WEBQUESTS
IN TEACHING EPICS

RONALD CANDY S. LASATEN

Author

DEDICATION

To wonderful people…

my family…

my students…

my friends…

my MMSU CTE family…

the Staff of World Links Philippines,

who in their own right are each special story in the making.

Ronald Candy S. Lasaten

PREFACE

Literature cannot be molded in just one definition. Its meaning is so encompassing that one definition is not sufficient to tell of what it really is. But, one thing is for sure. Literature is a reflection of life; thus, learning it is learning humanity. In fact, literature instruction has long been at the center of the curriculum of every school. It continues to be the focus of instruction in most English classrooms because it is considered as the framework of human development and understanding.

Among the literary genres, the epic is one of the most interesting. It traces the adventures of great heroes, who possess courage, sometimes even superhuman, deeds that reflect the ideas and values of an era. Moreover, the epic teaches universal ideas, such as good and evil, life and death. Through the study of epics, individuals can draw out insights and values that are worthy of emulation. Moreover, it is a challenge to teach the epic in literature subjects not only because of its serious subject, broad setting, countless characters and complex plot but also of its length that is presented in an elevated or formal style.

Through the impending Technological and Information Age, innovative strategies have come out through the years to bout the challenge in literature teaching, particularly epics. A WebQuest, a technology-driven strategy, is a student-centered strategy that values the skills and experiences of learners. It offers real life situations in which learners work cooperatively in solving a problem and creating a finished product that is meaningful and connected to their real world. Thus, the strategy offers the learners holistic learning.

Anchored by the principles of the Theory of Constructivism and Brain-based Learning, the researcher believes that through the developed WebQuests, learners, who come in contact with the materials, learn better if they are presented with stimulating classroom activities in which they are personally involved. Through the WebQuests, one will be able to appreciate the study of literature, particularly epics. Thus, this makes learning more interesting and more meaningful.

WEBQUESTS' LEARNING DESIGN

A WebQuest is a technology-driven strategy in which some or all of the information that learners interact with comes from resources on the internet or World Wide Web. It is a student-centered and inquiry-oriented activity that poses a real life situation in which students work cooperatively in solving a problem and creating a finished product that is meaningful and connected to the real world.

Each material presented here is anchored by the **WebQuests' Learning Design** of Bernie Dodge (1995), which explores six critical elements. **INTRODUCTION** provides the students background information or overview of the learning goals on a topic and sets the stage for the investigation or activity. **TASK** includes the formal description of what students will have to accomplish by the end of the activity. The task includes an activity that is "doable" and is of interest to the students. **RESOURCES** offer links to high-quality internet-based materials that students will use to complete the activity; links may be embedded in the process. **PROCESS** provides a step-by-step guide for completion of the activity; should provide a clear description of exactly what students should do to complete the task. **EVALUATION** illustrates what students should do to be successful; usually in the form of a rubric or checklist. **CONCLUSION** brings closure to the activity and summarizes what the teacher hopes the students have learned as a result of completing the activity.

Through the six components of each WebQuest, studying literature, particularly epics, will definitely be more interesting, exciting, fascinating, meaningful, purposeful and lasting.

TABLE OF CONTENTS

OVERVIEW

This set of WebQuests was designed to guide college teachers of literature to integrate the use of ICT (Information Communication Technology) in the teaching of epics. The WebQuests were developed employing six elements namely: a) ***Introduction,*** b) ***Task,*** c) ***Resources,*** d) ***Process,*** e) ***Evaluation*** and f) ***Conclusion.*** The elements themselves served as parts of the WebQuests except for the element, *Resources,* which is embedded in the *Process*. ***Specific Objectives*** are also included at the beginning of each WebQuest to direct and give the students the idea of the skills they are expected to learn and develop.

The following table provides a general overview of each WebQuest:

Title of Epic	Author	Origin	WebQuest Title
The Divine Comedy	Alighieri	Italian Literature	The Divine Journey
The Iliad	Homer	Greek Literature	The Iliad's Newsletter
The Aeneid	Virgil	Roman Literature	Home Sweet Home
Beowulf	Anonymous	English Literature	From Page to Stage
The Ramayana	Valmiki	Indian Literature	The Gallery Exhibit

The epics included in the WebQuests were selected based on the following criteria: 1) the epics are commonly taught in literature subjects; 2) each epic is a representative reading selection from the different literatures of the world; 3) the epics present real life scenarios that empower the students socially, morally, intellectually and spiritually; and, 4) from the researcher's viewpoint, the epics can be best taught using the WebQuest.

EPIC

"Everything has beauty
   but not everyone sees it."

~ Confucius

WebQuest #1

THE DIVINE COMEDY
(The Divine Journey)

Specific Objectives

1. Use different strategies and techniques in reading.
2. Deduce important and significant details in an epic focusing on its elements (i. e. characters, plot, settings, themes, etc).
3. Manifest reliability and accuracy of data.
4. Construct an outline as basis in the preparation of slides for power point presentation.
5. Cultivate the value of self-reliance, sense of responsibility, collaboration, cooperation and camaraderie.
6. Present an epic creatively through a power point presentation.
7. Realize the importance of technology in the accomplishment of one's work.
8. Recognize cultural and religious insights from an epic.

Introduction

What is the greatest deed you have ever done in your life? How about the greatest sin you have committed? We believe that there is always a consequence for every

act that we do. Do you believe in the concept of heaven, hell and purgatory?

Indeed, many people say that when we die, we go into one of those places. But, how does it feel to make a journey to hell, heaven and purgatory without actually dying? How would you confront your sins and make penance? What would you do if you come face to face with the Creator?

In this journey, be a guardian angel of Dante Alighieri, an Italian poet, as he explores the three places. What a silent contemplation that turned out into an epic saga encompassing space, time and the heavens! Be a guide to Dante's journey as he discovers redemption and self-worth. Move on and enter the portals of hell, purgatory and heaven.

Task

Imagine that you are with Dante and the greatest Roman poet, Virgil, in Inferno which they also call as Hell. You are with them through their quest as they work their way through the celestial spheres. In order for Dante to meet Beatrice in Paradiso, called *Heaven,* you need to prepare slides for power point presentation that will serve as the key to open the gates of Paradiso. Remember well the places, the persons you meet and the experiences you encounter. Your work will definitely provide Dante an unforgettable journey in the mystical circles of Hell, Purgatory and Heaven.

Process

To accomplish the task, work well with a group consisting of five members. Each member of your group will be assigned a role and a task to accomplish.

Step 1: First, as a group, you will read the summary of the epic poem, "The Divine Comedy" by Dante Alighieri using the electronic resources below. Take note of the experiences, people, stations and places, where you and Dante will pass by and encounter.

