

Inspiration®

Common Core-Aligned Lesson Plans

Instantly transform a diagram or a mind map into an outline

Subjects covered:

- Language Arts
- Science
- Social Studies
- Thinking and Planning

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Introduction:

Learning to think. Learning to learn. These are the essential skills for student success. Scientifically based research and educational theory tell us that visual learning techniques – graphical ways of working with ideas – are among the best methods for teaching students how to think and learn. The use of graphic organizers helps students develop important comprehension, thinking and writing skills – all skills necessary to meet the Common Core State Standards, and success in life.

Inspiration® 9, a product of Inspiration® Software, Inc., is the ultimate thinking and learning tool for students and educators. In *Inspiration*, you think and learn visually. *Inspiration* allows you to create a picture of your ideas and concepts in the form of a diagram or mind map. It also provides an integrated outlining environment for developing your ideas into organized written documents. *Inspiration* stimulates both visual and linear thinking to deepen understanding of concepts, increase memory retention, develop organizational skills and tap creativity.

The following lessons intended to be used in conjunction with *Inspiration 9* on a Mac or Windows computer. If you do not already have *Inspiration 9* in your classroom, you can download a free 30-day trial at www.inspiration.com/freetrial. If you are interested in purchasing *Inspiration 9*, go to www.inspiration.com/resellers to locate a reseller near you.

Teach your students invaluable thinking skills with the help of *Inspiration 9* and these lesson plans.

Essay Planning and Writing Lesson Plan

Subject Areas: English/Language Arts and Social Studies

Grade Level: 6 – 12 (ages 11-18)

Time: At least three 45-minute class periods; time outside of class as necessary

Lesson Objective:

Students will be better able to plan, organize and compose effective essays.

Common Core State Standards¹:

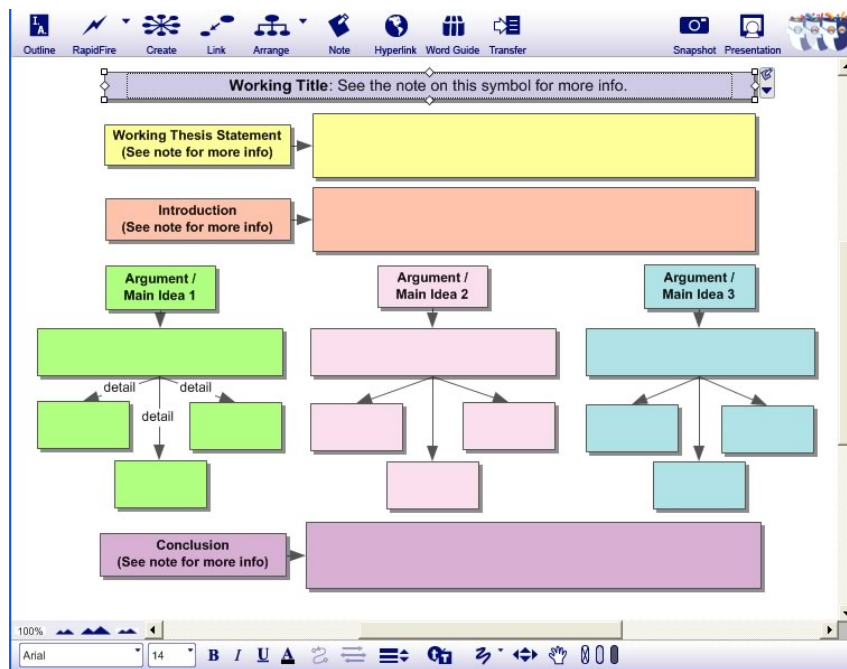
Writing Standards for Grades 6-12 in English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Standard 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Standard 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Overview:

Writing essays is much easier with the right tools. Download the *Essay (Inspiration Starter> Learn to Use> Examples>Language Arts> Essay Planner)* to use with your students to help them organize their ideas and break the writing process down into manageable steps.



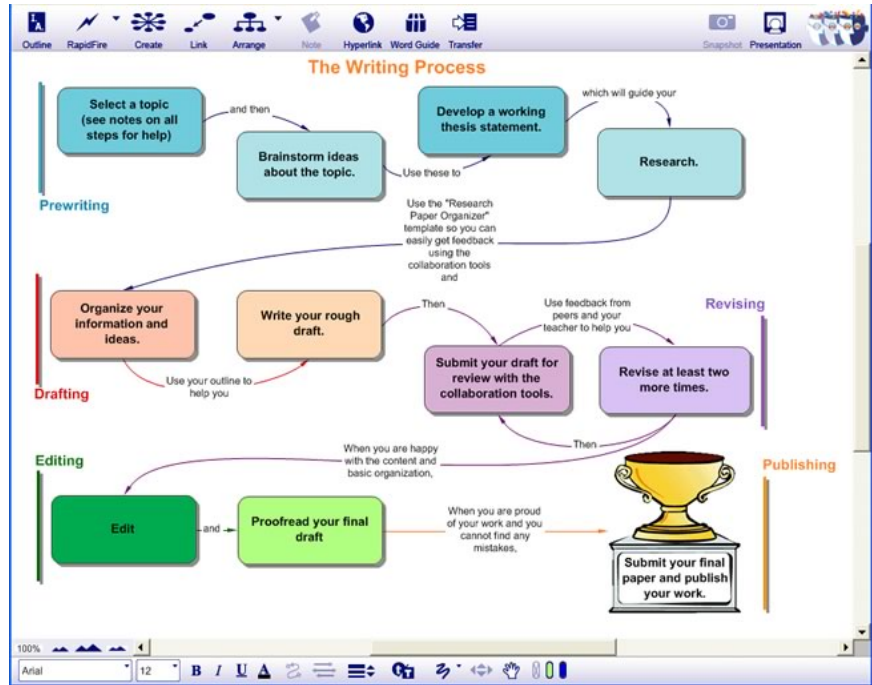
Preparation:

- This lesson requires the Inspiration[®] software application published by Inspiration Software, Inc. 30-day trials can be downloaded at <<http://www.inspiration.com/Inspiration>>.
- This lesson requires the following Inspiration documents and templates:
 - *Essay Planner* template, which can be accessed from inside Inspiration at **Inspiration Starter> Learn to Use> Examples>Language Arts> Essay Planner**.

- *Writing Process* template, which can be accessed from inside Inspiration at **Inspiration Starter> Templates> Language Arts>Writing Process**
- *Essay Planner Example*, which can be accessed from inside Inspiration at **Inspiration Starter> Learn to Use> Examples>Language Arts>Essay Planner**
 - *Please note:* The template and example referenced in this lesson are web-based and only available if your computer is connected to the Internet. If you are not connected, you can create a similar example in Inspiration®.
- Access to library resources and/or the Internet would also be helpful for student research.

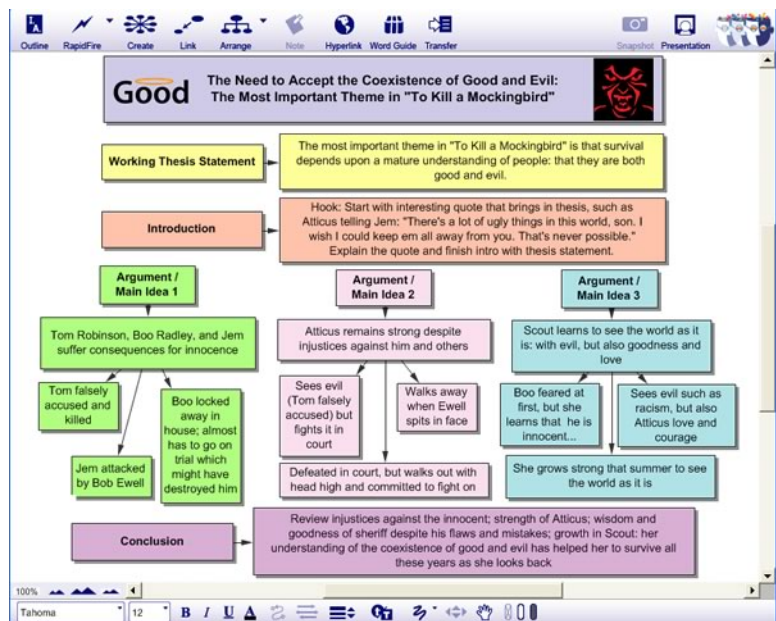
Lesson:


1. Explain that writing is a process involving many steps. Open the *Writing Process* template (**Inspiration Starter> Templates>Language Arts>Writing Process**) and discuss the steps with students in detail: prewriting, drafting, revising, editing and publishing.

