EDTL 302 Integrated Lesson Plan

Name  
Carolyn Connelly  
Grade 9th/10th

Date  
10/21/31  
Subject/Topic  
Spanish 2: Museums of Madrid, Spain

Teacher’s Name  
Savilla Banister  
Date  
10/28/03

Instructional Goals:

- Students will learn about the museums in Madrid, Spain. They will utilize gathered information from a series of sources in a Power Point Presentation.

Rationale:

- This lesson will allow students to learn cultural and historical aspects of Spain and Madrid through the aspects of the museums, such as the artists, history of the museums and their relationship to the history and development of the Spanish culture. It is important their knowledge of culture and language. These museums will include the Prado Museum, Thyssen-Bornemisza Museum, The Reina Sofia, and the Casón del Buen Retiro.

- Through Power Point the students will be divided into groups of four (four students per group) and will be able to utilize technology in presenting their information to the class. This will allow them to learn aspects of culture and technology.

- Project is worth 100pts.

Objectives:

1. Identify and explain aspects of the museums in Spain. This will include: main aspects of the museum including: Main information, Artists, Historical information, and Main periods featured in the museums (classical, impressionist, cubist, and Golden Age).

2. Apply technological skills through the creation of a Power Point presentation. These skills will include: the creation of Power Point slides, application of formats, backgrounds, slide transitions, and graphics such as clip art.
**Resources:**

Students will use the following resources in the creation of their presentation.

- **Computers to use for Power Point.**

- **Internet Resources:**
  1. MSN *Encarta Online Learning and Research.*
  2. Citywide School District’s Online Library Abstracts and Articles. [Www.citywideschools.k-12.edu/library/resources](http://Www.citywideschools.k-12.edu/library/resources)

- **Library Resources:**
  1. Travel Magazines: *National Geographic* and *Travel Magazine.*
  2. Travel Books such as: *Frommer’s Spain 2003, Fodor Spain 2003* and other travel guides.
  3. Books about the history and culture of Spain.

**Procedure:**

**Readiness/Motivation for the Lesson:**

- Students will read and analyze a reading about the overall aspects of the museums form chapter 5 (p 197) of their textbook. They will read the section and answer questions about it.

- The lesson connects to the history of Spain as learned previously in chapter four.

- This will show students that there are interesting aspects of art and culture inside these museums. They will also be exposed to various famous artists and types of art.

- Teacher will also provide articles and other materials that are related and compliment the lesson.
Focus of the Lesson:

• Students will read an article from their textbook that briefly outlines the aspects of the museums of Madrid. They will then answer questions that assess key topics of the reading.

• Teacher will ask the student convergent or general questions about the reading, then transitions into divergent questions such as, what they would see if they went to the museum, how it relates to historical aspects and the world of art.

  - Relates to objective 1.

• Students will write a paragraph about what they learned from the reading, and outline the key ideas of the reading in their textbook. They will use the questions as a guide for this activity.

  - Related to objective 1.

• They will be introduced to Power Point and its various aspects and functions (slides, slide formats, transitions, sounds, insertion of graphics, and background colors and templates both by the teacher and the school technician. They can use the sample Power Point slide show, as shown in class, as a guide.

  - Related to objective 2.

• They will get into groups and select their museum of choice (one museum per group).

• They will assign aspects of the museums which include general aspects: history, design, location in Madrid. Types of art housed in the museum (classical, modern etc.), famous artists, relation to culture and history and fun facts about the museum.

  - Related to objective 1.

  1. Each group will choose a museum from this list.
  2. Each student in the group will choose an aspect of the museums.
  3. They will choose a date in which to present.

• Students will use research materials to find information about their topics.

  - Related to objective 3.

• Students will begin to incorporate their topics and research into their Power Point presentations. They will use the four computers provided in the classroom. Each
group will use the computers. They will each have forty-five minutes of in-class time.

Modifications:

- **One in-class computer:** The groups will take turns at the one computer. They will have a week of class time to do so. I group will use the computer per day and they will have the entire class period to do so. The other three groups will analyze their research materials and discuss their presentations.

- **Computer Lab:** I will schedule three days of the classes and the students can use the computers in the lab. They can use the entire class period to work on it. The school technician can also be of assistance with any problems. (Technician works in the lab).

  1. They will follow a list of requirements as stated in rubric.
  2. They will be able to utilize their creativity and knowledge of their topics and of Power Point.

  - *Related to objective 2.*

- Students will present their Power Point presentations to the class. The presentations will be shown on a screen in the classroom. They will be assessed according to requirements stated in the rubric.

**Students with disabilities:**

- Amy is in a wheel chair, she is fully functional, but her wheel chair can take up a lot of space, so I will allow her to sit at the study table with the laptop and she and her group will have more room to discuss ideas and she can sit level with the table and the computer.

- John is hearing-impaired, but he can read lips. He can see images on the screen, but his aide can sit with the group to tell the students what John is saying to them. The aide can also serve to communicate any messages that the other students do not understand. I will also give him non-verbal cues to communicate messages and directions.

- I will also go around to help all of the students while they are working in their desks and the computers.

**Transition:**

“Okay, great job everyone, now that the presentations are finished let’s discuss what you all have learned”.

-4-
Closure to Lesson: /Feedback and Culminating activity:

- Students will reflect on their presentations by discussing them with the class and writing a short paragraph about what they have learned, how they used the aspects of Power Point, what types of sources they used, and how they worked as group. (In-class activity).
## Rubric for Presentation

<table>
<thead>
<tr>
<th>Category</th>
<th>Good</th>
<th>Fair</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation Flow</td>
<td>The presentation flowed well, was well-organized presented, clearly presented and easy to follow. The group was fully prepared for their presentation.</td>
<td>The presentation flowed well, was mostly organized, and was presented well, and fairly easy to follow. The group was partially prepared for their presentation.</td>
<td>The presentation did not flow well, was not organized, was not presented clearly and difficult to follow. The group was not completely prepared for the presentation.</td>
</tr>
<tr>
<td>(30 points total)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>The group included all aspects of the museums. Contained key information. Sources were included and cited accurately.</td>
<td>The group included only some of the aspects of the museums. Some key information was missing. Sources were included, but were not accurately cited.</td>
<td>The group included little aspects of the museums. Key information was missing. Sources were not accurately cited and/or not included.</td>
</tr>
<tr>
<td>(30 points total)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation Requirements</td>
<td>Presentation included all requirements of Power Point as stated on requirement sheet.</td>
<td>Presentation included some of the requirements of Power Point as stated on requirement sheet.</td>
<td>Presentation lacked all of the requirements of Power Point as stated on requirement sheet.</td>
</tr>
<tr>
<td>(30 points total)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Participation</td>
<td>All group members participated. (Did their share of the work.)</td>
<td>Most of the group members participated (Did their share of the work.)</td>
<td>Only a few group members participated. (Did their share of the work.)</td>
</tr>
<tr>
<td>(10 points total)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Presentation Requirements

• 6 slides including a bibliography slide and a title page with the names of the group members.

• 1 slide for each topic.
  1. Main information
  2. Artists
  3. Historical Information
  4. Main Periods of art in the museum
     (See Sample Slide Show for more information)

• 1 type of slide transition for the presentation.

• 1 type of background for the entire presentation. Can use just colors or a template from the program.

• Choose three different formats for the presentation.

• At least two of the slides should have clip art.

• Cite information from at least two sources (one online source [abstract articles are considered an online source] and one from the library-books, magazines…etc).

• Each group member must speak during the presentation.

• The work must be divided evenly. Each student will have 1 slide to work on and present.