

**Daily Lesson Plan**  
**Contemporary Literature 11<sup>th</sup> and 12<sup>th</sup> Grade**

**1. Topic:**

Students will use Glogster.com to create a poster based on the novel *How the Garcia Girls Lost Their Accents* by Julia Alvarez. Once the poster is complete, students will post their final project to WikiSpaces.com.

**2. Resources Needed:**

*How the Garcia Girls Lost Their Accents* by Julia Alvarez (one copy per student)  
*How the Garcia Girls Lost Their Accents* Poster Checklist  
Glogster Grading Rubric  
One Computer for Every Two Students  
Internet Access  
WikiSpaces.com and Glogster.com Account Prepared to Host Student Assignments  
Student Logins for WikiSpaces.com and Glogster.com

**3. Time Needed:**

Two forty minute periods

**4. Objectives:**

Students will be able to:

- Create a poster which critically interprets the themes within the text
- Utilize a rubric to understand and evaluate the requirements of their assignment and determine whether they have met those requirements
- Synthesize electronic media as a means to express selected themes from the text

**5. New Jersey CCCS:**

3.1.E.1, 3.1.F.3, 3.1.G.3, 3.1.G.5, 3.1.H.1, 3.1.H.5  
3.2.A.5, 3.2.B.7, 3.2.B.10, 3.2.B.11, 3.2.C.1, 3.2.C.7, 3.2.D.4  
3.5.A.1-3, 3.5.C.1, 3.5.C.3

**6. Anticipatory Set:**

Students and the teacher will read the *How the Garcia Girls Lost Their Accents Poster Checklist* and the *Glogster Grading Rubric* together as a class.

**7. Activity Outline:**

- Students will be divided into pairs after meeting in the computer lab.
- Teacher will distribute the *Poster Checklist* and the *Glogster Grading Rubric*.
- Teacher will go over the *Poster Checklist* and the *Glogster Grading Rubric* with the students as a class.
- Teacher will instruct students on logging into WikiSpaces.com and Glogster.com.
- Students will work in pairs in order to complete the assignment.
- Students who complete the assignment early will be asked to complete a peer review of their classmates completed posters using the corresponding WikiSpaces.com discussion tab.

**8. Assessment/Evaluation/Product:**

The teacher will evaluate the student posters using the *Poster Checklist* and *Glogster Grading Rubric*.

# Checklist

WikiSpaces Login:  
Glogster Login:

WikiSpaces Password:  
Glogster Password:

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Students' Names in Group:

Teacher's Name:

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## Assignment: Choose from the options below.

Option A: Using Glogster.com, create a poster that represents the life of one of the Garcia girls as depicted in the novel. Consider the challenges the character has faced within their family, society, and the world. What would this character look like? How would they choose to express themselves visually? If asked, what song would the character choose to represent who they are as a person? Refer to the rubric for how this project will be graded.

Option B: Fox has recently finished filming a theatrical version of the novel. Using Glogster.com, create the poster that will be distributed to movie theaters featuring the film. Which characters would be chosen to depict the theme of the movie? Which actors or actresses would star in the film? What song would be used to capture the theme of the movie? Refer to the rubric for how this project will be graded.

Poster Option Chosen: \_\_\_\_\_

### Poster Elements

There is a background

Check

There are at least three images that relate to the theme of the poster

You cited the source of these images on your WikiSpace (Web Address)

There is at least one song or video that relates to the theme of the poster

There is at least one graphic element on the poster that is not an image

The final poster is embedded in your WikiSpace page

### Text Elements

The name of the book and the author is on the poster

There is at least one quote from the book that relates to the theme of the poster

Notes:



## GLOGSTER GRADING RUBRIC

Category	4	3	2	1
Graphics, Images, Music and/or Video Relevance	All graphics, images, music and/or videos are related to the topic and make it easier to understand. All borrowed graphics and images have a source citation.	All graphics, images, music and/or videos are related to the topic and most make it easier to understand. All borrowed graphics and images have a source citation.	All graphics, images, music and/or videos relate to the topic. Most borrowed graphics and images have a source citation.	Graphics, images, music and/or videos do not relate to the topic and/or several borrowed graphics, images, do not have a source citation.
Required Elements	The poster includes all required elements and goes beyond what was required.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements are missing.
Content and Accuracy	The content of the poster is accurate to the book and a source citation is given for any text taken from the book.	The content of the poster is accurate to the book, but there is no source citation given for text taken from the book.	The content of the poster is not entirely accurate to the book and there are no source citations given for text from the book.	The content of the poster is not accurate to the book and there are no source citations given for text from the book.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit disorganized.	The poster is disorganized or very poorly designed.
Mechanics	Capitalization and punctuation are correct throughout the poster.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used class time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done, but occasionally distracted others.	Did not use class time to focus on the project or often distracted others.