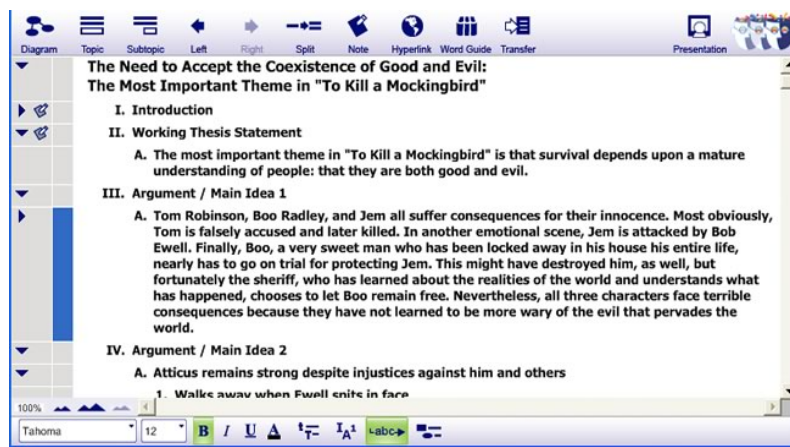


2. Explain that Inspiration offers many other tools and templates to help with the writing process, including the integrated **Word Guide** and the *Essay Planner* template which they will use today. Open it, as shown on the previous page, and explain the areas of the template to the students.

3. Open the *Essay Planner Example* (**Inspiration Starter> Learn to Use> Examples>Language Arts>Essay Planner**) so students have an idea of a finished diagram. Be sure students understand that they will develop this plan for their essay before they begin to write it in paragraph form.



4. Prewriting: Have students choose a general topic to begin writing about and record it in the space provided. Then they can brainstorm ideas about it in a blank area to the side of the diagram using the **RapidFire**[®] tool.
 - a. How to use **Rapidfire**: Select an existing idea symbol in the diagram and then click the Rapidfire button  on the Main toolbar. Type an idea and then click Return or Enter to quickly add a new idea.
5. When students have a topic they like, they should continue the prewriting process by developing a working thesis statement. Explain that a thesis statement is normally one sentence that states what one will attempt to argue in the paper. Explain that it is called a “working” thesis statement because it may change as students conduct their research.
6. Students can complete the diagrams and go to **Outline View** to start their essay draft and finish reorganizing their essay.



7. After students have organized their work in outline form, they can transfer their projects to a word processor using the **Transfer** tool. This will allow them to complete the remaining steps in the essay writing process (revising, editing and publishing).

Adaptations / Extensions:

- See *The Writing Process Made Easier* lesson plan for more details on how to use Inspiration to help students master the writing process.
- In addition to writing formal essays, students can “publish” their work by making an oral presentation to the class about their topic. They can use Inspiration’s **Presentation Manager** to add key talking points and visuals to their content. See the Thinking and Planning lesson plans *Creating Oral Presentations I* and *Creating Oral Presentations II* for more information about this process. Teaching the class will help them to clarify and better remember the content.
- After presenting, students can answer questions and facilitate a discussion about the topic.
- Rather than complete a formal essay in paragraph form, students can submit a completed diagram or a completed outline.
- This lesson can be used in any content area that requires students to write essays.

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Visualizing Vocabulary

Lesson Plan

Subject Areas: All subject areas

Grade Level: 6 – 12 (ages 11-18)

Time: At least one 45-minute class period; time outside of class as necessary

Lesson Objective:

Students will be better able to understand and recall a vocabulary word.

Common Core State Standards¹:

Reading Standards for Grades 6-12 in English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Writing Standards for Grades 6-12 in English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Standard 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Overview:

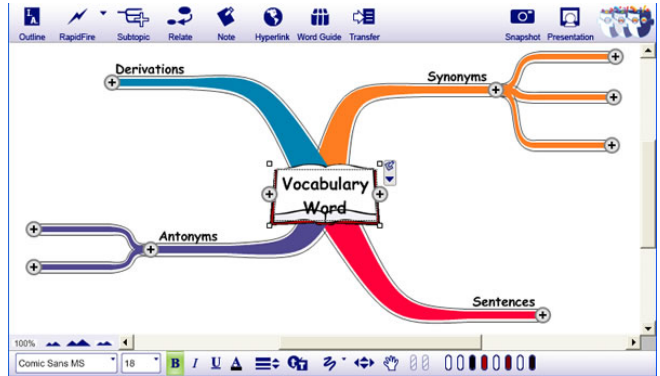
Creating visual representations of knowledge leads to deeper cognitive processing and greater retention of information. Use the *Vocabulary Word* template (**Inspiration Starter>Templates>English Language Arts>Vocabulary Word**) with your students to help them study vocabulary. Students can use mind mapping in Inspiration[®]'s **Map View** to help them explore definitions, synonyms, antonyms, word origin and sentence context, and to create visual cues for each word. Mind maps have an organic appearance, like a tree with many branches. They are quick to create because the structure is always the same and Inspiration's mind mapping tools are efficient to use. With a central trunk (main idea), the thickest branches are main subtopics, and the thinner branches are subtopics of those. These visual cues help students as they mind map prior knowledge about a word and build new knowledge related to it.

Preparation:

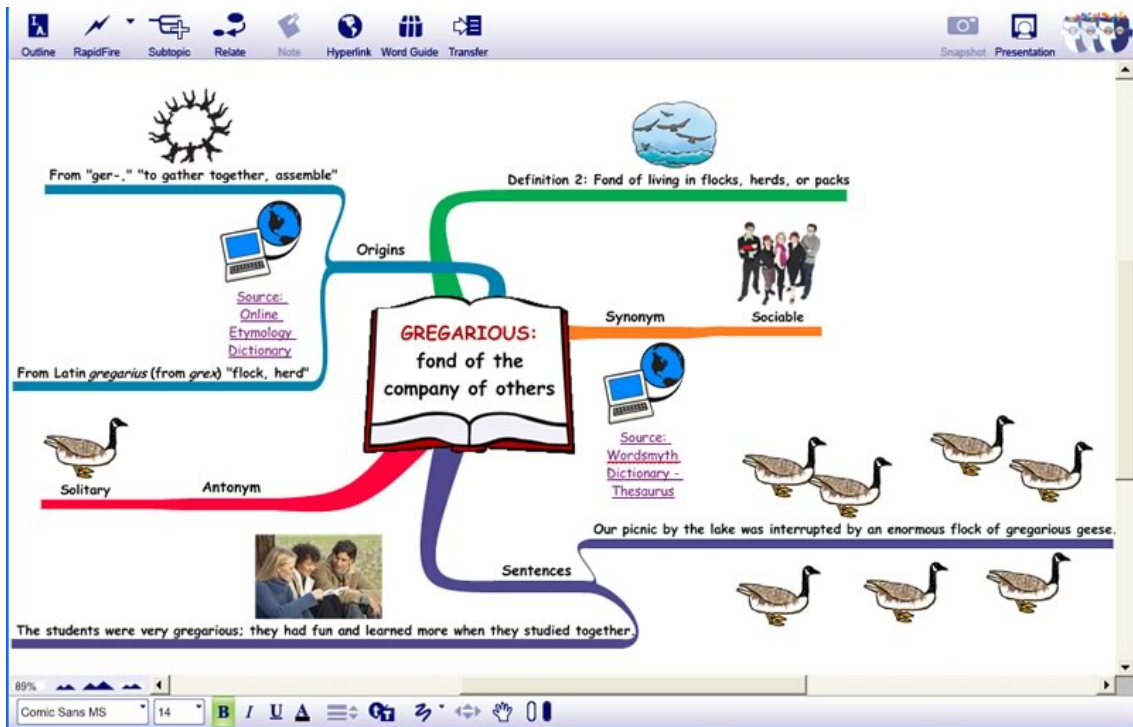
- This lesson requires the Inspiration software application published by Inspiration Software, Inc. 30-day trials can be downloaded at <<http://www.inspiration.com/Inspiration>>.
- This lesson requires the following Inspiration documents and templates:
 - *Vocabulary Word* template, which can be accessed inside Inspiration at **Inspiration Starter>Templates>English Language Arts>Vocabulary Word**
 - *Vocabulary Word Mind Map Example*, which can be accessed inside Inspiration at **Inspiration Starter>Examples>Language Arts>Vocabulary Mind Map**
- Access to library resources and/or the Internet would also be helpful for student research.