- **www.cummingsstudyguides.net/Guides2/DivineCom.html**
- **www.sparknotes.com/poetry/inferno/summary.html**
- **http://www.divinecomedy.org/divine_comedy.html**
- **http://en.wikipedia.org/wiki/The_Divine_Comedy**
- **http://www.cummingsstudyguides.net/Guides2/DivineCom.html**

Step 2: After reading the suggested summaries from the websites, study all the important details of the epic poem and prepare an outline of the plot of the epic poem. Be sure you will cooperate with the members of your group.

Step 3: Use the constructed outline to prepare your slides for the Power Point Presentation. The following websites will guide you in the preparation of the Power Point Presentation.

- **powertolearn.com/.../how_to_make_a_slide_show_with_powerpoint .shtml - 75k - Cached**
- **in.rediff.com/getahead/2006/may/29ppf.htm - Cached**
- **media.olivet.edu/training/powerpoint2003.htm - 65k - Cached**
- **www.d.umn.edu/~hrallis/guides/PP/slideshow.html**
- **www.wwcc.edu/lib/guides/PowerPoint.htm**
- **www.ehow.com/how_4542133_powerpoint-presentation.html**

Step 4: With your outline and the procedures in preparing your Power Point Presentation, you are ready to start the project. It is a must that each member of your group has to play a specific role. Choose your role from the list and work harmoniously with your group mates.

Project Roles

The Researcher

As the researcher of the group, your role is to gather information through surfing and browsing the net. It is very important that you have to be selective of the information you need because the net can give you anything. You have to get only those

important data or what is best for your output. Consider also the accuracy of the information.

The Encoder/ Copywriter

As the encoder and copywriter of the group, you are in-charge of encoding the drafts to be used in making the presentation. You need to check the mechanics, grammar and spelling of the text.

The Layout Artist

As the lay-out artist of the group, you are to design and decide on the proper arrangement of texts and clip arts in every slide of your presentation, font size and style suited for the design and purpose of the power point presentation and the color scheme appropriate for the background. Go to the sites below for you to study the *dos* and *don'ts* of layouting presentations.

- **http://www.myprizo.com/**
- **http://video.about.com/presentationsoft/Start-PowerPoint.htm**
- **http://www.pptworkbench.com/html/powerpoint_layouts.htm**

The Special Effect Animator

As the special effect animator, you are in-charge in putting the animation and effects. The transition of each slide of the presentation lies in your expertise. Take into account the flow of the journey. Put appropriate effects for each event. Choose from the animation scheme in your Microsoft Power Point or refer to the website below for better and more accurate animations.

- **http://www.presentationpictures.com/powerpoint-wow.htm**
- **http://www2.hawaii.edu/~cpeterse/powerpointanimation.htm**
- **http://www.presentationpictures.com/presentation-tips.htm**

The Main Presenter

As the main presenter of the group, your role is to present the Power Point to the class. You are then tasked to explain every event of your journey with Dante. Familiarize yourself well with the slides and be ready to answer the questions of your audience after your presentation.

Aside from the main presenter, each of the members of the group will also tell his or her contribution in accomplishing the project.

Step 5: As a group present your Power Point in class. Be prepared to answer the queries from your audience. Share also your experiences and contributions while coming up with the Power Point Presentation.

Evaluation

Your performance in this activity will be based on the quality of the project and the presentation your group has carried out and how well your group collaborated to come up with a Power Point Presentation to be presented in class. Use the scoring guide below to help you rate your performance.

Rubrics in Evaluating the Power Point Presentation

CRITERIA	Very Good 7	Good 5	Fair 3	Poor 1	POINTS
	The slides show that the group	The slides show that the group	The slides show that the group	The slides show that the group	

Research and Note taking	accurately read a variety of information sources; recorded and interpreted accurate and significant facts, meaningful graphics, and sounds; and evaluated alternative points of view.	recorded relevant information from multiple sources of information, evaluated and synthesized relevant information.	misinterpreted statements, graphics and questions and failed to identify relevant arguments.	recorded information from few resources, did not find graphics or sounds, and ignored alternative points of view.	
Preproduction Plan – Storyboard (Slides)	The thumbnail sketches on the storyboard include title of slide, text, background color, placement and size of graphic, fonts - color, size, type for text and headings, hyperlinks and audio files (if any). All slides are numbered, and are logically sequenced.	The thumbnail sketches on the storyboard include titles and text for each slide and are in sequential order.	The thumbnail sketches on the storyboard are not logically sequenced with incomplete information.	The thumbnail sketches on the storyboard are few and do not provide an overview of the presentation.	
Introduction	The introduction presents the overall topic and draws the audience into the presentation with compelling questions that relate to the audience's interests or goals.	The introduction is clear, coherent and relates to the topic. It creates a sense of what is to follow and appeals to the audience.	The introduction shows some structure but does not create a strong sense of what is to follow. It is overly detailed or incomplete, and somewhat appealing to the audience.	The introduction does not orient the audience to what will follow. The sequencing is not clear and appears uninteresting or irrelevant to the audience.	
Content	The content is written clearly, concisely with logical progression of ideas and with supporting information. The project includes motivating questions and advanced organizers giving	The content is written with a logical progression of ideas and supporting information. Includes persuasive information from reliable sources. Information	The content is vague in conveying the point of view and does not create a strong sense of purpose. Includes some persuasive information with few facts. Some of the	The content does not manifest a clear point of view and logical sequence of information. Includes little persuasive information and only one or two facts about the topic.	

	the audience a clear sense of the main idea. Information is accurate, current and comes mainly from primary sources.	provided is accurate, current and comes mainly from primary sources.	information may not seem to fit. Sources used appear unreliable.	Information is incomplete, out of date and/or incorrect. Sequencing of ideas is unclear.	
Text Elements	The fonts are easy-to-read and point size varies significantly for headings and text. The use of italics, bold, and indentations enhances readability. Text is appropriate in length for the target audience. The background and colors enhance the readability of text.	Sometimes the fonts are easy-to-read, but in a few places the use of fonts, italics, bold, long paragraphs, color and background detracts and does not enhance the readability of text.	Overall readability is difficult with lengthy paragraphs, too many different fonts, dark background, overuse of bold or inappropriate indentations of text.	The text is extremely difficult to read with long blocks of text and small font size of fonts, inappropriate contrasting colors, poor use of headings, subheadings, indentations, or bold formatting.	
Layout	The layout is visually pleasing and contributes to the overall message with appropriate use of headings, subheadings and white space.	The layout is pleasing and uses horizontal and vertical white space appropriately.	The layout shows some structure, but appears cluttered and uses distracting background.	The layout is cluttered, confusing, and does not use spacing, headings and subheadings to enhance the readability of text.	
Citations	Sources of information are properly cited for the audience to determine the credibility and authority of the information presented. All sources of information are clearly identified and credited using MLA citations throughout the project.	Most sources of information use MLA citation properly, and sources are documented for checking on the accuracy of information.	Sometimes copyright guidelines are followed and some information, photos and graphics do not use MLA citations properly.	No way to check accuracy of information.	

