

Inquiry Based Lesson Plan

Teachers: Camryn Curtis	Subject: English
<p>Standard:</p> <ul style="list-style-type: none">• Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<ul style="list-style-type: none">○ a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (7.W.2)• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (7.W.4)• Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (7.L.6)• ISTE-S 1. Creativity and innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.<ul style="list-style-type: none">○ a. Apply existing knowledge to generate new ideas, products, or processes○ b. Create original works as a means of personal or group expression○ c. Use models and simulations to explore complex systems and issues○ d. Identify trends and forecast possibilities• ISTE-S 2. Communication and collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.<ul style="list-style-type: none">○ a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media○ b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats○ c. Develop cultural understanding and global awareness by engaging with learners of other cultures○ d. Contribute to project teams to produce original works or solve problems• ISTE-S 6. Technology operations and concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.<ul style="list-style-type: none">○ a. Understand and use technology systems○ b. Select and use applications effectively and productively○ c. Troubleshoot systems and applications○ d. Transfer current knowledge to learning of new technologies	
<p>Objective (Explicit):</p> <ul style="list-style-type: none">• Students will be able to use video cameras to record a mini-documentary by applying the filming techniques of frame, lighting, sound recording, close ups, landscape shots, and motion shots.	
<p>Evidence of Mastery (Measurable):</p> <p>The students' understanding will be evaluated based on the video clips they produce today, and the final video they produce in tomorrow's lesson. (See rubrics in "Evaluate")</p> <p>By the end of the day today, students should have:</p>	

<ul style="list-style-type: none"> • filmed one 10-second clip that evokes a specific mood, such as happiness, sadness, excitement, fear, or boredom. • filmed one or two 20-second video clips using the filming techniques learned throughout the lesson. 		
<p>Sub-objectives, SWBAT (Sequenced from basic to complex):</p> <ul style="list-style-type: none"> • SWBAT watch a video clip and identify the mood of that clip. • SWBAT explore the new video cameras by producing one 10-second clip that evokes a specific mood, such as happiness, sadness, excitement, fear, or boredom. • SWBAT explain what techniques they used to accomplish filming their clips. • SWBAT identify at least five techniques that they will use in their final projects by circling the names of the techniques and explaining their intended use in one sentence alongside the circled terms. • SWBAT produce a 20-second video clip by collaborating in groups to film one or two clips using three techniques learned throughout the lesson. 		
<p>Key vocabulary:</p> <p>Record/ Film</p> <p>Mood</p> <p>Frame</p> <p>Lighting</p> <p>Close Ups</p> <p>Landscape shots</p> <p>Motion shots</p>	<p>Materials/Technology Resources to be used:</p> <p>Video Cameras</p> <p>USB cables</p> <p>Computer</p> <p>Projector</p> <p>Tri-pods (possibly)</p> <p>Studio Lights (possibly)</p>	
<p>Engage (Make content and learning relevant to real life and connect to student interest)</p> <p>Students will discuss their favorite movies for two minutes.</p> <p>Then, I will show a fun, dramatic clip from a documentary, and periodically pause the video to point out the techniques used within the video to evoke certain emotions and to tell the story. During this time, I will introduce the vocabulary in context and allow students to use the context to determine the meaning of these new words, and I will verbally and visually clarify as needed. Students will identify their favorite part about the clip and share with their shoulder partner. Students will then identify the overall mood of the clip, citing at least two techniques or elements of the clip that contributed to the mood. Students will share their thoughts with the class as a whole.</p>		
<p>Explore</p>	<p>Teacher Will:</p> <ol style="list-style-type: none"> 1) I will put students into five groups. 2) I will give them instructions (see “Student Will”) for their tasks, verbally, and in the form of a handout. 4) I will go around the room, answering questions and helping students operate the technology. I will give minimal aid because students are supposed to fiddle around and explore the technology for 	<p>Student Will:</p> <ol style="list-style-type: none"> 3) For the first activity, students will film a ten second clip with the goal to evoke a specific mood. One group will evoke happiness, another sadness, one excitement, another fear, and one boredom. <p>Here's the catch: the only thing they can film is one person doing a math problem. That's it. The focus of the activity is for students to develop filming skills, not for them to tell a story, so each group must creatively use the filming techniques discussed</p>

