# Media Imaginary: Video Media smart designers in the 21<sup>st</sup> century.

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## Introduction

Considering students' everyday experiences with media texts, "literacy" has become more that just reading and writing well. Students increasingly need to access, analyze, and evaluate messages from a variety of media forms in order to be "literate." Teaching media literacy skills in the classroom means allowing students to interact with different media in constructive, thoughtful and critical ways. It involves the continued questioning of the messages we all receive every day, sometimes in very subtle but still powerful ways. In today's society, with the rising nature of information and the endless ways of receiving this information, it is extremely important for students to be able to process and interpret these messages. Students at my school as well as in all schools are exposed to a variety of media in ways their parents did not experience. Kids are in constant contact with the media – at school, at home, anywhere. Their opinions about violence, about commercialism,about issues of race and gender, are mostly shaped by the media images surrounding them. Unfortunately, students cannot analyze these images by themselves unless they slow down and process what they perceive. Also, I have realized that students spend many hours a day exposed to media, television, computers, social networks, and video games. Often parents are not at home, but are instead working shifts to provide their children shelter and a sustainable life, many times depriving them of the support, company and home education they need. So, many children are exposed to mediated  paradigms for rules, values and understandings of the world.  Accordingly, my curricular unit will develop media literacy skills that equip 21st Century learners to navigate mediated realities. I will develop tasks in which my students can use media to expand their understanding of the world in a positive way. Aligning the Common Core Standards of English, reading and writing tasks focused on informational text, I will use media literacy to promote critical thinking skills, including how to interpret the constant barrage of messages, how to decide which messages are valuable, and how to deal with the potentially negative effects of media.

Media present a variety of resources, providing interesting elements that rarely are seen or deeply considered by young audiences. For instance, according to a Media Bias research by UCLA, important data indicates the representation of Latinos is just  2% for primetime characters among a population of 12.5%, while  African Americans are over represented in terms of numbers but continue to be represented stereotypically and used

mostly for comedy[1]. Considering this interesting data, it seems that what we choose to see it is not necessarily a simple decision made on our own, but one that is provided and chosen for us. This means actually that what is on the screen normally is not chosen by the audience, but by powerful companies supporting their own products and needs. Since audiences do not make decisions on what is presented or what to see,they just rely on receiving the messages and judging them from their point of view. However young people's judgment has not developed yet, and therefore they may assume any image or concept as a true fact.

Media literacy is the capacity to access, analyze, evaluate, and communicate messages in a wide variety of forms. This conceptualization of literacy answers to the demands of cultural participation in the 21st century. As literacy in general, media literacy includes both receptive and useful dimensions, surrounding critical analysis and communication skills, particularly in relationship to mass media, popular culture, and digital media. As mentioned before, media literacy is applied in a wide variety of contexts, for instance, when watching television or reading newspapers, or when posting commentary to a blog. Literacy in general, and media literacy in particular, can be taught and learned, and indeed in today's society is a necessary skill.

Media literacy education helps people of all ages to be critical thinkers, effective communicators, and active citizens. Media literacy education characteristically features the analytical attitude that teachers and learners, working together, adopt toward the media objects seen and perceive. In order to effectively analyze media students need to understand how media messages are constructed, how each medium uniquely constructs reality, and how media production practices embed certain values and points of view. Along similar lines, students can participate in media production to express individual skills, beliefs, and experiences, constructing their own meanings and messages.

Considering that there are so many types of media surrounding us, to get closer to the specific context in which this curriculum unit is located, it is necessary to discuss second language acquisition theories related to the purpose of the content, project and unit. Considering that this unit is for ESL (English as a Second Language) or ELL (English Language Learners) students, over the years, theorists have recognized the importance of generating a method that comprises the four skills in the field of second language teaching and learning. Nowadays the variety of methods is immense as well as the materials. Therefore, selection and implementation regarding text and materials is crucial when talking about language teaching because it reflects concepts and abilities to carry out a learning process as a Second Language Acquisition.

Besides the tools to be used, researchers have tried to explain Second Language Acquisition (SLA) from different perspectives or disciplines like linguistics, psycholinguistics and sociolinguistics among others. Some focus on our innate abilities and systems in language acquisition, some on the environment and context and others

have put these two views together. These theories have been the basis of new theories. Some have developed and others have been rejected or criticised, but we could highlight that most of SLA theories have based their hypothesis in trying to explain this process by taking into consideration First Language Acquisition (FLA) research which have resulted in behaviourist, Nativist and developmental theories. Some focus on the role of environment like the behaviourist theory, which states that when you learn a language you create a series of habits through imitation. Skinner (1957) is the main representative of Behaviourism and developed the ideas on stimulus-response and operant conditioning to L1 (first language). The Nativist theory states that humans are born with innate knowledge of language, and its development is seen as a biological function. The main representative is Chomsky (1959) who proposed the Language Acquisition Device and Universal Grammar hypothesis[2]. Lastly, the developmental theories have tried to bring together the role of the environment and innate human knowledge of the language.

