

# Best Practices of Technology Integration

**Title:** My Inspiration Project

**Submitted by:**

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**Subject Area:** English

**Intended Grade Level(s):** 9-12

**Description:**

Student learning was impacted tremendously by this project because students studied what was relevant in their personal lives. Because of this in-depth personal exploration, students had entry-points to analyze and evaluate their experiences, then synthesize what they learned into a PowerPoint presentation file. They were encouraged to use the file as personal inspiration when they made post-high school graduation plans. Students improved their skill of writing with depth as they described experiences and reflections during each part of the project.

**Narrative:**

Students reflect about decision making in their lives and explore their feelings about these life events. They will find what is their internal motivation that brings them happiness. They will have this information as a guide while they make post-high school graduation plans. Within Michigan, this project is great for preparing students for the intensive analysis and reflection that goes into the essays for the High School Proficiency Test.

My role is as a facilitator. After showing examples, I work with students individually, or in small groups as they search for information, reflect about personal experiences, and develop their projects. Much of my time is spent answering questions, reassure students that their experiences are interesting and important, and being a cheerleader as I persuade them to be brave and delve into the parts of their lives that they may not normally inspect.

PowerPoint gave students practice with their skills of expression. Although these files were not intended for public display, the process enables visual and kinesthetic learners to use a medium near their strength to evaluate themselves. In addition, the Internet connection enabled students to use resources for personality testing and searching for music that they have identification.

### **Curriculum Benchmarks:**

**MI. ELA.2** All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.

**MI. ELA.10** All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

**MI. ELA.11** All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

**Total amount of time for lesson:** 20-25 hours

### **Materials/Hardware/Software:**

Computer Lab with Internet Access, Web Browser, Microsoft PowerPoint, Word processor (Microsoft Word preferred), Media Center access for poetry books, a book on personality traits in relationship to the job market.

### **Teacher Preparation:**

Reserve the media center for Part 2 for two days. Reserve the lab for the personality tests and to produce the PowerPoint files. Develop personal examples of each reflection step for students to observe. If the teacher shares from his/her own life, the students will examine their life.

### **Prerequisite Student Skills:**

Students must know how to use a web browser, a word processor, and the basics of Microsoft PowerPoint. Mini-lessons are done to teach students what they needed to know for PowerPoint, scanner, and digital camera.

### **Student Activities/Procedures:**

#### **Part I: Self-Reflection (3-4 days)**

##### Life Decisions

List five (5) decisions you made that changed your life in some way.

These may not be the same as the Life Events, nor any more than two of the five may be in the same year.

Example:

- Deciding to do better in school.
- Deciding to go on a date with someone.
- Deciding to get a job.

Next, choose one and explain in a 100 word narrative why you made the decision. Give specific details.

## Life Events

List five (5) events that influenced your life in some way. Events are situations that you may not have had any control over (unlike life decisions that you do control your choice). You were a part of it with or without choice.

These may not be the same as the Life Decisions, nor any more than two of the five may be in the same year.

Example:

- Death of a family member.
- Moving to another home.
- Attending a musical performance that is surprisingly pleasant.

Next, choose one and in a 100 word narrative describe the event and explain how it influenced you. Give specific details.

## Three Crossroads

Often, our actions are based on previous events and result in experiences that might not have occurred if we had taken a different path as in Robert Frost's poem, "Two Roads." Choose three such crossroad decisions and for each:

List five previous decisions or events that led to it, including the approximate month & year for each.

Then for each crossroad, list three events and/or experiences that have resulted because of the choice you made. (You may list 3 concrete goals instead of events/experiences.)

## Personality Traits

Review the crossroads. What personality traits relate?

List the two best for each crossroad. There may be repetition, but make sure there are at least 3 different ones listed. (Before doing this, brainstorming a class list of 10 or 20 personality traits is helpful. Try to express traits with positive connotations)

Write a 300 word reflection explaining how three personality traits found are an important part of you. Cite personal examples/experiences as support.

## **Part II - Creative Self-Exploration**

Assigned at the Media Center and/or Computer Lab

For Sections A and B Only: Check off and have the teacher sign off as completed. Both Sections A and B are due within 4 days of assignment

### Section A:

Identify a song that could be used as your personal anthem (project theme). It may represent your

3 selected personality traits. Use <http://www.lyrics.ch> (Web based data base of song lyrics.)

Once identified, save and print a copy of the lyrics. Highlight a quote that best expresses your theme.

Write a reflective narrative (100 words). Explain how this song represents your personal anthem (#A1 above).

Use a quote from the song that best represents your ideas. Include a personal experience, using concrete details.

