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Educational Technology

Five Lesson Plans which incorporate technology into the content area of English.

## ***Star-Crossed Lovers Online: Romeo and Juliet for a Digital Age:***

This lesson invites students to use their understanding of modern experiences with digital technologies to make active meaning of an older text, such as Shakespeare's *Romeo and Juliet*, by asking students to create their own modern interpretation of specific events from the drama. Students first brainstorm a list of technologies they use, and then imagine what would happen if *Romeo and Juliet* were set in a modern-day world and that technology was available to the characters. Students work in small groups to create technology profiles for characters in the play, and then discuss their ideas with the class. Next, students select from a variety of projects in which they re-imagine a scene from the play with modern technology incorporated. Finally, students share their projects with the class and discuss why they made the choices of scene and technology that they did.

<http://www.readwritethink.org/classroom-resources/lesson-plans/star-crossed-lovers-online-857.html?tab=1#tabs>

Subject: English

Grades: 9-12

Standards:

**Standard:** 1.1.11.D. 1.1 Learning to Read Independently: D. Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts.

**Standard:** 1.3.11.F. 1.3 Reading, Analyzing and Interpreting Literature: F. Read and respond to nonfiction and fiction including poetry and drama.

How technology is used:

Explain that you are about to begin an exploration of digital technology. Ask students to brainstorm a list of technologies that they use, see, or know about in their notebooks, in order to give students a few minutes to gather their thoughts. As students work, point individuals or groups to relevant interactive that they can use as they prepare their projects:

- Students creating Headline News sites can use the newspaper layout in the [ReadWriteThink Printing Press](#) to gather ideas. If students are unable to create their final project as a series of HTML pages, offer the option of publishing the stories using the Printing Press.
- Students rewriting monologues, dialogues, or scenes with a persuasive message can use the [Persuasion Map](#) as a prewriting tool to sketch out their messages.

- Students working on a series of linked messages or Web pages can use the [ReadWriteThink Webbing Tool](#) to plan the arrangement and relationship between the parts of the project.
- Students rewriting monologues, dialogues, or scenes can use the [Drama Map](#) to identify the key elements from the portion of the text they have chosen.
- Students writing technology product endorsements can use the [Letter Generator](#) to draft and publish their letters.

### **NETS: Communication and Collaboration**

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Students:

- |   |
|---|
| a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. |
| b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.                |
| c. develop cultural understanding and global awareness by engaging with learners of other cultures.                         |
| d. contribute to project teams to produce original works or solve problems.   |

### **Research and Information Fluency**

Students apply digital tools to gather, evaluate, and use information. Students:

- |  |
|--|
| a. plan strategies to guide inquiry.   |
| b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. |
| c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.           |
| d. process data and report results.  |

## ***Twenty-First Century Informational Literacy: Integrating Research Techniques and Technology:***

This lesson incorporates graphic novels to help students expand their reading, writing, research, and technology skills. Students first read graphic novels to become familiar with the text structure, then research a self-selected topic using web-based resources. Students follow the research process and synthesize the information they obtained to create their graphic novel using the Comic Life software or other comic software. This unit works best with students who are already familiar with writing a research paper.

<http://www.readwritethink.org/classroom-resources/lesson-plans/twenty-first-century-informational-30581.html?tab=1#tabs>

Subject: English

Grades: 6-12

Standards: There is a whole page of Pennsylvania State Standards that this lesson uses.

How technology will be used:

Students will use Comic Life software or other comic software to apply their research to the graphic novel structure.

At the classroom computer or computer lab, have student navigate to the bookmarked list of search engines to help them get started. Those search engines include:

- [dmoz-Open Directory Project: Kids and Teens](#)
- This website allows students to select their levels and will read sources aloud to students who require extra support.
- [FactHound](#)
- This website directly corresponds with Capstone Press' Graphic Library Series and allows students to search for information by their reading/grade levels.
- [KidsClick! Web Search](#)
- This website gives reading levels of all websites.
- [KidsClick! Search Tools](#)
- This website offers a list of other kid-friendly search engines where students can limit their search by age, grade, or reading level.
- [Infomine](#)
- This website offers only scholarly collections for students.
- [Eduseek](#)
- This website returns only .edu and .org websites.
- [Ask Kids](#)
- This website returns filtered websites to provide only appropriate content.

Navigate to the bookmarked [Essay Map](#) interactive tool and show students how to use it to form a thesis statement about their topics.

## EXTENSIONS

- Have students use the Comic Life software or other comic software to create their own fictional stories, write autobiographies, or analyze characters from novels.
- Use graphic novels to model reading strategies and scaffold students prior to reading a more challenging text. The [Graphic Classics](#) offers a wide variety of classic novels in graphic novel form.