One of the most influential ones classified among the cognitive models has been the creative construction theory (made up of five hypotheses) developed by linguist Stephen Krashen[3] and proposed in his book Principles and Practice in Second Language Acquisition in 1981. Here the main ground of second language acquisition is comprehensible input. This theory considers that learners construct internal representations of the language they are learning in predictable stages,seen as mental pictures of the L1 or L2[4]. The learner does not need to produce language in order to acquire it, but requires exposure to comprehensible input which is the language information data the leaner is exposed to and that is beyond the level of the learner's competence, represented by Krashen as i+1. "We acquire, in other words, only when we understand language that contains structure that is 'a little beyond' where we are now." Some evidence for his hypothesis is the research that shows the effectiveness of "caretaker speech," this is modified talk from parents to children, teacher-talk, from a teacher to a student, and foreigner-talk from native speakers or proficient speaker to less language competent speakers. Krashen argues that there are two different processes that take place when learning a language: *acquisition* which is a subconscious process in which "language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication;" and *learning* which refers to the "conscious knowledge of the L2, knowing the rules, being aware of them, and being able to talk about them." Closely related to learning we find the monitor hypothesis. This is the editing of language performance by means of an internal monitor that makes use of learned knowledge. It requires sufficient time, focus on form and knowledge of rules to be used by the learner after or before the utterance. Moreover, Krashen points out the role of affective factors in SLA and talks about an *affective filter,* which controls the quantity of data or *input* that is transformed by the learner into processed and assimilated information or *intake* (Krashen 1981).

On the other hand, the Comprehensible Output theory (CO), proposed by Merrill Swain in 1985[5] as the result of the research developed with a group of students whose speaking and writing proficiency levels were low despite "acquisition rich-input" instruction for six to seven years, focuses on output (defined as a communicative and cognitive activity) as a fundamental factor that facilitates the learning of the target language. When learners produce language they are aware of language gaps, experiment with it and show linguistic growth. That is, learners acquire the L2 when its production takes place in trying to transmit a message but there is a lack of knowledge and there must be negotiation of meaning,  interaction and what she calls *collaborative dialogue*  in order for the other person to understand, so students are pushed beyond their current level which makes learners process their language more deeply with more mental effort than input does (Swain).  This theory proposes three functions of output: (1) *noticing*, the learners do not know how to express a thought or idea in the moment of speaking so they notice there is a gap in their language; (2)  *hypothesis testing,* when the learners speak there is a hypothesis behind it and they expect feedback from the receiverr; and (3) the *metalinguistic function* by which learners internalize and control linguistic knowledge by reflecting upon the language they are learning.

All in all, even though theorists have not yet come to a consensus on how we acquire a language, this field has had enormous pedagogical implications. It has expanded and great contributions have been made; however teachers' skillfulness to adapt theories of learning and methods to suit our students' needs and achieve learning objectives is what really makes us high quality professionals. Even some of the theory proponents recognize that teachers must validate or reject the different proposals. All of these might provide interesting insights and ideas to implement in the classroom and improve teaching by keeping ourselves updated and flexible. Moreover, as varied as our students and learning environments are, teachers need to find the best way to accommodate and corroborate their teaching practice in order to achieve the learning goals. This can only be done through reflecting on teaching practice, experiencing and bringing together theory and practice. For instance, the audio-lingual method was used in the United States and other countries during 1950s and 1960s. It is still used in some programs today but now is referred to as Audio visual theories, which impact language acquisition; therefore a video is the perfect resource to reach language learners and prove is learned. Second language acquisition theories have presented the first language as part of the construct for the second language. Swain mentions comprehension output as the desired product to reach communicative proficiency; therefore it is indeed necessary to develop projects in which students produce their own comprehensive output. So here comes a more simple idea, storytelling, the oldest form of teaching and learning. Storytelling has received a wealth of support as an important teaching tool grounded in constructivist learning principles (Stanley and Dillingham, 2010). But in our modern society the application of technology for long lasting record can be used.

