Message in a Bottle

Name of Activity: Message in a Bottle
Content area: Language Arts, History, Art, Technology
Grade Levels: 3rd & 6th grade

Overview of Activity or Resource:

This lesson combines social studies, language arts, technology and art. It requires students to use the computer and sharpen their ability to access and manipulate artwork, research and text. With the **IRTR and Library Media Specialists**, students select an explorer from their curriculum, research the essential questions asked, create a bio-cube based on their research then using a draw program, design the first and last name of their explorer. In addition, they will find pictures (maps) of the explorer's voyage.

With the **art teacher**, students are given a clean, empty wine bottle. Using tissue paper and glue, students will create a collage affect on the entire body of the bottle, and then add their own art work from the computer. In addition, students will draw a portrait of their explorer with pencil. This too is added to the bottle as the 'label'.

As a cumulative activity, students will take on the persona of their explorer and write a letter back home to a family member, friend, or leader of their sponsored country. They are to include authentic information concerning their voyage. When they finish, **letters will be rolled up and placed inside the bottle**.

Technology/Software/Materials Needed:

- Wine or other kinds of bottles (from a recycling center)
- 3x5 newsprint and white drawing paper
- drawing pencils
- collage medium (solution of watered-down glue)
- brushes
- colored tissue paper
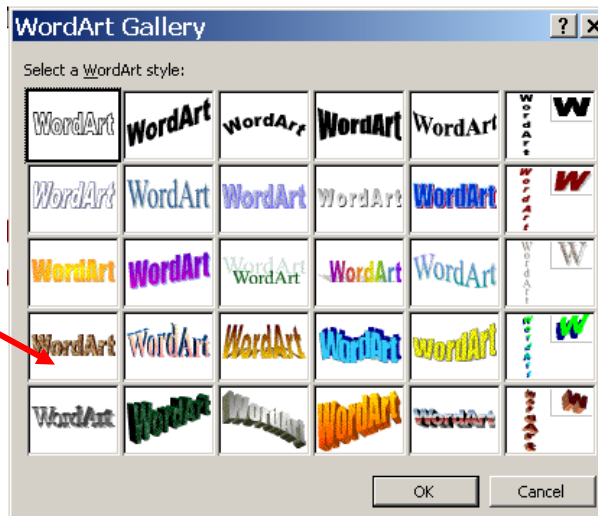- copy paper
- 10x13" colored construction paper
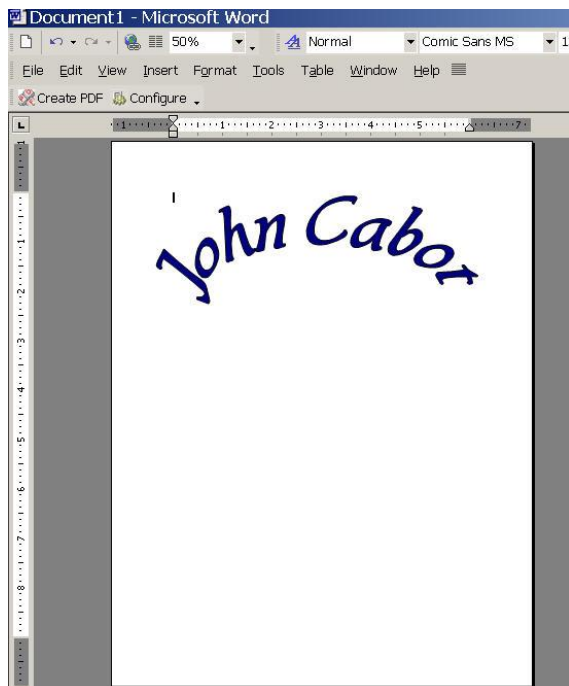
Procedures:

Task 1 – Word Art

You will use the Word Art Program located in your draw program to make the main label for your bottle. On your tool tab, go to 'Insert',
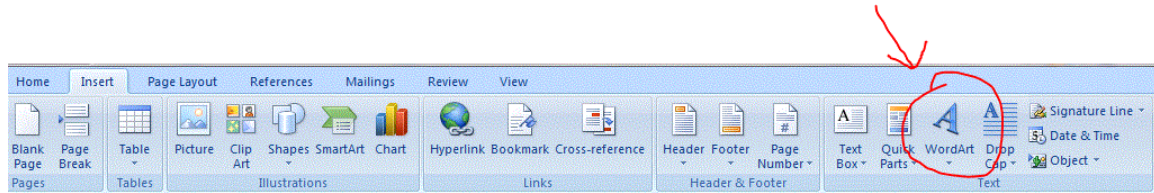
Example: (fig 1)

Make sure it is large enough to cover part of the front bottle and it can be read. Yes, fancy is nice, but make sure anyone can read it! A good way to see what the size may turn out to be is to reduce the zoom page view. If you put the zoom on 50%, you will see just how large or small your name actually is. (fig 2)

When you think you have a good label, print it out!