Lesson:

1. Explain that with Inspiration students can mind map or diagram a vocabulary word by adding text and symbols to represent words and ideas visually. Open the *Vocabulary Word* template (**Inspiration Starter>Templates> Language Arts>Vocabulary Word**) and show the different areas of the template to the students. Provide clear directions about the sentences. For example, you might require one vocabulary sentence to be quoted from a common class text and one to be the student's original creation to demonstrate that they know how to use the word in context.



2. Open the *Vocabulary Word Mind Map Example* (**Inspiration Starter>Examples>Language Arts>Vocabulary Mind Map**) so students have an idea of a finished diagram. *Please note:* The example is web-based and only available if your computer is connected to the Internet. If you are not connected, you can create a similar example in Inspiration. Point out the use of symbols which add visual meaning and make information easier to remember. Be sure that students know how to use the **Symbol libraries** and the **Hyperlink** tool for definitions.



Please note: The example is web-based and only available if your computer is connected to the Internet. If you are not connected, you can create a similar example in Inspiration.

3. Students can complete their own mind maps or diagrams for vocabulary words. They can use the **Symbol libraries** to replace the central image with a symbol that provides a visual cue for the vocabulary word. They can use the links provided on the diagram to research synonyms, antonyms and the origins of the word, and use **Notes** and/or switch to **Outline View** to add details.

Adaptations / Extensions:

- Students can create mind maps or diagrams of different words, then “publish” their work by making brief presentations to the class about their words. To create a presentation including visual talking points and elements of their mind maps, students can use the integrated **Presentation Manager**. See the Thinking and Planning lesson plans *Creating Oral Presentations I* and *Creating Oral Presentations II* for more information about this process.
- Students can print out their diagrams for home study of the vocabulary words. Alternatively, flashcards could be prepared by printing just the words and central visual cues on one side of a piece of paper and the complete diagram on the other.
- This lesson can be used in any content area that requires students learn new vocabulary.

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Lab Reports Made Easier Lesson Plan

Subject Areas: Science

Grade Level: 7 – 12 (ages 12-18)

Time: At least two 45-minute class periods; time outside of class as necessary

Lesson Objective:

Students will be able to organize and write an effective lab report.

Common Core State Standards¹:

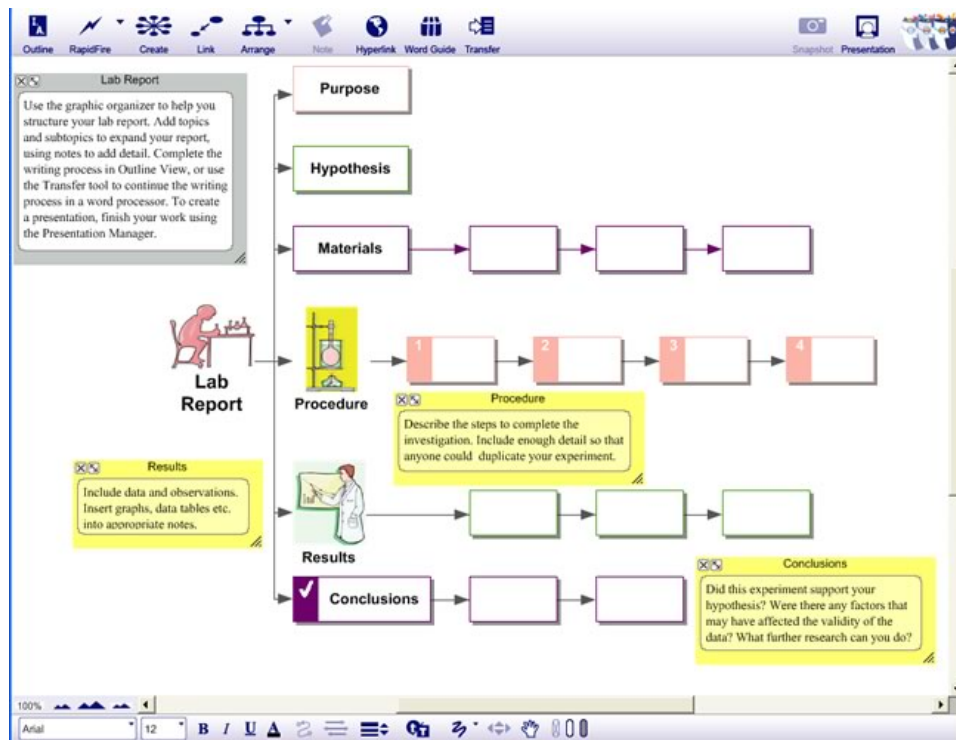
College and Career Readiness Anchor Standards for Writing:

Standard 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Standard 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Overview:

Use the *Lab Report* template to provide your students with a helpful framework for preparing a lab report (**Inspiration Starter>Starter Docs>Science>Lab Report**). As students prepare their reports in a visual format, they will develop diagrams, which will help them gain deeper understanding and demonstrate their knowledge.

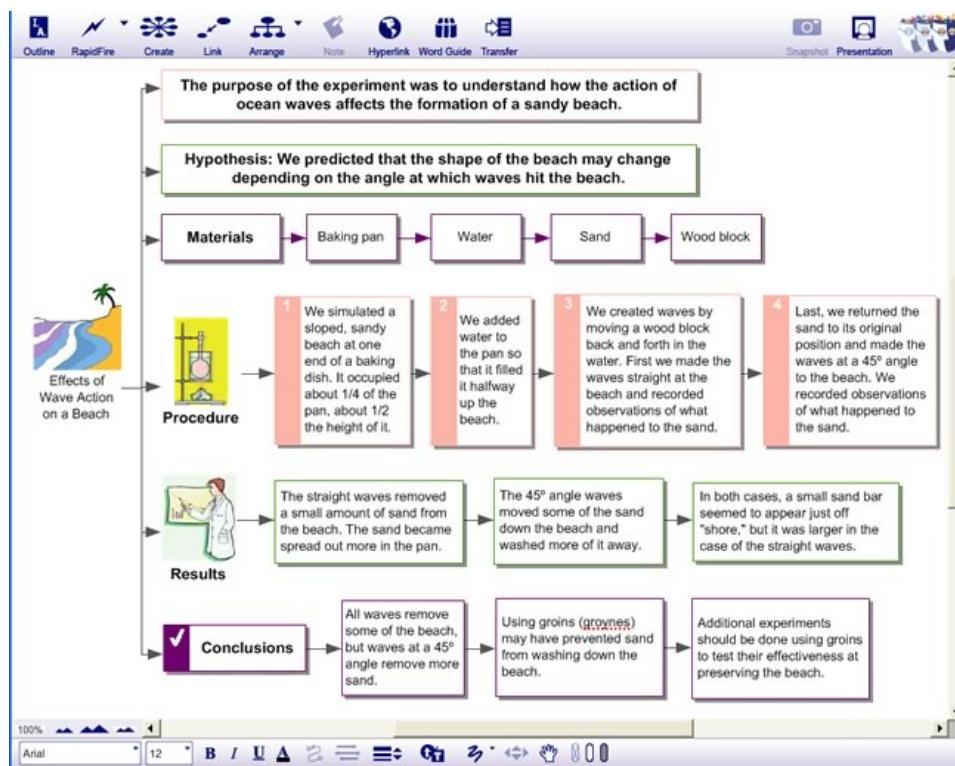


Preparation:

- This lesson requires the Inspiration® software application published by Inspiration Software, Inc. 30-day trials can be downloaded at <http://www.inspiration.com/Inspiration>.
- This lesson requires the following Inspiration documents and templates:
 - *Lab Report* template, which can be accessed from inside Inspiration at **Inspiration Starter>Starter Docs>Science>Lab Report**
 - *Lab Report example*, which can be accessed from inside Inspiration at **Inspiration Starter>Examples>Science>Lab Report**
- Preparations for the lab, as necessary.
- Access to library resources and/or the Internet would also be helpful for student research.

