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MEdia Forms in Use [7th grade]

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UNDERSTANDING BY DESIGN

Unit Title: MEdia Forms in USe

Grade Level: 7th Grade

Subject/Topic Area(s): Advanced Contemporary Literacy (Reading AP/GT)

Designed By: Salena Gonzales

Time Frame: ~3 weeks

School District: Northeast Independent School District

School: W.W. Jackson Middle School

School Address and Phone: 4538 Vance Jackson,
San Antonio, TX 78230
(210) 442-0550 ext. 339

Brief Summary of Unit (Including curricular context and unit goals): Advanced Contemporary Literacy is a new course at NEISD where each grade level's curriculum is designed around a different focus for the year to meet the needs of students who require or desire a challenge and change of pace from the traditional reading class. In seventh grade, the focus is Media Literacy, the ability to access, analyze, evaluate and create media in a variety of forms-from print to video to the Internet. Media Literacy is essential to today's adolescents because, according to the Center for Media Literacy, it "builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy." This unit is designed to introduce students to the concept of media literacy as well as the methods the course uses to allow for inquiry and self-expression, mainly through Socratic Circles and Shared Inquiry in less formal group work. The course should meet the needs of Gift and Talented students who require choice and peer interaction, which is offered in daily group work and the final assessment, where students have the option of producing a presentation that reflects on how their pastimes and hobbies exemplify their Multiple Intelligence, and how their uniqueness can contribute to a successful classroom setting. Students will have the opportunity to express who they are and in the media form of their choice. They will understand the benefits of working together and how to conduct themselves while working in groups to create understanding of topics in media that do not always have a specific answer. To lead up to the assessment piece, students will learn what to expect from the rest of the year as the daily lessons are a sampling of more in depth lessons to come.

Unit: Media Forms in Use (An Intro to Media Literacy)
Grade: 7th GT/AP

Stage 1: Desired Results

Understandings

Students will understand that...

- *Media has a range of techniques used to create or foster ideas in the minds of the public.*
- *Understanding media is best done through an inquiry process*
- *We are all part of several learning communities with different backgrounds that should be respectful to other's ideas whom we might not always agree with.*

Essential Questions

- **What is media literacy?**
- **How is language (via media) used to influence, manipulate, and empower us in media and the classroom?**

Knowledge

Students will know...

- Purposes of various media forms
- Media is constructed to communicate a specific message.
- A range of techniques are used to plan and create media text.
- Media should be critically analyzed for meaning.
- Through communication, students can gain a better understanding of media and texts

Skills

Students will be able to...

- Freely and politely express their ideas and opinions.
- Describe how choice of style, elements, and media help to represent or extend the text's meaning.
- Analyze relationships, ideas, and cultures as represented in various media.
- Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.
- Investigate the source of media presentation or production such as who made it and why.
- Compare and contrast print, visual, and electronic media such as film with written story.

Stage 2: Assessment Evidence

Performance Task:

Students will create their own form of media that tells about themselves, but also includes a part where they discuss media in their lives. Whether by portraying how media defines them or portraying an event covered by media that effects their life or has significant meaning to them, students will make a connection to media for others to see. I will introduce the assignment, discuss their options, and conduct mini-lessons on the various programs they will use to create their ME-dia project. They will have several days to complete the assessment in the computer lab during class. Once they are finished, students will open their saved projects, and rotate around the room viewing and analyzing their peers' work. This is called Gallery Walk, because students view projects as one might view art pieces at an art gallery, one at a time, and considering the qualities of each one. Students will leave post-it note comments and return to their seat to view comments left at their project. Finally, students will write a journal reflection on how they felt about viewing and critiquing other work, and how they felt about people doing the same for them. They will also include an analysis of what they learned about themselves, their peers, and media in the process.

