

Lights, Camera, MEDIA Literacy!

Lesson Plan # 3

Topics:

Journal Writing
Me and Media assignment
Media Timeline
Introduction Productions

Outcomes:

Students will follow organizational procedures.

Students will see, hear, and use applicable vocabulary.

Students will examine classmates' Me and Media CD cases.

Students will write information about classmates from the CD cases.

Students will place a list of communication tools in correct historical sequence.

Students will create a production introducing a classmate and incorporate a visual, auditory, and kinesthetic component.

Materials:

Writing journals

Camcorder

Tripod

Mini-dv tapes or memory cards

LCD projector

Chart paper

Post-its

Individual student pocket folders

HANDOUTS: CD Case Information

A Communications History

Set of Student Timeline Signs

New Vocabulary: printing press, movable type, parchment, phonograph, typewriter, broadcasting, telegraph, linotype, mechanical, Trans-Atlantic, cable, tape recording, semaphores, satellite, scribe, postal service

Sequence of Events:

I. Journal Writing (15)

1. Prompt:

How has knowing about learning modalities affected your life in school, at home, or with friends?

II. Sharing "Me and Media" CD cases (45)

1. Tell students they will be browsing the completed CD cases. They will pay closest attention to five of the cases: one CD case of a name they pick at random that must be kept secret for a future assignment and four other random cases they decide to use to complete the worksheet.

HANDOUT: CD Case Information

2. Review the directions with the students, have them pick their secret names (Each student name is picked only once.), and allow time for browsing the CD's and completing the task.

III. Human Media Timeline (60)

1. Remind students of their productions with the fictitious professor talking about a timeline of media.

2. Tell students that the LCML! course will be presented to them as a timeline of media. In other words, they will be first learning about the earliest forms of media and moving forward through time to the present day. Prior to getting started, the class is going to see how much they already know about the history of communications by creating a "Human Media Timeline."

**HANDOUTS: A Communications History
List of Communication Dates**

3. Review the terms on the handout.

4. Give students time to write their guesses of the correct sequence of the communication tools.
5. Tell students that they are each going to receive a card with the name of one of these communication tools and that as a class, they are going to line themselves up around the room in the order they think is accurate.
6. Tell students that you will use the dates as a way of checking their answers...
Move to the person who is first in the line and hold up the date card that says "20,000 B.C"
Ask the class, "Do you think that "(*the sign on the student*)" existed in 20,000 B.C.?"
If correct, attach the date to the card (paper clip or velcro)
If incorrect, allow two more attempts at the right answer.
7. Continue until the entire timeline is reviewed.
8. Collect all cards and dates.
9. Tell students to now return to their handout and see if they can fill in the correct dates and order.
10. Review the answers together.

IV. Recording Student Introductions (40)

1. Remind students of the "secret name" they selected and their review of the CD case. Tell students that in their filming groups, they will be creating a taped introduction of that classmate without mentioning the person's name. They should instead substitute the words "*This person,*" because the class will be guessing who it is after the introduction is shown.
2. The introduction must include information learned from the CD case.

3. The introduction must incorporate all three modalities so that some of the information is relayed auditorially, some visually, and some kinesthetically.
4. All editing is done within the camcorder...computer editing is not yet introduced.

V. Viewing Student Introductions (25)

1. Each production is shown and the class guesses who is being introduced.
2. The person introduced tells the class what aspect of their introduction was presented in an auditory, visual, and kinesthetic manner.

VI. Reflection: (15)

1. Direct students to the hanging chart paper labeled:

What did you learn about the history of media?

2. Hand out Post-its on which students write an item to post on the chart.
3. Review the comments on the Post-Its with the class, so students have a sense of what was learned. Make sure to clear up any misconceptions.