Digital storytelling is storytelling that contains some mixture of computer-based images, text, recorded audio narration, video, and/or music. Through these projects not only the subject content or standard to be taught is included but several skills for other subjects, as well as daily life skills and career readiness skillsWe have created some video projects as digital storytelling in previous classes which have helped improve language skills, and keep a record as data to measure the language proficiency increase. This data is extremely relevant since it helps to have solid evidence of what is learned and also is used in ELLs classroom teaching strategies. No matter the language level, these projects captivate, engage, and educate in all the language domains, because in order to speak, students need to read, write and listen to what will be included in such a project – this means multiple literacy. According to Douglas Kellner, Ph.D. at UCLA, "Literacy involves gaining the skills and knowledge to read and interpret the text of the world and to successfully navigate its challenges, conflicts and crises. Literacy is a necessary condition to equip people to participate in the local, national and global economy, culture and polity." For instance, there is a consideration for important multiple literacies which should be developed through 21st century curriculum such as Ecoliteracy, Financial Literacy, Media Literacy, Emotional Literacy, Information Literacy, Aural Literacy, Visual Literacy, Multicultural Literacy, Physical Fitness and Nutrition, Cyberliteracy and Global Competencies.[6]

When it comes to learning content or/and language by using new media it seems that the students are willing to try and succeed. Even though these students did not have access to computers, Internet, mobile phones, iPods, digital cameras, and video games, they seem ready to try. In fact they often are more comfortable with technology than some teachers. In contradiction, today's students except for most children of poverty live a digitally saturated life away from school, but live a relatively digital free life at school (U.S. Department of Education, 2010). The ideas and stories students have to tell are wonderful, but they need a catalyst to go ahead and try along with technology that offers us that option. The strategy is to teach students how they can use technology resources to tell a story or present a project that normally, as a traditional presentation, they would not feel comfortable to do, particularly since the objective is not only to improve the language skills but achieve the content objectives. The U.S. Department of Education's Technology Plan (2010) provides grants for much needed research on digital learning with "a particular focus on the identification of evidence and increasing the level of understanding of what strategies and innovations work for what students under what circumstances." All in all, these projects can emphasize a social, constructivist approach, not just a traditional class, but an application. It is important to build language awareness so learners become better, more conscious participants in their own learning as they do the work of analyzing and reflecting on the language they use to communicate clear ideas. Students can use technology to personalize the learning experience to communicate truly with others, developing language skills and integrating the skills of critical thinking, analysis, synthesis, research, negotiation, and community building.

Now, besides the language learning theories, the media literacy background and technology awareness, I have to consider the technological implications and limitations. One of the most available software to develop the project part of this unit is Movie Maker. It may not be the most updated or easiest one to use, but it is the only one that can be used in the Charlotte Mecklenburg Schools system. Windows Movie Maker software is easy to use and comes already installed on many PCs. Since the students are using their own pictures and videos there is no need to access copyrighted material. Students can just download their videos to Movie Maker, use a microphone to do voice over narration where necessary, and add music (either free downloads or original songs if you're musically inclined). Final E-story projects can be published on DVD, CD, flash drive, YouTube, Vimeo or Teacher Tube. This can be done on school or home computers, if available. In order to videotape, get pictures and sound, other tools are necessary. It is necessary to have enough video cameras for everybody to work on, or at least provide time to share them. The format of the video and camera photos is oftentimes not compatible with the Windows Movie maker format which allows only certain video formats, so you may need a video converter. The one I use is *anyvideoconverter*. It is free, and easy to download, however if at school computers require an administrative access to download the program, it is easy to have it done in advance. The last two elements to consider are headsets to tape voice information that students want to add to the video and music to add to the final video project. Music can be downloaded easily, if it is already in the students' mp3 player, iPod or any sound device available. It is important to consider that downloading music without author permission is against the law and also that when student want to publish videos for instance, on YouTube or Vimeo, if the video has an unauthorized soundtrack, this will be flagged and removed. There are several pages in which music and sound can be found or even done. Consequently, these technological aspects are an essential part of this media project and will be in place in this unit during weeks one and four.

