The last class of my old professor's life took place once a week in his house, by a window in the study where he could watch a small hibiscus plant shed its pink leaves. The class met on Tuesdays. It began after breakfast. The subject was The Meaning of Life. It was taught from experience.

Tuesdays with Morrie teaches life experiences from the viewpoint of someone who is facing death. How would you feel if you were in Morrie Schwartz's shoes? How would you feel if you were in Mitch's shoes? In this activity, you will be writing as if you were the two main characters, Morrie Schwartz and Mitch Albom.

You and a partner will be creating two parallel diaries. The parallelism is important to pay attention to and will be addressed in a class discussion. You will be writing the diaries of Morrie Schwartz and Mitch Albom. You will write five diary entries for each person. The entries must be at least 100 words long. The entries should take place on the same dates and should correspond to dates in the textbook. The diaries must be factually accurate. Once the diary entries are completed, you and your partner will present your entries in a class discussion.

### Evaluation

<table>
<thead>
<tr>
<th>Category and Score</th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Very Good 3</th>
<th>Exemplary 4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content of Message/Diary Entries</td>
<td>Content minimal and/or frequently inappropriate; ideas repetitive and/or irrelevant; not complete or of sufficient length.</td>
<td>Content somewhat adequate and mostly appropriate; ideas expressed with very little elaboration or detail; partially complete.</td>
<td>Content adequate and appropriate; ideas developed with some elaboration and detail; adequate length.</td>
<td>Content rich; ideas developed with elaboration and detail; complete with accurate length.</td>
<td>%25</td>
</tr>
</tbody>
</table>

| Comprehensibility of Message/Diary Entries | Message barely comprehensible; requiring frequent interpretation; multiple grammar and spelling errors. | Message mostly comprehensible; requiring interpretation; several grammar and spelling errors. | Message comprehensible; requiring minimal interpretation; few grammar and spelling errors. | Message readily comprehensible; requiring no interpretation; grammar enhances communication. | %25    |
By completing this webquest, you will be able to better identify with the two main characters in the book Tuesdays with Morrie. You will be able to compare and contrast the viewpoints of the characters and analyze how these characters change during the time frame of the book. You might also be able to relate their experiences to some of your own. For further readings by Mitch Albom, visit his website or look up the following books on the Internet: The Five People You Meet in Heaven and For One More Day. Both of these books look at the subject of death and life in new and different ways. They also explore family relationships and might offer you some insight into this subject.

**Teacher Page**

This assignment is for use after students have read the book Tuesdays with Morrie. The intended audience is 12th grade special education students in a Communication Arts classroom. Many students by this age/grade level have lost someone they know to death or have had some form of crisis which has helped them to grow in spirit and knowledge. Missouri Performance Standards which are addressed in this assignment include: Goals 1-4 Missouri Communication Arts Knowledge Standards which are addressed in this assignment include: 1. speaking and writing standard English 3. reading and evaluating nonfiction works and materials 4. writing informally 5. comprehending and evaluating the content and artistic aspects of oral presentations 6. participating in formal and informal presentations and discussions of issues and ideas. RESOURCES: A computer for each pair of students. A copy of Tuesdays with Morrie for every student. A minimum of 4 class periods: 1 day to read through the webquest and discuss the assignment, 2 days for partners to collect dates, review the book, make the diary entries and then discuss them, and 1 day for the class discussion. CREDITS: Thank you to Ginger Murphy for her technical support on this WebQuest. This WebQuest was based on a template from zWebQuest and The WebQuest Page where the design pattern for Diaries was used. http://www.zunal.com http://webquest.sdsu.edu/designpatterns/PD/webquest.htm We all benefit by being generous with our work. Permission is hereby granted for other educators to copy this WebQuest, update or otherwise modify it, and post it elsewhere provided that the original author's name is retained along with a link back to the original URL of this WebQuest. On the line after the original author's name, you may add Modified by (Your name) on (Date). If you do modify it, please let me know and provide the new URL.

**Standards**

Credits

Other