

# MAISA and the REMC Association of Michigan Best Practices in Technology Integration Plan

**Title:** Anne McCafferty and Advertising

**Subject(s):** English

**Intended Grade Level(s):** 9 (This is designed for honor's so adjust accordingly.  
Most teachers in my building use this assignment but may use less discussion)

**Description:**

The purpose of this unit is to develop descriptive language in students, explore the science fiction/fantasy genre, and use a different approach to assessment. After completing the novel Dragonsong, students create an advertising brochure.

**Curriculum Benchmarks:**

ENGLISH LANGUAGE ARTS BENCHMARKS

[MI.ELA.1.HS .1](#)

Students will be research and constructing stories.

[MI.ELA.2.](#)

This is part of my grading rubric.

[MI.ELA.3.HS .23,5,6](#)

When constructing reports and brainstorming ideas

[MI.ELA.5. HS .25](#)

As the students read they will be required to assess different texts and the author's techniques in portraying problems and information.

[MI.ELA.6.HS .4](#)

Creation of stories

[MI.ELA.9.HS .1](#)

Connections to the adolescent/teenage feelings about parents and society.

Reflect back to Romeo, Juliet Huck, and Pip.

[MI.ELA.11.HS .2](#)

Evaluating and creating brochures

[MI.ELA.12.HS .2,5](#)

Creation of student rubrics for grading

**Materials/Hardware/Software:**

- Dragonsong (Prentice Hall Gold Edition)
- Internet access
- Microsoft office (preferably through Windows 95)
- Advertising Brochures
- Packet

## **Activities/Procedures:**

Define Science Fiction:

Define Fantasy:

Explain the difference between the different types of science fiction:

Activity One:

1. Using scientific magazines and the Internet, find a recent invention, development, or political situation that sounds interesting and research information about it. Type up findings in a essay format complete with bibliography. (This is to be a short report!)
2. In groups: one at a time will present findings for discussion within the group. Then the group is to brainstorm possible story ideas stemming from the research.
3. Write a short science fiction story using all the story element previously studied. You may use visuals within the story and you should design a cover for your story.



### Activity Three

1. Discuss the possibility of space travel in the next twenty years and construct a planet as a class.
2. As the introduction to PERN and Chapters 1-3 of Dragonsong are read, keep track of the differences between the class planet and the author's planet.
3. Activities for each set of chapters:

chapter	before	during	after
1-3	Write up your own planet	Compare your planet to the author's	What is your reaction to Menolly and why? What Has the author said to make you feel this way?
4-6	Describe the following: a wound, a wild fantasy animal, a rain storm	Compare your descriptions to the authors descriptions of: Menolly's wound, the fire lizards, and the Thread storm. What didn't you think of?	Comprehension check: Write a letter from Menolly to her family on why she ran away. Then give predictions on what might happen next in the story.
7-9	Describe the following: a peaceful(if busy) house, sailing on the ocean, and talking to a dragon.	Compare your descriptions to the author's descriptions of Benden Weyr, Eligon's trip, and Menolly's encounter with the dragonriders.	Comprehension check: compare and contrast Half Circle and Benden Weyr. Then time line/map the events that lead Menolly to Benden Weyr.
11-13	Identify the themes of the novel and how they have progressed.	Use the nineteen senses chart to see how many McCafferty covers during the dragonet hatching.	Finish themes. Give your reaction to the story: Recommend the story based on some aspect of the book (in the form of a literary essay)

### Activity Four

One career that is based on your ability to write well is advertising. Advertisers must be able capture the audience’s interest with vivid description, catch phrases, and ascetic placement. Actually, in some ways they are authors of mini prose. Look at the advertising brochures provided. What types of words do they use? What do they play on? Why is placement so important? What types of things to they highlight.