(Fig 2)

Task 2
In the Art Class student will

- tear the tissue paper into short strips,
- slather a brush with collage medium
- lay strips of paper on the bottle, one at a time
- Apply the collage medium to each strip of tissue paper
- over lap and repeat
- let dry – and in the next class, the final pictures and labels will be applied

Task 3 – Students will research their explorer using the internet and Bio-cube. They will need to find the following information:
3rd Grade:

- Third graders will Explorers
- Country (Sponsor)
- Reasons for Exploring
- Successes/
  Achievement

Explorers
Christopher Columbus
Juan Ponce de Léon
Jacques Cartier
Christopher Newport

6th Grade

- Explain the following obstacles faced by early explorers of North America:
- Identify the following accomplishments of early explorers of North America:
- Identify the regions explored by the following explorers and the country they represented

Explorers
Francisco Coronado
Samuel de Champlain
Robert La Salle claimed
John Cabot

Bio-Cube
http://www.readwritethink.org/materials/bio_cube/

Use this site to help you plan your final letter. You will need to fill out each of the six boxes. You don't have to do exactly what the information requires; you can make your own titles.
When you have completed your information, print out the cube. You will be using this information for your letter.

Task 4 - Compile your information into a letter

You will take on the personality of your Explorer and write a Friendly Letter to either a family member, the King or Queen who sponsored you or a friend. The time frame is up to you. You can either write the letter as you were on the ship going toward your destination, at your destination, or on the trip home. You must include the following: Make sure you follow the friendly letter guidelines.

1. What your life is like now – was or is survival hard? What do you miss?
2. How you describe your trip, what you've seen/learned
3. What did you accomplish? Were there pitfalls? If so, what were some of the troubles you encountered?
4. What you think you will be doing when you get back home?

When you are done, you will take your letter to art and insert your letter into your dry bottle.

Friendly Letter Format
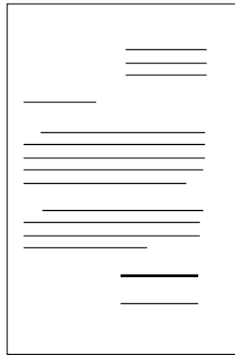
Task 5
In the Art Room you will finish your bottle design by sketching out a portrait of your explorer.
Using your white drawing paper and a photograph of your explorer, sketch your person in pencil. Make sure you keep proportion in mind; again, you don't want it to overwhelm the bottle.
When you are done, you will apply the sketch and name with collage medium.

When dry, you may stuff your letter into the bottle!

