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Lesson Title:

BEE: Bio E-Mail Exchange

Subject Area:

English

Grade Level:

9-12

Lesson Summary:

Students will connect to and correspond with a classroom in one of 75 countries (using the English language) through the ePALS project (<http://www.epals.com>). STEP ONE: This class will submit a 60 line collaboratively written class profile to ePALS to be added to that on-line search engine for others classes to see. Students will also search the ePALS site to see if a match can be found. (Note: Steps one, two, and three could be going on simultaneously.) STEP TWO: Once the match has been arranged through e-mail, (2) teams of students from this class and from the newly acquired exchange class will research, produce and share PowerPoint slide show lessons on Netiquette as it applies to the use of e-mail, using the Internet as a source of information, ideas and graphics. STEP THREE: All students will work together to create a collaboratively inspired POWERPOINT presentation for the exchange class showing the makeup of the class, its school, community and region as well as an (optional) photo of the group. STEP FOUR: Individual students, from both classes, will then produce an autobiographical narrative e-mail with an attached postage stamp art piece and optional photo for a cyberpartner from the exchange class. STEP FIVE: Finally, all students involved in this project will write a reflective essay focusing on the process of completing the assignments. (Note: The ePAL project could be expanded to a year-long project; it might also include sharing of newspapers and/or newsletters, art activities, web sites, scrapbooks, book talks/reports, interviews, reports, posters, peer editing, journals and letters as well as discussion about a specific central issue or involvement in an appropriate community service project connected to the location of the school(s).)

Objective/Content Standard/Benchmark:

Technology: Use a variety of technological systems: Word processing, e-mail and the attaching of files, the Internet, Encarta 98, PowerPoint and others. Media and Technology: Select and apply appropriate media and technology to a task or topic; acquire information from print, visual and electronic sources, including the Internet; produce visual forms that enhance the impact of a product or presentation; demonstrate ethical use of resources and materials (e-mail, copyright, citations of sources); evaluate significance and accuracy of information and ideas presented in written, oral and visual communications. Writing: Convey clear, focused main ideas with accurate and relevant supporting details appropriate to audience and purpose; demonstrate organization by developing a beginning, middle and end with clear sequencing of ideas and transitions; use appropriate sentence structures such as parallel structure to enhance meaning; use correct spelling, grammar, punctuation, capitalization, paragraphing and documentation; use a variety of modes (narrative, imaginative, persuasive and expository) and forms to express ideas appropriate to audience and purpose. Art: Analyze how technical, organizational and aesthetic elements contribute to the ideas, emotions and overall impact communicated by works of art.

### Approximate Time Needed:

16 50-min. periods

### Prerequisite Skills:

Students are (or will become) familiar with and can apply the features in Microsoft Word; are able to access, research topics and use the written and graphic resources within the Internet as well as Encarta 98; can create an electronic slide presentation using Microsoft PowerPoint; and can use e-mail in an appropriate manner.

### Materials and Resources Required:

#### Technology:

TECHNOLOGY: Internet and e-mail, PowerPoint, Microsoft Word, Microsoft Publisher, Encarta 98, and a digital camera

### Printed Materials:

Sample e-mail letter/postage stamp, list of rules and a description of the assignments (perhaps on a PowerPoint slide show as a model of the assignment)

### Supplies:

Connected computer(s), printer(s), paper, film, floppy disks

### Others:

None

### Procedures:

EXPLANATION OF PROJECT AND SUBMISSION OF CLASS PROFILE: A PowerPoint slide show could be used to explain the procedures to the students and to model what a PowerPoint presentation could look like, but a handout would also be effective.

DESCRIPTION OF THE BIO E-MAIL EXCHANGE (BEE) PROJECT: CONNECTION! Students and teachers are to connect as a class with another class in a foreign land using ePALS, a site on the Internet designed to match classes. They're to apply technological skills achieved to produce e-mail, slide shows and works of art. And they're to design lessons relating to Netiquette as it relates to e-mail.

STEP ONE: WRITING A CLASS PROFILE: a. You will describe who you are and what you want to do for a potential class in a school in a foreign country (English speaking), using a form provided by ePALS (<http://www.epals.com/search/submit.html>). The entire class will help to answer the questions. b. You will use brainstorming and clustering mechanisms to help the class to answer the questions as succinctly as possible. c. The instructor will note all contributors to the process and will give up to 10 points to each person for quality (usefulness) of information/ ideas provided. Note: The teacher will submit the required, collaboratively produced profile of the class form to <http://www.epals.com> (ePALS). The class will spend an agreed upon amount of time each day searching the ePALS site until the discovery of a classroom in a school where (a) English is the communicating language used, (b) similar technological resources are available, (c) the teacher agrees to have students do the assignments and (d) the class has enough time to complete the five assignments. Students