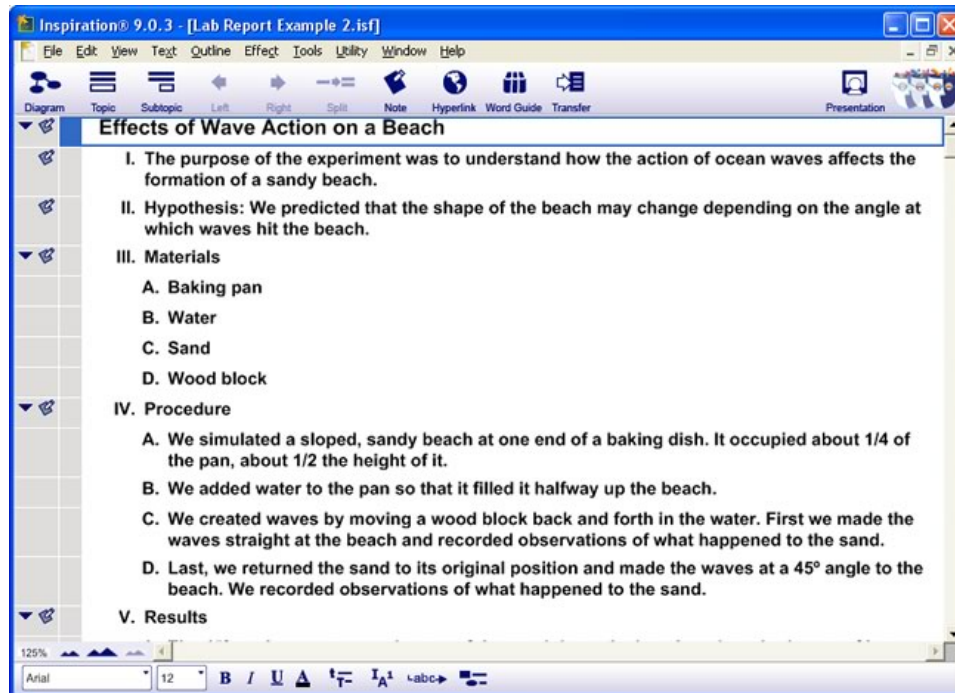
Lesson:

1. Open the *Lab Report* template shown on the previous page and ask students about the various steps. For example, what is the “purpose” in a lab report? Demonstrate for students how they can open the notes at each step of the process if they need help as they write their reports.
2. Open the example file (**Inspiration Starter>Examples>Science>Lab Report**) so they can see an example of a completed diagram. Be sure students know how to access the example as an additional resource as they prepare their own.



3. Have students choose a lab partner and conduct the lab you have prepared; ask them to take notes on all of the steps and record the data.
4. As the groups finish the lab, they can open the *Lab Report* template and complete the diagram, or if laptop computers are available, they can record their notes directly on the diagram as they work through the lab.
5. Partners can work together and obtain feedback from the teacher on their diagrams.

6. Encourage students to use the **Note** tool to record details. They can go to **Outline View** to add more details and start their lab report draft.



7. When they are ready to finish writing their report, students can transfer their projects to a word processor using the **Transfer** tool.
8. Lead a class discussion about the students' findings. What interesting discoveries did they make during the lab and while analyzing the data? Why is it important to follow the proper procedures when preparing a lab report?

Adaptations / Extensions:

- Instead of writing formal lab reports, student teams may be given the option to “publish” their work by making an oral presentation to the class about their results and conclusions. They can use Inspiration’s new **Presentation Manager** to add key talking points and visuals to their content. See the Thinking and Planning lesson plans *Creating Oral Presentations I* and *Creating Oral Presentations II* for more information about this process. Teaching the class will help them to clarify and better remember what they learned.
- Explain the scientific method to students and ask them to compare their process of writing a lab report with the overall scientific method. Why is this method used by scientists all over the world?

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Investigating a Place in Time

Lesson Plan

Subject Areas: Social Studies, English/Language Arts

Grade Level: 6 – 12 (ages 11-18)

Time: At least two 45-minute class periods; time outside of class as necessary

Lesson Objective:

Students will research a place and time in history and create mind maps to help them better organize, synthesize and analyze the information.

Common Core State Standards¹:

College and Career Readiness Anchor Standards for Reading:

Standard 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

College and Career Readiness Anchor Standards for Writing:

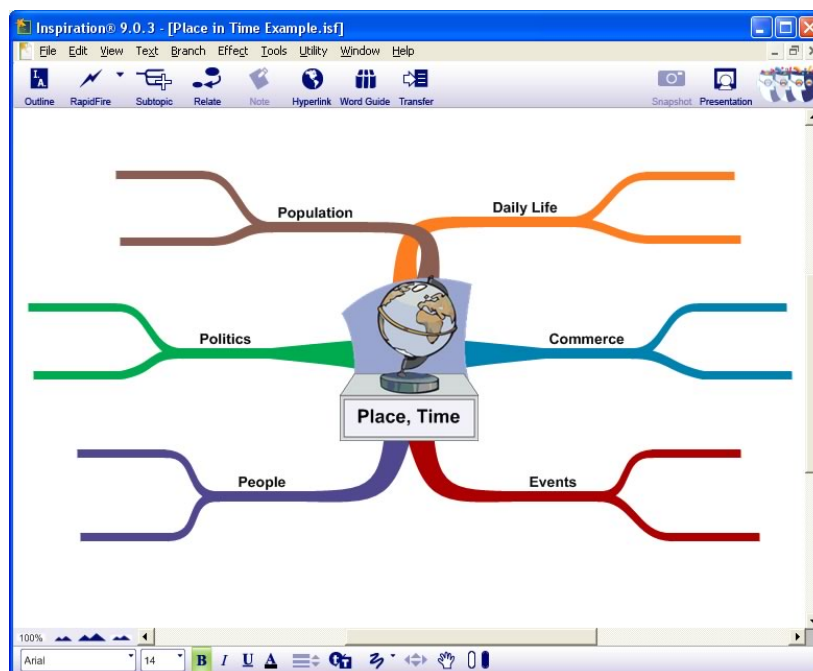
Standard 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Standard 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Overview:

Make the process of studying a place and time in history more manageable with the integration of visual learning. This lesson uses the *Place in Time* template (**Inspiration[®]**

Starter>Templates>Social Studies>Place in Time) to help students research, organize and synthesize information about a place in time. They can focus on areas such as daily life, commerce, events, people and politics. If possible, use local places to make the assignment especially engaging for students, and provide them with opportunities to conduct original research within their communities.

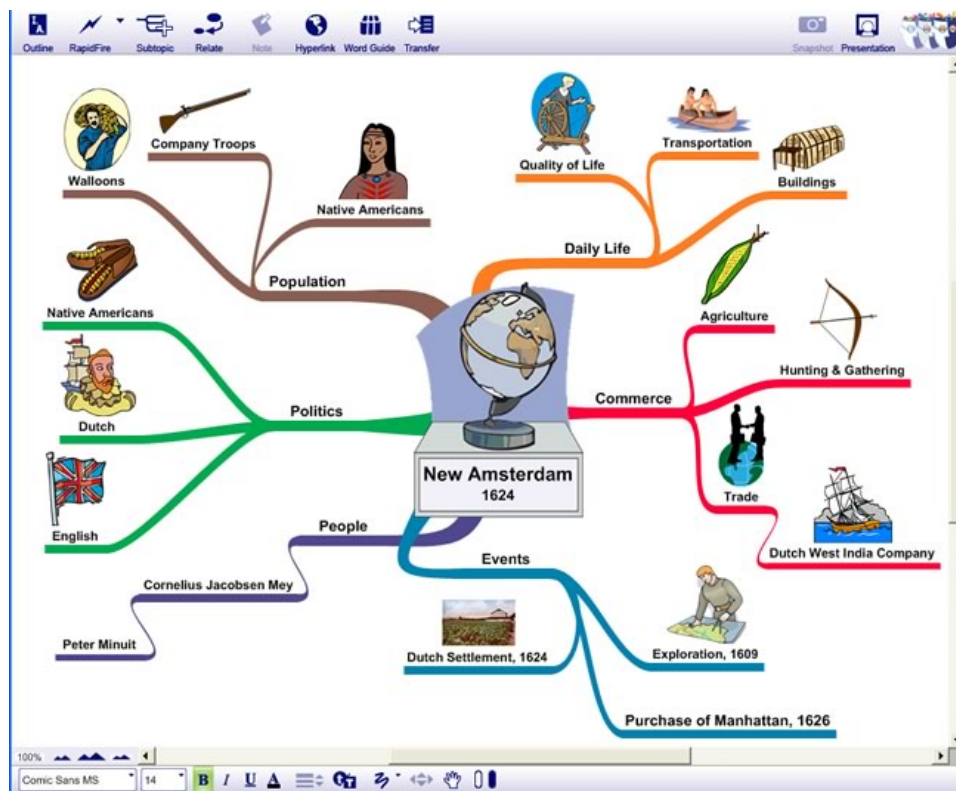


Preparation:

- This lesson requires the Inspiration software application published by Inspiration Software, Inc. 30-day trials can be downloaded at <<http://www.inspiration.com/Inspiration>>.
- This lesson requires the following Inspiration documents and templates:
 - *Place in Time* template, which can be accessed from inside Inspiration at **Inspiration® Starter>Templates>Social Studies>Place in Time**
 - *Place in Time example*, which can be accessed from inside Inspiration at **Inspiration Starter>Learn to Use>Examples>Social Studies>Place in Time**
 - *Please note:* The templates and examples referenced in this lesson are web-based and only available if your computer is connected to the Internet. If you are not connected, you can create a similar example in Inspiration®.
- Access to library resources and/or the Internet would also be helpful for student research.

