

Never Again: Recognizing Pre-Genocidal Stages in Literature and Our World Today

Content Area: Secondary English

Course: English 10 Honors

Grade: 10th grade

Lesson #5: Identifying and Educating People about Current Issues in Our Society

Time: About three hours total (lesson will span several class periods)

Overview of the Lesson: Students will now have a chance to choose a topic, either local or global, that they think people should know about. Using iMovie, students will research the topic and create a Public Service Announcement to further educate students.

State Standards:

RL.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

W.9-10.2a - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.

W.9-10.2b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

SL.9-10.2 - Integrate multiple sources or information presented in diverse media or formats evaluating the credibility and accuracy of each source.

SL.9-10.5 - Make strategic use of digital media in presentations to enhance understanding of finding, reasoning, and evidence and to add interest.

Essential Questions:

- How do we make a convincing case that inspires people to take action?
- How can we use knowledge and structure of language to be more convincing?
- How can pictures and images convey meaning?

Anticipated Misconceptions: Many students do not know about many of the current issues plaguing our society or our world. Also, not all students will see value in the topics their peers choose.

Instructional Materials Needed:

Students need a computer with iMovie and access to the internet. Airplay will also be needed for the students to show their end product to the class.

Instructional Tips:

Be sure students have iMovie downloaded before class on the first day. It can take up to 30 minutes to download! Ask students to truly think about the images/pictures they are using and what emotions they will likely evoke from the viewers.

Anticipatory Set: Ask students to share some issues they feel passionate about.

Instructional Strategies: Current Events, Discovery, Cooperative Learning, and Peer Instruction

Lesson Closing: Students will share their presentations

Extension Ideas: Students could take notes while others are presenting and research several topics that sparked their interest.

Name: _____ Hour: _____

Memoir “Images and Words” Project

Education is POWER!

Now that you have learned about The Rwandan Genocide and the Eight Stages of Genocide, please educate us about a current, global issue that is a problem in our world today.

Directions: After reading several memoirs and learning about The Rwandan Genocide, it is clear that so many of the authors chose to share their stories because they wanted to raise awareness about an issue or problem in their societies. Just like the authors, I’d like for you to educate the class about an issue or problem you believe is important. This issue may be a local, Kansas City issue, it may be a problem in the U.S., or it may be a global issue. For your chosen topic, you will need to create a short video (60-90 seconds) that does the following:

1. Using images (pictures) and words (facts and statistics), educate the class about how and why this issue is a problem.
2. Who does this issue affect?
3. What could be done to help alleviate the problem?

Requirements:

- **Before beginning your project, you must have your topic approved by Ms. Anderson.**
- **Short Video (30 points):**
 - Must incorporate images (pictures) and words (facts, statistics) that convey the following:
 - the pervasiveness/prevalence/extent of the problem/issue
 - the potential solutions people are trying to help eliminate/alleviate the problem and ways everyday people can help solve/reduce the problem.
 - Must use iMovie (unless otherwise approved by Ms. Anderson).
 - Must be 60-90 seconds long.
 - Must include a Credits section at the end of the iMovie that includes MLA formatted citations for all images and words used in the video.

Due Dates:

- The project is due on **MONDAY, 9/18 for all classes**. Be prepared to share your video with the class.

Useful links:

EasyBib Website Evaluation Guide:

<http://content.easybib.com/students/research-guide/website-credibility-evaluation/>

CRAAP Test Handout: https://www.csuchico.edu/lins/handouts/eval_websites.pdf

OWL’s Sample MLA Works Cited Page: <https://owl.english.purdue.edu/owl/resource/747/12/>

EasyBib Citing a Website: <http://content.easybib.com/citation-guides/mla-format/how-to-cite-a-website-mla/>

EasyBib Form for Citing a Website: <http://www.easybib.com/cite/form/website>

iMovie Tutorial: <https://www.youtube.com/watch?v=GKu5p4e4CbY>

“Images and Words” Video Rubric

CATEGORY	<u>ADVANCED</u> (5 points)	<u>PROFICIENT</u> (4 points)	<u>DEVELOPING</u> (3 points)
Images (x2)	Student successfully integrates a variety of images (pictures, charts, graphs, video, drawings, etc.) in order to convey both the extent of the problem and potential solutions. Images are effective, powerful, and carefully chosen. A good balance of images to words is achieved. Words and images work well together.	Student integrates images in order to convey both the extent of the problem and potential solutions; however, images may be less varied than an advanced project. Images may be less effective, powerful, and/or carefully chosen than an advanced project. A balance of images to words is achieved. Most words and images work well together.	Student integrates images; however, images may be lacking, may not be varied, and/or may not convey the extent of the problem and/or potential solutions. Images are ineffective, weak, unrelated, and/or random. A balance of images to words is not achieved. Words and images may not work well together.
Words (x2)	Student successfully integrates a variety of words (facts, statistics, expert opinions, anecdotes, explanation, etc.) in order to convey both the extent of the problem and potential solutions. Words are effective, powerful, and carefully chosen. A good balance of words to images is achieved. Words and images work well together. Viewer has sufficient time to read words in the video. Voice-overs, if used, are enunciated and easy to understand.	Student integrates words in order to convey both the extent of the problem and potential solutions; however, the words may be less varied than an advanced project. Words may be less effective, powerful, and/or carefully chosen than an advanced project. A balance of words to images is achieved. Most words and images work well together. Viewer has time to read most words in the video. Voice-overs, if used, are clear.	Student integrates words; however, words may be insufficient, lacking in variety, and/or may not convey the extent of the problem and/or potential solutions. Words may be ineffective, weak, unrelated and/or random. A balance of words to images is not achieved. Words and images may not work well together. Viewer has insufficient time to read many of the words in the video. Voice-overs, if used, are unclear, not enunciated, or are difficult to understand.
Aesthetics/ Creativity (x1)	Student uses iMovie/media in creative and innovative ways. The final product is unique, powerful, effective, and polished. The video flows smoothly and is easy to follow and understand. Video is free from errors in timing and conventions. Ideas fit within the 60-90 second time frame.	Student’s use of iMovie/media shows creativity. The final product is interesting, effective, and polished, but may be less so than an advanced project. The video flows well and is easy to follow and understand for the most part. Video is mostly free from errors in timing and conventions. Ideas fit within the 60-90 second time frame.	Student’s use of iMovie/media lacks creativity. The final product may be uninteresting, ineffective, and/or unpolished. The video does not flow and is difficult to follow and understand. Video contains errors in timing and conventions. Ideas do not fit within the 60-90 second time frame.
Credits (x1)	Student includes a Credits section at the end that lists MLA formatted citations for all images and words used in the video. Obvious effort was made to ensure citations were complete and accurate. Citations are alphabetized.	Student includes a Credits section at the end that lists MLA formatted citations for most images and words used in the video. Citations may appear to lack some key information. Citations are alphabetized.	Student includes a Credits section at the end that lists MLA formatted citations, but may be missing some citations and/or key information. Citations are not alphabetized.
TOTAL ____ / 30	NOTES:		