Other evidence:

Self assessment of Multiple Intelligence, Exit slips, Team Statements, reflective writing prompts, Socratic Seminar dialogue and Feedback Form, Q&A time at the end of class, Literature Circle role activities and presentation

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

- Day One: This will work for a first day ice breaker: What famous person am I? After a short welcome to the class and an introduction to myself, students will get right have a photo of a famous person who is currently in the media spotlight taped to their backs, and they have to ask other students yes or no questions in order to figure out the person. Once all the students have figured out the famous person on their back, they will look for another person in the class who has a picture of someone who is somehow connected or related. They will have persons that have the same specialty, talent, or people in a relationship, etc. As a pair, the students will have to think of a way to explain how the famous people are connected to each other, have an effect on their lives and thus are connected to us, or what significance there is to knowing who the people are in our world.
- Day Two: Students will view various video clips of classroom interactions. After viewing, students will be instructed to categorize small pictures of the movie in any way that can think of categorizing within four minutes. I will rotate around the groups to help in facilitating discussion only if the students are on a completely opposite track, otherwise, I will watch students interact to see how students work together and formulate their ideas. Each group will select a representative to speak for them and explain the categories and reasoning behind their decisions. I will record notes on the board and respond with positive criticism. After all groups have shared, I will ask students to reevaluate all the groups' responses and look for trends in the responses. If students do not come to the realization on their own. I will ask the students to think of which of the scenes shows the best learning environment. Once this topic has been touched on, I will point out how everyone has different ideas about how they would like their learning experience to be, and the best way is to hone in on their own style of learning and expression. I will ask students to tell me how they think this will be accomplished, and list the ideas they tell me. Once a list is compiled, I will ask students to label the list (Class Rules) and tell them that they are expected abide by the list throughout the year. "On that note," I will wrap up the class being sure to remind them that class will be located in computer lab X the next day where they will discover how their hobbies and interests will lead them to find out how they learn best.
 - Video clips are scenes from Mona Lisa's Smile, Billy Madison, Mr. Holland's Opus, Dead Poets Society, etc.
- Day 3: Relocate class to a computer lab where each student has a computer with access to the internet. Students will be instructed to take an available seat as they receive a handout on their way in. A handout example is in appendix. This activity most likely will not take the entire 45 minute class period. Although some time will be lost in getting students logged in, I will briefly remind students of how they are expected to behave and use school property. Once all students seem to be finished, I will explain to students that the best group has a range of Multiple Intelligences where everyone brings the best of their knowledge and skills to the table. For now, I will ask students to tell me their

Multiple Intelligence result by raising their hands. Students will each go to a designated area of the room where they can discuss their results and the statements from the MI Test that stood out to them with other students who have the same MI.

- Day 5: Students will be introduced to Socratic questioning and the Socratic circle which they will participate in often during the year. Students will be asked to keep the EQ: **How is language (via media) used to influence, manipulate, and empower us in media and the classroom?** in the back of their minds as they participate in the daily activity. I will refer back to “The List” (of student created class rules from day 3) which I will have transferred onto a more presentably poster and ask the students to read them over once more and ask them if they think it would be ok to change the “class rules” know that they are written down. If they decide it is ok, I will ask them to tell me any changes they would like to make, and record them on the board (next to the poster). Students will be asked to justify the changes they will to have made and allow others to support or oppose their ideas. Ideally, their ideas will naturally take the course of a teachable moment on how to give and respond to criticism through my encouragement and praise to their discussion. I will tell the class that I will show them another way that they will conduct class during the year and lecture on Socratic circles with a prepared power point slide show that is modified from Matt Copeland’s, the author of Socratic Circles: Empowering Student Centered Dialogue, power point presentation. You can email him for his slide show or create your own. I have modified Copeland’s slideshow to with simplified instructions while keeping the history and purpose of Socratic dialogue. Students will watch a video segment of Socratic circles in action from United Streaming. With the few minutes left, I will have students complete an “exit slip” on their own sheet of notebook paper with a brief answer to the EQ posed at the beginning of class that includes the methods of learning by sharing that they saw today.

