Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *Noughts & Crosses*

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Act One WebQuest

**Act One WebQuest: Racism & Prejudice**

Criterion C

Merriam-Webster Online Definitions:

* **Racism**: the belief that some races of people are better than others
* **Prejudice**: a feeling of like or dislike for someone or something especially when it is not reasonable or logical

Directions: As a small group, watch and read the collected source material on the weebly on the following historical events to learn more about racism and prejudice:

* Slavery extended—United States
* Divided society—Northern Ireland
* Divided society—South Africa’s Apartheid
* Civil rights movement: Martin Luther King, Jr.
* Civil rights movement: Malcolm X.

Go to Ms. Nelson’s weebly site to access information: <http://msnelsonenglishclasses.weebly.com>

**Part One**

1. As a team, define key terms for your category. Which words are important to understanding your topic? (*At least* 3 terms required).
2. Collect *at least* 10 details that strike your group as interesting, shocking, but ultimately representative of how your category is racist and/or prejudice.
3. How are the events/people you are learning about connected to *Noughts & Crosses*? (Similar events, themes, ideas, etc.) Identify *at least* 3 ways.
4. What is the effect on you, the reader, when you realize the connections between the real world and *Noughts & Crosses*? Why would the author choose to do this?
5. For your category, why do you think people/groups turn to violence? What kind of violence is present (physical, emotional, etc.)? What is the person’s/group’s rationale for violence?

**Part Two**

1. Create a poster. You should use images and words.
2. You MUST include all details from part one in an accessible, interactive format.
3. You will present your findings and poster after the break to your classmates.
4. Your classmates should be able to identify information from part one on your poster without explanations.
5. Your poster will be displayed, so do your personal best.

Criterion C: *Noughts & Crosses* Act One WebQuest Poster Rubric

|  |  |  |
| --- | --- | --- |
| **3-4** | **5-6** | **7-8** |
| **i**. produces texts that demonstrate **adequate** personal engagement with the creative process; demonstrates **some** degree of thought, imagination and sensitivity and **some** exploration and consideration of new perspectives and ideas **ii**. makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **adequate** awareness of impact on an audience **iii**. selects **some** relevant details and examples to develop ideas.  | **i**. produces texts that demonstrate **considerable** personal engagement with the creative process; demonstrates **considerable** thought, imagination and sensitivity and **substantial** exploration and consideration of new perspectives and ideas **ii**. makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience **iii**. selects **sufficient** relevant details and examples to develop ideas.  | **i**. produces texts that demonstrate a **high degree** of personal engagement with the creative process; demonstrates a high degree of thought, imagination and sensitivity and **perceptive** exploration and consideration of new perspectives and ideas **ii**. makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **clear** awareness of impact on an audience **iii**. selects **extensive** relevant details and examples to develop ideas with **precision**.  |