## NETS: **Creativity and Innovation**

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

### **Research and Information Fluency**

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

### **Technology Operations and Concepts**

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

## ***Reader Response in Hypertext: Making Personal Connections to Literature:***

In this lesson plan, students choose four quotations to inspire personal responses to a novel that they have read. Students write a narrative of place, a character sketch, an extended metaphor poem, and a persuasive essay then link all four texts to the quotations they selected. If desired, students incorporate photos into their presentation then publish the collected texts on their website. This lesson is used with novels that contain a strong sense of place, that focus on closeness of characters, and that are metaphorical in character, such as *A River Runs Through It*, *Montana 1948*, and *The Bean Trees*.

<http://www.readwritethink.org/classroom-resources/lesson-plans/reader-response-hypertext-making-782.html?tab=1#tabs>

Subject: English

Grade: 9-12

Standards:

**Standard:** 1.1.11.A. 1.1 Learning to Read Independently: A. Locate various texts, media and

traditional resources for assigned and independent projects before reading.

**Standard:** 1.1.11.D. 1.1 Learning to Read Independently: D. Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts.

How technology will be used:

Students will publish their project to a personal or school Website or to a disk or CD.

This will be done with the [Hypertext Response Project](#) that students will complete:

Create a Web page with four quotations from the book and four photographs that illustrate the quotations. These quotations each communicate a different piece of information about the novel:

- a quotation that shows the importance of place (the setting) in the novel
- a quotation that shows the relationship between two characters (e.g., for *A River Runs Through It*, the two brothers)
- a quotation that helps establish the metaphor explored in the book (e.g., for *A River Runs Through It*, the river or fly-fishing is a metaphor for life)
- the quote of the novel, the one passage or quotation that captures the essence, the true meaning, of the novel for you

Next, write four hyperlinked pieces—an essay of place, a character sketch, an extended metaphor poem, and a persuasive essay explaining the quotation you've chosen as the quotation of the book. So, the hyperlink will be in place to click on the topic and the reader can review the students work.

#### **NETS: Research and Information Fluency**

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

#### **Critical Thinking, Problem Solving, and Decision Making**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

## Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.  
Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

## ***It's My Life: Multimodal Autobiography Project:***

In this unit, students write autobiographies, illustrate them, and set them to music. Music is a powerful tool to evoke emotion, and students will carefully select songs to accompany the stories from their lives. Students brainstorm lists of important events in their lives, along with images and music that represent those events. They then create storyboards in preparation for the final PowerPoint project. After making revisions, they present their final projects to their peers in class. If PowerPoint is unavailable, students might create posters and play soundtracks using cassette or CD players.

<http://www.readwritethink.org/classroom-resources/lesson-plans/life-multimodal-autobiography-project-1051.html>

Subject: English

Grades: 9-12

Standards:

**Standard:** 1.6 Speaking and Listening: F. Use media for learning purposes.: Create a multi-media (e.g., film, music, computer-graphic) presentation for display or transmission that demonstrates an understanding of a specific topic or issue or teaches others about it.

**Standard:** 1.6 Speaking and Listening: F. Use media for learning purposes.: Use various forms of media to elicit information, to make a student presentation and to complete class assignments and projects.

How technology will be used:

PowerPoint and Audio Tools will be used.

**NETS: Digital Citizenship** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

### **Creativity and Innovation**

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

### ***Blogtopia: Blogging about Your Own Utopia:***

After studying utopian literature, students design their own utopian society, publishing the explanation of their ideal world on a blog. As they blog about their utopia, students establish the habits, practices, and organizing social structures that citizens will follow in their utopian societies. They begin by brainstorming ideas about what a perfect society would be like and then, in groups, begin to plan their project. Next, they become familiar with the blogging process, including legal guidelines and the specific site they will be using. Over several class sessions, students work on their blogs comparing their work to a rubric. Finally, after students visit one another's blogs and provide constructive and supportive feedback, they reflect on their own work. The lesson plan includes alternative handouts for classrooms where computer or blog access is limited. In this alternative, students complete the same basic activities, but publish their work using a Flip Book.

<http://www.readwritethink.org/classroom-resources/lesson-plans/blogtopia-blogging-about-your-942.html?tab=1#tabs>

Subject: English

Grades: 9-12

Standards:

**Standard:** 1.1.11.A. 1.1 Learning to Read Independently: A. Locate various texts, media and traditional resources for assigned and independent projects before reading.

**Standard:** 1.6 Speaking and Listening: F. Use media for learning purposes.: Use various forms of media to elicit information, to make a student presentation and to complete class assignments and projects.

How technology is used:

Blogs will be used with this lesson plan.

NETS:

### **Communication and Collaboration**

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.

d. contribute to project teams to produce original works or solve problems.

### **Technology Operations and Concepts**

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