○ How to Video Series: How to Conduct Successful Socratic Seminars . ASCD. 1998.
unitedstreaming. 13 June 2008
<<http://streaming.discoveryeducation.com/>>

- Day 6: **What is media literacy?** Students will be given a colored strip of paper as they walk in, and they should find the area designated in the class with the same color with other students to form a group. On the board the following leading statement will be displayed: “Media Literacy is.....”, and students will be asked to complete the statement through a process of discussion called ‘Team Statements’ (Kagan, 11:5) First, I will announce that they are to think of their own response for 20 seconds, then students will find a partner in their group to discuss their thoughts with. Students individually write one sentence on the topic on the strip of colored paper they received upon entering class. Then students round robin-read their sentences to the group without comments. Teammates will discuss the individual sentences, seeking the underlying source from which they sprang. Next, Teammates come to a consensus on a Team Statement and write it on a large piece of provided butcher paper or poster post-it. Teams share their Team Statements via a gallery walk: display the butcher paper with Team Statements throughout the class, and allow students to move from one to the other with their group. Students should read and discuss the other teams’ statements and write comparison comments and questions on post it notes. When team return to their own statement, they should discuss the comments and questions, and revise where they see revision is needed. Lastly, teammates discuss the concept of synergy. Was there a release of energy through synthesis? Was the group smarter than any one of us alone? How did sharing what we know help others and ourselves? As an “Exit Slip” students will write a short paragraph answering the above questions of the unused part of their colored paper strip from the

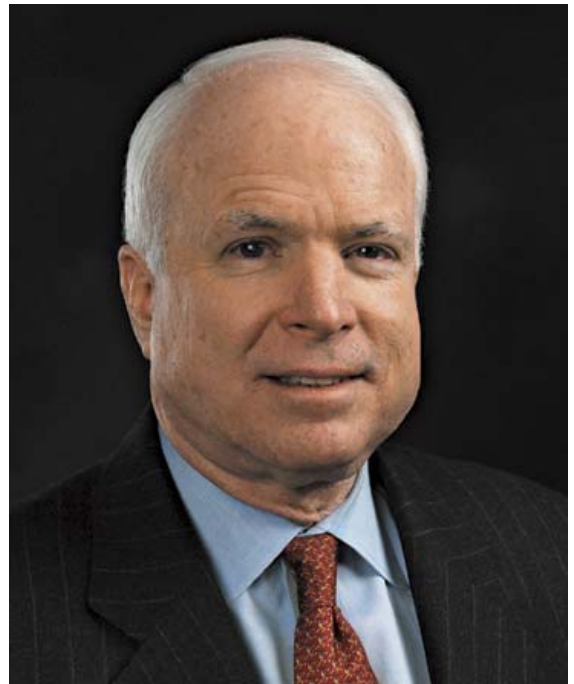
beginning of class. FYI: **Media literacy** is the ability to encode and decode the symbols transmitted via media and the ability to synthesize, analyze and produce mediated messages according to the Alliance for a Media Literate America.

