OVERVIEW OF LESSON PLAN

Lesson Plan and Project Title**: Quilting a Poetry of Dreams: A Collaborated Unit Plan**

SCHOOL DIVISION: Virginia Beach City Public Schools Date: February 15, 2006

Teachers' Names (or Name of Group): Janet Kreider, Business Teacher
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Description of the Project **(How project enhanced instruction, connections to SOLs, the community, or business and industry, and examples of completed objectives.)**

The Business Department's Advanced Computer classes and various English classes will work together creatively on a collaborated unit lesson plan.

After reviewing and researching the curriculum on poetry and prose, select English classes will create their own original quilt block design based on their interpretation of Robert Frost's poem, *Birches.* They will create a rough draft design on paper to be graded and approved by the instructor. The English students will then team up with the business department. The students together will create the final design on the computer using the skills and knowledge learned by the business students to create a graphic design on the various desktop software programs. The final design will be printed on a special paper using an ink jet printer, which will then be transferred to the fabric. Once all quilting blocks are created, they will be sewn into a quilt and donated to the St. Jude Children's Research Hospital.

SOLS/COMPETENCIES:

The students should be able to do the following when they have completed this lesson:

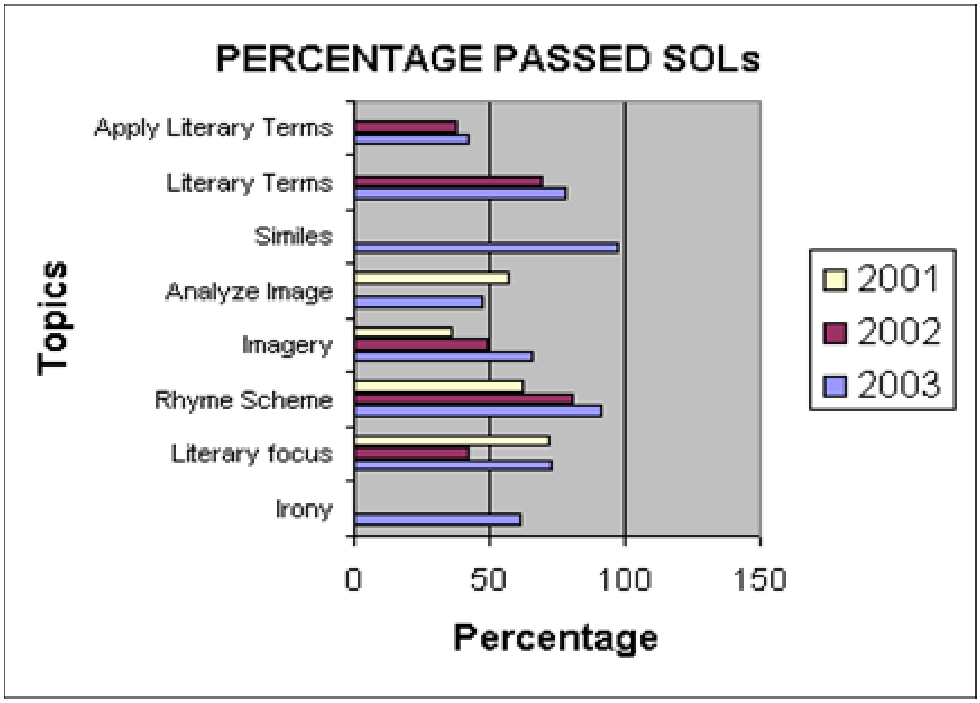
English – 11.5.5	Continue to expand vocabulary by using the terms associated with all American literary movements.
English – 11.8.1	Analyze the poetic elements of classic poems. (SOL 11.5)
English – 11.9.2	Describe the dramatic conventions or devices used by playwrights to present selected plays. (SOL 11.6)
English – 12.5.2	Use terminology that demonstrates knowledge of literary forms in both speaking and writing.
English – 12.10.2	Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject and mood. (SOL 12.5)
English --12.10.3	Explain how imagery and figures of speech (personification, simile, metaphor) appeal to the reader's senses and experience. (SOL 12.5)
BUS6613.036	Apply principles of design, layout, and typography.

BUS6613.037	Design a layout for ease of readability and attractiveness.
BUS6613.038	Enhance appearance of document using desktop features. (SOL, Eng 11.8, 12.7)
BUS6613.045	Incorporate original/imported text, graphics, tables, and charts from a variety of software applications. (SOL, Eng 10.10, 10.9)
BUS6613.046	Incorporate audio and/or visual elements using scanned images, digital photographs, or images imported from the World Wide Web.
Graphics – GR.HS.1	Identify, select, and integrate digital images in varying formats to enhance presentations.

The review on interpreting poetry will be a vital tool in preparing students for the SOLs relating to imagery and rhyme scheme, as seen in the past by this chart, and creating something tangible enables them to retain and understand the curriculum.

Percentages of those passing the End of Course English Reading SOL

	2003	2002	2001
Irony	61		
Literary focus	73	42	72
Rhyme Scheme	91	81	62
Imagery	66	49	36
Analyze Image	47		57
Similes	97		
Literary Terms	78	69	
Apply Literary Terms	42	38	



Results of the Project

The results are tremendous. The creation of something material that can be shared with the community (quilt) is not only rewarding to the students, but rewarding to those children who will utilize this end result. The teaming of students from the different academic subjects is invaluable. They apply real-life principles and understand how the different academic subjects and their education fit together.

They have created visually something from their own interpretation, which is a wonderful educational experience. The students even present the quilt to the St. Jude Children's Research Hospital and share the poem and their individual squares they created with the children.

We would highly recommend this project or lesson unit to be included in the curriculum for Business and English throughout any school system.

GENERAL PROCEDURES AND/OR ACTIVITIES:

1. English students will be grouped and given a list of vocabulary terms pertaining to the unit in which they are reviewing.
2. Introduction of Unit plan is given to students (review handout).
3. English students will review and research vocabulary in class and document by typing or writing complete terms and examples.
4. ACIS students will examine vocabulary research done with English students and together begin layout design of quilting square.
5. English and ACIS students will work together to plan their final layout and design.
6. ACIS students will begin construction and converse with English students as needed. Deadlines will be set.
7. Completed layouts will be turned in and assessed, then students will transfer layouts to special paper and apply to fabric squares. (They will be given to the Work and Family Studies students to sew together and make a quilt.)
8. Evaluation and observation of project will be done by each student and select students will go to Children's Hospital of the Kings Daughters to present quilt.

REFERENCE MATERIALS AND EQUIPMENT:

Teacher handouts, computers, (Internet), textbooks

ASSESSMENT:

Projects will be given individual grades (each student) and a group grade.

<u>English</u>: Use of appropriate and varied vocabulary terms
Appropriate use of command structure
Appropriate integration of language and technology

<u>ACIS</u>: Completion of guidelines set
Correct grammar and spelling
Format
Creativity

*All students will be evaluated on participation as a team.