

Technology Integration Narrative (Kasey Weber)**Increasing Student Understanding of Symbolism Found Within the Novel “The Catcher in the Rye” by J.D. Salinger**

The main goal of the lesson plan I designed is to have students better understand the symbolism found within the novel “The Catcher in The Rye” by J.D. Salinger. In order to successfully see this process through, and to layout the format, I designed a spreadsheet by project phase, which ironically fell into place chronologically according to the following phases (in this order): Discover, Analyze, Communicate, Collaborate, Produce, and Discuss.

I first used the technology of an LCD projector to display pictures from the internet of the symbols the class will read about during the assigned group readings, which will be followed by drawing connections and gathering information for notes, which serve as an assessment, and all of which is in order to satisfy the following NJCCCS standards of analyze figurative language, tone, and mood from the text as well as applying existing knowledge to draw conclusions. These steps are part of the DISCOVERING aspect of this section of the lesson and when tying together the strategies that implement technology the following NETS-S standards of communicating information, identifying important aspects, and understanding the use of technology is fulfilled.

I then used computers with internet access and blogging websites to incorporate a walkthrough instruction (something a chalkboard will not allow), and to incorporate the active writing process of personal note taking and online blogging of gathering/sharing thoughts in order to fulfill the NJCCCS standards of demonstrating active listening skills and applying structural tone and knowledge to personal writing, while using a computer to publish and begin working ideas. The technology utilized in this phase of ANALYZING fulfills the following NETS-S standards of communicating information to an audience through working media.

I then used computers with internet access with blogging websites to have students use collaborative writing to raise/answer questions to peers to elaborate on what each student is blogging about, which fulfills the NJCCCS of using the response of others to review content. For the COMMUNICATE aspect of this lesson, I also used Microsoft word’s application of the note-taking layout for students to individually write ideas that were generate from class blogs, which can be printed and used for later reference, which fulfills the NJCCCS of using strategies to organize/gather/plan information. Together, these methods satisfy the NETS-S standards of interacting, communicating and gathering information using media/format.

For the COLLABORATE section of the lesson plan, I used computers with the internet and concept mapping software to demonstrate instructions and a teacher model, which with satisfy the NJCCCS of demonstrating active listening, following oral instruction, and analyzing visual technique. I also incorporate the internet-E-Mail, and Google Spreadsheet for students to perform group work that comes with answering questions raised by the teacher and from emailing each other’s ideas (from individual notes) to work together to complete a spreadsheet (a form of assessment) which is a step that will lead to helping create a PowerPoint. These strategies satisfy the NJCCCS of employing effective formats and using strategies like organizers to gather and plan information and responding to questions with clarification, all of which tie to fulfilling the NETS-S standards of using models and simulations to explore and contributing to team projects, while locating, planning, and organizing information from various sources of media.

For the PRODUCE aspect of this lesson plan, I used the internet with a concept mapping software in order for small groups of students to design an organized way of tying together the ideas presented, which will assess their thought process, while concentrating on using images from Adobe Workshop to display symbolism, which fulfills the NJCCCS of composing, revising, editing, and publishing information. I then used PowerPoint software for students to create a presentation that will assess their ability to connect ideas discussed to themes within the novel, which fulfills the NJCCCS of employing effective formats for purpose and audience. These technologies and strategies fulfill the NETS-S of identify trends/possibilities, collaborating and publishing with peers, and processing data to report results.

For the last section of the lesson plan, the DISCUSS aspect, I used computers with internet and E-mail to share presentations for class discussions, which fulfills the NJCCCS of sharing and supporting information using media appropriate for views purpose. I also incorporated the classroom Smart board to project oral/visual presentations so that the class will be evaluated on their feedback, while they take notes, which satisfy the NJCCCS of helping students support, modify a group discussion, analyze group processes, and paraphrase comments presented orally. Together, the technologies and strategies used help fulfill the NETS-S standards of identifying and defining topics for investigation, collecting and analyzing data for solutions and understanding technology systems, which helps to report results from processed data.