In this unit I want my students to develop a video but, why a video? Well, throughout the media (television, radio, movies, internet) several messages are sent, messages that are acquired by levels of conceptualization easier that a lesson taught and a test taken. People learn through videos, television, etc. It is common to listen to people talking about the latest show or knowing the characters of a cool movie or soap opera. That is the reason a video is the perfect excuse to approach concepts, prove what is learned and then evaluate those same concepts. This simple idea of video is more complex than what people commonly would think. Just imagine all that is behind the creation, production, and development of a motion picture; even low budget movies require extended hours of work and technology application. Students will be doing this process by themselves and that is the wonderful thing about making a video – they can include anything they want, they will use their creativity and the result will be completely dependent on them. It is not just a project to receive a grade but it will be a long lasting opening of knowledge and application in which the students will be able to generate everything from scratch by themselves. The video that students create will be a way to anchor the conceptsdiscussed

in class which are part of the curriculum. Besides the concepts several other elements are included in this production such as the use of technological resources available not as a concept but as the tool they intend to use. Further technology and concepts, individual aspects of the studentsconcerning the significance of the music included, transitions, organization, etc., are essential to the students' production. To summarize this idea, students are familiar with and are creators of meaning through video projects.

I believe that through media literacy objectives and strategies, I can enable my students to be skillful critics, creators and producers of media messages, both to facilitate an understanding as to the strengths and limitations of each medium, as well as to create their own media. As I mentioned before, in the 21$^{st}$ century, learners are expected to acquire these skills and be able to use them to surf in the various alternatives offered by the media. Through the learning of media literacy I want my students to be able to understand and criticize what they see, being able to read, perceive and understand. I want them to learn also about hyper abundant media, media dependency and active processing content as a part of a meaningful part of society. We also will explore the concept of advertising and its relation to economic reasons, as well as the bias of communication and the importance of become media literate, thinking critically and question the messages.

For this curriculum unit, I have chosen to develop a series of 6 weekly lessons which fall under the pacing guide of the Renaissance English IV class. Since the content of the class is the main path, this unit will provide a pacing for the content and at the same time innovate in the way the unit is taught including 21$^{st}$ century skills, in the form of research, technology and exploration outside the classroom setting. The content to be used will be from the unit 2, from the English text Literature – "British Literature," Holt McDougal. In the classroom unit topics include those such as pastoral poems and sonnets, Shakespearean drama, the rise of humanism, spiritual and devotional writings, metaphysical and cavalier poets, and technology application by the use of blogs. This content unit is developed in 2 weeks for regular students but for ESL students units could take longer due to the language proficiency and conceptualization.

This CU will be developed in six weeks including a scheduled field trip and as a product a video developed by the students individually or in pairs. Students will learn, interact and create media themselves as a process of reflection, understanding and recognition of the media that surrounds us, and how we have to be critical about the messages received. In this unit, I want to achieve the content objectives and the media through examples used for the content class. Since media is one of the ways that society learns and sees others, elements as ethnic and racial identity, gender, culture, stereotypes, fashion, trends, economy, politics and religion, among others are explored by media taking into account digital life and the ethics behind it. To address these concepts I will use during the first week of the unit, a review from the Literature Holt McDougal textbook, located in the media handbook. It is important to review the media concepts

before going to the exploration of the class content. My point is, that to know the tools before the task is better than apply tools along the way. So to address media generalizations, we will discuss the five concepts of media literacy: the constructed messages, creative language with its own rules, people experience media differently, values and points of view, and the profit and power. Then we will discuss the media basics, film and TV, news, advertising, elements of design, and finally evaluate media messages. Then we will apply the Renaissance concepts of the class content and direct it to the video and written product. The main content objective of the unit is to "Share Social Fantasy and Identity Performance in the Renaissance Festival Subculture" compared to concepts for the Renaissance literature. For this objective, students will develop a media project video using Microsoft movie maker of 10 minutes presenting a media chosen and develop a writing product related to the media chosen. Students will explore the Renaissance including Queen Elizabeth's reign and Shakespeare's lifespan, covering approximately 1485-1603 with elements such as art, architecture, literature, people, politics and religion. The media to develop would be a video of a performance, a documentary or a report and the writing product could be an essay, a web page, a brochure or a newsletter.

In order to evaluate this process it is necessary to consider some general instructional strategies for teaching and improving video performances that could be used at all levels, for instance by using modeling, feedback, discussion, and guided practice. After the video performance I ask the students, "What did the student or students make for this to be a good video? What sounds, expressions, and movements did the student do well?" I want my students to focus on how the video flows, as well as the content.  Specifically, I want them to think about effective the video sound, movement, and expression are. After several students have shared the positives, it is important also to ask "What could the student do to make the performance even better?" I want students to internalize the process so it becomes self-evaluation. Also I include a rubric I developed in order to have some members of the group evaluate the performance not only qualitatively but quantitatively. (See Appendix 1.)