Graphics, Sound and/or Animation	The graphics, sounds and/or animations assist in presenting the overall theme; and enhance understanding of concept, ideas and relationships. Original images are created using proper size and resolution, and all images enhance the content. There is a consistent visual theme.	The graphics, sounds and/or animations visually depict material and assist the audience in understanding the flow of information or content. Original images are used. Images are of proper size, resolution.	Some of the graphics, sounds, and/or animations seem unrelated to the topic/theme and do not enhance the overall concepts. Most images are clipart or recycled from the WWW. Images are too large/small in size. Images are poorly cropped or the color/resolution is fuzzy.	The graphics, sounds, and/or animations are unrelated to the content. Graphics do not enhance understanding of the content, or are disturbing decorations that create detraction from the content.	
Writing Mechanics	The text is written with no errors in grammar, capitalization, punctuation, and spelling.	The text is clearly written with little or no editing required for grammar, punctuation, and spelling.	Spelling, punctuation, and grammar errors distract or impair readability.	Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader and major editing and revision is required.	
TOTAL POINTS					

Conclusion

Creating a Power Point Presentation has helped Dante a lot in opening the Gates of Heaven. With your journey with him, you have encountered different people in different places, who have been classified according to their deeds. By passing through Hell, Purgatory and Heaven, you are able to gain a deeper understanding of their existence. Indeed, life is a journey bound by love and rehabilitation of human character, which are as interesting as they were more than 700 years ago.

Now, are you ready to face the consequences of your acts? Are you ready to meet the Creator and Master? With the different stations and places you passed by in your journey, where do you belong?

WebQuest #2

THE ILIAD
(The Iliad's Newsletter)

Specific Objectives

1. Employ different strategies and techniques in reading.
2. Deduce important and significant details in an epic focusing on its elements (i.e. characters, plot, settings, themes, etc).
3. Write news and sports items, editorial, literary, features and columns for a newsletter.
4. Embody responsible journalism and be guided with the principles of journalism writing (news, features, editorial, etc)
5. Publish a newsletter of an epic using desktop publishing technology (desktop publisher application).
6. Imbibe the value of self-reliance, sense of responsibility, collaboration, cooperation and camaraderie.
7. Recognize the significance of technology in the accomplishment of one's social responsibility.
8. Draw out cultural insights and worthwhile values from an epic.

Introduction

The greatest Greek poet, Homer, recounts the history of the Trojan War and the events surrounding it in his epic *Iliad.* His genius lay in choosing to focus on the story of Achilles and in bringing a tragic depth to the story of the battle for Troy. Accordingly, the events in the epic took place four or five hundred years before Homer's
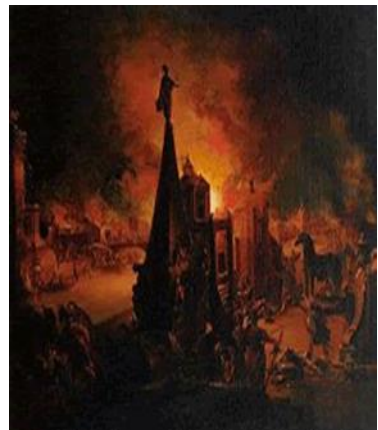
own time, events already enlarged by the glamour of the past.

The world of the Iliad is based on history but grows into metaphor. Through the lines of the epic poem, however, the Greeks and Trojans still live for us, echoing in the human imagination.

Task

Imagine that you are one of those people who witnessed the Trojan War. Because you want the people to be informed of the events, you are going to form a staff of seven members to publish an eight-page newsletter with four main sections namely: 1) news section, 2) editorial and opinion/column section, 3) feature and literary section and 4) sports section. Watch closely the significant events so as to be accurate with the information you provide in each of the articles. Make sure that while you are doing the paper, you are manifesting the characteristics of a responsible journalist.

This is a major breakthrough for you and for your group. So maximize your effort to work cooperatively to come up with a quality newsletter that will serve as vehicle of information to the concerned people.

Process

You have to work with a staff of responsible journalists and writers consisting of seven members to produce an eight-page newsletter. Each member of your group will be assigned a specific role on the given task.

Overview: As a group, you must read the *Iliad* written by Homer and complete the major task. You will all function and work accordingly with individual role. The tasks and the project will not be well-accomplished without cooperation and sense of responsibility within your group.

Step 1: First, read the epic poem, *Iliad.* Then from it, list down significant events by browsing the following websites.

- **www.sparknotes.com/lit/iliad**
- **www.iliad.com.mx/index.html**
- **www.timelessmyths.com/classical/trojanwar.html**
- **www.mlahanas.de/Greeks/Mythology/Iliad.html**

Step 2: After reading the epic poem as a group, plan the contents of your eight-page newsletter. You should have the following types of content:

- Editorial (required article, to be written by the editor)
- News Articles (one of these will be the banner news story)
- Feature Articles (poem, interview, human interest story, reviews)
- Columns and Opinions
- Sports Articles
- Advertisements and announcements (optional)

Decide the nameplate of your newsletter.

(TIP: *The nameplate should be unique, catchy and brief.)*

Step 3: All members are encouraged to write their own articles for the newsletter. Each member is assigned an article to write on. Individual role for each member of the group is also given.

Project Roles

Editor-in-chief

You will serve as the group leader for your publication. You supervise the work of the whole staff. Moreover, you copyedit the contents of the newsletter. Most importantly, you primarily write the editorial and will write a column where you can express your views and opinions.

Go to the following sites to better know the responsibilities and duties of an editor-in-chief. These sites share you samples of editorials and columns. Hence, you will be helped on how to write them.

News Editor

As the news editor, you are in-charge of covering all newsworthy events and activities in the Trojan War -the bickering between the Greek and Trojan troops, the wave-like turn of events, the bet of the gods, and their effects to the Greek and Trojan citizens.

Widen your perspectives and be creative. Pin yourself on the chronological events of the Iliad and on the outskirts of the situations. Be sure to make your headlines as catchy as possible. Check the sites below to help you write news articles.

- **http://mediacareers.about.com/od/thenecessaryskills/a/WritingSkills.htm**
- **http://www.star.niu.edu/nina/highschool/write.html**
- **www.explorewriting.co.uk/HowToWriteNewsArticles.html**
- **teacher.scholastic.com/writewit/news/index.htm - Cached**
- **mediacareers.about.com/od/thenecessaryskills/a/WritingSkills.htm - Cached**

Feature and Literary Editor

Use your creativity to let your readers experience the wrath, anguish, passion, and heart-pounding encounters in the Iliad through character sketches, poems, short stories and essays.

Who was the most outstanding god or goddess? Was fashion a passion for them? Can you retell the bloody war or the romantic treachery between the characters through poems and short stories? Why not interview Zues and ask him about what he thinks? Or the Greek troops about their tedious journey to Troy?