- Day 8: Lead students in a game of media “Scattergories”: give the class 1 minute to brainstorm all the forms of media they can think of. Then allow students to call out their answers round robin style while other groups with the same answer cross out repeated items. The student with the most wins the right to pick their own group for a day (or another suitable reward)! Have students Think, Pair, Share about how each of the forms of media have an effect on their daily lives, and why. View [Unitedstreaming.com](http://www.unitedstreaming.com) video of media literacy:
 - Discovering Language Arts: Viewing (Grades 6-8). Discovery Channel School. 2006. [unitedstreaming.com](http://www.unitedstreaming.com). 12 June 2008
<<http://streaming.discoveryeducation.com/>>
- Day 7: Students practice Socratic circle with the following quote: “From the clock radio that wakes us up in the morning until we fall asleep watching the late night talk show, we are exposed to hundreds—even thousands—of images and ideas not only from television but now also from newspaper headlines, magazine covers, movies, website, videogames, and billboards. Media no longer just shape our culture....they ARE our culture.” This quote is taken from Media & Values # 57 at www.medialit.org. I will pose the opening question, “How will studying media literacy give us a benefit us and give us a better understanding of the world?” Students will have a minute to think about it, and begin with the first of many inner circle discussions. Inner circle discusses, and outer circle observes. After ten minutes, the discussion is brought to a close, and the outer circle round robin give positive criticism on the inner circles’ interaction throughout the discuss. Teacher should act as a facilitator in the Socratic circle for the first inner circle, and be sure to announce that you are doing so to get the group started, but the outer circle will be on their own when it is their turn to switch. Once all outer circle comments are shared, inner and outer circle switch places and the dialogue begins anew, ideally with a fresh perspective on the quote. Students should complete the Socratic Seminar Feedback form by taking notes on observations of group interaction while on the outer circle and then completing the front for homework. See an example of a Socratic Feedback form below. For homework, students should write a reflection on sheet of notebook paper depicting how their understanding of the quote and the term “media literacy” is a concept they are more comfortable with after the Socratic Circle. Students should include how their ideas changed from before compared to after the discussion, what ideas from their peers they found interesting, and how they felt about participating in the discussion.
- Day 8: Students have an opportunity to see how knowing their Multiple Intelligence and using that information benefits the class as a whole. They will work in groups to read short non-fiction books about various media forms and each have an assigned role. I will instruct students to sit in a group with peers who have the same multiple intelligence as themselves. I normally recruit the first student who arrives to help me just in case any students slip by. I will quickly book talk the books students will have a selection to choose from explaining that each covers a different media form. Students receive handouts (attached handouts courtesy of co-worker Allison Grant) depending on their MI group and will listen for a few more minutes as I explain the roles of a literature circle. I will include that each MI has a different handout depending on what fits the way they learn or interpret information best, and they will contribute their specialty to a group with peers of different MIs. Then the students will have the chance to “select” their own groups by volunteering for one of the four literatures circle books, so that each group has

at least four different Multiple Intelligences. I will ask students to quickly move to a designated area for their literature circle, and this is where a transition signal will quicken the pace. I do a countdown from 10 and students should be relocated and ready to hear instruction when the countdown is done. They will begin reading aloud to one another once situated. The following books are available from BoldPrint Publishing: WWW, Headlines, Photo, Film/TV. Information of various media forms can also be pulled from a research database.

- Day 9: Students continue literature circles and complete their individual roles
- Day 10: Students will compile their role into a group presentation to the rest of the class showing a brief history of the media form, the purposes of the media form, and how the media is used and misused today according to information in their literature circle texts. I will review the purposes of texts/media to students and provide markers and posters as well as anything that happens to be around for their use. The rest of the period will be used as a work period.
- Day 11: Literature circles will present their posters and individual work to the rest of the class. Students will compare and connect their form of media to the various presentations. See attached presentation interaction handout. Additionally, students should be told they will photos of themselves
- Day 12: Students will (again) be given the following question: **How is language (via media) used to influence, manipulate, and empower us in media and the classroom?** to consider and deliberate in a Socratic Circle dialogue. Students should be directed to include an explanation of each term in the discussion. To follow up with the discussion, the following homework reflection should be completed for homework: List examples of media that have done have influenced, manipulated, and empowered you. Explain how the media accomplished this, whether or not you realized it at the time, and what effect it had on you.
- Day 13: Class will be relocated to a computer lab for the next few days, and students will receive their assessment instructions and rubric for the ME-dia Project. After an explanation of the assignment, students will be given a PhotoStory tutorial where I will lead students through an example. I will also give a brief run-through of Microsoft Publishing Newsletter and Web page templates for the students who wish to do the alternate options. See assignment attachment.
- Day 14-16: Students work individually in the computer lab creating their ME-dia projects.
- Day 17-18: Students share their Me-dia pieces to the class through a Gallery walk: students walk around the room viewing each project without talking, but rather writing compliments on their quality of work or an interesting fact they learned about a person and questions by leaving post it notes. For homework, students will complete the following journal reflection: Write a journal reflection on how you felt about viewing and critiquing the work of other people in the class, and how you felt about other people critiquing your work. Also, explain what you learned about yourself, your peers, you in relation to your peers, and media in the process of completing your ME-dia Project.