will choose, through class consensus, the exchange class that best fits and notify the class of the match through e-mail. (Teachers may want to share ideas, concerns, etc. via e-mail, as well.) STEP TWO: POWERPOINT LESSON ON NETIQUETTE a. Students will work with teacher-assigned teams of no more than 5 students to produce a PowerPoint slide show lesson on the most important Netiquette rules for e-mail users. b. Information will be gleaned from specific links suggested by instructors and through team research of the Internet, Microsoft Encarta and any other resources deemed useful by the group. c. After each team has presented the PowerPoint slide show lesson to its class, the presentation will be e-mailed to the exchange class where the lesson will be evaluated for ideas and content, organization, variety of application of multimedia resources, writing proficiency, and technological skill (scoring for each item is a minimum of 1 and a maximum of 5 points with a possible total maximum of 25 points). Team members would give each participant in the team a score of from 1 to 5 for participation, enthusiasm, teamwork, and creativity. Students are to work with teams of no more than 5 students to produce the PowerPoint lesson on the most important rules of Netiquette. (Again, a sample PowerPoint slide show to model the process of using the technology might be effective.) The evaluations would be e-mailed to the exchange class by the teachers. STEP THREE: COLLABORATIVE POWERPOINT CLASS PROFILE a. You will also design and write a PowerPoint slide presentation showing who you are as a class, a school, a community, and a region. The class will decide how this assignment will be organized and accomplished. Students will evaluate themselves on this activity and can assign from 1 to 10 self-evaluation points. The two classes will create a collaboratively designed and written PowerPoint presentation showing the makeup of each class, its school, community and region as well as a photo of the group and send it, through e-mail, to the exchange class. (Note: The students could be working on this assignment even before the match to the exchange class has been found.) STEP FOUR: AUTOBIOGRAPHICAL E-MAIL NARRATIVE AND POSTAGE STAMP a. Each participant will write a two-page, single-spaced autobiographical narrative which will be e-mailed, with the attached postage stamp collage depicting the personal characteristics of the sender, to the cyberpartner in the exchange class. b. The narrative will include all traits described on the Oregon CIM scoring guide for a narrative essay (<http://www.open.k12.or.us/jitt/write/10/index.html>) and will be scored accordingly by the teacher (up to 30 points, 5 each for ideas and content, organization, voice, word choice, sentence fluency, and writing conventions). c. The postage stamp will be scored by both the teacher and the student, based on use of technology to acquire information from electronic sources, including the Internet; design elements; variety of personal characteristics conveyed; netiquette (ethical use of resources and materials) and combination of artistic

elements with technical skills to achieve the desired effect, for a total of 10 possible points. The production of an autobiographical e-mail and an attached postage stamp collage for a cyberpartner from the exchange class is to be arranged by teachers at both sites. Postage stamp cost, identification, etc. should be included

**STEP FIVE: REFLECTION PAPER**

a. All students will write a two-page, single-spaced reflective paper describing their experiences (positive and negative) with this project, especially as these relate to career-related learning standards (effective teamwork, cooperative interaction, courtesy, recognition of how differences in culture affect interaction with others, consideration for individual differences, strategies for conflict management, read, speak, listen and write effectively, ask for clarification, acquire, use and transfer information).

b. Teachers will decide which points should be made in this paper, but an introduction, a thesis statement, at least two topics and a conclusion should be evident.

c. A total of 10 points will be given for this assignment which will be evaluated based on paper organization and depth of perception. Copies of the Reflection paper should be submitted to both classroom teachers and the cyberpartner.

**RULES!!!**

1. The entire class must be involved in the collaborative products. All must contribute!!!
2. The rules of netiquette must always be evident in all products.
3. The final products (collaborative, individual, and team) must be as perfect as they can be made. CIM performance standards will be used to correct and revise final products.
4. It is important to remember that "every expert was once a beginner" and to support all participants in a positive manner at all times.
5. It is also important to remember that during this project we all become representatives and ambassadors - for our classes, for our schools, our states, and our countries! Obviously, students want to convey their very best selves.

### Modifications for Differentiated Instruction:

#### For the special needs student:

For the Special Needs Student: Use CIM scoring guides, acknowledging improvements. Pair student with a willing partner or volunteer aid who can help with writing and technology.

#### For the gifted student:

Increased use of multimedia technology and more extensive writing products should be expected. Perhaps these students could research the culture of the exchange class and share results with their class.

### Student Assessment:

CLASS PROFILE COLLABORATION (teacher) 10 POINTS POWERPOINT CLASS PROFILE COLLABORATION (student) 10 POINTS AUTOBIOGRAPHICAL E-MAIL PERSONAL NARRATIVE (teacher) 30 POINTS INDIVIDUAL CHARACTERISTICS POSTAGE STAMP COLLAGE (student/teacher) 10 POINTS NETIQUETTE TEAM POWERPOINT LESSON (teacher - 25 / team members - 5) 30 POINTS INDIVIDUAL REFLECTION PAPER (teacher) 10 POINTS TOTAL 100 POINTS See scoring guide suggestions described in each step.

### Lesson Evaluation:

All students will have integrated a variety of computer technology and used it to communicate, to do research, to make revisions and to create products that allow them to learn and to teach others in a creative manner. Students will have frequently cooperated and collaborated with one another, with team members, with students in the exchange class (and thus another culture) and with teachers, using new skills to communicate, to do research and to create products. Students will have used the project to increase reading, writing and communication skills (and, hopefully, test scores) and to produce work that addresses Oregon CIM standards for the CIM portfolio. Students will have measured and evaluated not only some of their own products (both with and without the input of the teacher), but the work of team members and classroom exchange team products.

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