	<p>themselves.</p>	<p>with the documentary to evoke a mood from a bland scenario. The mood has to come from their creative use of filming techniques, not the content of the clip's story.</p> <p>Students are encouraged to use whatever background knowledge, creative approaches, or unique styles they possess.</p>
	<p>Co-Teaching Strategy/Differentiation</p> <p>Students bring different levels of background knowledge to the activity, but all students are welcome to use whatever prior knowledge they possess. The collaborative aspect will allow students to share their knowledge with each other in a constructive, contextual, creative way.</p> <p>Because students are working in groups, and the nature of the work is completely student-driven in terms of how they go about accomplishing the general task, so students are free to make it as simple or complex as they want, within the given time limit. I will give them about fifteen minutes to complete this task, which should be plenty of time regardless of proficiency level.</p> <p>The handouts they receive will have the written instructions available for easy reference, which makes the instructions more accessible to different learning styles, as well as students with hearing or visual disabilities. These handouts will also feature a timeline of the tasks we will accomplish for the day, which will help them to self-manage and will balance the day's creativity by giving stability and structure to students who function well within set parameters.</p> <p>Students with any disability that prevents them from effectively or safely operating the cameras can be the subjects of the group's film instead, or can offer their ideas just like the majority of the group members will be doing.</p> <p>I will send students the links to the video clips we are watching throughout the day so that students can refer back to them, watch them at their own pace, or watch them on specialized technology (such as for a disability, etc.).</p>	
<p>Explain</p>	<p>Teacher Will:</p> <p>2) Both the class and myself will give constructive feedback to the groups regarding their clips, giving praise for things done well and advice for improvement.</p> <p>3) I will then give the students a quick reference handout with a list of techniques to use when filming. I will verbally explain the reference handout, while making specific references to my physical copy so that students can follow along on their copies. If any techniques were used in the students' clips, I will show that segment of the clip and draw the comparisons.</p>	<p>Student Will:</p> <p>1) After about ten minutes, students will share their clips with the class and explain what techniques they used to accomplish their goals.</p> <p>4) Students will identify at least five techniques on the handout that they could use in their projects by circling the names and recording their intended use in one sentence alongside the circled terms.</p>
	<p>Co-Teaching Strategy/Differentiation</p> <p>I will send students the links to the video clips we are watching throughout the day so that students can refer</p>	

	<p>back to them, watch them at their own pace, or watch them on specialized technology (such as for a disability, etc.).</p> <p>Students may take notes on the handouts in whatever format suits them best. The combination of a verbal explanation and a visual representation of the same content accommodates students with different learning styles, and students with hearing or visual disabilities. I will also allow students to sit closer or further from the front of the classroom as needed.</p> <p>Students will also be able to refer to their handouts for a timeline of the tasks we will accomplish for the day, which will help them to self-manage and will balance the day’s creativity by giving stability and structure to students who function well within set parameters.</p>	
Elaborate	<p>Teacher Will:</p> <ol style="list-style-type: none"> 1) I will show the students one more video segment, this time from a party montage. As we watch the clip, I will periodically pause it and ask students to identify which filming techniques were used, and if they were effective in making the event seem fun. 3) I will introduce the idea that our class is going to make a party montage video. I will explain what techniques we will use and how, while referencing the video by rewinding to the locations when it used those techniques. 4) I will reassure students that looking good and being a good dancer are not prerequisites to looking awesome in slow-motion. (All you have to do is smile authentically and move a lot. The less you hold still, the better.) 	<p>Student Will:</p> <ol style="list-style-type: none"> 2) Students will identify which filming techniques were used, and if they were effective in making the event seem fun. 5) After the clip and my explanations are done, students will divide into groups that are okay with being on camera, and those who are not. Those who are not will film, and those who are will dance and be goofy for the student-filmed clip. 6) The new student groups will each film one or two 20-second clips using one assigned technique, and two techniques of their choosing. 7) *In the following day’s lesson, which will teach students how to use video editing software, students will use this footage and digital editing techniques to create a fun music video.
	<p>Co-Teaching Strategy/Differentiation</p> <p>Allowing for students to participate in ways that are comfortable to them (recording or dancing or being goofy) honors both student choice and the diversity of their personalities.</p> <p>I will send students the links to the video clips we are watching throughout the day so that students can refer back to them, watch them at their own pace, or watch them on specialized technology (such as for a disability, etc.).</p> <p>Students will also be able to refer to their handouts for a timeline of the tasks we will accomplish for the day, which will help them to self-manage and will balance the day’s creativity by giving stability and structure to students who function well within set parameters.</p>	
Evaluate	<p>The students’ grades will come from the following rubrics, which evaluate their participation from today’s lesson, and the final video product from today’s and tomorrow’s lessons combined.</p> <p>Today’s Rubric:</p>	

The student contributed to the groups throughout the various activities.	___/10
The student's first group produced a mood-specific clip.	___/5
The student circled at least five techniques on the handout to use in their future projects, and recorded their thoughts in about one sentence alongside the circled terms.	___/2.5 ___/2.5
The student either filmed or performed for the final group activity.	___/5
Total	___/25

Final Video Rubric: (includes tomorrow's lesson)

The student's clip used at least one assigned filming technique.	___/5
The student's clip used at least two free-choice filming techniques.	___/10
The student's edited video used at least one assigned editing technique.	___/5
The student's edited video used at least two free-choice editing techniques.	___/10
The student's final video effectively conveys an upbeat, enthusiastic, lighthearted, party-atmosphere mood.	___/5
Total	___/35