

<p>Title of Lesson Plan</p>	<p>Irish Eyes: Taking a Look at Local Landscape</p>
<p>Learning Objectives</p>	<p>By using technology to create a landscape flyer, students will have the opportunity to achieve the following Indiana objectives:</p> <p>9.2.5—Demonstrate use of technology by following directions in technical manuals. 10.2.3—Demonstrate use of sophisticated technology by following technical directions. 9.4.9, 10.4.9—Use a computer to design and publish documents by using advanced publishing software and graphic programs. 11.4.9—Use a computer to integrate databases, pictures and graphics, and spreadsheets into word processed documents. 11.5.8, 12.5.8—Deliver multimedia presentations [...]. 12.4.9—Use technology for all aspects of creating, revising, editing, and publishing. 9.7.4, 10.7.4—Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations. 9.7.19, 10.7.19—Deliver descriptive presentations that establish a clear point of view on the subject of the presentation; establish the presenter’s relationship with the subject of the presentation [...]; and contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details. 9.4.1, 10.4.1, 11.4.1—Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively. 12.4.1—Engage in conversations with peers and the teacher to plan writing, to evaluate how well writing achieves its purposes, and to explain personal reaction to the task. 11.4.6, 12.4.6—Use language in creative and vivid ways to establish a specific tone. 9.4.3, 10.4.3—Use precise language, action verbs, sensory details, and appropriate modifiers. 9.4.10, 10.4.10, 11.4.10—Review, evaluate, and revise writing for meaning, clarity, content, and mechanics. 9.4.11, 12.4.11—Edit and proofread one’s own writing, as well as that of others, using an editing checklist with specific examples of corrections of frequent errors. 10.4.11—Apply criteria developed by self and others to evaluate the mechanics and content of writing. 9.4.12—Revise writing to improve the logic and coherence of the organization and perspective, the precision of word choice, and the appropriateness of tone by taking into consideration the audience, purpose, and formality of the context. 10.4.12--Provide constructive criticism to other writers with suggestions for improving organization, tone, style, clarity, and focus; edit and revise in response to peer reviews of own work. 9.5.8, 10.5.8—Write for different purposes and audiences, adjusting tone, style, and voice as appropriate. 9.6.1, 10.6.1—Identify and correctly use clauses [...], phrases [...], and the mechanics of punctuation [...]. 11.6.1, 12.6.1—Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage. 11.6.2, 12.6.2—Produce writing that shows accurate spelling and correct punctuation and capitalization. 9.6.2, 10.6.2—Demonstrate an understanding of sentence construction [...]. 9.6.3, 10.6.3—Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p>
<p>National Standards</p>	<p>The following lesson contributes to students’ ability to meet the following standards promoted in <i>Standards for the English Language Arts</i>, sponsored by the National Council of Teachers of English and the International Reading Association:</p> <ul style="list-style-type: none"> ● Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. ● Students employ a wide range of strategies as they write and use different writing process elements appropriately to

	<p>communicate with different audiences for a variety of purposes.</p> <ul style="list-style-type: none"> • Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. • Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience. • Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
Materials Needed	<ul style="list-style-type: none"> • Computers, cameras and scanners or digital cameras • Technical manuals or instructions for using Publisher or other software • Writing materials for each student (computers or pens and paper) • Copies of the sample brochure or technical ability to show the sample online to a class of students.
Time Needed	<p>Provide at least 20 minutes to show students the sample brochure and assignment requirements; 10-15 minutes for brainstorming potential local landmarks, buildings, historical sites, or other elements particular to the landscape of the community, state, or region in which students live; etc. Allow students one-two weeks outside of class for completing research and photography. Provide one or two class periods for creating and publishing the brochure.</p>
Introduction Activity	<p>Remind students about the recent television advertisement for a family automobile. The commercial shows a family with two children, driving across a beautiful landscape at sunset. The children are in the back, watching a video cartoon, completely oblivious to the landscape. The message seems to be, "Buy this car, and your children too can zone out and ignore the landscape around them."</p> <p>Ask students to list some of the elements that cause them to ignore the world around them. They might suggest their cell phones or other technology, busy schedules, etc.</p>
Main Lesson	<p>Ask students to consider William Stafford's definition of poetry as anything demands of the reader a certain attention. Then, assign the task of developing a poet's eye by becoming more aware of one of the elements that make their community, state, or region unique.</p> <p>Show students the PowerPoint with several Irish landmarks. Then, ask</p>

	<p>students to brainstorm some of the landmarks, monuments, buildings, historical sites, or other elements that are unique to their community, state, or region.</p> <p>Give students copies of the sample brochure created around the subject of the Charles Stewart Parnell statue in Dublin, Ireland. Assign students the task of creating their own brochures, working individually or within small groups, to recognize a landmark, monument, building, business, or another element particular to their city's landscape or the Midwest landscape in general. Minimum requirements might include: a photograph or drawing of the subject, the student's name, well-documented research about the subject, and bibliography to provide credit to all outside resources.</p> <p>Review Modern Language Association (MLA) or American Psychological Association (APA) documentation style with students. Emphasize, too, that images used in student work should be created by the student or copyright free images, such as Microsoft's online resources.</p> <p>Remind students, too, that their research may include not only books and magazine or newspaper articles, but also personal interviews with knowledgeable community members.</p> <p>Encourage students to use peer-editing to proofread and polish their completed brochures.</p>
<p>Conclusion Activity</p>	<p>Publish student work, using at least one of the following ways: (1) place a copy of each student's brochure in the school or community library; (2) tack copies of each brochure on a bulletin board at a local historical society, Chamber of Commerce, or visitor's center; (3) make several copies of each brochure and invite students to trade brochures with other students.</p>
<p>Enrichment/Extension Activities</p>	<ul style="list-style-type: none"> • Ask students to locate and read to the class one published poem that relies heavily on a unique landscape or uses a monument or building symbolically. (Possible Irish selections include Yeats' "The Wild Swans at Coole" or "The Lake Isle of Innisfree" or Patrick Kavanagh's "Beyond the Headlines (Dublin 1943), which begins, "Then I saw the wild geese flying / In fair formation to their bases in Inchicore [...]." • Invite students to write a poem, incorporating the subject of their brochures. • Encourage students to view their community with the eyes of a tourist. Students may wish to keep an "appreciation journal," listing sights, seasonal changes, scraps of overheard conversations, etc.
<p>Supplementary Materials</p>	<p>Teachers may wish to consult the following for additional resources, speaker ideas, or other information about Irish culture:</p> <ul style="list-style-type: none"> • The Indiana Irish Cultural Society, P.O. Box 534, Carmel, IN 46082-0524 or http://www.indyirish.org/

	<ul style="list-style-type: none">• The American Irish Historical Society, 991 Fifth Avenue, New York, NY 10028 or http://www.aihs.org/• Poetry Ireland, No. 2 Prouds Lane, Dublin 2 or www.poetryireland.ie• The Irish Writers' Centre, 19 Parnell Square, Dublin 1 or http://www.writerscentre.ie
Other Notes	Teachers may opt to focus on one landmark or building, providing a fieldtrip to visit and photograph the location. Likewise, teachers may opt to assign landmarks to students, or if students have limited time or resources, they may wish to provide a pool of photographs or to bring in speakers or provide library time for research during class time.