OER #1 - Slam + Video
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Project Title:	Slam + Video	Time Required for Project:	8 Hours
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Summary

In this unit, students work independently to compose and perform a slam poem (spoken word) and then record and edit a video of their performance. It includes lessons that address multiple strands in the Ontario Language Arts curriculum and the International Society for Technology in Education (ISTE) standards.

Once students have completed their composition and videoed the final version of their slam, they will edit the video to include a starting title screen and closing screen. This is an introduction to video editing which will prepare them for their next project which is a more extensive video production project

This activity engages students in crafting a text in the form of a slam poem using a variety of literary devices and performing that poem using non-literary devices to make the performance compelling.

Digital Literacies Skills

Making and Remixing (MediaSmarts)
This lesson addresses the Making and Remixing skill from the MediaSmarts framework by requiring the students to:
- Perform in front of a video camera
- Record another person using a video camera
- Edit a video using on-line video editing tools

Justification

According to Korby "the average 8-12-year-old spends about six hours a day in front of a screen, and teenagers spend more than nine" (Korbey, H., 2018) which means that digital communication mediums are how children and youth communicate. It's a reasonable extrapolation that students should be developing skills that allow them to communicate effectively in those digital mediums. Whether it's an instant message, blog

post, Snap-chat, youTube video or Tik-Tok, they need to learn the skills that allow them to harness the medium.

"Connecting video production to school-based reading and writing experiences in school taps into a students predisposition for media consumption and production." (Spires et al, 2012) so the ability to make effective digital resources is an essential 21st century skill. Whether the purpose of the resource they're creating is a business presentation, or a public posting to solicit support for a community issue, digital communication is the primary method of reaching large and small numbers of people. Being able to produce a compelling piece increases the likelihood of the enterprise being successful.

Performing in front of a camera relies on the same skills as speaking face to face with other people, so it helps students to develop confidence in presenting information verbally. As painful as we all find it, watching yourself on video is the ultimate method of reflecting on your speaking performance.

Recording, editing and titling a video can expand the meaning, understanding and reach of a message. Students who can master these skills have a greater ability to affect change in their community and in the world.

"Social interaction, especially in its prototypical form of face-to-face communication ... tends to be transient" (Livingstone, S., 2014). The transient nature of face-to-face communications is in stark contrast to the permanent nature of communications that are posted on the Internet. The process of creating a video with a meaningful message helps students to understand how much work goes into a communication piece that they want to be persistent compared to the throw-away lines they may leave in social media which are equally persistent.

Curriculum Expectations Addressed

All of the following expectations can be addressed through the following lessons. Expectations marked with an * are suggested for assessment purposes.

Language Arts - Writing

2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

2.1 write complex texts of different lengths using a wide range of forms (e.g., a description of the procedure for growing rice or coffee; an explanation of multiple ways to solve a mathematical problem or investigation; an argument stating the opposing points of view on a community issue, including the response of each side to the points made by

the other side, for a class/school debate, or to report on the debate in a newsletter; a fictional narrative about a historical event to dramatize material studied; a mystery story modelled on the structures and conventions of the genre)

* 2.2 establish a distinctive voice in their writing appropriate to the subject and audience (e.g., use language that communicates their "stance"or point of view on an issue and identify the words and/or phrases that help them achieve this goal)

* 2.3 regularly use vivid and/or figurative language and innovative expressions in their writing (e.g., a wide variety of adjectives and adverbs; similes, metaphors, and other rhetorical devices such as exaggeration or personification) Teacher prompt: "Identify three language choices you have made and explain the effect they will have on a reader."

* 2.4 vary sentence structures to give their writing rhythm and pacing by using a variety of connecting and/or introductory words and phrases (e.g., however, for example, therefore, as a result) to help combine short, simple sentences into longer, more complex sentences

2.6 identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on voice, diction, and an effective beginning and ending Teacher prompts: "Would your audience understand your feelings about your topic?" "Could you add one figurative expression or rhetorical device that would strengthen your work?" "Will your opening sentence engage the interest of your audience?"

2.7 make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies (e.g., use margin notes or sticky notes while rereading to record ideas for additions or changes; add or substitute words and phrases, including vocabulary from other subjects; use rhetorical devices such as understatement to achieve particular effects; adjust sentence length, type, and complexity to suit the audience and purpose; use patterns such as repetition of key phrases for emphasis and to engage the attention of the audience) Teacher prompt: "Would a variety of sentence types and lengths help to create suspense?"

