

Poetry Powerpoint Collaborative Workplan

Students are much more motivated, and take more ownership for the quality of their work when they know it will be appreciated by others. That's why doing the Powerpoint poetry (example: <http://tinyurl.com/6mux3>) was so motivating - they knew they would be captivating their class. Next time, let's create digital movies of their performances, and distribute these to parents home via burned CDs/DVDs. The instructional goal would be helping students focus on (and talk about, using editing/revising language) the quality of their work so that they improve it: draft/get feedback/revise/resubmit until ready for performing / publishing.

How do you evaluate such things? If you ask the students to "combine personal experience and reflection to effectively communicate a new understanding of the human condition", you can then look for evidence of personal experience, of reflection upon it, and of a new understanding of an aspect of the human condition - six areas that would distinguish work. None of these areas is technology-focused but many are easily enhanced with technology, primarily because computers and multimedia offer a "fast lane" for student expression, just as putting a videocam in the hand of an Iraqi gives us a better sense of what they see than trying to talk to him or her through a translator.

A. Support from Bram

1. **Co-planning** as "cognitive coach" and/or "technology expert"
2. **Co-Developing presentations** and web-based materials to specifications.
3. **Serving as "in-class techie"** when preparing students to use computers in a new way.
4. **Leading software trainings** in the lab
5. **Observing and reflecting** on products activities in the classroom.
6. **Archiving teacher and student work** for the year-end showcase.

B. Developing Presentations to stimulate and inform class discussion and learning.

1. **Graphic Organizers** (Inspiration, digital images/spreadsheets, etc.) to convey concepts. Templates can be presented and collaboratively completed for group conceptual mapping of plot, character and structure.
2. **Web Pages** to lend a biographical, historical or thematic context to the readings.
3. **Creating Videos** of poet performances (after looking at poems, to show interpretation)
4. **Designing Videoconferences:** Partner Classrooms, Museums, "Virtual Poetry Salon"

C. Classroom Computer Clusters to increase student engagement and reflection as they use technology in creative ways.

1. **Learning Station:** students rotate through stations: from a computer "island" to reading circles to teacher-led discussions to writing activities.
2. **Cooperative Learning:** students work in cooperative teams, with each team using one computer for a component of their assigned work.
3. **Activities include::**
 - a. Poetry Discussion Boards and Blogs (Learning Village, other Web BBS)
 - b. Supplemental readings from related websites
 - c. Web Quests to collect material for Poetry Powerpoints.

D. Student Multimedia Projects to provide opportunities for all students to comprehend more deeply and critically as they analyze readings, synthesize relationships with other sources, and create interpretive projects. Ideas:

1. **Student-written Poems:** inspired by activities and examples from "Secrets of the Seventh Grade": <http://www.netstep.net/users/bram/seccon.html>
2. **iMovies (iPoems) rather than Powerpoints as final project** (much easier to share digitized performances in full animation).

E. Websites for our Poetry Project:

1. <http://www.poets.org/>
2. <http://www.loc.gov/poetry/180/>
3. <http://readwritethink.org/>
4. <http://www.sdcoe.k12.ca.us/score/cyberguide.html>
5. <http://www.granadahigh.com/STUDENTS/Accomplia/TOC.html>