

Curriculum: The Lesson Plan

Instructional Activity

Objective:

Instructional Content:

TEKS Connections:

Material (*including technology*):

Instructional Delivery (*including embedding technology*):

Evaluation:

Language Arts Technology Integration Project (TIP) (Grade 7)

The following is an example of a technology integration project at Northside Independent School District in San Antonio. We have been given permission to share the students' work with you. You will notice that their formats are different from the ones that were presented earlier (e.g., Instruction Content, TEKS Connections), yet there are also some similarities. We have decided to keep it intact to maintain the integrity of our colleagues' work and to show how differences exist in format, yet the goal remains fulfilled -- to integrate technology into language arts lesson plans. This project was completed with seventh graders, but one can see how it could be adapted for older students quite easily. As you examine this work, think of the lesson you are working on now. How could you do something similar with your students? What "pieces" could you borrow? Also, pay particular attention to the Grading Rubric. You may find this useful as you think about how to grade your students' work.

To view the Student Product Slide Show that goes with this work, go to:

<<http://www.nisd.net/cmptecww/DeptWebSite/TIP/Secondary/LangArts/stip/maggie/Mythology/index.htm>>

To view the Student Product Spreadsheet that goes with this work, go to:

<<http://www.nisd.net/cmptecww/DeptWebSite/TIP/Secondary/LangArts/stip/godspread.html>>

To view the Student Product Database that goes with this work, go to:

<<http://www.nisd.net/cmptecww/DeptWebSite/TIP/Secondary/LangArts/stip/goddata.html>>

PROJECT NAME: Greek Gods and Goddesses

CONTENT AREA(S): Language Arts

TIMELINE: 6 days

TEKS DOCUMENTATION: (1) A,B,C,F; (2) A,B,C; (4) A; (5) B,C; (6) A,B,C; (7) A,D,E,F,G; (10) A,D; (11) A,B;

OVERVIEW/PROBLEM STATEMENT: This activity should be assigned after students have had a brief introduction to the history and background of Greek mythology. The students will work collaboratively in groups. Groups should have students with mixed abilities.

OBJECTIVES: Students will demonstrate mastery in the study of Greek mythology through cooperative learning and research. Students will demonstrate the use of word processing, spreadsheet, database, and slide show presentations. They will use research tools to include CD-ROM and the Internet.

RESOURCES/MATERIALS NEEDED:

- One computer per classroom (minimum)
- Word processing
- Spreadsheet

- PowerPoint
- CD Reference
- Library computers
- Database
- Index cards

ACTIVITY 1: Researching favorite god or goddess

ACTIVITY 2: Creating a word-processed summary and preparing for an oral presentation portraying god or goddess

ACTIVITY 3: Depicting a Greek mythological family tree using multimedia presentation software

ACTIVITY 4: Creating a crossword puzzle using a spreadsheet program

ACTIVITY 5: Creating a Database on Greek gods and goddesses

ASSESSMENT: The assessment for this project can be as simple or as detailed as the teacher would like it to be. Students can be graded on each step, the final package (all assignments placed in a folder), the content of the project, and/or the technology components. Elements within the rubric can be assigned to various values, depending on the emphasis you wish to use.

Grading Rubric

ACTIVITY 1: Did the students collect valid information from research sources in a timely manner?

ACTIVITY 2: Did the students have their one-page summary completed in word processing on their god or goddess with valid information? Did the students portray the god or goddess using props or costumes and present valid information?

ACTIVITY 3: Did students create and finish at least one slide on their god or goddess in PowerPoint and link him or her correctly to the Greek mythology family tree?

ACTIVITY 4: Were the students able to create a 20-word crossword puzzle using Greek mythology vocabulary using a spreadsheet program?

ACTIVITY 5: Were the students able to enter the correct information on the assigned Greek god or goddess into the database?

Language Arts TIP

ACTIVITY 1: Research your favorite god or goddess

Choose a favorite god or goddess that you would like to research. Your research will be done using a variety of media: CD-based encyclopedias, books, and so forth.

Record the following information on index cards: symbols, jobs, Greek/Roman name, history, characteristics, family background, and sources.

SAMPLE INDEX CARD

Research Note Cards

God/Goddess Name:

Roman Name:

Symbols:

Job:

History: (at least two paragraphs)

Family Background: (at least 1 paragraph)

Characteristics:

Sources:

(Ex: Compton's Interactive Encyclopedia, 1997, The Learning Company)

You will need several (4 to 10) cards for your research.

Language Arts TIP

ACTIVITY 2: Portraying your favorite god or goddess

Once students have finished with their research, they will word-process a one-page summary on their god or goddess. Summaries will be due on the day of oral presentation.

1. The title should be in a 16-point font, centered, underlined, and in bold. The body should be in a plain 12-point font.
2. The summary should include at least three paragraphs.
3. Insert one clip art on document.
4. The students will do a 2- to 3-minute oral presentation on their god or goddess.

Props and costumes are recommended for presentation.

Language Arts TIP

ACTIVITY 3: Mythological family tree

1. Teacher will personally design Slide 1 on family tree in slide program.
2. The first slide contains the names of gods and goddesses in a family tree form.
3. Each of the characters links to a slide in which the students will design and enter information about their god or goddess.
4. One piece of clip art and three facts are required on each slide

Optional: Sounds may be included.

Language Arts TIP

ACTIVITY 4: Greek mythology crossword puzzle

In groups of four, students will create a Greek mythology crossword puzzle in spreadsheet. Each student is required to have five words in the puzzle.

1. The widths of each column should approximate squares.
2. Under Page Setup, make sure gridlines are checked (Microsoft Word) before printing.
3. The empty cells should be colored using the fill color paint bucket.
4. Clues for vocabulary words should be on same page, and each should have a border.

Language Arts TIP

ACTIVITY 5: Greek mythology database

The Greek mythology database should be created by the teacher prior to the students entering their information. The fields should be labeled as follows:

- Field 1- Name of God or Goddess
 - Field 2- Roman Name
 - Field 3- Job
 - Field 4- Characteristics
 - Field 5- Parents
1. Students will each be assigned a god or goddess, and they will take turns going to the computer station to enter their information. (See sample on the next page.)
 2. When all information is entered, have students do sorting and searching activities. The following activities are samples of what the students can do.
 - (a) Find all gods and goddesses who have Cronus and Rhea as parents.
 - (b) Find all gods and goddesses who have Zeus as a father.
 - (c) Find all gods and goddesses who have a twin brother or sister.
 - (d) Find all gods or goddesses whose Greek and Roman names are the same.
 - (e) Sort all gods and goddesses in alphabetical order according to their Greek names.

<<http://www.nisd.net/cmptecww/DeptWebSite/TIP/Secondary/LangArts/stip/gods.html>>

Adapted with permission by Northside ISD, San Antonio, Texas.