What famous person am I? Photo examples



Other ideas to include:

JK Rowling
Steven Spielberg
George Lucas
Katy Courick
Diane Sawyer
Barbara Walters
Oprah Winfre

Name _____
Date _____
Period _____

Multiple Intelligence "Test"

The purpose of the online test you are about to take is to see how you learn and express what you have learned best. Follow the instructions below to guide you through, and write thorough responses to the questions and prompts as you go along.

1. Go to www.mitest.com
2. Click on MI test for ages 12-18
3. Read all the statements carefully, thinking of the ones that truly match you or the things you enjoy. Click the statements that are the *most* like you.
4. **Before you submit your choices**, write down three statements that are nearly verbatim of how you would to describe yourself or your interests.
 - a. _____
 - b. _____
 - c. _____
5. When you finish, click 'Score Test'. The results will explain the way your brain learns and processes new information the best.
6. Write your Multiple Intelligence result: _____ and describe it in your own words:

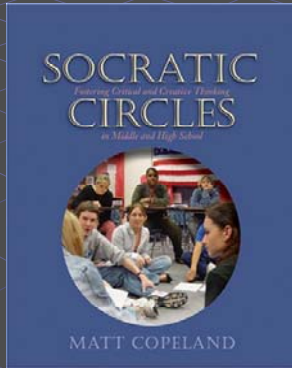
7. Do you agree, sort of agree, or disagree with the results? Explain your reason by telling me about your past learning experiences and whether or not they match up with the Multiple Intelligence description.

8. Knowing your Multiple Intelligence not only helps you understand yourself, but it also makes learning more interesting when you can bring your own unique style to the classroom. ACL involves a lot of group work activities and projects. Tell me about how you feel about working in groups. (How well do you work with others? What role do you tend to naturally assume in a group project? What are some likes and dislikes?)

9. You're almost done! Lastly, share something interesting about yourself: What are you really good at? What hidden or not so hidden talent do you have?

Socratic Circles

Empowering Student Centered Dialogue



Matt Copeland

Kansas Department of
Education

mcopeland@ksde.org

Socratic
Feedback
Form

Name _____

Date _____

Period _____

Rate the Inner Circle's performance on the following criteria from 1(Poor) to 5(Excellent).

1. *Did the participants...*

- *dig below the surface meaning?* _____
- *speak loudly and clearly?* _____
- *cite reasons and evidence for their statements?* _____
- *use the text or quote to find support?* _____
- *listen to others respectfully?* _____
- *stick with the subject?* _____
- *talk to each other, not just to the leader?* _____
- *paraphrased accurately?* _____
- *avoid inappropriate language?* _____
- *ask for help to clear up confusion?* _____
- *support each other?* _____
- *avoid hostile exchanges?* _____
- *question others in a civil manner?* _____
- *seem prepared?* _____
- *make sure questions were understood?* _____

2. *Name specific person who did one or more of the above criteria well, and explain what they did.*

3. *What was the most interesting questions asked?*

4. *What was the most interesting idea to come from a participant?*

5. *What was the best thing you observed?*

6. *What was the most troubling thing you observed?*

7. *How could this troubling thing be corrected or improved?*

(back)

*Outer Circle Observations: Make sure to write notes as you are observing the inner circle's discussion. You can write a list, use a T-chart, or whatever method you prefer. Your notes should be on **the inner circle's performance and interaction** as a Socratic Circle discussion, **not** on the ideas brought up.*

Socratic Circle Reflection: Before leaving class, write down the reflection prompt. Write a thorough reflection to address the prompt. Complete for homework and turn in at the beginning of class tomorrow.

**Illustrator
(Visual/Spatial MI)**

As the Illustrator, it is your responsibility to create an artistic representation of some important part of what you read. This could include:

- a scene from your reading • an important symbol
- a prediction • the setting • a problem • a character.

Your drawing should be accompanied by a brief description of what you choose to illustrate.

Book: _____ Page #s: _____



Connector
(Inter/Intrapersonal or Musical MI)

As the Connector, it is your responsibility to find connections between your reading and the outside world.

This means connecting what you read to:

- your own life • events at school • other books or stories
- movies or TV shows • song lyrics.

List *and explain* three connections that you make with the reading.

