

# Technology-Enhanced Language Project Plan

This worksheet will help you to create an engaging lesson for the World Languages classroom that utilizes technology to support the National Standards for Foreign Language Instruction for Communication and 21<sup>st</sup> Century Learning Skills.

Lesson Name	Visit the Smithsonian Museum
Lesson Topic	Trophies in ancient Iran
Time Suggested	6 hours
Lesson Location/Meeting Software	Smithsonian Museum/ School
Technology Used	I Pad, Digital Camera, I phone.

## Lesson Overview

*Briefly describe the lesson.*

**Level: Intermediate High**

**Time: 6 Hours, split in 2 days**

**Prerequisite: basic PowerPoint**

### First day (3 hours)

Before we go to the museum, students will be asked what symbolizes the achievement in the modern world and if they have received any trophies. After a short discussion and hearing a few examples from the students, they'll be shown a picture of a bowl in the museum and will be asked if they can predict what the bowl is and what it represents.

In the museum, we talk it further and look at the designs and the drawings on the bowl. Students will come up with ideas of what the drawing will lead them to. By looking at the pictures we will see that Horse has had a great value in Persian culture and has been a symbol of power and respect. The name of the people written on the bowl represents the people that has had an important part in the victory. By looking at the primitive bone and arrow, we can find out what the people used to defend themselves with. The beautiful drawing in the bowl shows us the history of art in Persian culture and the colors reminds us that these people used natural colors to draw on ceramics. And most importantly we learn that this art was a very valuable gift to be presented to the king as a symbol of victory. At the end they will compare the trophies in modern time with the trophies created in the past.

Students will take pictures and videos in the museum using their I phones and cameras.

### 2nd Day (3 hours)

(1.5 hours) students will talk about their observations in small groups (four students) and will create a short story using the facts they gathered and the drawing on the bowl.

-The instructor and the assistant walk around and help the students with the writing and discussions.

(1.5 hours) Students will create a power point presentation based on their research and their understanding, using the pictures they took at the museum. The Instructor and the assistant will walk around and help the students with the questions they might have.

They will present their projects to the class at the end of the session.

## Learning Objectives

*What will students know and be able to do at the end of this lesson?*

### KNOW:

Students will know that in ancient times, Persians used a trophy as a gift to the king to celebrate the victory. Also students will know about the importance of art in ancient Iran and the use of natural colors.

Students will know that people used to paint and draw on ceramics.

Students will learn that these objects of art, not only looked attractive and presentable, they also told a story about how these people lived in that time, defending their family and prosper in their community.

They will know that Horse was an important element in ancient Iran symbolizing power and respect.

Students will be able to compare the Bowl to the trophies of modern days.

They will learn how to put what they learned in writing.

They will know they can write a short story and add pictures to make it more interesting to present in the form of PowerPoint.

### DO:

They will be able to communicate new ideas and knowledge in Persian.

They will be able to discuss their observation with each other and to present it as a group.

They'll be able to write about their observation.

They will write a short story.

They will be able to make a PowerPoint presentation based on the short story they have written.

## Learning Outcomes

*How will you know that students can do that? What will the evidence be that they have met the lesson objectives?*

As the instructor walks around the students, she/he will assess the student's ability to discuss the new ideas. At this time students will be assessed on their ability to speak the language and to analyze new ideas.

They will show the ability to write a short story, staying on the topic and use appropriate pictures for their story and put it in a PowerPoint presentation.

## Instructional Plan

*What instructional activities will be used? What tasks will students need to complete?*

### Opening Activities/Introduction to Material:

The Instructor will show a picture of a trophy to the students and ask them what they know about it. Students will explore the museum and learn about the bowl and its history. They will compare the ancient trophies to the modern trophies. They take pictures and take notes in Persian.

Instructor shows them an example of a PowerPoint presentation she/he has created to give them some ideas of what is expected of them.

### Main Learning Activities:

The students will use I phone, digital camera and I pads to take pictures.

They explore the Museum.

They talk and discuss various topics.

They create and write a short story collaboratively in a small group.

They will present their story in the form of a PowerPoint presentation.

### Closing Activities:

Students will present their final project to the class.

## Standards-Based Instruction

*How does this lesson address the three communicative modes – interpersonal, interpretive and presentational?*

### Interpersonal Communication:

**Students will talk to each other in small groups and discuss their learning. They also discuss, in groups of two or more, explore and understand the information about the interesting objects.**

*Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions*

### Interpretive Communication:

**Students will compare the trophies in older days to the ones available at the present time. They will interpret the culture and the objects used in the older days by looking at the pictures drawn on the bowl.**

*Students understand and interpret written and spoken language on a variety of topics*

### Presentational Communication:

**Students will present their short stories in the small group and the final project to the classroom.**

*Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics*

## Post Lesson Assessment

*How will you measure the effectiveness of the lesson once it has been completed?*

**Students will be assessed on their speaking ability as the instructor walks around and listens in to their conversation.  
Students will be assessed on their writing ability as they write the short story.  
They will be assessed on their reading ability as they read their power points.  
Their Listening skills are also assessed as they discuss and analyze the topic.**