

Best Practices of Technology Integration

Title: *Cinematic Poetry*

Subject(s): Language Arts

Intended Grade Level(s): 8

Description:

Students will develop an Avid Cinema presentation to creatively communicate a poem to classmates. Poetry is a genre of literature that students are expected to read in eighth grade language arts. Utilizing this lesson enables students to experience poetry in a way that is highly motivating while learning and practicing useful, oral interpretation skills.

Narrative:

Poetry is a genre that seems out of students' reach. In order to understand most poems, students must immerse themselves in the language and images of the poetry. Teaching an understanding of and motivation for this genre, may seem overwhelming. However, with the use of technology this is attainable.

Using Avid Cinema is a means to creatively communicate poetry in the classroom. In order for students to complete the project they must be able to use different voices in oral communication to entertain their audience, respond thoughtfully to poetry, and use technology for creative expression and communication of ideas—all of which are language arts benchmarks that would otherwise not be met. This project meets curriculum goals in speaking/listening and reading. Avid Cinema enables students to be creative and have fun with this otherwise “unreachable” genre.

Students will develop an Avid Cinema presentation to creatively communicate a poem to their classmates. The following questions can be used to give focus to the lesson:

- Does the project convey the poem's meaning in a clear and creative manner?
- Can the students be understood? Do they show expression and meaning in the reading of the poem?
- Is the movie at least one minute long per person in the group?
- Did each student write a thoughtful response to the poem?

I expect this project to impact students' interest in poetry in a positive manner. The enthusiasm exhibited by the students as they create their project along with the quality of the completed project will enable me to measure the results of the instructional technique.

Curriculum Benchmarks:

[MI.ELA.V.MS.1](#)

Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.

MI.ELA.6.MS.2

Demonstrate their ability to use different voices in oral and written communication to persuade, inform, entertain, and inspire their audiences.

MI.T.III.M.2

Use technologies as tools for creative expression and communication of ideas (voice, data, video, graphics, etc.).

Materials/Hardware/Software:

Power Macintosh G3 or iMac with a CD Rom drive—this project could probably be completed using other video capturing software using a PC rather than a Macintosh computer.

Avid Cinema—video capturing multi-media software.

VCR—to input video footage into project (optional) or save final project on video.

Several blank video tapes on which to save completed projects.

Variety of poems .

Optional equipment: camcorder, Viscam, laser disc player and discs, digital camera—to input images into project.

Optional web sites:

<http://www.information-resources.com/Library/library.html>

Contains a wealth of classic literature for students to peruse on-line.

<http://www.eng.hss.cmu.edu/poetry/>

Contains several canonical poems by classic authors.

Detailed Timeline:

Teacher preparation for this activity should take about an hour, provided that the teacher is already familiar with Avid Cinema.

The lesson itself could take up to ten days of 45 minute class periods depending on how many students are in each group and the amount of technology resources available. Plan on showing all the movies on the eleventh day.

Teacher Preparation:

The teacher (or computer lab technician) should be comfortable with Avid Cinema and any of the optional equipment above. It is important to show the students an example of what they can do with Avid Cinema by creating a poetry project. To make a one minute movie could take from three to five hours depending on how comfortable one is with the software and equipment. Doing a project in advance also gives the teacher a better understanding of the problems students might encounter when creating their own assignment. Once an example is made it can be used again and again.

The only other advance preparation the teacher needs is to collect poems, make copies of the “Project Guidelines” and “Planning Page” worksheets, get blank video tapes, and sign up for the equipment/space needed. The preparation should not take more than half an hour.

Prerequisite Student Skills:

Students should have basic computer skills such as how to click and drag, type, and save a document. Learning how to use the equipment needed (i.e. Avid Cinema, video camera, digital camera, laser disc, etc.) is part of the lesson.

Activities/Procedures:

1. Introduce the activity by showing an example of a completed project.
2. Go over the Project Guidelines handout and teach students how to use the software and equipment.
3. Assign groups of three or four students, and give them a list of several poems to choose from (suggest starting with poems in the literature book). Students who don't find anything there can go to the web sites above for other possible choices, or find something on their own with teacher's approval. No two groups may use the same poem.
4. Teach a mini-lesson on reading poetry aloud using expression to show the meaning of the poem (stress articulation and enunciation).
5. Students will use the Planning Page handout to plan out their movie and submit for teacher's approval before beginning to use any technology.
6. Upon the teacher's approval, students will create the actual project.
7. Each student will write a thoughtful response to the poem and turn it in at the time of the presentation.
8. When the projects are complete "unveil" the movies at a special "premier."

Assessment/Evaluation:

Students will be given the following focus correction areas when the project is introduced:

20 points - Project conveys the poem's meaning in a clear and creative manner.

10 points - Can be understood and shows expression and meaning in the reading of the poem.

10 points - The movie is at least one minute long per person in the group.

5 points - Turned in a thoughtful, written response to the poem.

Have students turn in their Project Guideline worksheet when they present, so that the teacher can use it as a rubric while watching the video and assessing the project.

Follow-up Activities:

Plan an Oscar ceremony at the end of the project, and give each group an award for something they did well.

Completed projects are saved on video tape and consequently easy to show to other classes. Therefore, the movies could be given to other teachers in the building as an avenue to share poetry with their classes. It would also be interesting to use children's poems, and send the video tapes to elementary schools so that poetry can come alive for them as well.

Once students have learned Avid Cinema they can use this media technology in any curricular area. In the language arts class students could interpret prose or famous speeches, or they could make commercials that show knowledge propaganda techniques. The possibilities are endless.

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