Book: _____ Page #s: _____

(1)

(2)

(3)

**Passage Detective
(Verbal Linguistic MI)**

As the Passage Detective, it is your responsibility to select important passages or quotes from your reading.

You could choose passages or quotes that:

- occur at important moments
- are especially descriptive
- surprise you
- make you think
- are controversial
- are confusing
- mean something to you personally.

List three important quotes and *give an explanation* for why you chose them.

Book: _____ Page #s: _____

1. " _____
_____ " (page _____)

2. " _____
_____ " (page _____)

3. " _____
_____ " (page _____)

**Question Generator
(Logical MI)**

As the Question Generator, it is your responsibility to create some thoughtful questions about your reading to be discussed. The questions should require more than a single-word answer and should make people really think about what they read.

Your questions could address:

- the main idea of the story • the theme of the work
- reasons for a character's actions • author's purpose.

Write five thought-provoking questions for your group to discuss.

Book: _____ Page #s: _____

1) _____

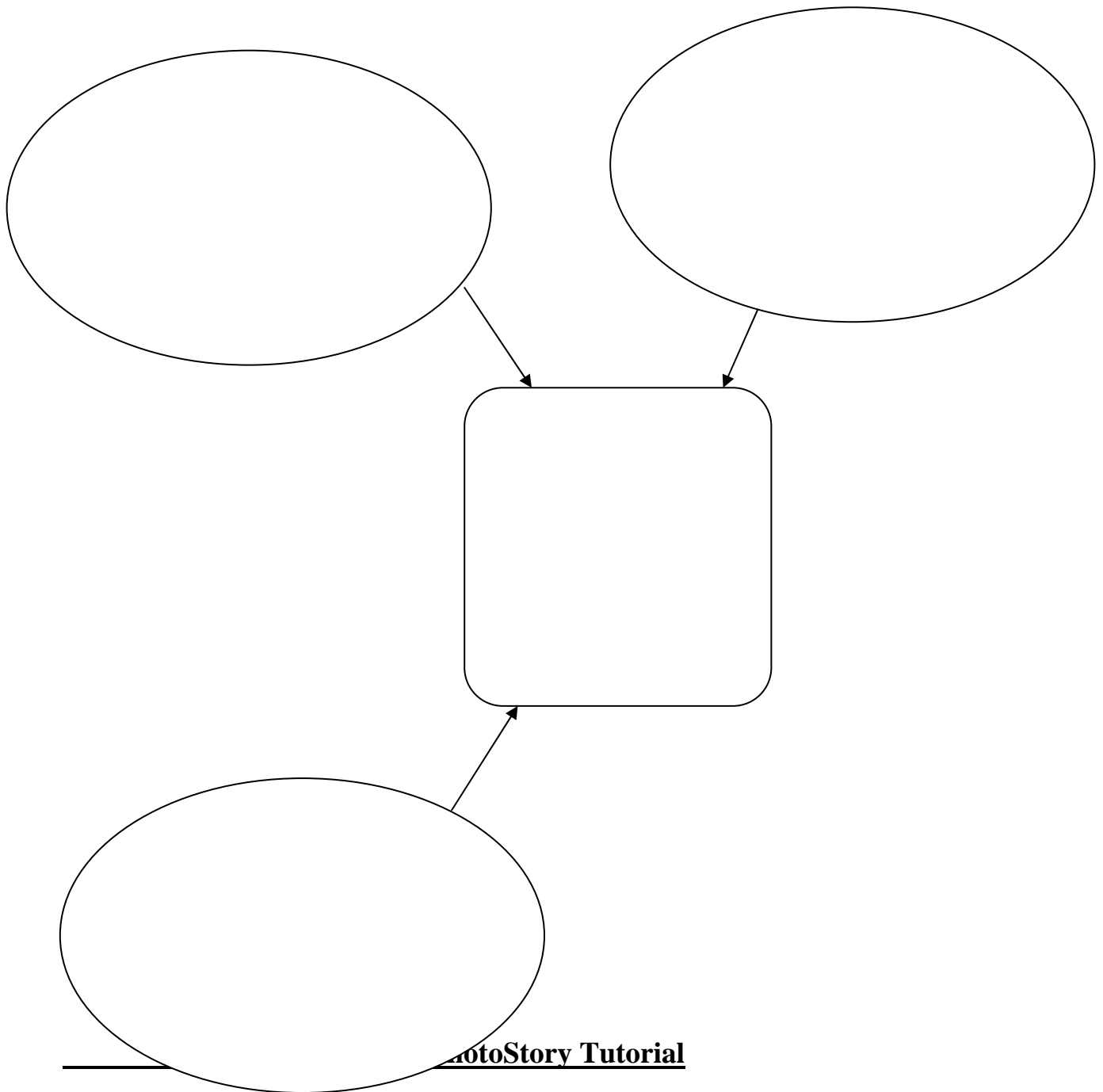
2) _____

3) _____

