















Technology-Connected Lesson Plan

Title:	Introduction to <i>The Red Badge of Courage</i> Using United Streaming Video
Grade Levels:	9-12
Curriculum Areas:	English/Language Arts
Lesson Objectives;	<p>TSW</p> <ul style="list-style-type: none"> Identify the main character Identify what the “red badge of courage” was. Become familiar with the author, Stephen Crane Create a letter using two animalism metaphors of war
Content Standards:	<p>Standard One Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.</p> <p>Standard Five Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.</p> <p>Standard Six Students read, analyze, and respond to literature as a record of life experiences.</p> <ul style="list-style-type: none"> • ELA-1-H2 analyzing the effects of complex literary devices (e.g., figurative language, flashback, foreshadowing, dialogue, irony) and complex elements (e.g., setting, plot, character, theme, mood, style) on a selection; • ELA-1-H3 reading, comprehending, and responding to extended, complex written, spoken, and visual texts; • ELA-5-H2 locating and evaluating information sources (e.g., print materials, databases, CD-ROM references,

	<p>Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials);</p> <ul style="list-style-type: none"> • ELA-6-H3 identifying, analyzing, and responding to a variety of classic and contemporary literature from many genres (e.g., folktales, legends, myths, poetry, fiction, biography, autobiography, nonfiction, novels, drama, epic); • ELA-6-H4 analyzing various genres as records of life experiences.
Technology Guidelines:	<ul style="list-style-type: none"> • Demonstrate knowledge and skills of Internet use and other resources consistent with acceptable use policies including the legal consequences of plagiarism and the need for authenticity in student work through an understanding of copyright issues. (5) • Explain and use advanced terminology, tools, and concepts associated with software applications, telecommunications, and emerging technologies. (1, 3)
Technology Connection:	<ul style="list-style-type: none">  UnitedStreaming.com  Word
Assessment:	<ul style="list-style-type: none">  Students are able to answer the questions at the end of the video.  Students write a letter including details they learned from the video.
Procedures:	<ul style="list-style-type: none">  The teacher tells the class that they will begin studying <u>The Red Badge of Courage</u>, by Stephen Crane.  She tells them that the video will introduce them to both the author, Stephen Crane, and Henry Fleming, the main character in the book.  The teacher plays Great Books: The Red Badge of Courage from United Streaming Videos, stopping between the very short sections to check for understanding.  She indicates to students when notes should be taken.  She pauses the video when the questions show, so that

	<p>students can voice their answers to each question.</p> <p> To check for understanding, each student writes a letter (first person Henry Fleming) to tell his hometown if he thinks he's a hero or not and why.</p>
Materials:	<p>Teacher's Guide from United Streaming Videos</p> <p>Presentation TV or Infocus Machine</p> <p>Computer, printer, paper</p>
Teacher's Name:	<p> Linda Hyde Travis</p>
School:	<p> KHS</p>