Language Arts - Oral
2.3 communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience (e.g., use a formal structure of opening statement, enumeration of points, and summary/conclusion, and a straightforward, impersonal style, to present a position statement on an issue)

2.4 use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning accurately and engage the interest of their

intended audience (e.g., use the technical vocabulary of the subject area during a scientific investigation in a group setting; incorporate literary language and structures into personal anecdotes or imaginative narratives; use emotive language in a persuasive appeal to a large group)

* 2.5 identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to communicate their meaning (e.g., use pauses and changes of pace to highlight the introduction of each new point in a speech to the student body)

Language Arts - Media Literacy
* 3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques

ISTE Standards Addressed

Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

6a Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

6b Students create original works or responsibly repurpose or remix digital resources into new creations.

6d Students publish or present content that customizes the message and medium for their intended audiences.

Materials

Required

- Video recording equipment (could be a video camera, tablet, cell phone)
- Video editing software or software as a service (SaaS) like WeVideo
- Laptops or Chromebooks depending on the choice of software for editing

- If students will be using WeVideo, it is best to have a paid educators account and create accounts for the students in advance of starting this unit.
  https://www.wevideo.com/signup?p=trial&tier=education&instanceName=WeVideo

Recommended

- Tripod to mount video camera. A stable camera significantly improves video quality.
- Attractive backdrop for performances. The videos will be much better if there is an uncluttered background behind the students while they are performing their slam.
- Headphones for each computer being used for editing. They're not required, but it cuts down on the noise in the classroom and allows students to make better edits.

Spatial Considerations

For the most successful outcome from this project, students should have access to recording equipment that will produce good quality sound and good quality video. Finding a space in the school where students could be isolated from other noise while they are recording would be ideal, but if that's not possible, scheduling time during lunch or recess when students could be alone in the classroom would be an alternative.

Slam poetry is typically performed with an audience, so the recording could be made live while students perform their slam for their classmates. This approach can bring a live feeling to the video but puts a lot more pressure on the students' performances and the sound quality will likely not be as good.

UDL Considerations

Students are permitted to choose their own subject for their slam. *Optimize individual choice and autonomy* (UDL 7.1).

The slam will be assessed and students will receive descriptive feedback on the slam before they record their slam for use in their video and before starting video editing. *Increase mastery-oriented feedback* (UDL8.4).

The process of developing the Slam poem requires them to self-assess their work and revise accordingly. *Develop self-assessment and reflection* (UDL 9.3).

The lesson on slam provides a printed explanation of the lesson activity as well as being explained by the teacher orally. *Offer alternatives for auditory information* (UDL 1.2)

Students may use speech-to-text to compose their slam. *Use multiple tools for construction and composition* (UDL 5.2)

The slam lesson includes background on literary devices to help them leverage those devices in their work. *Activate or supply background knowledge* (UDL 3.1)

The slam student handout includes bold-face type to draw attention to key words and messages in the assignment. *HIghlight patterns, critical features, big ideas, and relationships* (UDL 3.2)

The slam student handout includes a list of 10 steps for completing the slam poem. *Guide information processing and visualization* (UDL 3.3)

The slam Teachers Notes include suggested accommodations/modifications. *Vary the methods for response and navigation* (UDL 4.1)

Students may use all the tools at their disposal in the Google G-Suite including spell checkers, grammar checkers, word prediction, speech-to-text, text-to-speech, lists of synonyms and antonyms from the internet, etc. to assist them in composing their slam. *Use multiple tools for construction and composition* (UDL 5.2)

Cultural and/or Community Considerations

The selection of the topic for their slam is completely open as long as it is something they are passionate about and is classroom-appropriate. The examples they've been shown in the language lesson should lead them to draw on their own lived experiences.

English Language Learners

Many of the UDL considerations help ELLs, as do the modifications and accommodations in the lesson.

Accommodations

- Shorten the duration of the poem from 3 minutes.
- Allow the student to work with a scribe to transcribe the first draft of their slam.
- Allow the use of text-to-speech to do produce their first slam.
- For a student who is unable to perform their own work, have another person (possibly the teacher), perform the work under their direction.