Be an insider to better understand the controversies in Mt. Olympus, in the Greek camp, or in the Trojan palace. Find out the flirting, jealousy and backstabbing events.

Browse the sites below for samples of feature articles and start composing articles for feature and literary section. Check out the following sites on how to write effective feature articles:

- www.questia.com/library/communication/feature-writing.jsp
- http://olc.spsd.sk.ca/DE/journalismstudies20/print_journalism/lit_article.htm
- www.ehow.com/how_2140012_write-feature-articles.html

Sports Editor

The Trojan War was a sports-like conflict. As the sports editor, try your best to impart to the readers the drama and excitement you see in the battlefield. Check the sites below and look for sports lingos and jargons that you may use in writing your sports stories. Point out the game highlights and get good quotes from the "athletes." Include personality profiles of the outstanding athletes and off-the–court stories like conflict among sportsmen, particularly the officials and other sidelights. You may also write an advanced coverage story for your sports column where you can personally blend facts and opinions and put your views of what might happen next in the hard court. Try the electronic sources below for sample sports articles.

- http://www.webenglishteacher.com/sports.html
- http://www.highschooljournalism.org/Teachers/Teachers.cfm?id=33&ttid=24

Cartoonist

Without you, the section of the newsletter would be as dull and grey as the smoggy atmosphere of war-stricken Troy. As the cartoonist, it is your responsibility to relieve the paper from its gloomy pages and to post humour in its seriousness. You can also make a comic strip depicting a fascinating and attention getting story from the epic poem.

For more tips about cartooning, try the sites below.

- en.wikipedia.org/wiki/Editorial_cartoon
- http://www.answers.com/topic/editorial-cartoon

Layout Artist

As the layout artist, you are responsible for arranging the edited articles in the newsletter. You should balance the density of your pages. Consider the consistency of the elements of your newsletter, the font and font size, the colors to be used, and the number of columns to accommodate all articles. Likewise, put the photographs or pictures (with captions). Go to the sites below to help you decide and design the layout of your newsletter.

- **http://www.geocities.com/egf94/features/professional/journalism.html**
- **www.essortment.com/hobbies/layoutprofessio_shkv.htm**
- **www.freenewsletterideas.com/newsletter-layouts.htm**

Proofreader and Printer

You are responsible to further check the missed and typographical errors in the different articles for every section of the newsletter. Make all the necessary corrections before printing the final copy.

Step 4: Once three steps above have been completed, all of you must perform individual roles to your best. Cooperation and collaboration are important. Manage your time well in order to complete within the allotted time.

Step 5: Use the Microsoft Word or Microsoft Publisher to finish your project or choose the software that you are most comfortable with.

(NOTE: *Portfolio format is at your own choice. Make it presentable, neat and organized.)*

Step 6: Print the final copy of your paper. Now, your newsletter is ready for circulation.

Evaluation

Your performance in this activity is based on the quality of the group output and how well each member collaborated to come up with the newsletter. Use the following rubrics below to help you complete the project.

Rubrics in Evaluating the Newsletter

CRITERIA	Very Good 7	Good 5	Fair 3	Poor 1	Score
Newsletter Format	The newsletter is computer-generated. Articles are well-organized with colored photos	The newsletter is organized with heading, article titles, columns, pictures and credits.	The newsletter is poorly organized with missing one layout requirement.	The newsletter is poorly organized with missing layout requirements.	
Task Completion	The newsletter has articles beyond those required.	The newsletter meets minimum requirements for all articles.	The newsletter has one article that does not meet the requirement.	The newsletter misses more than one article that does not meet the requirement.	
Scientific Background	Necessary content is present in articles as well as specific details beyond those required.	Lead articles contain sufficient explanation of the scientific background.	One article does not accurately explain the scientific background.	Two or more articles do not meet the requirements for scientific background.	

Bias Control	Bias is present only in the editorial. The articles explicitly discuss the bias in each argument.	All articles are written without bias except the editorial.	Opinion or other bias is present in one of the lead articles	More than one article is biased or opinionated.	
Fact Accuracy	Supporting facts are accurate and sources of information are properly cited.	Facts in the articles that are used to explain background or issues are accurately reported.	One article contains inaccurate facts to explain the background or issues.	More than one article contains inaccurate facts to explain background or issues.	
Cooperation of group members	All group members worked to come up with the output.	Only half of the group members worked cooperatively to finish the project.	Less than half of the group worked to finish the project.	Only the leader worked to finish the project.	
TOTAL					

Conclusion

In your journey as a journalist and writer in your newsletter, you must have observed that Iliad, which recounts the Trojan War, depicts the tragedy and poignancy of friendship and family destroyed by battle. The several conflicts, which arose among the Trojans and the Greeks, were further intensified by the interventions of the immortal gods and goddesses and Homer's message demonstrates wrath's destruction of self and others.

Furthermore, you were able to provide accurate information to the concerned people about the events in the Trojan War. You are a hero, even braver than Achilles and Hector, for it is not an easy task to cover the different episodes, the danger and unending threats in the battlefield.

Congratulations for job well done!

WebQuest **# 3**

THE AENEID
(Home Sweet Home)

Specific Objectives

1. Use different strategies and techniques in reading.
2. Gather reliable and accurate data of an epic via World Wide Web.
3. List down important and significant details in an epic focusing on its elements (i.e. characters, plot, settings, themes, etc).
4. Use one's computer skills (i.e. researching, encoding, layouting, designing, etc) in the preparation and presentation of a literary map.
5. Interpret one's understanding of an epic through creating a literary map.
6. Inculcate the value of self-reliance, sense of responsibility, collaboration, cooperation and camaraderie in the accomplishment of a task.
7. Realize the importance of technology in the achievement of ones' social obligation.
8. Identify human values and universal truth illustrated in an epic.

Introduction

"A life without direction is like a ship without destination."

Virgil's *"The Aeneid"* is about Aeneas, a survivor of the siege of Troy, a fearsome warrior and a leader. He is destined to find the Roman race in Italy, his true home. For him, to find his way home is not that easy. He is faced with many struggles and adversities in his voyage, including the interventions of the immortal gods and goddesses.

Through his story, find out how he triumphantly overcomes the obstacles and hindrances on his way home. Discover how he courageously fought his enemies. These ways will help you better visualize and understand the dangerous journey he underwent.

Task

As a group, your mission is to create a literary map showing Aeneas' long journey from Troy to Italy. On this map, trace the directions he followed, the places where he and his troop landed and identify those whom they encountered in their journey. Make your map more realistic with drawings, illustrations and two-three sentences captions. Your map should measure 1m x 1m. Use any material that makes your project more attractive. Fire up your imaginations and showcase your creativity.

Process

To accomplish Aeneas' literary map, work in groups consisting of eight members. Each member of your group will be responsible for a specific role and a part in the given task.