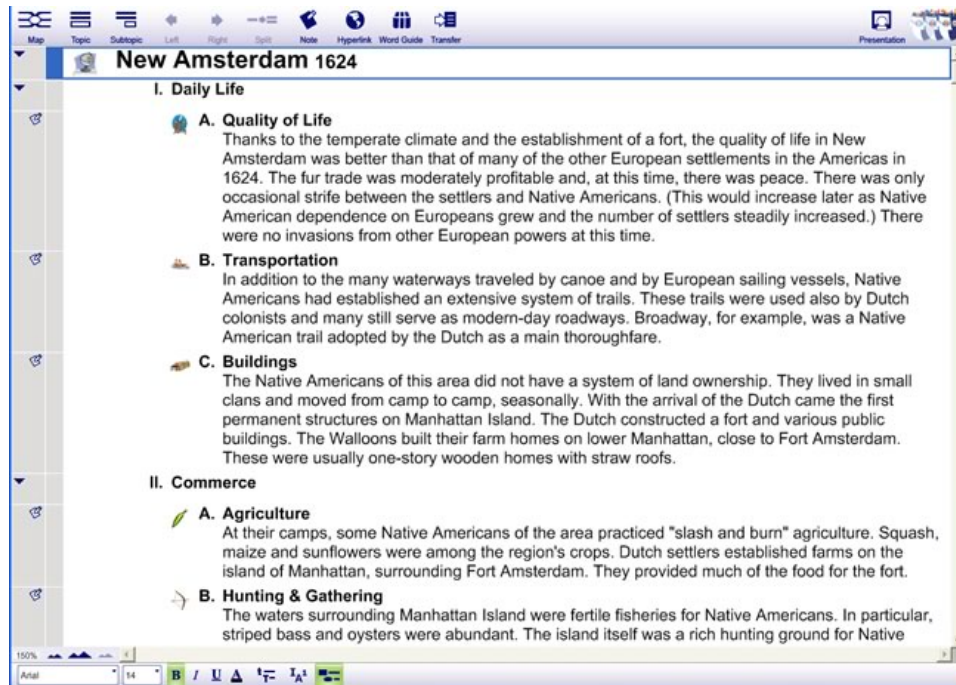
Lesson:

1. Tell students that they will research a place in history and use Inspiration to help organize their notes and thinking. For example, if you are studying the colonial period in U.S. history, you could have students choose one of the original settlements or colonies to research. Open the *Place in History* template shown on the previous page, and talk students through it so they understand the assignment. Explain that students could make their own mind maps from scratch, but using the template may help them get started and organize their research.
2. Open the example file (**Inspiration Starter>Learn to Use>Examples>Social Studies>Place in Time**), and talk the students through it, as well, so they know what is expected.

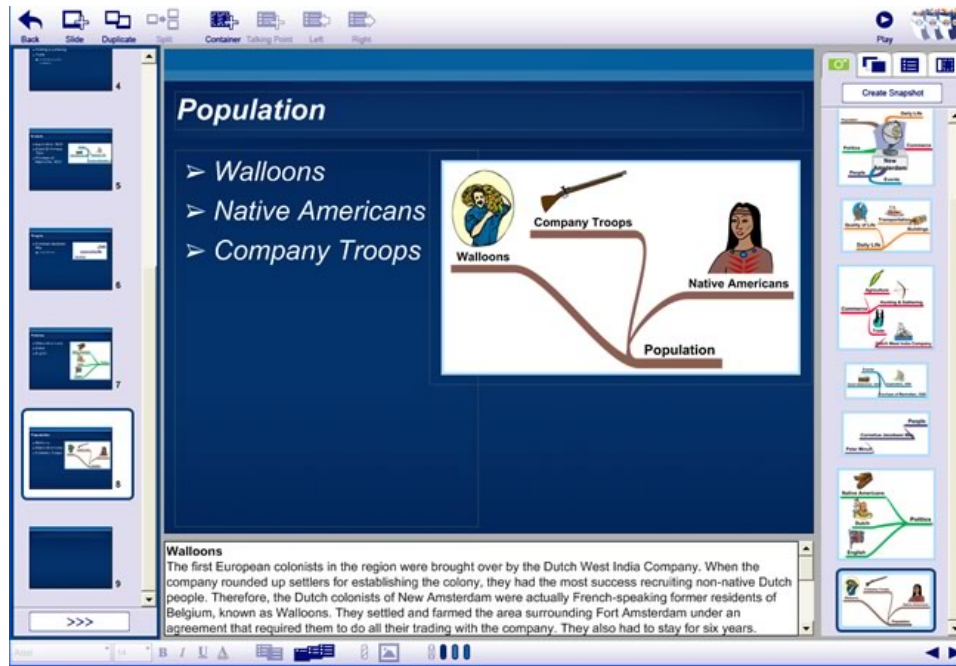


3. Explain to students that they will be adding visual **Symbols**, as well as text, to their mind maps. Students can use the **Symbol libraries** and search or insert images from external sources by copying and pasting them or inserting them via the **Edit** menu. Adding symbols will help them and those who view their mind maps to better understand and remember the content.



4. Inform students they can use **Notes** to add additional information as they complete the project. They can go to **Outline View** to finish organizing the information and start writing a draft if you require a written paper.



5. Organize students into groups of 2-3 to complete the project. Groups will then choose a place in history to research. You may want to provide a list of acceptable topics, or you may have groups choose a place and then submit their proposals to you for review.
6. Encourage students to add **Hyperlinks** to their sources of information, including any multimedia files available on the Internet.
7. Have student groups make presentations to the class about their place using the integrated **Presentation Manager**. See the Thinking and Planning lesson plans *Creating Oral Presentations I* and *Creating Oral Presentations II* for more information about this process. A data projector or interactive whiteboard should be used, if one is available, to display graphics and visual talking points.



Adaptations / Extensions:

- Completed mind maps can also be used as visual aids during oral presentations.
 - Notes can be turned on and off by clicking the **Note Quick Control**  in the upper-right corner of the icon with the note.
 - Subtopics can be hidden or viewed using the **Subtopic Quick Controls**  to allow focused discussion on each topic during the presentation.
- Students can develop a thesis statement and write a report on a specific place in history. For example, their thesis statement could relate to the similarities and differences between the place in history and their own place and time. They can transfer their project to a word processor using the **Transfer** tool to complete the writing process. Be sure to point out to students that written essays are usually more formal than speeches. Therefore, students should avoid the first and second person. A formal Works Cited and parenthetical documentation also become that much more important.
- Modify the assignment by changing the topics to be researched on the template. The template can also be simplified by removing some of the areas or adding more areas to be researched. Modified templates can be shared with some or all members of the class using the collaboration tools.
- Inspiration may be used to create timelines of important developments in the history of the place. The *Chronology* template is useful for this extension (**Inspiration Starter>Templates>Social Studies>Chronology**).

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Brainstorming Visually

Lesson Plan

Subject Areas: All subjects

Grade Level: 6 – 12 (ages 11-18)

Time: At least two 45-minute class periods; time outside of class as necessary

Lesson Objective:

Students will use visual brainstorming techniques to help them generate ideas, record what they know about a topic, identify questions for further inquiry, and support the research and writing process.

Common Core State Standards¹:

College and Career Readiness Anchor Standards for Writing:

Standard 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Standard 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Overview:

This lesson introduces visual brainstorming techniques using Inspiration[®] to students, with the goal of helping them generate ideas and record what they know about a topic, which should lead to questions for further inquiry. Students will use the diagrams they start during the brainstorming process to help them record and organize the information they gather through their research, and then switch to **Outline View** to seamlessly continue the writing process.

Preparation:

- This lesson requires the Inspiration software application published by Inspiration Software, Inc. 30-day trials can be downloaded at <<http://www.inspiration.com/Inspiration>>.
- Ensure ready access to library resources and/or the Internet for student research.