4) _____

5) _____

Write your literature circle topic and three things you have learned from reading and interacting in a literature circle. As you listen to the presentation, think about how this new information relates to what you learned in your literature circle. Write down comparison and new information in the surrounding ovals. As you think about these new ideas and connections, write down one new question you have about each media topic.



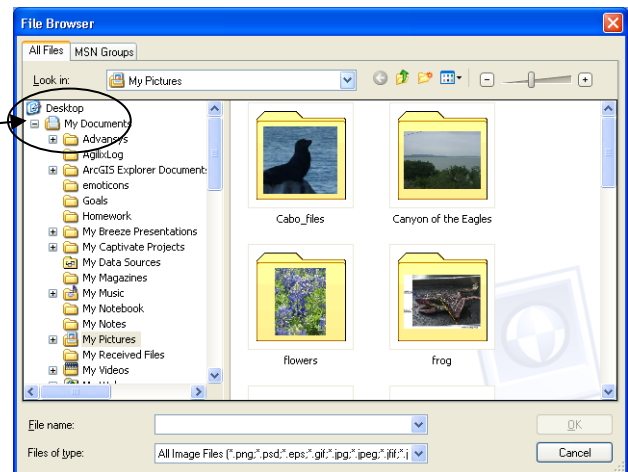
1. Open PhotoStory
2. Make sure Begin New Project is selected, then press **Next**
3. Select the **Import Pictures** Button

4. Browse to the **Student Shared Drive**>
appropriate folder

a. Select images

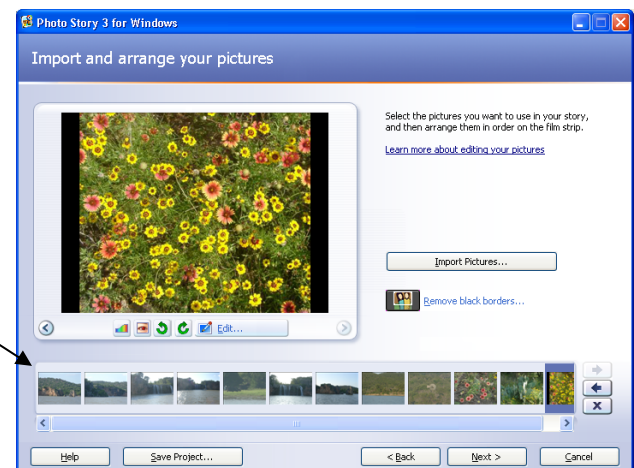
To select multiple images at a time, select 1 image, then hold the ctrl key and select your next 6

5. Select **OK**



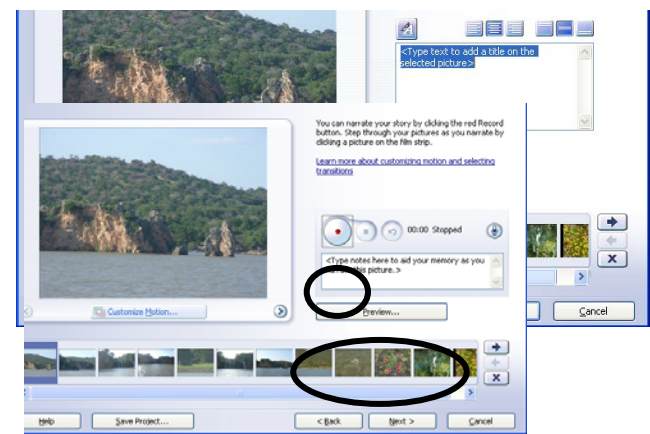
6. Arrange your images by left clicking and dragging them to the order you want in the timeline

7. When you are done, select **NEXT**



STOP:
Refer to your Narration directions before going on

9. To Narrate on top of your images, select



the first image and when ready select the Red record button.