Sample:
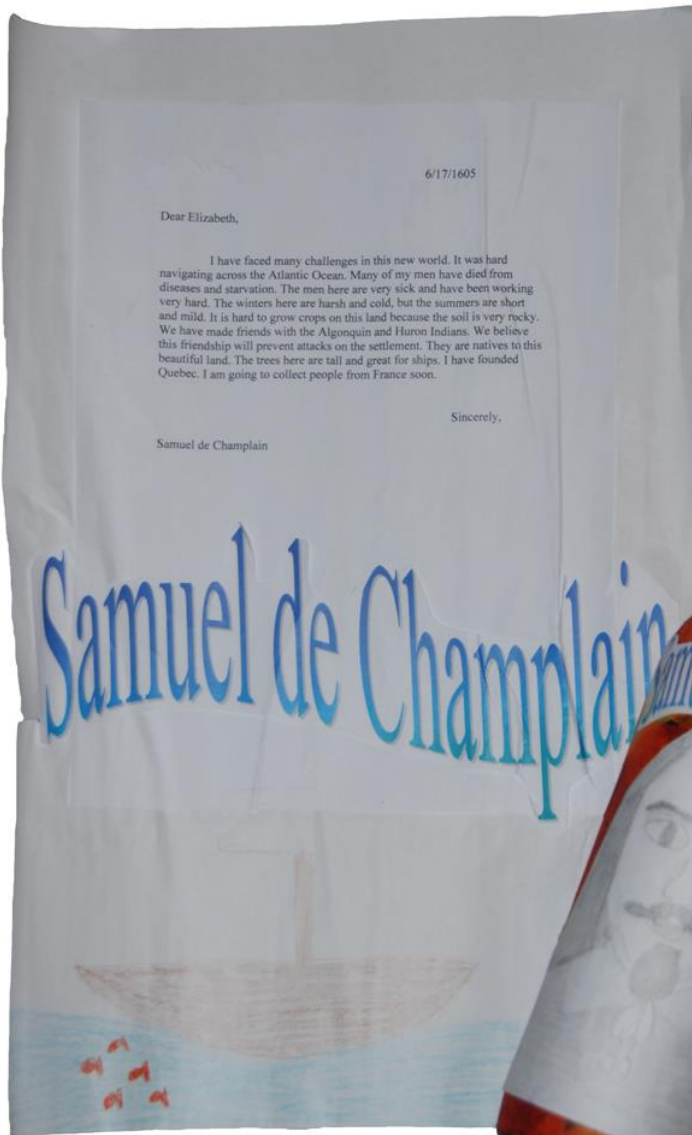
6/17/1605

Dear Elizabeth,

       I have faced many challenges in this new world. It was hard navigating across the Atlantic Ocean. Many of my men have died from diseases and starvation. The men here are very sick and have been working very hard. The winters here are harsh and cold, but the summers are short and mild. It is hard to grow crops on this land because the soil is very rocky. We have made friends with the Algonquin and Huron Indians. We believe this friendship will prevent attacks on the settlement. They are natives to this beautiful land. The trees here are tall and great for ships. I have founded Quebec. I am going to collect people from France soon.
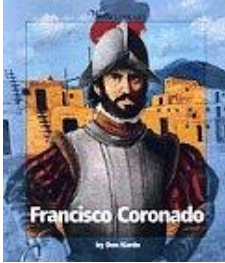
                                 Sincerely,

Samuel de Champlain

Samuel de Champlain

6th Grade The Early European Explorers:

European Country (Sponsor)	Regions Explored	Relationship with the American Indians
Spain 	 [Francisco Coronado](#) claimed southwest United States	Conquered American Indians and made them slaves; brought Christianity to the New World, but also brought over European Diseases
France 	 [Samuel de Champlain](#) established Quebec;	Established trading posts and spread Christian religion
	 [Robert La Salle](#) claimed the Mississippi River Valley	
England 	 [John Cabot](#) explored eastern Canada	Established settlements and claimed land; learned farming techniques and traded with the First Americans

Websites:

Keywords: history, Art, Explorers, Typing, Word, Language, Research

Credits: Cheryl Phillips ITRT

Technology Standards:

Basic Operations and Concepts

C/T 3-5.1   Demonstrate an operational knowledge of various technologies.
   A.   Use various types of technology devices to perform learning tasks.
   - Use a keyboard, mouse, touchscreen, touchpad, and other input devices to interact with a computer.
   - Demonstrate the ability to perform a wide variety of basic tasks using technology, including saving, editing, printing, viewing, and graphing.
   B.   Communicate about technology with appropriate terminology.
   - Use basic technology vocabulary in daily practice.

C/T 3-5.2   Identify and use available technologies to complete specific tasks.
   A.   Identify the specific uses for various types of technology and digital resources.
   - Identify the differences among local, network, and Internet resources and tools.
   - Create, edit, and format a document with text and graphics.
   - Create and present a multimedia presentation.
   - Create and populate a spreadsheet with data.
   - Capture and edit a digital image.
   - Demonstrate the ability to choose appropriate resources when completing assignments in various content areas.
   B.   Use content-specific tools, software, and simulations to complete projects.
   - Use tools in various content areas as directed by the teacher.

Technology Research Tools

C/T 3-5.6   *Plan and apply strategies for gathering information, using a variety of tools and sources, and reflect on alternate strategies that might lead to greater successes in future projects.*

   A.   Collect information from a variety of sources.
   - Conduct research using various types of text- and media-based information.
   B.   Apply best practices for searching digital resources.
   - Apply effective search strategies that will yield targeted information.
   - Identify basic indicators that a digital source is likely to be reliable.