It is important that before the final product is presented, students review and proof read their videos in small groups and get feedback. Students show their progress to a group of three to five of their peers, integrating sound, expression, and movement. In this process, students become open to being critiqued. Students can review their projects and consider any necessary changes to improve their products. This type of guided practice increases confidence and improves performance.


**Background**

West Charlotte High School is in the CMS school districts located in the city of Charlotte North Carolina. WCHS is a school with a lot of history and background. West Charlotte is very diverse. The majority of the student population in 2012 is African American students  but there is a good group of students from different parts of the world. These students are the ESL (English as a Second Language) population at the school. My job as ESL teacher and LEP (Low English Proficiency) committee chair person is to assure these students get well placed in ESL classes or/and regular classes according to their performance level. This performance level is measured by an annual test called ACCESS, provided by the WIDA[7] consortium (World-Class Instructional Design and Assessment ). The ESLopulation at my school is made up of teenagers from Central America, Vietnam, Cambodia, Sudan, Angola, Congo, and Thailand among others. These children are mostly refugees. Their ages are from 15 to 21 in the high school grade. Since the majority of the students come as refugees, the education opportunities that they have had are limited. The access to technology is almost none, and in some cases there is not even television. When they arrive in America they are impacted by all the resources, technology and television access. ESL teachers do not speak the languages of the ESL students; some teachers may know one or two of the most common languages, but dialects are extremely uncommon. ESL teachers use all the available resources to reach the students and achieve learning objectives. These kids want to learn English and graduate from high school, so ESL teachers work hard to help them and provide them with opportunities to succeed in the school academic life.

**Content objectives**

Students will explore media types, and then develop a project in which students will create their own media. We will have a field trip so students can gather material and footage for their media project. They will develop a video and a writing product. The video could be a short movie, documentary, report, news report, etc., and the writing product can be an essay, a web page, a brochure, or a newsletter which they will connect to the video, making the content as a whole.

**Teaching strategies**

In order to explore media resources and activities, I will use several strategies, some focus on ESL – LEP population (English as a Second Language and Low English Proficiency), but mainly I will use Blooms Taxonomy.

Differentiated instruction according to the students WAPT – ACCESS scores (WIDA language proficiency test).

Active Learning – Students are involved in active learning activities more than just listening. Students are expected to produce output in term of language progress and cognitive understanding. Activities will require higher order cognitive skills such as problem solving and critical thinking.

Collaborative/Cooperative Learning – As a language learning class, students are expected to work cooperatively and collaboratively in small groups sharing their understanding, These groups are formed using various criteria such as in terms of differentiated instruction.

Critical Thinking – Students will have to develop activities which require the ability to intuit, clarify, reflect, connect, infer, and judge.

Discussion Strategies - Engaging students in discussion deepens their learning and motivation, such as discussing in groups based on a concept chosen. It is also important to check the understanding of the concept, rationale and the background and previous knowledge students have on the concept.

Interdisciplinary Teaching – I will request some teachers from the area of Social Studies to be involved in the activities as speakers.

Problem-Based Learning – Students will be given situational cases to review to prove their understanding of the concept and apply the concept to solve a particular situation given in the case. This will also require students to reflect on their understanding.

Writing Assignments – as one of the product of this curriculum unit, students are expected to develop an expository essay in order to apply critical thinking skills as well as help them to learn the unit content concepts.

Videos - Instructional videos from Discovery Ed, YouTube and Netflix. Movie maker software application for video creation, and publishing.

**Classroom Activities**

Week one:  Media overview. During the first week we will explore the concepts of media, and the types of media. We will use the concepts and activities from the Literature 12 book, Holt McDougal.[8] We will review samples of media from the book and others found in Discovery Ed, YouTube and Netflix. Students will write samples of media and will try to describe the messages sent through them. Students will attend lab sessions in which they will explore on their own different kinds of media and summarize samples of them in a table given by the teacher.

Day 1: Media handbook – Five concepts in media literacy. By reviewing Media basics we will discuss how media messages are constructed by using creative language. Also we will discuss how people experience media messages differently as well as the point of view and finally discuss how media messages are organized to gain profit and/or power. After reading these summarized concepts, we will also include the Media Basics to structure the practice activity. These are message, audience purpose, types and genres in media, producers and creators, laws and finally the influence of media. By watching the 2012 Coke Commercial located in YouTube[9], students will be able to compare the concepts just studied. To compare this it is possible to use any compare and contrast map, or diagram. As well as the one available in the textbook.