### Section B:

Identify a poem that reflects the project theme. It may represent your 3 selected personality traits. Use <http://epiphany.simplenet.com/mccarthy/resources/research.htm> for a list of search engines or the student resources containing literary sites.

1. Once identified, save and print a copy of the poem. Highlight a quote that best expresses your theme.
2. Write a reflective narrative (100 words). Explain how the poem represents your personal anthem (#B1 above).
3. Use a quote from the poem that best represents your ideas.
4. Include a personal experience, using concrete details.
5. Due 3 school days after assigned (if possible, overlap a weekend)

### Section C:

Compose a poem whose theme is your internal motivation that brings you happiness. Use a quote from the song and poem from sections A and B as stanza (or section) headings (This means there will be two parts to your poem).

Requirements:

- Minimum of two stanzas.
- Minimum of 100 words for rough draft and 90 words for revision draft.
- One personal experience using concrete details to comment on your internal drive.
- Conference with one person and you take notes on the following questions (these must answered)

What did they notice about A) use of concrete details, and B) telling an experience?

Where in the poem would they want to know more (to enhance the theme)? "None" is not an acceptable answer.

What is one question that they have (or "I wonder")? No question is unacceptable.

Where does the poem seem to "drag" (too wordy)?

- Revision: After conferencing, add, cut, and rephrase 20 words on the rough draft.
- Write a clean draft copy of revisions.

### **Part III - What internally motivates you that brings happiness? (2 days)**

#### **Step 1: Who are you?**

**Choose one from each of the 4 categories.**

Extravert	E	Energized from outside of self.
Introvert	I	Energized from within self.
Sensing	S	Decides based on concrete facts (sight, sound, smell, taste, and touch).
Intuitive	N	Decides based on educated guesses and reading between the lines.
Thinking	T	Communicates using logic.
Feeling	F	Communicates by what "feels right."
Judging	J	Decision-makers. Likes to have organization or structure.
Perceiver	P	Spontaneous. Flexible.

Take both online tests:

<http://www.keirsey.com/cgi-bin/keirsey/newkts.cgi>

AND

<http://keirsey.com/cgi-bin/keirsey/kcs.cgi>

Step 2: Write a narrative describing your four choices based on the online tests. Use strong experiences as examples.

Step 3: List 10 occupations that fits your traits.

Step 4: Select 3 occupations from step 3 that would best fit your traits.

Step 5: Write 3 reflections of how each occupation fit you. Include if the occupation was a discovery for you. (100 words each)

### **Part IV - Electronic Personal Inspiration (7-10 days)**

Tie together the previous parts of this project into a PowerPoint file. The purpose of this file is to show what internal motivation brings you happiness. Only you and the teacher will view this file,

so be true to yourself.\*

Once completed, this file should be used to uplift you at times when you are not sure where you want to go or what you want to do.

Slides include:

- ❑ Introduction Slide: Statement of the internal motivation that brings you happiness.
- ❑ The creative piece written for part 2 in this project. Must complete one additional revision: cut, add, rephrase 25 words.
- ❑ A personal narrative written during any of the previous parts that relates to your internal motivation.
- ❑ A poem or song that represents your personal anthem (represents you).
- ❑ 3 pictures or images that represents your internal motivation (one must be a personal photograph). The pictures may be of people, objects, etc. Anything inspirational to you.
- ❑ A crossroad with 5 events/decisions that lead to your internal motivation (date each) AND 3 expectations/plans you have as a result (do not date).
- ❑ Meyers-Briggs personality assessment
- ❑ Must use a minimum of 10 slides, a custom background, and 3 animated transitions. Primary font must be Arial for easy reproduction.
- ❑ Printed copy of file in format of 6 slides per page.
- ❑ Newly added: \*\*\*During each slide, audio record your thoughts connecting the content to the internal motivation that brings you happiness.\*\*\*

\* Students may give permission for others to view their file.

### **Assessment/Evaluation:**

The first three parts of the project were graded on process. Besides research during these parts, students wrote reflective narratives describing their learning. Only when all tasks in a part was accomplished did students get credit. Because the PowerPoint presentation file was a student synthesis of the previous parts, it was graded one third on process and two thirds on product. They were required to complete ten components for the presentation. The underpinnings were quotes by themselves or others that showed a connection between the components and the students' internal motivation.

Two sample student PowerPoint files are attached: inspire1.ppt and inspire2.ppt. Both files are set to auto run when "Slide Show" is selected.

### **Follow-up Activities:**

Students refer to their reflective projects as a source of strength and a reminder of what motivates

them internally that brings happiness.

[View a sample PowerPoint project](#)

[View Another sample PowerPoint project](#)