C/T 3-5.7   Draw conclusions from research and relate these findings to real-world situations.
   A.   Use research to support written and oral presentations.

- Apply research derived from digital resources to original work.
- Demonstrate how to cite digital resources when developing nonfiction reports and presentations.

B. Apply knowledge when conducting research to develop accurate and balanced reports.
- Use best practice guidelines for evaluating research results.

Thinking Skills, Problem Solving, and Decision Making

C/T 3-5.8   *Practice reasoning skills when gathering and evaluating data.*

A. Determine when technology tools are appropriate to solve a problem and make a decision.
- Identify technology resources and tools that can help with decision making.

B. Demonstrate organization and persistence when completing personal and group assignments, activities, and projects.
- Use various productivity tools that help with planning, time management, project goal setting, etc.

Technology Communication Tools

C/T 3-5.10   *Communicate effectively with others (e.g., peers, teachers, experts) in collaborative learning situations.*

A. Use technology tools for individual and collaborative writing, communication, and publishing activities.
- *Produce documents and presentations that demonstrate the ability to edit, reformat, and integrate various tools and media.*

B. Participate in communications among different cultures.
- *Understand the need to place communication in the context of culture.*

C. *Assume different roles (e.g., leader/follower, orator/listener) on teams in various situations.*

- Recognize that different people on a team bring different technical skills, and understand how that can influence team responsibilities.
- Demonstrate the ability to share technology tools as needed.

C/T 3-5.11   Apply knowledge and skills to generate innovative ideas, products, processes, and solutions.

A. Organize and display knowledge and understanding in ways that others can view, use, and assess.
- Understand the various ways in which digital products can be shared.

B. Use technology tools to share original work.
- Use presentation tools to organize and present stories, poems, songs, and other original work.

3rd Grade Writing:

3.9   The student will write descriptive paragraphs.
    a) Develop a plan for writing.
    b) Focus on a central idea.
    c) Group related ideas.
    d) Include descriptive details that elaborate the central idea.
    e) Revise writing for clarity.

3.10   The student will write stories, letters, simple explanations, and short reports across all content areas.
    a) Use a variety of planning strategies.
    b) Organize information according to the type of writing.
    c) Identify the intended audience.
    d) Revise writing for specific vocabulary and information.
    e) Use available technology.

3rd Grade History

3.3   The student will study the exploration of the Americas by
    a) describing the accomplishments of Christopher Columbus, Juan Ponce de Léon, Jacques Cartier, and Christopher Newport;
    b) identifying reasons for exploring, the information gained, and the results from the travels.

6th Reading & Writing

6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.
a) Use text structures such as type, headings, and graphics to predict and categorize information in both print and digital texts.
b) Use prior knowledge and build additional background knowledge as context for new learning.
c) Identify questions to be answered.
d) Make, confirm, or revise predictions.
e) Draw conclusions and make inferences based on explicit and implied information.
f) Differentiate between fact and opinion.
g) Identify main idea.
h) Summarize supporting details.
i) Compare and contrast information about one topic, which may be contained in different selections.
j) Identify the author's organizational pattern.
k) Identify cause and effect relationships.
l) Use reading strategies to monitor comprehension throughout the reading process.
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Writing
6.7 The student will write narration, description, exposition, and persuasion.
a) Identify audience and purpose.
b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.
c) Organize writing structure to fit mode or topic.
d) Establish a central idea and organization.
e) Compose a topic sentence or thesis statement if appropriate.

f) Write multiparagraph compositions with elaboration and unity.
g) Select vocabulary and information to enhance the central idea, tone, and voice.
h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
i) Revise sentences for clarity of content including specific vocabulary and information.
j) Use computer technology to plan, draft, revise, edit, and publish writing.

6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
b) Use subject-verb agreement with intervening phrases and clauses.
c) Use pronoun-antecedent agreement to include indefinite pronouns.
d) Maintain consistent verb tense across paragraphs.
e) Eliminate double negatives.
f) Use quotation marks with dialogue.
g) Choose adverbs to describe verbs, adjectives, and other adverbs.
h) Use correct spelling for frequently used words.

Research
6.9 The student will find, evaluate, and select appropriate resources for a research product.
a) Collect information from multiple sources including online, print, and media.
b) Evaluate the validity and authenticity of texts.
c) Use technology as a tool to research, organize, evaluate, and communicate information.
d) Cite primary and secondary sources.
e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.