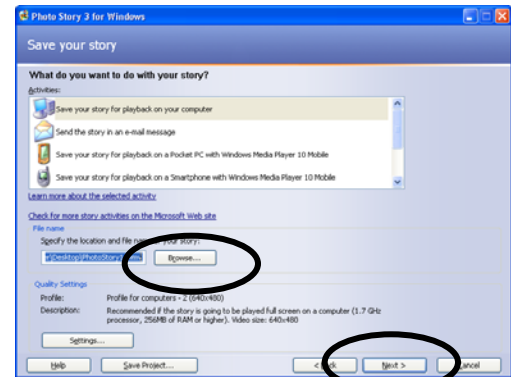


10. To hear your recording, select the Preview button
11. To delete and try again, select the **undo button**
12. Re-record your narration
13. To record on the next image, simply select the image and repeat steps 9-12
14. Repeat steps 9-13 until all 7 images have narration on them

15. Select **NEXT**

16. Select the **Browse** button and locate your personal network drive and then select **OK**

17. Select **yes**, Save Project> Browse to your personal network drive and then select OK



18. Open your personal network drive find your movie that you just created, Copy it
19. Open Student Shared>open Work Drop> open appropriate class folder> then paste your file.
20. Ask teacher to verify your file was pasted successfully.

ME-dia Project Directions

In the last few weeks, you have learned about yourself, how you can engage in Socratic dialogue to come to understanding more about a given question, and of course, various media forms. So in effort to take a break from group work and give a chance to be creative, you will produce a presentation in the form of a movie trailer/commercial, or a newsletter, or a web page all about yourself. There are some things that you need to include, but you choose the rest. Here are your options:

Movie Trailer/Commercial:
Using Photostory (which is quicker to work with than MovieMaker) you will create a trailer for a movie about you that will compel us to run to the box office and wait in a ridiculously long line on opening night. I will provide a PhotoStory tutorial so you can come familiar with the basics, and a folder of graphics you can use from the ACL students shared network, but you will need to find photos to tell your story, music that compliments the photos, include text or recorded your voice to narrate your story. It should not exceed 1-1:30 minutes playtime.

Newsletter: Using Microsoft Publisher, you will create a newsletter about the highlights and obstacles in your life.

You can select a template and include pictures to customize your own paper-all about you. Your newsletter can also include articles about your interests, current events that effect you, comic, advice columns, etc. All templates have 4 pages, but only 2 fully loaded pages are required for this assignment.

Web Page: We are in the time were everyone is connected to the net, and mostly to look at MySpace or FaceBook. On your own webpage, you can include text, photos, music and video clips (which you may need to bring from home if a site is blocked, and make sure it's school appropriate!) Design the page any way you want and include links to your favorite websites or things that relate to you.

All assignments must include:

- ❖ Your hobbies, interests, and goals
- ❖ Your multiple intelligence and evidence to support how you learn best (maybe it's a hobby or achievement)
- ❖ Photos of yourself (at least 3)
- ❖ How media is a part of or affects your life.

Remember to save all of your work to your PERSONAL FOLDER. Let me know when you have completed your work so I too can save/view it.

This assignment is due at the end of class on_____.

Multimedia Project : Me-Dia Project

Teacher Name: **Ms. Gonzales**

Student Name: _____

CATEGORY	4	3	2	1
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentaion content.
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
Connects Media to Self	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
Expression	Extensively expresses self interests and awareness creatively.	Shows some expression of self interest and awareness.	Shows either self interest or awareness.	Does not express interests or awareness of self.

Comments:

Total Score: _____