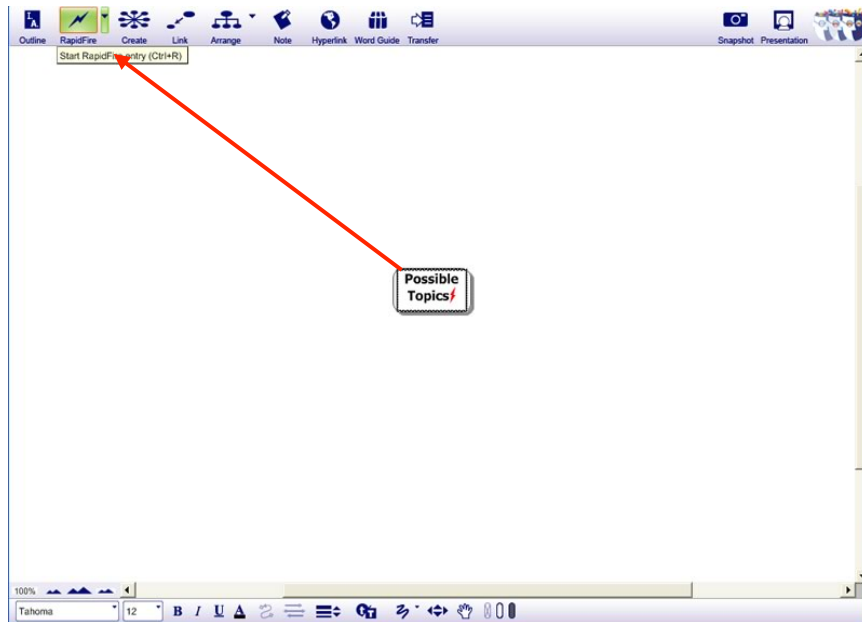
Lesson:

1. Tell students that today they will have the opportunity to start investigating a research topic or question of their choice, and that they will be using Inspiration to help them generate possible topics and complete the project. Show students how they can open Inspiration and click the **Diagram** button on the Inspiration **Starter** screen to start a new document in **Diagram View**.



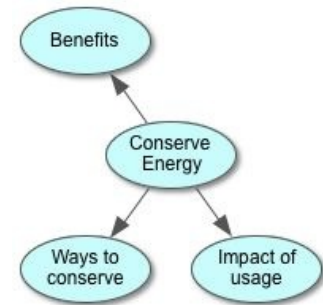
2. Tell students that in a moment you will ask them to suggest topic ideas for an example the class could brainstorm together before they begin a project of their own. They could even compare multiple topics, such as the Ancient Greeks and Romans, or the two novels *Hatchet* and *Island of the Blue Dolphins*. Type "Possible Topics" in the "Main Idea" symbol, and then

show students how they can quickly record their ideas by choosing the **RapidFire**[®] tool from the **Main** toolbar. Point out how the red lightning bolt now appears next to the text on the symbol to indicate that **RapidFire** is active.

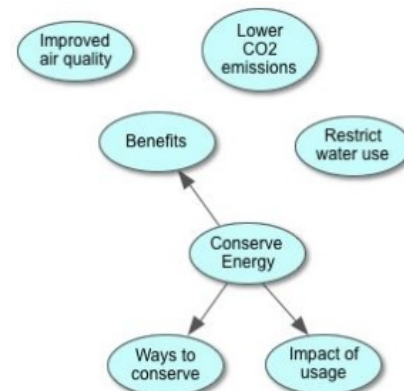


3. Explain to students that when they brainstorm they shouldn't worry about how good their ideas are: the goal is simply to record ALL of their ideas as quickly as possible. With that in mind, have students shout out ideas for possible topics. Type each idea and hit **Enter** (Windows) or **Return** (Mac) between each one. When the ideas slow down, try to reach consensus as a class about which topic to use as an example. If two topics are particularly interesting, tell students that a great project can be to compare two things, so they may choose them both if it would be appropriate for your subject and grade level.

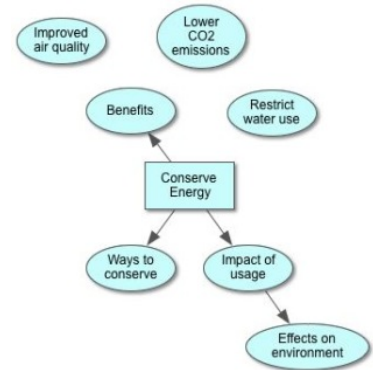
4. Show students how to start a new diagram by clicking **File>New**. Type the chosen topic into the "Main Idea" symbol, and if two topics were chosen, use **Point and Type** (another easy way to record thoughts) to type the second. Just point to any place on the diagram, click the mouse button and start typing. Tell students that they will now brainstorm everything they know about the topic or topics and possible areas for further research. For example, "Conserve Energy" could be the topic, and with **RapidFire** the class could quickly record their ideas. Ask for a volunteer to record the ideas that are brainstormed this time, such as those shown to the right.



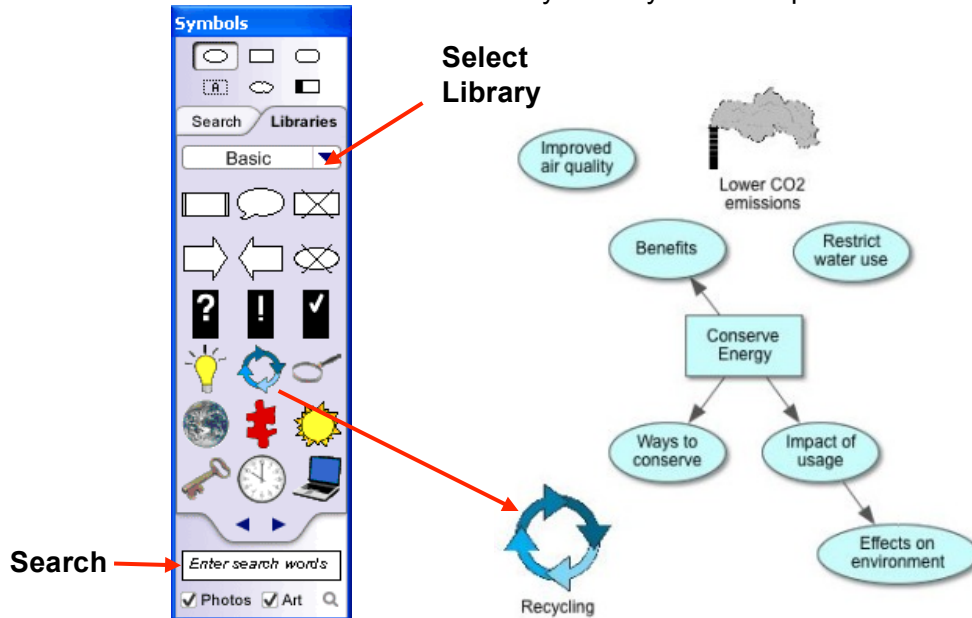
5. After a few ideas are recorded, explain that sometimes it is better to brainstorm without links, so it is easier to classify ideas and connect them later. Point out for the volunteer and the rest of the students how to click the down arrow on the right side of the **RapidFire** button and select **Without Links** from the drop-down menu. Explain that they can brainstorm ideas first and use **Links** at a later time to identify relationships between ideas. In this way, have the volunteer record a few more ideas from the group, such as those shown to the right.



- Explain that a way students can add linked ideas to their diagrams to start the organizational process is by using the **Create** tool. Have the volunteer click a symbol such as "Impact of usage" and then a point on the **Create** button where they want the new symbol to appear in relation to the originating symbol. Have the volunteer add a sub-idea the class suggests, such as "Effects on environment."

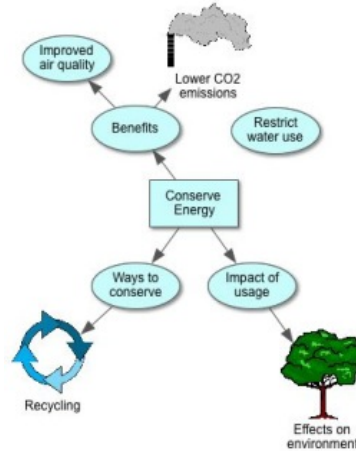


- Explain to students that adding visuals to diagrams will help students better understand concepts and help them to remember the details. It can also spur thinking and ideas, because they may need to think about the best way to represent a concept. They can search symbols or browse the built-in libraries in the **Symbol Palette** by clicking the **Select Library** button (down arrow) at the top of the **Libraries** tab. They can also view the different categories of symbols by clicking the **Next Library** or **Previous Library** buttons at the bottom of the **Symbol Palette**. For example, they could "drag and drop" the cycle symbol from the **Basic** library to the document near the "Ways to conserve" symbol and label it "Recycling." They could also look at the **Earth Science** library for a symbol to represent "Lower CO2 emissions."

