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"The Necklace"

WebQuest Description: This webquest gives a deep look into the culture of Paris France during the time in which "The Necklace" is set: 1880.
Grade Level: 9-12
Curriculum: English / Language Arts
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Introduction

BONJOUR!!! Did you ever think you would get the opportunity to travel back in time!?! NO!!! Well today's your lucky day! You will be taking a field trip to Paris, France during the 19th century. When you arrive, you will be experiencing a "day in the life" of a French citizen. Why visit France during this period in time? Glad you asked! By understanding the lives and culture of France in the 1880's, you will be exploring the setting of the short story "The Necklace," by Guy de Maupassant. When this trip is over, each student will have experienced what it was like to be a member of society, both as a wealthy aristocrat, and a poverty stricken working man. You will then take what you have learned about the differences in class and observe social differences you see among your own classmates. Do your best to take the information you gather and really become the citizen. BON CHANCE!!!

Tasks

    Task One: Now its your chance to 'hit' the streets of Paris and mingle. Find yourself in conversation with someone from the working and aristocratic class and discover their everyday challenges.-How do they live?(Clothing, Food, Housing etc.) -What do they do for a living?   -What is their family life like? -Are there any special social activities that distinguish one class from the other?   Task Two: Once you have researched Paris during the 19th century, you will complete the same search, but present day. Find out what life is like in the 21st century for both a lower class and upper class citizen. - What conditions do people live in? - What type of jobs do they have? - What is family life like? - Are there any huge differences in class? (activities, housing, society, gov't)   This information will be gathered by exploring specific websites that are given to you within this quest. Once youve gathered this information it will be your turn to take what you have learned and become a member of French society. The final product will be in the form of four electronic journal entries completed using Microsoft Word. Two entries will require you to take on the personality of the citizen and describe your life. The third will consist of a comparison between Paris, France in the 1880's and present day. The fourth and final entry will revolve around your own observations within the classroom. (Each entry will be described in greater detail within the process page) Note: These questions are merely the ones that will guide you as to things you should be looking for when searching the websites. Feel free to create your own and look for things that may not be mentioned here.

Process

You will each complete the research and journal entries on your own. Here you will find steps and links that will help you complete the assignment.   Step One: You will begin by using the Internet to research the lives of French citizens in 1880. Make sure you look for and pay close attention to the cultural differences that existed between the two main social classes. You will then complete a search using the internet to discover life of present day Paris, France. Continue to keep a close eye on differences in social classes. Remember to use the questions found within the process page to guide your search. Below you will find several websites that can help you.   Step Two: Now that you have gathered the cultural, historical, and social information on 1880's and present day Paris, France, it is your turn to experience the life. Your first journal entry will use the information you've gathered on a rich citizen. You will explain what it is like to live the life of a wealthy aristocrat. Explain their everyday experiences, the type of job they keep, the house they live in, their social activities, etc. It should be written in the first person. Make sure to give the entry personality, feeling and emotion.   Step Three: You are also responsible for a second journal entry exploring a day in the life of a poor citizen. You will explain a working class citizen's daily struggles, home life, and work experience. Make sure you remember to write each entry as if YOU are telling the story about your life.   Step Four: The third journal entry will consist of a comparison between the aspects of culture you found within 1880's and present day Paris, France. Make connections between the two time periods. Compare similarities and differences that you have explored. Still comment on the workstyles, home life, and social aspects of present day French citizens. This journal entry should not be written from a narrative standpoint. It can be in the format of a research entry or a bulleted list.   Step Five: Within the fourth entry you will be required to observe your own classmates. What differences do you see between groups of students. Are there differences in style, personality and status? Do people feel the pressure to wear certain styles, and act in specific ways to fit in? This entry will also be completed in the first person. Links: http://www.discoverfrance.net/France/Paris/index.shtml (general information on

Paris) http://www.marxists.org/history/france/index.htm (revolutionary France) http://www.socialstudiesforkids.com/articles/holidays/bastilleday.htm (Bastille Day) http://www.state.gov/r/pa/ei/bgn/3842.htm (French Culture) http://www.infoplease.com/ (wonderful site to search for needed information)

