

Literary Glog Lesson Plan

Karen Hornberger, Amber Hughes, and Mandy Miller
Palisades High School

Overview:

glogster.com is a website that allows users to develop visually appealing portals which allows you to link audio, video, web pages, and text to the visual poster which is called a “glog”. This is a nice opportunity for teachers to be able to create a home for all projects related to a particular unit. The following are ideas for teachers to include in literary glogs. We often ask students to include some projects that are required to be on the glog while some projects may be a la carte (such as pick 4 of the following 10 choices)

Resources:

Projector, screen, computer setup
Computer lab with internet access
Example glog
Assignment sheet

Objectives:

- Students will analyze various literary elements (plot, setting, character, theme, etc.) within one literary work
- Students will synthesize projects based upon one literary work using glogster.com

Procedure/Activity:

Gather students into computer lab.

Project a model glog and discuss features related to its design and technical abilities.

- Show the background and the elements on top and discuss the library of backgrounds and elements along with the ability to import additional designs.
- Discuss the link feature and discuss docstoc.com as a way to have documents assigned with URL's should they be unable to browse and link documents.
- Discuss the save process and encourage students to save as they work.

Hand out assignment sheet and discuss the assignment.

- Point out which projects are required of all students and point out what projects are available for selection as long as each student reaches the quota of linked projects.

Allow students to begin work.

Circulate the room to ensure that students are achieving success.

Example Project Ideas for Literary Glogs:

Link to CultureGrams page on location of story setting – in addition to this, write and link a 1-2 paragraph response to compare and analyze the culture and history of the location to the novel, short story, or poem.

Select a meaningful quote and write a 2 paragraph interpretation of the quote. Link your analysis and be sure to include the original quote in proper format.

Read a passage from within the text and record your feelings that you experience as you read the passage. Write a one page response that expresses your emotions that you experience. You must provide 2-3 direct quotes from the text and incorporate them into their response using proper format. (Note: this will count as two pieces due to the length of the assignment)

Create a theme web (graphic organizer) that revolves around one of the literary themes discussed. On the web, point additional works or personal experiences that share the same theme. For example: Father/son relationships – link 4 books, 4 poems, 4 short stories, 4 movies, 4 video games, or 4 personal experiences that share the same theme. You must have at least 4 branches on your web. You do not need to have read the books or watched the movies, etc. – you just need to effectively identify other materials that share the same theme – you may want to word it “4 books on this theme I might like to read”.

Using comiqs.com, create a character analysis. You will do this by reading to a passage from the literary work and creating a comic expressing another character’s thoughts as they experience the same event. You must use textual evidence related to that character to justify the character’s thought process.

Locate two critical reviews of the novel, link the reviews, and provide a two paragraph commentary on each review stating your own thoughts on the author’s perspective. (Note: this will count as two pieces due to the length of the assignment)

Link an artistic representation of a character – make certain that the character is appropriately dressed and groomed/accessorized – provide 3-4 quotes from the literary work to serve as textual documentation of the description of the character to justify their appearance.

Link an artistic representation of one of the vocabulary words by labeling the vocabulary term, defining the term, and drawing an image that represents the term.

Link a one page fictional continuation of the novel as a whole or a passage or chapter within. (Note: this will count as two pieces due to the length of the assignment)

Link a 5-7 sentence summary of the piece of literature.

Link biographical information about the author.

Explain a text connection within the literature to world, self, or text and link it.

Link a timeline of events from the literature.

Write your own review of the literature and link it.

If a film adaptation exists, write a comparison about the film and literature and link it.

Write an original poem, song, comic or story based upon the literature and link it.

Assessment:

While circulating, the teacher will informally assess the technical success of the second objective.

To assess the first objective, various rubrics will be available for student to refer to dependent upon their selected projects.

Daniel Pink Creativity Elements: Design, Story, Symphony, Empathy, Meaning

AASL Standards for the 21st Century Learner

- 1.1.6 Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.
- 1.2.3 Demonstrate creativity by using multiple resources and formats.
- 2.1.4 Use technology and other information tools to analyze and organize information.
- 2.1.5 Use the writing process, media and visual literacy, and technology skills to create products that express new understanding.
- 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

PA Academic Standards for Reading, Writing, Speaking, and Listening

- 1.1.11.G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
 - Make, and support with evidence, assertions about texts.
 - Compare and contrast texts using themes, settings, characters and ideas.
 - Make extensions to related ideas, topics or information.
 - Assess the validity of the document based on context.
 - Analyze the positions, arguments and evidence in public documents.
 - Evaluate the author's strategies.
 - Critique public documents to identify strategies common in public discourse.
- 1.3.11.G Read and respond to nonfiction and fiction including poetry and drama.

PA Assessment Anchors for Reading

- R11.A.1.3 Make inferences, draw conclusions, and make generalizations based on text.
- R11.A.1.4 Identify and explain main ideas and relevant details.
- R11.A.1.5.1 Summarize the key details and events of a fictional text as a whole
- R11.A.1.6.2 Explain, describe, and/or analyze examples of text that support the author's intended purpose.