Day 2: Film, and TV - We will discuss the elements of Film and TV, such as script, written, visual, sound, special effects, and editing. In order to have a closer look at what these elements look like we will use a movie trailer. In this case I chose the latest one from the Twilight movie series *Twilight Breaking Dawn Part 2*[10], however any can be used. Then we will write down the characteristics found in the trailer.

Day 3: News – for this concepts we will discuss the choosing of news and reporting news. After that, in groups students will prepare short news reports of their choice and then present them. Then we will discuss the news, the message and if it was convincing.

Day 4: Advertising and Elements of Design - For advertising we will use the same Coke video as on day 1, but we will discuss other elements of advertising. Then students will choose one and change the TV commercial into something else in order to promote the product.

Day 5: Evaluating media messages – the final activity will consist of evaluation of the messages already seen -- the coke commercial, the movie trailer or the news report. Students will choose one and evaluate its reasoning by using the questions in the text book page R95.

Week two: Content, the Renaissance part 1. During this week we will start the content topic connection to this curricular unit. Such a topic is the Renaissance, discussed in the unit 2 of the Literature textbook. To start, it is important to review what was before the Renaissance; therefore I will use a documentary to analyze the Dark Ages and the what came to the beginning of the renaissance. To be more dramatic in terms of presentation, I will use a black rope and will decorate the classroom so it will transport the students to the time.

Day 1: Students will focus on The Dark Ages and the Renaissance Overview. I will use a video documentary from History channel. The Dark Ages[11] video presents the fall of the civilization and the rise of the new world order. This wonderful documentary begins with Rome's fall in the fifth century. It sheds light on the Dark Ages, covering the continent's wide chaos, including raids by Vikings, Vandals and Visigoths, bubonic plague, famine, civil unrest and more. This video will take students from the darkest of times to the dawn of a new beginning as the turmoil besieging Europe gives rise to the Crusades, the Enlightenment and the Renaissance -- a perfect connection for the unit.

Day 2: During this day we will discuss the Renaissance historical context, cultural influences and Renaissance literature. Students will demonstrate knowledge of foundational work of literature and analyze documents of historical and literary significance.

Day 3: For the next days we will move on to the literature representations of the Renaissance, discussing works such as the pastoral poems and sonnets. After reading two of the ones available in the textbook, students will go to the after reading section and develop reading comprehension and text analysis activities.

Day 4: For this section, students will read Shakespearean Tragedy and The Tragedy of Macbeth. We will review the characteristics of drama and read a part of the play.

Day 5: Finally for the last day of this week, we will use some of the media clips provided by the textbook resources; however many short clips from the Macbeth acts can be found on YouTube. In this particular case, I will use the ones from the textbook and use them to discuss how this famous play was presented by Orson Welles[12] The tragedy of Macbeth - The real Macbeth and Macbeth in the media. Students will use close viewing media analysis, compare mood, analyze shoots and evaluate the adaptation.

Week three: Content -- The Renaissance part 2. During week three we will continue working on the class content, the Renaissance. This week will go deeper into the content to grasp the concepts of the Renaissance's most important literature works.

Day 1: Rise of Humanism – Utopia and the Speech before the Spanish Armada Invasion. Students will do reading comprehension activities and note taking.

Day 2: The Prince - Niccolo Machiavelli - Sir Francis Bacon - Female orations. Students will do reading comprehension activities and note taking.

Day 3: Spiritual and devotional writings. Students will do reading comprehension activities and note taking.

Day 4: Metaphysical and Cavalier poets. Students will do reading comprehension activities and note taking.

Day 5: Summary and evaluation.

Week four: Field Trip. During the fourth week, students will get ready for the field trip. We will go to the Renaissance Festival of North Carolina, Concord, so students' footage will be developed there and in its surroundings. Students will receive the information and will prepare with all the technical equipment and software necessary to complete their project. During this week, students will attend the field trip, which will continue a whole day. What to focus on: Media types -- Choose one media and one writing product to develop. Students will review the samples of media studied in class, and they will check their footage and start developing their videos. During this week students will be using the computer lab. One on one instruction will be given, so they will be able to receive support. Since these students are ESL, their language as well as cognitive skills are developing, and they require extra help and support. Guidance, follow up, samples will be given so they will able to try to do the project mostly by themselves. Sketch your work, set groups, and plan your strategies

Day 1 and 2: Carolina Renaissance Festival Student day Study Guide. We will examine this student day guide which is provided by the Renaissance Festival North Carolina[13] to the student day participants. The content is easy to read and it is well connected to the content core of the class.

