

Best Practices of Technology Integration

Title: Have you seen Sasquatch?

Subject Area: Language Arts

Intended Grade Levels: 6-8th grade

Description:

This is a lesson that is to be used as a follow up activity to the book Sasquatch by Roland Smith. It involves the students performing research to find out information about Sasquatch/Bigfoot from a variety of sources that include traditional and technological sources. It also asks the students to e-mail students around the country to find real stories of Sasquatch sightings. The students will then construct a newscast of a Sasquatch sighting and video tape it using the knowledge they have obtained.

Narrative:

I look forward to using this lesson. In the past the students have enjoyed reading the book and the activities we have already done. They love stories of mysterious monsters. I think they will enjoy e-mailing other students their age from across the country to find real Sasquatch stories. Also, I think the video tape of the newscast will provide them with some valuable interviewing skills.

Curriculum Benchmarks:

[MI.ELA.1.MS.5](#)

Respond to variety of oral, visual, written, and electronic text by making connections to their personal lives and the lives of others.

[MI.ELA.2.MS.3](#)

Plan and draft text, revise and edit their own writing, and help others revise and edit their text.

[MI.ELA.3.MS.1](#)

Integrate listening, viewing, speaking, reading, and writing skills for a multiple purpose and in varied context.

[MI.ELA.3.MS.4](#)

Practice verbal and nonverbal strategies that enhance understanding of spoken messages and promote effective listening behaviors. Examples include volume, rate, and inflection.

[MI.ELA.12.MS.3](#)

Organize, analyze and synthesize information to draw conclusions and implications based on their investigations of an issue or problem.

[MI.Tech.2.MS.1](#)

Demonstrate skill using technologies to prepare, evaluate, and synthesize information collected and stored.

MI.Tech.2.MS.3

Retrieve, communicate and input information using a technological system.

MI.Tech.2.MS.4

Evaluate information received through technologies.

Detailed Timeline:

10-12 sessions of 50 minutes

Materials/Hardware/Software

Copies of the book Sasquatch by Roland Smith. (ISBN# 0-7868-0368-1) for each student.

Books that contain information on Sasquatch

A video camera

A TV/VCR for viewing videos

Teacher Preparation:

About a month before beginning this project the teacher should post a notice on the Internet seeking classes from around the country that could respond to the students' e-mail. This will ensure correspondence. Then the teacher should pre-read the book. Next the teacher should, with the media specialist's help collect materials to but put aside for the researching of Sasquatch/Big foot. Next, the teacher should reserve the video camera from the media center or secure one from outside sources. To enhance the newscast the teacher may also want to construct a makeshift news room.

Prerequisite Student Skills:

The students should have the reading skills to read the book. Also they should be familiar with what a newscast looks like and how interviews take place. They should also possess skills in using the internet, e-mailing, using the media center and citing sources in research. The teacher may also wish to train a handful of students to use the video camera and possibly how to edit material.

Student Activities/Procedures:

Upon completion of the book Sasquatch, break the students into groups of three to four. Allow them time to review information that was presented in the novel. Have them make a chart of all the descriptions of Sasquatch and of where they are found. Then as a class review what each team found in the book. These charts will serve as a starting point for our research. The question to answer is how close to the truth were the facts in the book?

The second day starts with the students writing a draft of the e-mail message they intend to send. These should be short, but also include enough information so that they receive replies that will help them with their newscast project. When these have been approved they may type them. Upon finishing typing, they need to save messages so that later in the day the teacher can review them again before sending the e-mail. This should ensure the messages are edited correctly and are appropriate.

On the third day, we begin our research of Sasquatch. This entails using a variety of sources such as the Internet, trade books, encyclopedias, magazines, etc.... Each team should use at least 3 of these means, but are not limited to only 3. An extension during this time might be to compare what they are finding with the Tabloids that frequently carry articles of Big Foot/ Sasquatch sightings. The research part of this project should take about 3-4 days if your students are required to do note cards.

By the seventh day, all the research should be complete. E-mail should be checked to see if any replies have come in over the past week. When these have been read and printed out, the students are ready to begin compiling their newscast report. Also on this day the students should organize research into usable categories. They should also check for any conflicting facts.

On the eighth day, allow the students time to discuss their findings as a large group. This provides the teacher a way of monitoring what students found during the week of research. It also, should ensure that all students are headed in the right direction with their final project. When they are finished with reviewing and discussing their findings they need to begin the rough draft of their newscast. Each group needs a reporter, a camera person and an eye witness. Some may even want to enlist the aid of props or other items. Creativity should be expected and encouraged.

The ninth day should be used for revising and editing of the newscast. Then they should be allowed time to rehearse as small groups at least 3-5 times before actual filming takes place. Also, the teacher should review all scripts before filming to ensure appropriate content as well as a way to check on understanding of the teachers' expectations for the project.

The tenth and eleventh day may be needed for filming. When all students have filmed their newscasts, watch these as a group. While these are being viewed, they are going to be evaluated by the large group as well as by the teacher.

The final day of the project will entail the students sending e-mail messages back to the students that helped them with their project. As before they should write a rough draft before typing, and the teacher should check messages before they are sent. Then they need to fill out a self evaluation as well as a group evaluation.

Assessment/Evaluation:

The students will actually be evaluated four times. They will be evaluated twice on the video. Once by the large group as well as the teacher. Then they will be evaluated on the total project by themselves and their group. Grades will be based on these evaluations.

Student and Teacher Evaluation of newscast

10 Pts. Clear voice

10 Pts. Good body posture, jesters, and eye contact

20 Pts for correct details of Sasquatch's appearance and location

10 Pts for creativity and props

50 Pts. Total

Self and Group evaluation

- 10 Pts- Worked as a team. Every one took part.
- 10 Pts- Used at least 3 different reference sources in our research.
- 10 Pts.- Facts were accurate and seemed to match rest of classes
- 20 Pts- Newscast rough draft and making of the newscast- Did we correctly identify appearance of Sasquatch? Where they live? What they eat, and other facts? Were we creative?

50 Points Total

Submitted By:

Name: Tracie Nelson