

Lights, Camera, MEDIA Literacy!  
Lesson Plan # 36

**Topics:**

**Journal Writing**  
**Full Circle: Modern Meets a 7-Mile Culture**  
***THE MUSIC LESSON***  
**The Culminating Project**

**Outcomes:**

Students will follow organizational procedures.  
Students will see, hear, and use applicable vocabulary.  
Students will express their views about meeting a "Seven-Mile Culture."  
Students will view and react to modern-culture teens meeting a "Seven-Mile Culture" in the documentary ***THE MUSIC LESSON***.  
Students will synthesize knowledge learned in LCML!  
Students will list supporting details for point-of-view statements about media.

**Materials:**

Writing journals  
LCD projector  
Chart paper  
Post-its  
Individual student pocket folders

**DVD: *THE MUSIC LESSON***

**New Vocabulary:** *no new vocabulary*

## Sequence of Events:

### **I. Journal Writing (15)**

1. Prompt:

**What are your feelings about the different groups' computer-animated productions?**

### **II. Full Circle: A "Seven-Mile Culture" (30)**

1. Remind students of the original prompt for their computer-animated production:

*Imagine your production group meeting people close to your age who:*

*... do not travel more than seven miles from their place of birth*

*... do not have the media of the last 500 years*

*... do not speak English*

2. Tell students that they are going to explore this concept in more depth...First they will pull together what was expressed in their computer-animated films...

A representative of each group writes the groups' answers to the following questions posted around the room:

*a) How might you feel before the meeting?*

*b) How would you feel at the first meeting?*

*c) How would you communicate?*

*d) What might you have in common?*

3. Review the listed answers as a total class.

4. Present the following additional questions to the class and allow time for individual groups to discuss:

*e) Which form of media might you miss the most if it were removed from your life during such a meeting?*

*f) Would you want to show any media? Why or why not?*

*g) If you could show only one medium, which one would you choose? Why?*

*h) Whose life would be more enriched by such a meeting? Why?*

5. Again have a representative of each group post the answers.
6. Discuss as a total class.

### **III. THE MUSIC LESSON (90)**

1. Tell students that the situation they have been pondering actually happened in real life a few years ago. Students from the Boston Youth Orchestra visited tribal students in Kenya and a 70-minute documentary was created by filmmaker Ginny Galloway to show what happened. (*Ginny is an MCPS graduate!*)
2. Direct students to think about the questions just posed to them as they watch the film.

#### **DVD: THE MUSIC LESSON**

3. Allow students to express reactions after viewing the film.
4. Discuss each question in section II as it relates to the film.

### **IV. The Culminating Project (50)**

1. Remind students that this year in LCML! they have learned the timeline of media and can now reflect on how the world has changed over the past six hundred years.

Write on the board:

#### **THE EFFECT OF MEDIA ON PEOPLE'S LIVES**

2. Ask students to jot a list of their personal responses on a piece of paper. Allow at least one silent minute for students to do this.
3. As students share their responses with the class, write these on the board. When all are listed, compile/combine the responses that might be similar or might express a cause and effect.

*(Examples: Media spreads knowledge, so people are more informed.  
Media focuses on individuals, so it takes away family time.  
Media represents commercialism. and so on....)*

4. Tell students to copy the three or four statements about which they feel the strongest. Under each of the statements, they should list at least three details they learned this year to support the statement.
5. Collect these papers.

***NOTE: Before the next session, use these prioritized lists to group students with the same choice for their culminating project.***

#### **V. Reflection (15)**

1. Direct students to the hanging chart paper labeled:

**What did you learn from *THE MUSIC LESSON*?**

2. Hand out Post-its on which students write and post.
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.