Resources

- Teacher's Lesson Slide Show
  https://drive.google.com/open?id=1u3UuOjuFTiHuchsi1PrIfOzreRuGg5vVZPw9JE3B3OI
- Student Hand-out https://drive.google.com/open?id=1hLZoJZ4EGetRMCFn--egwGOM5IVZEtr-uGX4WKycMh8
- Lesson Plan: https://drive.google.com/open?id=1pKrVpGZm9rD472Vuvny5myzfXg3FdIc2PjhYx8smsvk
- Tutorial video on titling: https://drive.google.com/open?id=13PzICFTKpEaBdPp-RokRhdBCfluMNPaZ

Lessons

Description of Learning Objectives by Session and Teaching and Learning Activities

Session 1 - Introducing Slam Poetry
Student Learning Objectives for the Session:
Students will learn how various literary tools such as rhyme, rhythm, alliteration, and repetition are used in slam poetry. They will learn what defines slam poetry and be able to compare it to rap music.
Student learning during this block of time will include the following activities:
- Watch sample videos   - Work in small groups and class discussion to identify literary devices in the video   - Work in small groups and class discussion to identity non-literary devices in the video
To support student learning, the teacher will...
- Present class 1 of the slide show https://drive.google.com/open?id=1u3UuOjuFTiHuchsi1PrIfOzreRuGg5vVZPw9JE3B3OI   - Facilitate class discussions

Session 2 - Literary and Non-Literary Devices

Student Learning Objectives for the Session:

Students will learn why performance matters even if they're not in a play or in a movie.

They will learn about literary and non literary devices they can use in their slam.

Student learning during this block of time will include the following activities:

- Class discussion as the class parses through the words of a single sentence while putting emphasis on different words in the sentence.
- Work in small groups to identify literary devices they could use in their slam.
- Work in small groups to identify non-literary devices they could use in their slam

To support student learning, the teacher will...

- Present class 2 of the slide show
  https://drive.google.com/open?id=1u3UuOjuFTiHuchsi1PrIfOzreRuGg5vVZPw9JE3B3OI
- Emphasize the importance of performance as part of effective communication
- Facilitate discussions on literary and non-literary devices

Session 3 - How to Create a Slam

Student Learning Objectives for the Session:

Students will learn a method for creating a slam poem and begin working on their own slam.

Student learning during this block of time will include the following activities:

- Listen to the explanation of the method for creating a slam.
- Optionally: review the video of the method on their own.

To support student learning, the teacher will...

- Present class 3 of the slide show
  https://drive.google.com/open?id=1u3UuOjuFTiHuchsi1PrIfOzreRuGg5vVZPw9JE3B3OI
- Explain method for completing a slam
- Introduce and hand out assignment
  https://drive.google.com/open?id=1hLZoJZ4EGetRMCFn--egwGOM5IVZEtr-uGX4WKycMh8

Session 4 - Creating their Slams

Student Learning Objectives for the Session:

Continuation of session 3 learning how to write a slam.

Student learning during this block of time will include the following activities:

- Work on writing their slam poems.

- They may review example slams for inspiration

To support student learning, the teacher will...

- Respond to student questions about the assignment.
- Explain various literary devices and their proper usage.

Session 5 - Creating, Peer Review and Revising

Student Learning Objectives for the Session:

Students learn how to provide descriptive feedback to their peer and how to revise their work based on peer feedback.

Student learning during this block of time will include the following activities:

Students should have completed the first draft of their slam and given it to a friend for a peer review and updated their text based on the feedback.

To support student learning, the teacher will...

- Continue to respond to student questions about the assignment.
- Continue to explain various literary devices and their proper usage.
- Provide feedback on written slams when requested by students.

Session 6 - Finalize Writing and Plan Performance

Student Learning Objectives for the Session:

Students learn about non-literary devices in their performance by incorporating them into their slam.

Student learning during this block of time will include the following activities:

- Finish writing their slam
- Decide what non-literary devices they can incorporate into their performance
- Practice performing their slam

To support student learning, the teacher will...

- Continue to explain various literary devices and their proper usage.
- Provide feedback on written slams when requested by students.
- Provide suggestions about the use of non-literary devices in student slams.

Session 7 - Video Slam Performances

Student Learning Objectives for the Session:

Students learn about non-literary devices in their performance by incorporating them into their slam.

Student learning during this block of time will include the following activities:
- Video record their slam   - Transfer their video to the video editing software (WeVideo or similar)
To support student learning, the teacher will...
Explain to students that their slam should be performed without stopping if possible

Session 8 - Title Video
Student Learning Objectives for the Session:
Students learn how to add titles to their videos and make any other essential edits.
Student learning during this block of time will include the following activities:
- Use WeVideo or other video editing software to add titles and closing credits to the video recording of their slam.   - For students who need assistance with adding titles to their video, they can review this video: https://drive.google.com/open?id=13PzlCFTKpEaBdPp-RokRhdBCfluMNPaZ
To support student learning, the teacher will...
Assist students with the use of editing software.

References

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