Evaluation

Category and Score	Exemplary 4	Very Good 3	Satisfactory 2	Needs Work 1	Score
Content	The student fully captured the idea of living as a French citizen. The student made relevant connections to their own life. They incorporated an elaborate amount of research into their entries.	The student mainly captured the idea of living as a French citizen. The student made some relevant connections to their own life. They incorporated a sufficient amount of research into their entries.	The student somewhat captured the idea of living as a French citizen. The student made few relevant connections to their own life. They incorporated little research into their entries.	The student did not capture the idea of living as a French citizen. The student made little or no relevant connections to their own life. They incorporated little or no research into their entries.	%25
Creativity	The student wrote with a high level of creativity. Each entry was full of personality, emotion, and detailed imagination.	The student wrote with an average level of creativity. Each entry contained some sense of emotion, personality, and imagination.	The student wrote with a low level of creativity. Each entry contained little personality, emotion, and imagination.	The student wrote with very little or no creativity. Each entry had little or no personality, emotion, and imagination.	%25
Mechanics	The four journal entries are exceptionally well written. They follow all syntax and grammatical rules and have virtually no spelling errors.	The four journal entries are well written. They follow most syntax and grammatical rules and have few spelling errors.	The four journal entries are not written to the students ability. There are many syntactic and grammatical errors. Several spelling errors.	Obvious syntactical difficulties. Many grammatical mistakes and spelling errors.	%25
Level of Focus	The student remained on task throughout their research. The student used allotted time for project work only. Successfully worked as an individual.	The student remained on task for most of the research. The student used alloted time mostly for project work. Successfully worked as an individual.	The student did not remain on task at all times throughout research. The student used some of the time alloted towards completing the project. Tended to lose focus and distract other students.	The student almost never remained on task. Used time given very poorly. Continually talked with other students and needed to be reminded to stay on task.	%25
				Total Score	%100

Conclusion

SOOOO..... How was your trip!?!? Was 1880's Paris, France everything you thought it would be?   We hope that through your journey you were able to take a close look at the culture of Paris, France. You should have a better understanding of the societal and class differences people faced while living in this region.   -Do you feel that through the reasearch you have accomplished, you have a better understanding of the setting in which Guy de Maupassant's "The Necklace" took place? -Can you easily describe class differences that you observed while on your trip? -Can you then take these differences and compare them to present day France and social differences within your own life?   After completing this quest we want you to understand the true moral of this story. People around the world want to appear to live a life that is better than what they have. It is important to see that material possessions should not be the focus of one's life. True happiness should be found inside onself. Do not waste time worrying about what others think of you. It is important to be happy with what you have and be willing to work for what you want.

Teacher Page

Objectives: Students will be able to demonstrate an understanding of setting, culture and theme within Guy de Maupassant's short story "The Necklace". -They will demonstrate a clear understanding of the use of Internet Explorer through researching French culture. -They will demonstrate a clear understanding of Microsoft Word by completing four elctronic journal entires. -Students will walk away with an understanding of societal pressures that exitsted in past and present French culture, as well as being able to relate it to their own personal lives.   Initiation: We drew students in by telling them that they were going on a mock field trip, back in time to 1880's Paris, France. This should catch their interest because it allows them to experience a different culture than they have been exposed to.   Activities: 1. Use

provided links to research the given questions on French culture. Make sure to gather sufficient information on past and present culture. 2. The first two journal entries are written in the first person in which the student adopts the personality of a wealthy aristocrat and a working class citizen.3. The third journal entry requires the student to use the information they have gathered and complete a comparison between past and present societal differences in France.4. The fourth and final entry is where the student uses the information they have learned and applies it to their own classmates. Students will observe their peers and recognize differences among styles, appearences, and relationships that exist. Closure: The conclusion of the webquest leaves the student with several open ended questions. Class discussion will follow the completion of the project in order to make sure that all students have a total understanding of the setting, culture, and theme of "The Necklace".   Such questions might include: -Did your research help you gain a better understanding of the story?-Can you easily compare past and present French culture and/or societal differences?-Were you able to relate any occurances in the story to your own life?-How has this project and its research changed your outlook on your everyday life? Assesment: There should be a formal assessment of the students' four journal entries. A rubric should be used to grade such things as content, creativity, mechanics, and level of focus. Rubrics can be changed to accomodate your style of teaching. Assignment: The night prior to the webquest, students should read the short story "The Necklace" by Guy de Maupassant and write down any questions they had while reading. After completing the webquest students could:-continue reading short stories by Guy de Maupassant-compare Guy de Maupassant's writing syle in his other short stories, to that of what they have seen in "The Necklace". Additional Resourses:http://www.eastoftheweb.com/short-stories/UBooks/Neck.shtml (This is a link that provides the actual text of "The Necklace")http://www.enotes.com/necklace (This link provide important notes and a summary of important details from "The Necklace")http://www.storybites.com/demaupassantnecklace2.htm (Here is a commentary on Guy de Maupassant's "The Necklace") Credits: http://www.discoverfrance.net/France/Paris/index.shtml (general information on Paris)http://www.marxists.org/history/france/index.htm (revolutionary France)http://www.socialstudiesforkids.com/articles/holidays/bastilleday.htm (Bastille Day)http://www.state.gov/r/pa/ei/bgn/3842.htm (French Culture)http://www.infoplease.com/ (wonderful site to search for needed information) Picture Credits:http://www.ebooks-library.com/images/Authors/FGDM.jpghttp://www.unc.edu/~getkara/The%20Necklace/Necklace.jpehttp://www.abracadabrajewelry.com/images/Mehera-Dia-Necklace.jpghttp://www.innersync.com/about/images/process.gifhttp://www.osama.lt/fini2.gif

Standards

Credits

Other