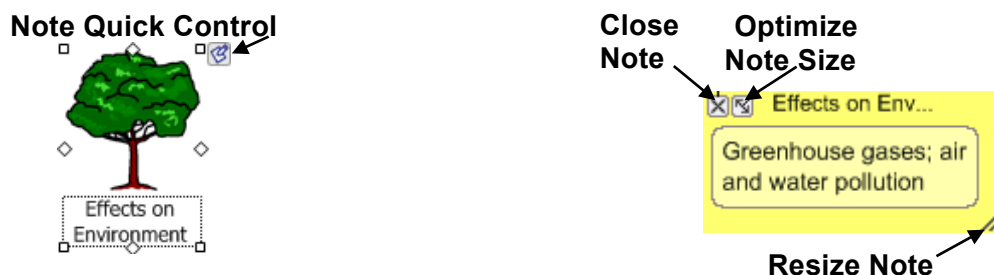


- Demonstrate how students can search through Inspiration's extensive collection of online symbols. For example, to find a symbol for "Effects on environment," the volunteer could type "tree" in the box and hit **Enter** or **Return**. The tree can then be dragged to the "Effects on environment" symbol. Explain that as students continue to develop their diagrams they can also create symbols by importing images such as personal photographs or drawings. They could simply copy and paste or "drag and drop" the file or, if the image is already saved to their computer, they could choose **Edit>Insert Graphic**.
- Explain that students can create new links and quickly organize their diagrams with the **Link** tool on the **Main** toolbar. They merely click the symbol where the link should start, click the **Link** button, and then click where the link should end. For example, the subtopic "Ways to conserve" could be linked to "Recycling." With the **Link** tool still selected, "Benefits" could be

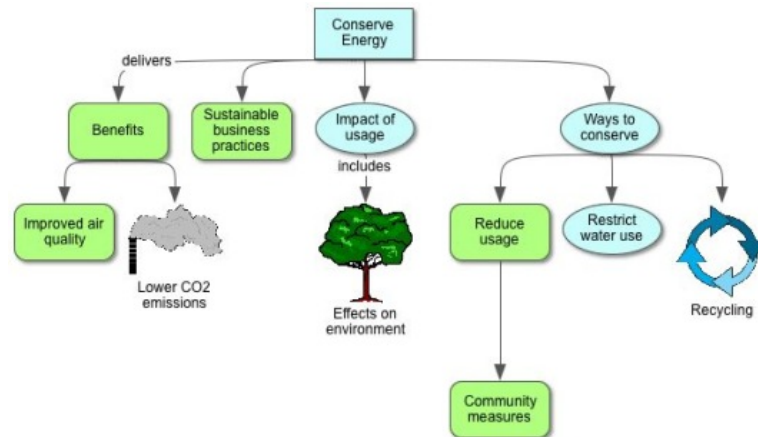
linked to "Improved air quality." Tell students that there are multiple ways to accomplish most tasks in Inspiration. Another way to create links is by dragging from one of the small diamonds or connection points on the edge of a symbol to another symbol. This can be faster than using the **Link** tool if only one or two links need to be drawn. For example, they could click on "Benefits" again and drag from one of the small diamonds in the middle of the edges to "Lower CO2 emissions."



10. Explain that one way to show relationships between ideas is with **Link Text**. Have the volunteer click a link, such as the one between "Impact of usage" and "Effects on environment." Point out that when a link is selected, it has the outline of a text box around it. Tell students that this is for "linking" words or phrases and that adding text on a link defines the relationship between the ideas and is a feature of formal concept maps. Students can select from built-in **Linking Phrases** or add custom phrases by just typing in the text box. Have the volunteer click the **Link** menu>**Linking Phrases** and choose "includes" from the list of phrases.
11. Point out how, without doing any research, the class has already created a basic diagram. However, students can add to and refine it as they embark on the research process, and they can use the **Note** tool to record more details. Tell students that for example, after researching the "Effects on the Environment" of using energy, they could learn about the emission of various greenhouse gases and increases in air and water pollution. These details could be added as additional symbols or simply added as a note on the existing symbol. Have the volunteer click on "Effects on environment" and click the **Note** button on the **Main** toolbar. The cursor appears in the open note. Ask students for suggestions about what they might learn, and have the volunteer type those into the note, such as "Greenhouse gases; air and water pollution."
12. Point out how the icon that appears when a note is closed is a **Note Quick Control** button; the button allows the note to be opened and closed with just one click. Open notes can also be hidden with the **Close Note** button. As students continue to add to their work, they can resize their notes for their learning style or viewing preferences. Demonstrate for students how the ability to resize and hide notes keeps diagrams "clean" and easy to understand. A note may be added to each symbol and may contain an almost unlimited amount of text.

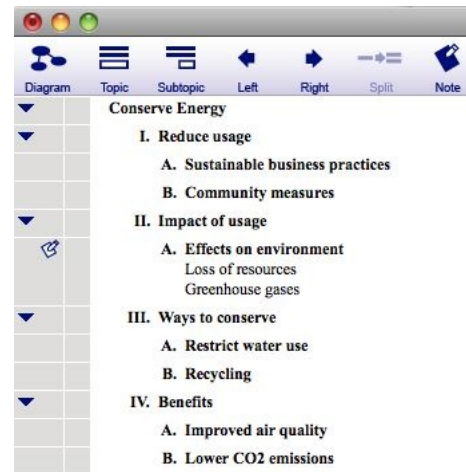


13. Explain that once students have identified a focus for their research, they should show you their diagrams and get your approval of the topics before they start researching. Recommend that once they begin the research process, they should record the sources of information on their diagrams, and add **Hyperlinks** to Internet sources using the **Hyperlink** button on the **Main** toolbar. *Optional:* Show students how they can get help organizing their documents with the **Arrange** tool.



14. Have the volunteer click the **Outline View** button to demonstrate how quick and easy it is to generate a linear outline and finish organizing their information and adding details. Explain that this is an important organizational step in the writing process, and that after they are happy with their outline and have added all the writing they can to it, they can click the **Transfer** button to continue the writing process and create a formal essay in a word processor.

Transfer button:



15. Have students get started with their own brainstorming and projects. Remind them to clear the topics they select with you before they begin the research process, and to ask if they have questions. Also, point out that more information is available from the **Help** menu, including a series of training videos: **Help>Training Videos....**

Adaptations / Extensions:

- Students can make presentations to the class about what they learned using the **Presentation Manager**. Having students create a visual presentation with key talking points will help them to better understand and remember the information, in addition to helping the whole class to

learn about the topic. See the *Creating Oral Presentations I and II* lesson plans for more information about this process.

- Complete diagrams can also be used as visual aids during presentations in **Diagram View**: subtopics can be hidden or viewed using the **Subtopic Quick Controls** to allow focused attention on the topic being discussed.

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Group Project Planning Lesson Plan

Subject Areas: All subjects

Grade Level: 6 – 12 (ages 11 - 18)

Time: At least one 45-minute class period; time outside of class as necessary

Lesson Objective:

Students will use Inspiration® to help them plan and successfully complete a project.

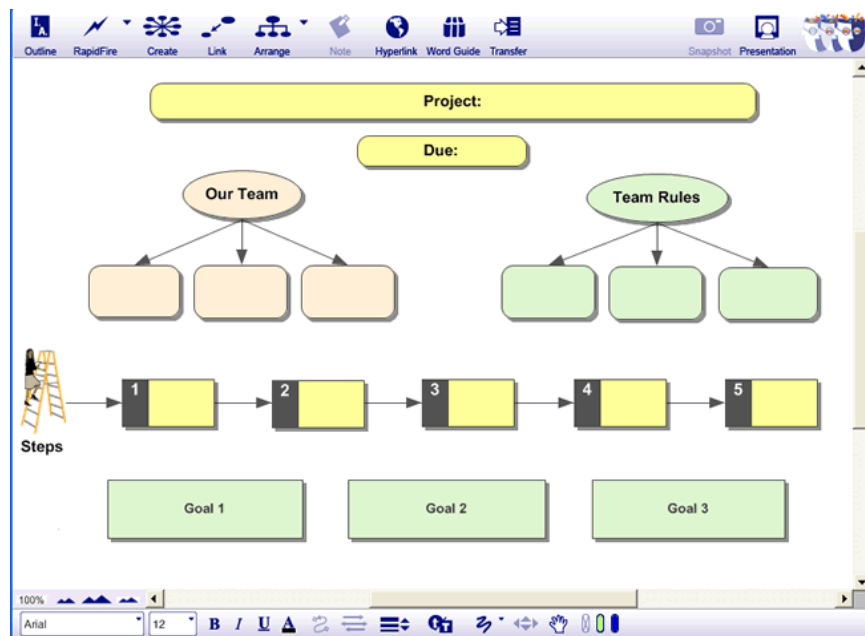
Common Core State Standards¹:

College and Career Readiness Anchor Standards for Writing:

Standard 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Overview:

Use the *Group Project Plan* template with your students to help them successfully organize and complete a group project (**Inspiration Starter>Templates>Thinking & Planning>Group Project Plan**). Doing so will enable your students to more effectively identify project goals and steps needed to successfully complete the project. By consolidating all of the necessary information for a project on one visual diagram and using it throughout the course of the project, each group member can easily see what has been done and what still needs to be accomplished.

