Final Project

***A Christmas Carol***

**CET 726: Technology in the Curriculum**

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(Additional materials for the unit may be accessed at this website.)

**Description:** This unit involves reading Charles Dickens *A Christmas Carol*, discussing the literary elements used in his writing, and creating an ABC book with facts from *A Christmas Carol*, Dickens life, and the Victorian Era using Photostory3 or Microsoft Publisher. Students may also be assigned an extension menu of projects at the discretion of the teacher with ability levels being taken into consideration.

**Timeline:** This unit is about two weeks in length. It can be modified to fit the needs of individual classrooms. If using the extension menu, please add five days for completing and presenting projects making the unit 15 days or 3 weeks long.

**Addressing Standards:** This unit integrates technology into the study of a novel through a variety of activities. The content standards included are addressed through various activities, such as vocabulary activities, quizzes and in-class discussions. This unit integrates technology and content standards through the use of several different technologies to evaluate and cite sources and present learned information. The students will be required to use Photostory3 or Microsoft Publisher to make their electronic ABC Book. If assigned the extension menu, they will also have a choice between several different programs including Inspiration, iMovie, Movie Maker, Microsoft PowerPoint, and word processing programs.

**Content & Technology Standards Addressed:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Language Arts | |  | | --- | | **5.R.2.1 Students can utilize comprehension strategies while constructing meaning.**  **5.R.2.2 Students can apply fluency strategies to gain meaning from text.**  **5.R.3.2 Students can interpret literary elements of character, setting, plot, theme, point of view, and mood.**  **5.R.4.1 Students can examine and compare texts from various cultures, time periods, and geographical locations.** | | **6.R.2.2 Students can demonstrate the elements of fluency to**  **comprehend text.**  **6.R.3.1 Students can describe text structures to determine**  **meaning in fiction, nonfiction, and poetry.**  **6.R.3.2 Students can describe literary elements to determine**  **meaning in fiction, nonfiction, and poetry.**  **6.R.5.3 Students can utilize sources to locate information.** | | **7.R.2.1 Students are able to describe how authors use literary elements to create meaning.**  **7.R.2.2 Students are able to describe how authors use literary devices to create meaning.**  **7.R.3.1 Students are able to connect historical and cultural influences in literary selections to construct meaning.**  **7.R.4.1 Students are able to distinguish which reference sources will provide the best information for the assigned task.** | |
| Writing | |  | | --- | | **5.W.1.1 Students can compose narrative, and descriptive text of one paragraph.**  **5.W.1.2 Students can express ideas; reflect on personal thoughts, opinions, and observations; and respond to literature through writing.**  **5.LVS.1.2 Students can explain the purpose and content of the presentation.**  **5.LVS.1.3 Students can select and organize relevant information gathered through listening and viewing.** | | **6.W.1.4 Students can summarize information from references**  **to compose text.**  **6.W.2.1 Students can edit text for subject-verb agreement.** | | **7.W.1.4 Students can summarize and paraphrase information from references to compose text.**  **7.W.1.2 Students can revise word choice in writing.** | |
| Technology | |  | | --- | | **5.CT.1.4 Demonstrate the ability to transfer data between devices.**  **5.CT.2.2 Develop documents in design applications incorporating rich multimedia.** | | **6.CT.2.1 Demonstrate ways to present and publish information using a variety of common applications.**  **6.IL.2.1 Select online sources based on a list of criteria.** | | **7.CT.2.3 Create projects using technology applications and tools.** | |

**Lesson Plans:**

**Day 1**: Teacher will present background information on the Victorian Era and Charles Dickens for students (Students will have a notes sheet to fill out). The teacher will also introduce the ABC books students will create at the end. A rubric will be handed out at this time so students know what is expected of them. The ABC Book will be due by the end of the day the last day of the unit.

**Day 2**: Students are given the first section of vocabulary words to study for the vocabulary quiz they will have on day 5. Students are also given the Daily Oral Language for the week. It will be due Friday of this week. After reviewing vocabulary words, students will pick parts so they can start reading *A Christmas Carol* in class (play version).

