

Technology Lesson Plan

Lesson Created by: Beth Halbert

E-Mail or Contact: bhalbert77@yahoo.com or halbertm@wcschools.com

Title of Lesson: Hyper-Poetry Project

Subject: English

Grade(s): 12th

Description of Project or Narrative: Students will explore poetry websites chosen by the teacher. The students will then choose one poem to make “interactive” by making hyperlinks within the poem to various websites, pictures and a Reader Response paragraph written by the student.

Associated Curriculum Standard(s):

Tennessee Language Arts: Writing

Content Standard: The student will develop the structural and creative skills necessary to produce written language that can be read and interpreted by various audiences.

Learning Expectations:

- Write to acquire knowledge, clarify thinking, synthesize and evaluate information, improve study skills, gain confidence, and enhance lifelong communication.
- Write frequently for a variety of purposes including narration, description, persuasion, exposition, and personal, creative expression.
- Continue to respond actively, imaginatively, and critically to literature.

Tennessee Language Arts: Reading

Content Standard: The student will develop the reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of the written text.

Learning Expectations:

- Discern reading strategies appropriate to text.
- Use comprehension strategies to enhance understanding, to make predictions, and to respond to literature.
- Improve comprehension by interpreting, analyzing, synthesizing, and evaluating written text.

- Read independently for a variety of purposes.
- Use cognitive strategies to evaluate text critically.
- Respond to literature by making personal, historical, and visual connections.
- Recognize the influence of an author’s background, gender, environment, audience, and experience on a literary work.
- Interact with text to form personal, reasonable interpretations.

Tennessee Language Arts: Viewing and Representing

Content Standard: The student will use, read, and view media/technology and analyze content and concepts accurately.

Learning Expectations:

- Access and demonstrate multiple technological reference sources.
- Extend the use of media applications for a variety of audiences and purposes.
- Use media to view, to read, to write, to create, and to communicate effectively.
- Utilize multimedia to create, to display, to explain, and to evaluate information.

Hardware and Software Required: Internet access, Word 2000, PowerPoint

Timeline: The whole project takes approximately three 90-minute class periods. The first class is spent exploring poetry on the Internet, filling out the Poetry Log, and copying and pasting a poem into a Word document. The second and third class periods are spent discussing how to read a poem critically, inserting the hyperlinks into the poem, and writing a Reading Response paragraph.

Teacher Preparation: The teacher chooses half a dozen or so quality poetry websites and creates a document that the students can access explaining the assignment and containing links to the poetry websites. The teacher creates the poetry log document and a PowerPoint presentation that explains how to read a poem. The teacher also prepares an example interactive poem with links and a Reading Response paragraph.

Prerequisite Skills Needed: Students should know how to navigate through the Internet. The students should also be familiar with copying and pasting text from the Internet into a Word document. Students should know what a hyperlink is and it is helpful if some students are already familiar with how to create a hyperlink.

Activities and Procedures: This project begins with the students reading poems that they find on the Internet. The students are directed to several websites with a wide variety of contemporary poetry such as “Poetry 180” and “Cowboy Poetry.” As the students read, they keep a poetry log. The students write down the title and poets name, where they found the poem and what their first impression of the poem is. This takes up most of a class period. The students are expected to read ten poems. After the students have read ten poems, they choose their favorite poem to use for the next step of the project. The students copy and paste this poem into a Word document and save it to a

disk. The next step of the project is a short mini-lesson on how to read a poem critically. The students watch a PowerPoint presentation on this topic and the teacher models doing a cold or first reading of a poem with the students. The students are then given the assignment to create an interactive poem. Hyperlinks are explained and demonstrated. The students use their saved poem and insert hyperlinks to websites, pictures, information about the author and a Reading Response paragraph.

Sample(s) of Student Work: Attached

Assessment and Evaluation: The students were evaluated twice during this project. The first evaluation was done on the day that the student explored the poetry websites. The students were expected to be on task and to complete the poetry log. The interactive poem that the students created was also evaluated. See attached rubric.

Follow-up Activities: The students could write a more extensive poetry analysis. The students could also give an oral presentation about their poem and how they made it interactive.

Other Resources:

<http://www.loc.gov/poetry/180>

<http://www.poets.org>

<http://www.ibiblio.org/dykki/poetry>

<http://www.westfolk.org>

<http://www.poems.com>

<http://almanac.mpr.org/poems/index.html>