1. Make a list of the different sections within a brochure.
2. Construct a grading rubric for brochures as a class.
3. You will be constructing a travel brochure for Pern, or some part of Pern. Most of the brochure should be constructed on the computer although some pictures may be cut and pasted from magazines and such. So, a computer inservice is needed. Creating slides in Microsoft PowerPoint is the best way to get most of the information in the brochure. I recommend playing around with it before actually beginning your set up. Choose your slide format from Insert: New Slide. Then type in the information. You may add pictures through clip art under insert or by cutting and pasting from other programs. A second place to create pages is in Microsoft word. Here are some hints you may need:

How to	columns	tables	bullets	copy	paste	clip art
top bar	format	tables	format	highlight text then go to edit	go to place inf. is to be put then edit	insert
category	columns	insert tables	bullets	copy	paste	clip art
	pick number	pick rows horizontal	pick type		may continue pasting in other areas	pick picture
	line between if needed	pick columns vertical	okay			insert
	this section only	OK	to finish bullets, backspace to delete new bullet			move to proper place
	OK	go to toolbar and add dark lines				shrink or enlarge to fit area

4. Once you become confident with your knowledge of the computer, sit down and plan out your brochure. Make sure you are covering all pertinent information as well as enticing your audience. Make sure you are also targeting your audience: singles, families, elderly, what?
5. Construct a brochure that will be graded by your peers. Make sure to use catchy phrases, descriptive language, and cover all information.

## Introductory information to PERN

Pern was settled by humans in an attempt to escape the pollution and terror of Earth. They had been colonizing much of the universe and happened on the planet of Pern, which seemed to be very similar to their own in atmosphere and land structure. They settled on the Southern continent and began a new life. Earth command would come every five years to check on the settlers, more often if the satellites in space sent up an orange flag. It was during one of these five year periods that two things happened. The first was Threadfall. Apparently a planet had been pulled into the orbital system of their galaxy and when it rotated close to any planet, it propelled a thread-like substance towards the planet. Upon entering the atmosphere, this substance became hot and scored (burned) anything and everything in its path. Once it hit the ground, it burrowed in and destroyed the area around. The colonists retreated to the hills and eventually developed a grub which destroyed the thread in the ground. The air, however, was another matter and they began experimenting on the local firelizards to breed a fighting machine. Although it took years, they eventually developed a big dragon which scorched the thread in mid-air.

The second thing that happened was the local volcanoes erupting. The colonists fled to the Northern Continent, leaving much of their technology and their dolphins behind. They colonized the North in a variety of holds (towns) and began a new life. Earthlings only search the Southern Continent and found no signs of life. They titled the planet as lost and never returned. As supplies ran low, the settlers began reverting to a primitive way of life, a system that included barter and trade as well as a holistic approach to medicine. The methods of travel were sailing and dragon back with only the peddlers going by wagon.

Eventually the evil planet moved out of Pern's immediate range and the colonists decided it would not return. Therefore, they refused to feed and supply the dragons and riders. Dragons and riders all but disappeared only to be needed later when the planet returned. It is during this Threadfall that we pick up the story of Menolly, a young girl who is feeling the sting of sexism and is unhappy with her life, her parents, and her home. Her story is incredible, only 14 or 15 and yet she eventually becomes one of the most important people on Pern.

Pay close attention to the way Anne McCafferty develops her character, setting and storyline. She follows the typical plotline with incredible results. Know up front that this is the first of a trilogy in the middle of a series so the story ends, but does not finish.

### **Assessment/Evaluation:**

#### Activity One:

1. Short Report will be assessed on information discovered, correct presentation, correct bibliography.
2. Groups will be evaluated on participation.
3. Stories will be evaluated on inclusion of information from report, logical progression of information, and correct short story format (setting, plot, dialogue, developed characters)

#### Activity Two:

Correct definitions and words

#### Activity Three:

1. Occasional quizzes over people, places, etc. if I feel they are not listening or participating. (the dreaded pop quiz things)
2. Correct completion of the chart of activities (usually a ten point per assignment). These are used more for discussion and journal type entries.
3. The literary essay will be evaluated on: Intro with book, author, summary, thesis; Body with specific examples from the book and personal reasons; Conclusion with restating thesis and summarizing main points, must also feel finished and no new ideas.

#### Activity Four:

1. The first grade will come from straight participation in the grading rubric for brochures. As groups they will grade a set of brochures using the rubric the class designs and then give the good and the bad.
2. The second grade will come from the rubric the class designs for their own brochures and the few added things I insist on if they don't appear: neatness, accurate information, use of places with in the story, and add ins (coupons, charts, phones, etc.)

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