Overview: As a group, you must read *The Aeneid* written by Virgil and complete the major task. Through this activity, you will be able to showcase your creativity and resourcefulness and develop cooperation among group mates.

Step 1: Read the epic poem, *The Aeneid,* and list down significant, places, events and characters in the story by highlighting or underlining them. Click the links below for the full text and its varying summaries.

- **http://www.online-literature.com/virgil/aeneid/**
- **http://en.wikipedia.org/wiki/Aeneid**
- **http://homepage.mac.com/cparada/GML/Aeneas.html**
- **http://www.cummingsstudyguides.net/Guides2/Aeneid.html**
- **cliffsnotes.com/WileyCDA/LitNote/Aeneid-Critical-Essays-Literary-Predecessors-of-the-Aeneid... -** Cached
- **www.sparknotes.com/lit/aeneid -** Cached
- **classics.mit.edu/Virgil/aeneid.html -** Cached
- **www.cliffsnotes.com/WileyCDA/LitNote/Aeneid.id-3.html** - Cached
- **http://www.us.oup.com/us/companion.websites/0195153448/studentresources/maps/?view=usa**

Step 2:   While reading as a group, list down the different characters, events and places you encounter. This will serve as your basis for the captions in your literary map.

Step 3:   Gather yourselves and brainstorm on the characters, events and places in the epic poem to come up with a consensus to such elements. Chronologically, arrange the sequence of events or episodes as they happened in the story with the corresponding places and characters. Feel free to share your readings.

Step 4:   Plan how to work with your literary map. Choose your own role in the group. Be responsible for your own role so you would be able to come up with the group project. Remember, the success of the group is the success of everyone in the group.

<u>Project Roles</u>

Researchers (2)

Gather information from the brainstorming activity. You will serve as recorder. You will check whether this information from your group readings and brainstorming activity are accurate and reliable. In addition, you will arrange the episodes/events as they happened in the journey of Aeneas, including the places and characters involved in every episode. Your research output will serve as sources for the captions, titles and the layout of your literary map.

Illustrators (2)

As an illustrator, you will make the design of your output. Think of appropriate background, designs and objects to be included in the map to relive the journey of Aeneas and his troop. Decide on the materials you will use. You can draw, paint and cut pictures to capture the places, scenes and characters in the story.

Layout Artist (1)

Work hand in hand with the illustrator. You will layout the literary map. Be sure to fit the materials needed in your project and to follow required format and size of your map. Also, consider the balance and unity among the objects used so your map would not look crowded.

Editor (1)

You will place appropriately the captions on the literary map and think of a catchy title for the map and for every episode of the journey. Each caption should be accompanied with a title limited to two-three sentences, enough to relate the events and characters in a particular place. Make sure that the captions are grammatically correct – words, names and places spelled correctly. Likewise, be consistent of the tense of verb you use. Captions must be computer-printed. The font and the font size you will use are of your preference. Check everything for errors before pasting them on the map.

Reporters (2)

Using the literary map, your task is to report and explain every segment of the journey of Aeneas. Construct an outline and make your own notes of each segment and verify these with the literary map to achieve consistency of ideas. Moreover, you are tasked to draw out insights from the epic and share them with the audience for further discussion. You will be the facilitators in the group. Be sure to entertain reactions and questions from the audience.

xxx

Step 5: After choosing your own role in the group, make sure you perform it well as you work with the other members. If other members find difficulty in their roles, feel free to help them.

Step 6: Present the project, the literary map, in class. Retell the journey of Aeneas using the literary map. However, each member of the group is encouraged to substantiate the report of the reporters; he or she can add more details or information the reporters failed to mention.

Step 7: At the end of the activity, each member of the group will share insights learned from the activity; the problems and difficulties the group encountered while working with the project and the greatest contribution each did during the accomplishment of the project.

Evaluation

Your performance in this activity is based on the quality of the output your group has created, how you performed in the presentation and how well your group collaborated to come up with the project. You will be graded based on the rubric below.

Rubrics in Evaluating the Literary Map

Group Number: _____   Date: _____

CRITERIA	Excellent 7	Satisfactory 5	Fair 3	Poor 1	Score
ACCURACY OF INFORMATION The project maximizes accuracy by using multiple accounts of an event.					
The project manifests internal consistency.					

CAPTIONS AND TITLES Titles and captions are catchy and significantly reflect the episodes/events of the story.					
The captions are free from errors in grammar and mechanics.					
Titles and captions are readable.					
The captions are in two to three sentences printed from a computer.					
DESIGNS AND CREATIVITY The project is very creative. The quality of materials used is great.					
Designs are attractive and appropriately fit with the theme of the epic poem and the project.					
LAYOUT The layout is visually pleasing observing unity and balance.					
The layout with appropriate use of titles and captions, depicts original artistic style that contributes to the overall message and					

picture of the epic poem.					
The required format and size of the project were followed.					
PRESENTATION The group excellently reported the epic poem using the literary map.					
The presentation is organized and systematic.					
The group was able to let the audience understand the episodes, characters and places in the epic poem.					
The output served as an instrument for better understanding of the epic poem.					
TEAMWORK All group members worked collaboratively and cooperatively to come up with the output.					

Conclusion

Creating a literary map depicting the journey of Aeneas has allowed you a different way of appreciating, understanding and retelling the story of *Aeneid*. Moreover, this has helped you organize your thoughts and develop your skill in communication and creative thinking. Most importantly, you have learned the value of teamwork in doing a group project.

WebQuest **# 4**
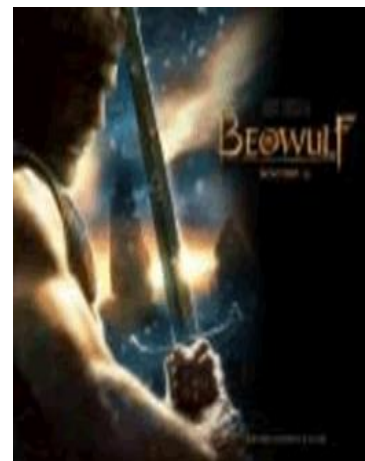
BEOWULF
(From Page to Stage)

Specific Objectives

1. Employ different strategies and techniques in reading.
2. List down important and significant details in an epic focusing on its elements (i. e. characters, conflicts, plot, settings, themes, etc).
3. Write a script for a stage play based on readings.
4. Interpret understanding of an epic through a stage play presentation.
5. Pool one's talents, skills, resourcefulness and creativity in putting up a stage play.
6. Inculcate the value of sense of responsibility, collaboration, cooperation and camaraderie in the accomplishment of a task.
7. Recognize the significance of technology in the success of putting up a stage play.
8. Determine human values and universal truth portrayed by characters in an epic.

Introduction

"Goodness always triumphs over evil."