**Day 3**: Read *A Christmas Carol* and answer corresponding questions. Review vocab. Students can make notes while reading to use for their ABC Books.

**Day 4**: Read *A Christmas Carol* and answer corresponding questions. Review vocab. Students can make notes while reading to use for their ABC Books.

**Day 5**: Vocabulary quiz and DOL is due. All reading comprehension questions are due at this point. After quizzes, continue reading.

**Day 6**: Hand out new Vocabulary and DOL for the week. Vocabulary quiz on Friday and DOL is due at the same time. Read *A Christmas Carol* and answer corresponding questions. Review vocab. Students can make notes while reading to use for their books.

**Day 7**: Read *A Christmas Carol* and answer corresponding questions. Review vocab. Students can make notes while reading to use for their books. Start reviewing for the final quiz.

**Day 8**: Students have the day to work on their ABC Books in the computer lab.

**Day 9**: Students have the day to work on their ABC Books in the computer lab.

**Day 10**: All comprehension questions are due as well as DOL. Final quiz over *A Christmas Carol* and students can present their ABC Books.

**Days 11 – 15:** If using the extension menu, students will be given 4 days to work on completing projects with their group members. On day 15 students will be required to hand in all projects after presenting.

**Additional Activities:**

For differentiation, there will be an extension menu assigned. This will be assigned at the beginning of the book and due the day after the final quiz is taken. The students will choose a number 4 out of 9 activities to complete. They will present 3 out of the 4 projects to a small group of 3 or 4. \*\*\* One project will be saved for a whole group presentation. Attached is the Extension Menu, Small Group Grading Rubric, and Whole Group Presentation.

\*\*\*Teacher discretion can be used for number of projects to complete. This will depend on the class and extra time allotted. It can also be adjusted depending on individual student’s needs.

| A Christmas Carol  Please choose \_\_\_ out of 9 choices to complete.  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| --- | --- | --- |
| Create an advertisement for the story using Microsoft Publisher. There must be captions along with pictures or clip art. | Write an alternate ending to the story. Type using a word processing program. | Using the vocabulary from the story, create a presentation using Microsoft PowerPoint. Include the word, definition, and clip art depicting the word. |
| Recreate a scene from the story. Record it and create a presentation using MovieMaker or iMovie. Group work is allowed with teacher approval. | Free Choice  (Must check with teacher) | Create a Venn Diagram comparing two or more characters. Each section of your diagram must have at least 4 examples. Use inspiration to illustrate your diagram. |
| Write a summary of the story using a word processing program. You must have at least 5 paragraphs. | Create a visual organizer of the story. Include characters and events. Use inspiration to illustrate your organizer. | Create a presentation of the 3 ghosts that appear in this story. Include specific examples of what they showed Scrooge and what their purpose is. |

Small Group Presentations: Grading Rubric

Who is filling out this paper? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Person 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4: Excellent 3: Okay 2: Needs Improvement 1: Does not meet expectations 0: No Project

Project 1:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rating: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Project 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rating: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Project 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rating: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Person 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4: Excellent 3: Okay 2: Needs Improvement 1: Does not meet expectations 0: No Project

Project 1:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rating: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Project 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rating: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Project 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rating: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Person 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4: Excellent 3: Okay 2: Needs Improvement 1: Does not meet expectations 0: No Project

Project 1:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rating: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Project 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rating: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Project 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rating: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Person 4: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4: Excellent 3: Okay 2: Needs Improvement 1: Does not meet expectations 0: No Project

Project 1:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rating: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Project 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rating: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Project 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rating: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Whole Group Presentation Rubric: A Christmas Carol Presentation of 1 Extension Menu Project

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Speaks Loud and Clearly: \_\_\_\_\_\_/5

Shows good use of technology: \_\_\_\_\_\_/5

Project shows creativity: \_\_\_\_\_\_\_/10

Project shows knowledge of subject matter: \_\_\_\_\_\_/10

Total Points: \_\_\_\_\_\_/30

Percent/ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_