

A. Hernandez & K. Lawrey

Lesson Duration: Five 90 Minute Class Periods

Secondary ELAR

Film Response to Centropa Film

Learning Targets

(13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

- (A) explain messages conveyed in various forms of media;
- (B) recognize how various techniques influence viewers' emotions;
- (C) critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages; and
- (D) analyze various digital media venues for levels of formality and informality.

(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

- (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;
- (B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;
- (C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;

(D) edit drafts for grammar, mechanics, and spelling; and

(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

(15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

(A) write imaginative stories that include:

(i) a clearly defined focus, plot, and point of view;

(ii) a specific, believable setting created through the use of sensory details; and

(iii) dialogue that develops the story.

(23) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

(A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;

(B) differentiate between primary and secondary sources;

(C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;

(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and

(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.

(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:

- (A) refine the major research question, if necessary, guided by the answers to a secondary set of questions; and
- (B) evaluate the relevance and reliability of sources for the research.

(25) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:

- (A) compiles important information from multiple sources;
- (B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;
- (C) presents the findings in a consistent format; and
- (D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).

(26) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:

- (A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective;
- (B) follow and give oral instructions that include multiple action steps; and
- (C) paraphrase the major ideas and supporting evidence in formal and informal presentations.

(27) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give an organized presentation with a

	<p>specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.</p> <p>(28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.</p>				
TEKS	8.13, 8.14, 8.15, 8.23, 8.24, 8.25, 8.26, 8.27, 8.28				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Guided Practice	<p>Mini-Lesson 1</p> <p>Watch preselected Centropa film</p> <p>Briefly summarize events</p>	<p>Mini-Lesson 1</p> <p>Mini-lesson over Creative Commons and copyright.</p>	<p>No filming will begin until storyboards are approved by the teacher.</p> <p>Revisit notes from Centropa film. Keep in mind filming techniques.</p>	<p>Watch Centropa film for a third time. Ask: Are your films staying true to the purpose of this assignment? Do you have a thoughtful response?</p>	<p>Today is the final day for projects. Double and triple check rubric requirements before submitting.</p>
	<p>Mini-Lesson 2</p> <p>Review collaboration expectations.</p>	<p>Mini-Lesson 2</p> <p>Show storyboarding clip and explain that every detail should be preplanned. There is no “winging it”.</p>	<p>Review completed film rubric.</p>		

Independent Worktime	Worktime 1	Worktime 1	Students will complete scripts & storyboarding. Once approved, filming can begin.	Students film and create voice overs. Once filming is complete, the editing process can begin.	Students edit and add effects. When finished, students submit to the teacher through Google classroom.
	Students rewatch film with a partner, discussing and identifying film techniques. (i.e. camera angles, shots, sound, lighting, etc.)	Once students have their plan approved, students will begin researching topic selection.			
	Worktime 2	Worktime 2			
	Group students. Students will begin brainstorming a plan into an outline.	When all research is concluded, students will begin scripts & storyboarding.			
Helpful Tips	<ul style="list-style-type: none"> • Students should work in groups divided by either topic selection or work abilities. • A “he/she did what” form is a great way to keep all students accountable. • Do not be intimidated by new technology. As the teacher, you are a facilitator. You don’t have to be a tech expert. Students will know more than you do and that’s okay. Students who are especially knowledgeable should be your assigned tech helpers. • Do be familiar with some of the snags that accompany school technology. (I.e. we aren’t permitted to use Air Drop in our district.) Know these hindrances ahead of time and be prepared to work around them. • The more preplanning students do, the better their films will be. Students can get impatient and want to get right to filming. Make sure they are completing all preplanning tasks. • Assign students to watch film-making videos at home. They are all already watching YouTube. This will save time in class for group work. • Understand that creating a film is one of the most memorable assignments your students will complete. It will be time-consuming, frustrating, and messy; but so worth it when you host your final view party! 				

Helpful Resources

<http://www.centropa.org/>

<https://creativecommons.org/>

<https://www.youtube.com/watch?v=RQsvhq28sOI>

https://www.youtube.com/watch?v=t1myw_0W5E8 (some mild profanity)

<https://www.youtube.com/watch?v=YhJArnjpWU8>

<http://www.filmeducation.org/resources/>

<https://www.middleweb.com/16848/close-read-language-film/>