The story of good and evil has existed since the beginning of man's existence. The English epic, *BEOWULF*, reveals and explains the side of good as depicted by the heroic deeds of Beowulf and his attempts to help his father's friend, Hrothgar, the King of the Danes. Evil is personified by the three characters: Grendel, Grendel's mother and the dragon, the man-eating beast, which terrorizes mankind in the kingdom.

Discover the conflicts of good and evil through the epic. Find out how the good triumphs over the evil. Beowulf, the hero, was blessed with supernatural powers, which helped him defeat his enemies. Here, you will know better the heroic adventures and deeds of a true hero.

Task

The events that happened in the epic *Beowulf* manifest exciting adventures. You will perform a stage play. Create a stage image of Beowulf's true heroic adventures and great deeds with all the fearless soldiers, stunning palaces and bountiful banquets.

To do this, you have to form a stage production staff, who will handle the play, as well as actors and actresses. They must be flexible in holding different characters. Plan the most suitable music, costume, props, and sets of your play and try to make the audience feel the suspense, power and action.

Process

Overview: Together with your classmates, form three groups. Given the task, everyone should be responsible for his or her part to complete the task. Remember that unity is the key factor to successfully accomplish a task.

Step 1: Reading the epic poem, Beowulf. Discover the perilous adventures and heroism portrayed by the main character, Beowulf, as he fought his enemies. Browse the websites below and each group chooses a chapter to perform on stage.

- **http://en.wikipedia.org/wiki/Beowulf**
- **http://www.authorama.com/national-epics-17.html**
- **http://www.sacred-texts.com/neu/eng/tsb/index.htm**

Step 2: Listing the characters in the epic. This will direct you in choosing your main actors and actresses of the group. Search the websites below for the list of characters.

- **http://www.bookrags.com/notes/beo/CHR.html**
- **http://www.bookrags.com/notes/beo/OBJ.html**
- **http://www.sparknotes.com/lit/beowulf/characters.html**

Step 3: Forming a production staff. Distribute the specified roles below. Feel free to add other staff members if needed. You may refer to the following websites below.

- **http://web.mit.edu/mtg/WWW/ProdStaff-Desc.html**
- **http://www.amrep.org/framesets/directors.html**
- **http://www.stanford.edu/group/rams-head/about/programs.shtml**

Project Roles

Stage Director

You have the widest coverage of work. You will define a coherent, consistent artistic interpretation for the production. You are free to pursue any rehearsal technique that is effective. Finalize the technical requirements and blocking in sufficient time. You have to coordinate with the other members of your staff to organize the work.

For some helpful tips you may refer to the following websites.

- **http://www.ehow.com/how_2271591_.html?ref=fuel&utm_source=yahoo&utm_medium=ssp&utm_campaign=yssp_art**
- **http://lecatr.people.wm.edu/stagedirections.html**
- **http://www.livemint.com/2008/01/27223552/Directors-need-to-play-an-acti.html**

Scriptwriter

You should have a wide imagination and interpretation of the story. You will write a script for the particular chapter of the epic poem the group has chosen. Put the corresponding blockings to guide the actors and actresses as well as the directors.

As the scriptwriter, show the valorous adventures of Beowulf and make your audience feel that the characters in the story come to life showing a true adventure.

For some writing tips you may refer to the following websites.

- **http://www.obscure.org/~nimue/thesis1.html**
- **http://www.performingartsnews.com/writing/tips-for-scriptwriting.html**

Music Director

You select the appropriate music to be used in the stage play. Search for music that sets the mood of the scenes your group wants to portray. Refer to the written script and make necessary adjustments if needed. Indicate on the script which part of the play you will be utilizing the music, then inform or explain your plan to the other members of the production staff.

To help you find some appropriate music for the stage play, browse the following websites:

- **https://www.loopsound.com/home.php?cat=179&sort=orderby&sort_direction=0&page=2**
- **https://www.loopsound.com/home.php?cat=179**
- **http://bagbybeowulf.com/video/index.html**
- **https://www.loopsound.com/home.php?cat=179&sort=orderby&sort_direction=0&page=3**
- **https://www.loopsound.com/home.php?cat=179&sort=orderby&sort_direction=0&page=4**

Choreographer

You will choreograph the dance interpretations in the play for variations and artistic effects. To do this, you will coordinate with the musical director for the music. You will teach appropriate dance steps and movements of the cast including proper projections and stage presence. The dances should be consistent with the stage director's artistic interpretation.

To help you in this assignment, you may consult the following websites:

- **http://www.batchmates.com/bmtimes/content.aspx?ContentID=1689**
- **http://users.ece.gatech.edu/~magnus/Papers/PuppetIROS07.pdf**

Set Designer

You will plan the set, the changes of the space and the floor including the use of appropriate props. Visualize the set-up of the place during the era *Beowulf* was written. This will help you create or work-out for appropriate props, backdrops and decorations for your stage.

To help you in your stage set-up, you may refer to the following websites below.

- **http://images.search.yahoo.com/search/images?p=costumes+of+soldiers%2C+queens%2C+kings%2C&ni=21&ei=UTF-8&y=Search&fr=yfp-t-501&fr2=tab-web&xargs=0&pstart=1&b=43**
- **http://www.ehow.com/how_4523892_design-theatrical-set.html?ref=fuel&utm_source=yahoo&utm_medium=ssp&utm_campaign=yssp_art**

Technical Director

You will prepare for the technical aspects of the play. The identified technical requirements should not fall through the cracks between the sets, props, costumes including the lights and sounds. Get instructions and plans from the set designer with the approval of the director in performing your job.

For help, refer to the following websites for some information on technical set-up tips.

- **http://theatre.uindy.edu/handbook/posofrespbody.htm**
- **http://www.luc.edu/beta/theatre/pdf/job_td.pdf**

Costume Designer

You will plan and design the dresses and other accessories for the actors and actresses to use. Basically, the costumes should match with the story and the script, and should reflect the appropriate dresses worn during the time the epic was written.

You may surf the following websites for some helpful details.

- **http://www.bharatbhasha.com/sports.php/97728**
- **http://images.search.yahoo.com/search/images;_ylt=A0oGkwpEkHVJgI0AqjtXNyoA ?ei=UTF- 8&p=costumes%20of%20soldiers%2C%20queens%2C%20kings%2C&y=Search&f r2=tab-web&fr=yfp-t-501**
- **http://www.filmedge.net/Beowulf/index.htm**
- **http://images.search.yahoo.com/search/images?p=costumes+of+soldiers%2C+queens %2C+kings%2C&ei=UTF-8&y=Search&fr=yfp-t-501&fr2=tab- web&xargs=0&pstart=1&b=22&ni=21**
- **http://en.wikipedia.org/wiki/Anglo-Saxon_dress**
- **http://mahan.wonkwang.ac.kr/link/med/england/anglo-saxon/culture/dress.html**

Cast (Actors/Actresses)

You play the most important role in the presentation. You will give life to the characters portrayed in the epic poem. Act according to the given role and character. Be flexible enough to take different roles and give justice to the character you are going to portray.

