the project and the steps taken to get to the end result. Please take a look at the attached rubric to see how your final product will scored.

| Category and Score | Beginning Steps 1 | Nearing Proficient 2 | Proficient 3 | Advanced 4 | Score |
|--------------------|---|--|--|--|-------|
| Webquest | Less than 60% of the webquest assignments were completed. | 60-79% of the webquest assignments were completed. | 80-90% of the webquest assignments were completed. | 100% of the webquest assignments were completed. | 40% |

| Category and Score | Beginning Steps 1 | Nearing Proficient 2 | Proficient 3 | Advanced 4 | Score |
|-----------------------|--|---|--|--|-------|
| Interactive Journal | Interactive journal was created. There was no organization - papers were just stapled in a haphazard manner. Little to no artistic ability shown and few of the comprehension questions were answered with a good deal of thought. | Interactive Journal was half complete and some of the illustrations showed artistic ability; Half of the comprehension questions were answered with a good deal of thought. | Interactive Journal was almost fully complete and showed a good deal of artistic ability; Most of the comprehension questions were answered and showed a good deal of thought. | Interactive Journal was completed accurately and showed a great deal of artistic ability; all comprehension questions were answered and showed a great deal of thought | 30% |
| Grammar | This project contains more than 15 grammatical errors. | This project contains 11-15 grammatical errors. | This project contains between 6 and 10 grammatical errors. | This project contains fewer than 5 grammatical errors. | 15% |
| Creativity & Neatness | This project demonstrates little attention and effort towards creativity and neatness. | This project demonstrates a fair amount of attention and effort towards creativity and neatness. | This project demonstrates a good deal of attention and effort towards creativity and neatness. | This project demonstrates a great deal of attention and effort towards creativity and neatness. | 15% |
| Total Score | | | | | 100% |

Conclusion

After completing this webquest, you should be able to explain what it was like living like Maniac Magee. You should be able to explain what it is like to be homeless or live in foster care. You should have a sense of what racism and segregation are and the effects these two issues have on others. When your project is finished, you will have created a beautiful journal. It is my sincere hope that the skills and lessons that you have gained throughout this webquest will come in handy for many years to come. MISSION ACCOMPLISHED!!!

Teacher Page

Focus: This WebQuest is designed as a final project while reading the novel Maniac Magee by Jerry Spinelli. It is a good conclusion to the information covered. It is also a way for students to show what they've gained from reading the novel. Standards Addressed: Plan, revise, edit, and publish clear and effective writing. Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications. Use computers to acquire, organize, analyze, and communicate information. Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings. Objectives: I would recommend starting this project prior to and while reading Maniac Magee. This way, the students build some background knowledge, and they should be able to take this project further than without any previous knowledge. They will also have a better understanding of some of the major themes this book brings to light. Students will write up a comprehensive journal that presents their findings. Students will utilize correct grammar, mechanics, and paragraph structures in their writing. Students will present their information in an organized manner. Students will answer questions assigned to them clearly and completely.

Standards

CCSS.ELA-LITERACY.RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-LITERACY.RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text. CCSS.ELA-LITERACY.RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). CCSS.ELA-LITERACY.RL.4.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. CCSS.ELA-LITERACY.RL.4.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. CCSS.ELA-LITERACY.W.4.1.A: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. CCSS.ELA-LITERACY.W.4.1.B: Provide reasons that are supported by facts and details. CCSS.ELA-LITERACY.W.4.1.C: Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). CCSS.ELA-LITERACY.W.4.1.D: Provide a concluding statement or section related to the opinion presented. CCSS.ELA-LITERACY.W.4.2.A: Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. CCSS.ELA-LITERACY.W.4.2.B: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. CCSS.ELA-LITERACY.W.4.2.C: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). CCSS.ELA-LITERACY.W.4.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic. CCSS.ELA-LITERACY.W.4.2.E: Provide a concluding statement or section related to the information or explanation presented. CCSS.ELA-LITERACY.W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) CCSS.ELA-LITERACY.W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.) CCSS.ELA-LITERACY.W.4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. CCSS.ELA-LITERACY.W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic. CCSS.ELA-LITERACY.W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources;

take notes and categorize information, and provide a list of sources. CCSS.ELA-LITERACY.W.4.9 : Draw evidence from literary or informational texts to support analysis, reflection, and research.

Credits

Other