Day 3: Movie maker, video formats, and sound. I will use previous examples of videos to remind students of what is expected. Then students will have some time to organize their ideas and group work. They will plan and organize a script for the video development.

Day 4: Field Trip day: The Carolina Renaissance Festival Student day. For the trip a parent permission is required. All students are expected to attend the trip. If for any reason they cannot go, they will plan and attend by themselves so they can develop their project.

Day 5: Feedback from the Field Trip and video formats. We will review the formats and convert any necessary video to a compatible format.

   Week Five: My Video.  Since I consider that the most powerful messages are sent through videos, student will develop the video during this week. We will focus more on visual media and choose which one they would like to do for the project. Students will create a 10 minute video; they can work individually or in pairs, designing the script, and considering what is the message they expect to be sent through that media chosen. In this week, students will finish their videos and writing product.

Day 1: Structure topic, plan strategies, and prepare resources.

Day 2: Download resources into personal flash drive or pen drive and fix all the formats. Students need to have an individual pen drive or flash drive in order to keep the files, organize pictures, videos and sound or music which will be included in the video. It is very important that this data remains in a personal drive otherwise it is very likely that the files get lost or do not work properly in the computer.

Day 3: Develop a video by using Movie maker upload resources in order . Students will start uploading their files into the movie maker project. Until the project is converted into a movie, it will remain just a project. This is a very important stage because the elements must remain in the same files otherwise they may be lost.

Day 4: Apply transitions, effects and sound, and also tape sound if necessary.

Day 5: Final publishing and movie saving. This stage may take some time. It depends on how heavy the video is and could take from 20 to 50 minutes to be saved, so it is important to be patient.

   Week Six: Analysis, Evaluation and Feedback. We will watch and evaluate the media created. We will view and analyze the intention of the message, and the hidden purpose of the author in the media. I will create a rubric so students can evaluate their peers' work. Finally the intention is that students share their videos in You Tube, Facebook and in the school TV.

Day 1, 2 and 3: Since there are many students in the class I will allow 3 days for this task which includes Video Presentation and Evaluation Presentation of the products (Video Media and Written report) and Review and feedback (peer evaluation with rubric).

Students will use a rubric to evaluate quantitatively the videos by using a rubric (See Appendix 1), however for the qualitative part of the content a *Digital Storytelling Rubric* from (Stanley and Dillingham, 2009, p. 109) will be used. This rubric includes: The Story -- Is the story engaging, with an interesting beginning, problem, solution and ending? The Detail -- Is the story told with enough detail to be coherent? The Point of View -- Does the story have a clear purpose and point of view? The Narration -- Is the voice narration clear and match the story line? Does it and flow well with the content and images? The Pacing -- Does the pacing of the narrative keep the audience engaged? The Grammar and Language Use --Are grammar and language use correct and appropriate for the telling of this particular telling the story? The Images -- Are the background images high quality and appropriatelycoordinated with the different scenes in the story? The Music -- Does the music match the story line and tone? Professionalism -- Does the author have a title and credits page? Does the credits page contain appropriate reference citation/permission for any copy written material?

This discussion will be in an oral format so everybody is expected to participate and make positive comments.

Day 4: General Feedback on products. After viewing and evaluating the videos I will give general comments summarizing the peer evaluation and the teacher evaluation. We will take note to consider detail for further video projects.

Day 5: Analysis and Content Test: "The Renaissance". Finally we will analyze how the videos helped students see and acquire the content information expected from the Common Core standards and unit specific objectives. Students will take a content test, their notes and material can be used for this test; also any accommodations available will be provided.


**Resources**


1. Bibliography for Teachers

Jewell Cooper, *Developing Critical Cultural Competence: A Guide for 21st-Century Educators*. (Thousand Oaks, CA: Corwin Press, 2011).

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Velazquez-Torres, N. *How well are ESL Teachers Being Prepared to Integrate Technology in their Classrooms?* (The Electronic Journal for English as a Second Language 2006) Retrieved on October 13, 2012, http://www.tesl-ej.org/wordpress/issues/volume9/ej36/ej36a1/

**Reading List for Students**

Allen, Janet. "Media Handbook." *Holt McDougal literature*. (Common Core ed. Orlando, Fla.: Holt McDougal/Houghton Mifflin Harcourt, 2012)

**List of Materials for Classroom Use**

Allen, Janet. "Media Handbook." *Holt McDougal literature*. (Common Core ed. Orlando, Fla.: Holt McDougal/Houghton Mifflin Harcourt, 2012)

Coke 2012 Commercial: "Catch" starring NE_Bear. Retrieved from https://www.youtube.com/watch?v=S2nBBMbjS8w

*Twilight Breaking Dawn Part 2 Official Trailer*. Retrieved from https://www.youtube.com/watch?v=5xOSoONDpY4

Cassel, Christopher. *The Dark Ages*. (The History Channel, 2007) DVD.