For further tips, browse the following website.

- **www.ehow.com/how_4859433_approach-role-play-film.html**

Step 5: **Accomplishing the Role Sheet.** Fill up the Role Sheet. Roles should already be distributed and everyone should know his or her part well. If the number of group members is limited, some students may take two assignments or roles at the same time. However, you have to consider the level of importance of each assignment and role. Be judicious enough in appointing the members of your production staff and casts.

Role Sheet		
Name	**Staff Title**	**Character Role**

Step 6: **Getting ready for practice.** Your groups' staff must be ready with all the essential elements (e.g. scripts, props, music, cast, etc.) for the repertoire. Actors and actresses should have memorized their lines and their blockings. Everyone should do his or her part well. Cooperate and suggest ideas for an astounding stage play.

Step 7: Getting ready for the stage play. Make sure that everything needed for the play is set and ready. Presence of mind is important. Go! Roll the curtain! Show the most of your acting abilities!

Evaluation

Your rating depends on how you acted your respective roles on the stage. You will be graded as a group. The scoring guide below will be used to evaluate your overall performance.

Rubrics in Evaluating the Stage Play

Group Number: _____   Date: _____

CRITERIA	Exceptional 7	Satisfactory 5	Fair 3	Poor 1	Rating
SCRIPT/PLOT	The script made a good turning point. Students expressed thoughts clearly. The play stayed on topic and made perfectly good sense.	The script made some sense quite close to topic. It could have been more cleverly written, but it is detailed.	The script made little sense to the audience.	The script went off and had no turning point. The script made no sense to the audience.	
CHARACTERS	Three dimensional characters fit in with the story in just about every scene. The characters made sense when dealing with each other.	Three dimensional characters sometimes come in when he/she is supposed to. Character makes some sense.	Characters fit into some parts of the script; however, many were not carefully thought out and well-rounded.	Script contains flat characters that come in. They made no sense to the play.	

PERFORMANCE	Students put skill, passion and hard work into their performances. Students did well for the production.	Students tried their best, but they could have tried harder and pushed themselves to the limit.	Students got in and did what they had to do to complete the assigned task. They performed averagely. There is nothing special.	Students presented but they did not try to do well. They did not put any effort to show a good production.	
ENTERTAINING	Excellent performance. Crowd pleasing. Play stays on point.	Showed 75% of work performance; a lot of effort throughout the performance was halfway on point.	Performance showed very little effort and partial participation of the cast.	The performance was not interesting. The characters look like they never had a practice.	
STAGE SETTING AND PROPS	The characters were very aware of their place on the stage; they were in plain sight. The props were clearly used.	Students knew how to walk onstage from the back of the head. The setting and props were okay for the play.	Actors did not know about the setting for the play, and there was no clear use of props. They seem to be there for no reason.	The stage just looks completely jacked up. No props and no stage setting.	
AUDIENCE LEARNED A LESSON	Audience walked away from the play with a life lesson learned. It really made them think about the choice they have made or will make in life.	The audience has learned a valuable lesson from the play.	The lesson the audience needed to learn should be clearer. They walked away confused.	There was no lesson learned. The play lacked a responsibility to teach a moral / lesson.	

Conclusion

Performing a stage play has given you the opportunity to showcase your talents on stage. Being able to do a stage play out of the epic *Beowulf* has given you a better understanding of the concepts of good and evil. Moreover, through the project, you have enhanced your imagination and brought out the creativity in you as you performed your own role. Lastly, the activity has offered you reflections on experiences about life.

$\mathbb{W}$ebQuest # 5

THE RAMAYANA
(The Gallery Exhibit)

Specific Objectives

1. Employ different strategies and techniques in reading.
2. Gather and study relevant information about an epic via World Wide Web.
3. List down important and significant details in an epic focusing on the embodied culture and human behaviour.
4. Use one's computer skills (i.e. researching, encoding, layouting, designing, etc) in putting up a gallery exhibit.
5. Prepare and open a gallery exhibit that aims to preserve culture and tradition illustrated in an epic.
6. Inculcate the value of dedication, collaboration, cooperation and camaraderie in the accomplishment of a task.
7. Realize the importance of technology in the feat of a group task.
8. Identify cultural insights and human values presented in an epic.

Introduction

Sanskrit or Indian literature is one of the richest literatures in the world. Its richness exudes in the epic poem, *Ramayana,* written by Valmiki. *Ramayana* recounts the adventures of Rama and his wife Sita. In the poem, the rich history, culture and traditions of the Hindi people are represented by the characters. Moreover, through Rama and Sita, the real meaning of love, loyalty, obedience and trust is unveiled and unfolded.

Now, get ready to discover the rich heritage of India through the epic poem, *Ramayana.* Be mesmerized with its splendid contribution into the world of literature.

Task

Imagine that you are assigned to open a gallery exhibit that showcases the rich customs and traditions of India reflected in India's great epic– Ramayana. You have to create an ambiance of the Indian culture through your presentation of a particular focus or theme for your gallery exhibit. This may be a gallery of paintings, carvings of logical sequence of significant events from the epic poem or an exhibit of Indian costumes, fighting weapons and artifacts of ancient Indians. After working with your gallery, prepare a ribbon cutting ceremony for everyone to see the exhibit.

Process

OVERVIEW: You will work in groups to research on the significant scenes, customs and traditions found in the epic and to complete the task. Each member in the group is assigned for a role and a task to perform.

Step 1: **Choosing chapter from the epic poem.** Click the websites below and choose the chapter which you would like to open for a gallery exhibit. You may choose other chapters aside from those ones found in the following websites:

- **http://kerals.com/ramayanam/index.htm**
- **http://kerals.com/ramayanam/ramayana2.htm**
- **http://kerals.com/ramayanam/ramayanam3.htm**
- **http://kerals.com/ramayanam/ramayanam4.htm**

Step 2: **Picking out themes.** After choosing a chapter, pick out a possible theme that can best portray the culture of India which will then be displayed in your gallery exhibit. Click the suggested links below for possible themes.

- **http://www.indiasite.com/culture/**
- **http://en.wikipedia.org/wiki/Culture_of_India**
- **http://www.sfusd.k12.ca.us/schwww/sch618/India/War_&_Weapons.html**
- **http://www.bibliotecapleyades.net/vimanas/esp_vimanas_11a.htm**

Step 3: **Assigning and performing project roles.** Once you have chosen the theme to be exhibited, you are now ready to begin the project. Each group should consist of six members. Each is assigned a particular role to perform. All the members are expected to perform their respective roles for the completion of the required task. Collaboration is very much needed.

Project Roles

Gallery Sociologist

As a sociologist, you will study human attitudes and behavior, especially origins, organizations, institutions and development of human society in India as reflected in the epic poem. You are responsible for a better and a clearer explanation of the acts and responses of the characters towards societal segment as a self-contained entity in the epic.