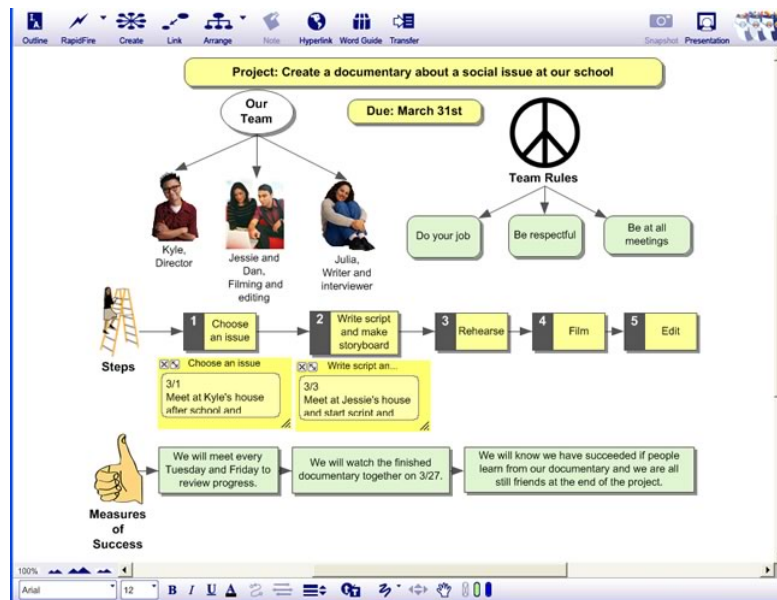



Preparation:

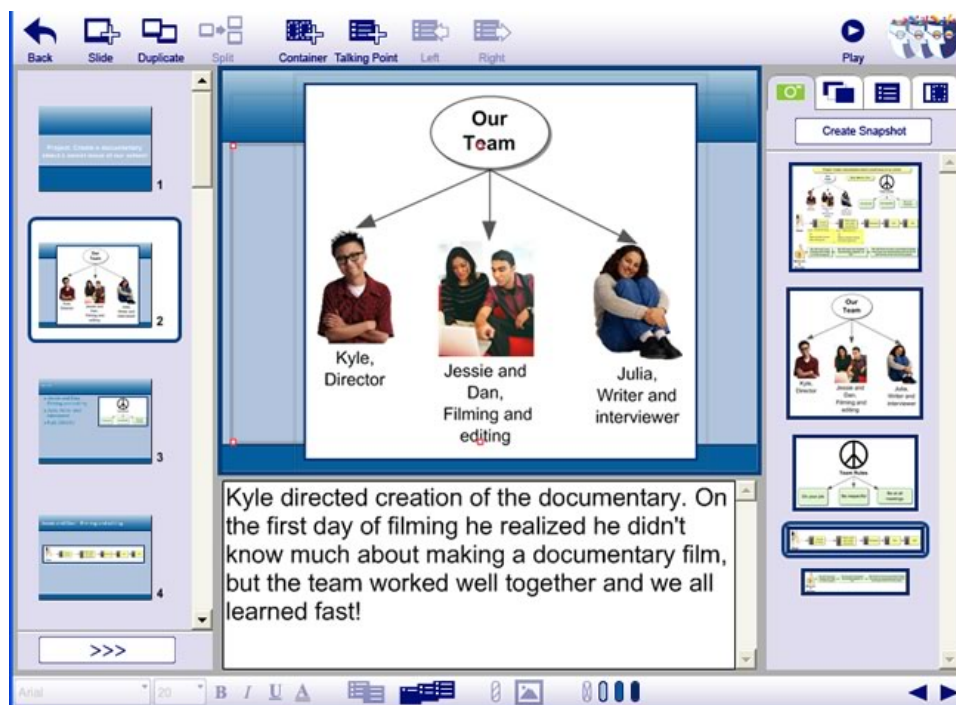
- This lesson requires the Inspiration software application published by Inspiration Software, Inc. 30-day trials can be downloaded at <http://www.inspiration.com/Inspiration>.
- This lesson requires the following Inspiration documents and templates:
 - *Group Project Plan* template, which can be accessed from inside Inspiration at **Inspiration Starter>Templates>Thinking & Planning>Group Project Plan**
 - *Group Project Plan example*, which can be accessed from inside Inspiration at **Inspiration Starter>Examples>Thinking & Planning>Group Project Plan**
 - *Please note:* The templates and examples referenced in this lesson are web-based and only available if your computer is connected to the Internet. If you are not connected, you can create a similar example in Inspiration®.
- Access to library resources and/or the Internet would also be helpful for student research.

Lesson:

1. Open the *Group Project Plan* template and demonstrate for students how it can be used to successfully complete a group project. Explain that students can add visual **Symbols**, as well as text, to their diagrams using the **Symbol libraries**. This is not essential to developing a successful plan, but the visual information can help group members focus on and remember important details about the project.
2. Open the example file (**Inspiration Starter>Examples>Thinking & Planning>Group Project Plan**) so students have a better idea of what a finished project plan might look like.

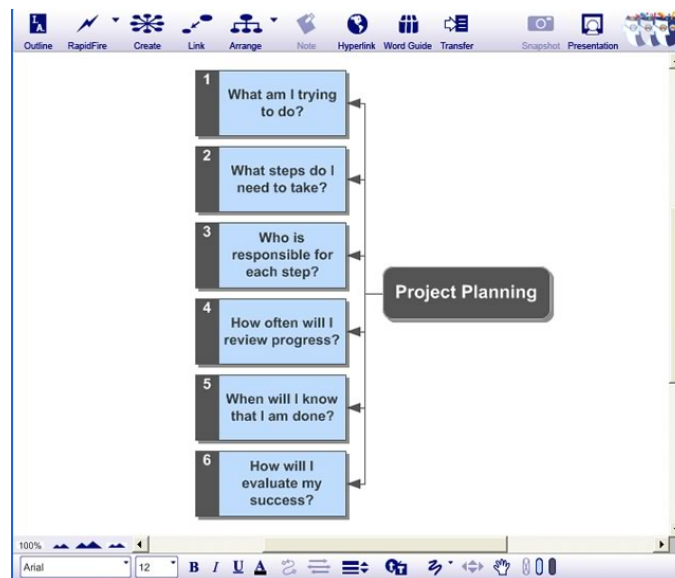


3. Be sure to point out how additional information can be added in **Notes**. Demonstrate how notes that have been added to symbols can be shown by clicking the **Note Quick Controls**  in the upper-right corner of the symbol with the note.
4. Demonstrate how students can view all notes at the same time, add additional notes and even whole sections of text, and reorganize them in **Outline View**.
5. Organize students into groups of 2-4. Groups will then choose topics for their projects. You may want to provide a list of acceptable topics, or you may have groups choose topics and then submit their proposals for review.
6. Tell student groups that they can use the diagram and outline throughout the course of the project to help them stay organized. They should also share it with you periodically so you can provide feedback and support throughout the process.
7. Have student groups share the results of their projects by making presentations to the class using the integrated **Presentation Manager**. See the *Creating Oral Presentations I and II* lesson plans for more information about this process. A data projector or interactive whiteboard should be used, if one is available, to display graphics and visual talking points.



Adaptations / Extensions:

- Complete diagrams can also be used as visual aids during presentations in **Diagram View**. Subtopics can be hidden or viewed using the **Subtopic Quick Controls** ▾ to allow focused attention on the topics being discussed.
- Students can transfer their project to a word processor using the **Transfer** tool to complete a written report about the project.
- An alternate *Project Plan* template with guiding questions is also available to help students plan their projects: **Inspiration Starter>Templates>Thinking & Planning>Project Plan**.



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