**Appendix for "Implementing Common Core Standards**

 

    As part of the connection that every lesson plan and learning objective has with common core standards, below I include standards that will be used in the development of this unit.  I will follow the standards in the Common Core, for language arts. In this way I can ensure that my curriculum unit is aligned to the State requirements.[14]

*11<sup>TH</sup> and 12<sup>TH</sup> Grades*

W1. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

SL4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**Notes**

[1] Groseclose, Tim, and Milyo, Jeff. *A Measure of Media Bias.* UCLA. December 2004. Retrieved on October 13, 2012
http://www.sscnet.ucla.edu/polisci/faculty/groseclose/Media.Bias.8.htm

[2] Noam Chomsky linguistics, beginning with his *Syntactic Structures*, a distillation of his *Logical Structure of Linguistic Theory* (1955), challenges structural linguistics and introduces transformational grammar. His most influential and time-tested contribution to the field is the claim that modeling knowledge of language using a formal grammar accounts for the "productivity" or "creativity" of language. In other words, a formal grammar of a language can explain the ability of a hearer-speaker to produce and interpret an infinite number of utterances, including novel ones, with a limited set of grammatical rules and a finite set of terms. Chomsky labeled whatever the relevant capacity the human has that the cat lacks the "language acquisition device" (LAD) and suggested that one of the tasks for linguistics should be to figure out what the LAD is and what constraints it puts on the range of possible human languages. The universal features that would result from these constraints are often termed "universal grammar" or UG.

[3] Stephen Krashen published in 1980 Second Language Acquisition and Second Language Learning the five main hypotheses: the Acquisition-Learning hypothesis, the Monitor hypothesis, the Natural Order hypothesis, the Input hypothesis, and the Affective Filter hypothesis.

[4] L1 – First Language , L2 – Second Language.

[5] Developed by Merrill Swain, the comprehensible output (CO) hypothesis states that learning takes place when encountering a gap in the linguistic knowledge of the L2. By noticing this gap the learner becomes aware of it and might be able to modify his output so that he learns something new about the language. This hypothesis is closely related to the Noticing hypothesis. Swain defines three functions of output: 1. Noticing function: Learners encounter gaps between what they want to say and what they are able to say and so they notice what they do not know or only know partially in this language. 2. Hypothesis-testing function: When learners say something there is always a hypothesis underlying e.g. about grammar. By uttering something the learners test this hypothesis and receive feedback from an interlocutor. This feedback enables them, if necessary, to reprocess their hypothesis. 3. Metalinguistic function: Learners reflect about the language they learn and hereby the output enables them to control and internalize linguistic knowledge.

[6] http://www.21stcenturyschools.com/multiple_literacies.htm

[7] www.wida.us / The NC English Language Proficiency Standard Course of Study is the World-Class Instructional Design and Assessment (WIDA) English Language

Proficiency Standards (approved by the State Board of Education June 5, 2008). These standards are K-12.

[8] Allen, Janet. "Media Handbook." *Holt McDougal literature*. Common Core ed. Orlando, Fla.: Holt McDougal/Houghton Mifflin Harcourt, 2012. R88 - R95. Print.

[9] Coke 2012 Commercial: "Catch" starring NE_Bear. Retrieved from https://www.youtube.com/watch?v=S2nBBMbjS8w

[10] Twilight Breaking Dawn Part 2 Official Trailer. Retrieved from https://www.youtube.com/watch?v=5xOSoONDpY4

[11] The Dark Ages (The History Channel) (2007)
RJ Allison (Actor), Christopher Cassel (Director)  DVD format.

[12] George Orson Welles (May 6, 1915 – October 10, 1985) an American actor, director, writer and producer who worked extensively in theater, radio and film. He is best remembered for his innovative work in all three media, most notably *Caesar* (1937), a groundbreaking Broadway adaption of *Julius Caesar* and the debut of the Mercury Theatre; *The War of the Worlds* (1938), one of the most famous broadcasts in the history of radio; and *Citizen Kane* (1941), which is consistently ranked as one of the all-time greatest films.

[13] Renaissance Festival Student Guide day
http://www.royalfaires.com/carolina/images/pdf/studyguide.pdf

[14]  http://www.corestandards.org/  The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.