To know more of your role, browse the websites below.

- **http://www.sociologist.co.za/**
- **http://www.asanet.org/cs/root/leftnav/careers_and_jobs/careers_in_sociology**

Gallery Historian
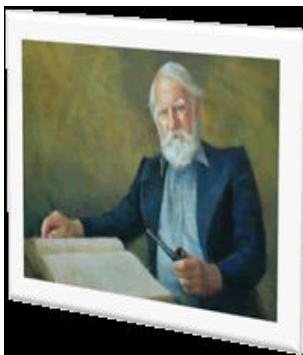
As a historian, you have to study the epic poem, *Ramayana,* in relation to India's history. Prepare a write-up of your gallery exhibit. For the artifacts gathered, do a research to find out their significance in India's history. Your prime objective is to research the past events related to the human race; as well as the study of the Indian culture evident in the epic.

Browse the website below for more descriptions of your role.

- **http://www.yourdictionary.com/historian**

Gallery Organizer

As a gallery organizer, plan a ribbon cutting ceremony to formally open the gallery exhibit. Prepare posters and flyers for advertisements and invitation letters/programs to be distributed to all those who will join the affair and assign usherettes from your group who will guide the viewers as they go around the exhibit area.

Click the websites below for more descriptions of your role.

- **www.fabjob.com/partyplanner.asp**
- **http://www.fabjob.com/partyplanner.asp**

Gallery Insider

As an effective gallery insider, you have to be an investigative reporter or a keen observer. Write a column article to be published in a school paper focusing on the events in the exhibit. Get to know the circle of highly profiled spectators present in the grand opening, taking note of their statements and reactions.

Browse the web resource listed below for sample articles and find out how to write such articles.

- **http://www.answers.com/topic/columnist**
- **http://www.tabloidbaby.com/Source/index2.html**
- **http://www.eonline.com/Gossip/Awful/cauth/Archive2004/040219.html**
- **http://www.nypost.com/gossip/pagesix_u.htm**
- **http://entertainment.msn.com/gossip?**

Gallery Preserver

As a gallery preserver, you have to know of India's heritage through the epic poem. Collect concrete representations or pictures reflecting India's history, culture and traditions reflected in the epic poem. Work well with group mates, especially your gallery historian for descriptions and captions of your collections.
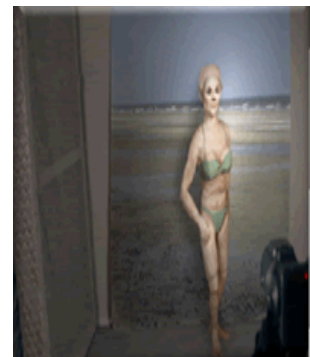
Gallery Designer

As a gallery designer, you have to think of the aesthetics of the gallery and exhibit. Your main concern is to simulate the Indian atmosphere as reflected in the epic poem; decide on the particular style, color combination, textures, furniture, light effects and space that would fit the gallery. Prepare a time line for the project and coordinate well with other members of your group to finish the project at the expected time.

Step 4: Putting up of a gallery exhibit. Collaborate with your groupmates and display your entire group's creative output. Help each other and be able to meet the expected time for the ribbon cutting. Remember, your gallery should focus only on one theme exhibiting an Indian ambiance.

Step 5: Opening a gallery exhibit. As a group, present your gallery exhibit. All the members of the group should serve as ushers and usherettes during the ribbon cutting ceremony. Be prepared to answer questions from your viewers and visitors. Good luck and congratulations for a job well done.

Evaluation

Your rating depends on how you successfully put up your gallery exhibit. You will be rated as a group. The scoring guide below will be the basis of the viewers in evaluating your output.

Rubrics in Evaluating the Gallery Exhibit

CRITERIA	Poor 1	Reasonable 3	Good 5	Exceptional 7	Rating
Advertisement	No posters and flyers were used for advertisements. Furthermore, no invitation letters/	The posters and flyers used for advertisements were ordinary. The invitation letters/programs	The posters and flyers used for advertisements were eye-catching. The invitation	The posters and flyers used for advertisements were eye-catching. The invitation	

	programs for viewers and visitors were distributed.	for viewers and visitors were fairly prepared.	letters/programs for viewers and visitors were satisfactorily prepared.	letters/ programs for viewers and visitors were highly prepared.	
Theme of the Gallery Exhibit	The exhibit does not reflect one of the themes of the epic poem. The exhibit has no reference at all.	The exhibit somewhat reflects one of the themes of the epic poem. There are only few references.	The exhibit reflects one of the themes of the epic poem. Some references are evident.	The exhibit accurately reflects one of the themes of the epic poem. Several specific references are evident.	
Write-up of the Exhibit	The write-up of the exhibit is inaccurate and many details are incomplete	The write-up of the exhibit is accurate yet many details are incomplete.	The write-up of the exhibit is accurate yet few details are incomplete.	The write-up of the exhibit is accurate and complete.	
Column Article	Facts in the article are inaccurate to explain the background or issue. Almost entire of the article has committed grammatical errors.	Facts in the article are inaccurate to explain the background or issue. The article has committed many grammatical errors.	Facts in the article are accurately reported to explain the background or issues. However, the article has few grammatical errors.	Facts in the article are accurate and sources of information are properly cited. The article is free from grammatical errors.	
Presentation of the Exhibit	The exhibit seems highly disorganized and unprepared. The exhibit poorly reflects knowledge of subject.	The exhibit seems disorganized and unprepared. The exhibit fairly reflects knowledge of subject.	The exhibit seems somewhat organized and prepared. The exhibit reflects knowledge of subject.	The exhibit seems highly organized and prepared. The exhibit reflects thorough knowledge of subject.	

Ribbon Cutting Ceremony	The group seems unprepared for the ribbon cutting ceremony.	The group seems prepared for the ribbon cutting ceremony. However, only few invitation letters or programs were distributed to viewers and visitors.	The group are prepared for the ribbon cutting ceremony. Many invitation letters or programs were distributed to viewers and visitors.	The group are extremely prepared for the ribbon cutting ceremony. Many invitation letters or programs were distributed to viewers and visitors.	
Group Cohesiveness	The group does not communicate or work well together to create the final product.	Not all members communicate or participate in helping create the final product.	All group members communicate with each other and work together to create the final product.	All group members communicate well with each other. They work efficiently and closely together to create the final product.	

Conclusion

Creating a gallery exhibit of India's finest heritage based on the epic poem, *Ramayana,* has opened up an in depth understanding about the culture of India. By associating the India's greatest epic poem, you and your viewers were able to see the richness of India's customs and traditions and the portrayed love and loyalty which are some of the themes of the story. With this activity, you were able to unveil Indian life 1000 years ago.

"Man dies, his body is dust,
      his family all brought low to the earth;
But writing shall make him remembered,
      alive in the mouths of any who read."

-Papyrus Inscription