Creating Short Videos in Response to To Kill a Mockingbird

Participant Name:	**Amanda Mittiga**
District:	**Massena**
Grade Level:	**Secondary**
Subject/Course:	**English**
Cross-curricular Link:	
Approximate Time (IN MINUTES):	**3-4 Class Periods (40 minutes in length)**

CONTENT AND SKILLS

Learning Objectives:

- Students will analyze the themes of To Kill a Mockingbird and relate them to modern issues of social justice and equality.
- Students will communicate their analysis of the text through the use of digital media.
- Students will engage in the creation of digital content that reflects their understanding of the novel's key moments and themes.
- Students will develop digital literacy skills by utilizing video creation software to produce short video responses.

Essential Questions (optional):

- How does To Kill a Mockingbird explore themes of social justice, morality, and prejudice?
- How can we use modern media formats to respond to classic literature?
- How does digital storytelling impact our understanding of literature?

Students' I can statements . . .

- I can analyze a theme or character from To Kill a Mockingbird and explain its relevance to modern society
- I can use digital tools to create a video that communicates my interpretation of the novel.
- I can provide constructive feedback on my peers' video interpretations.

How will you meet the needs of SWD and ELL/MLL students?

Scaffolding and Templates:

- Provide a step-by-step template for planning videos, with examples for each step.
- Offer video examples with clear subtitles and allow students to pause and review content.

Accessibility Features:

- Use technology tools that have accessibility features (e.g., text-to-speech, voice recording, closed captions in Flip).
- For students with hearing impairments, ensure captions are enabled in all digital videos.

NYS COMPUTER SCIENCE AND DIGITAL FLUENCY STANDARDS

List all standards that authentically align (e.g., K-1.CT.4)

- 7-8.CT.10 Document the iterative design process of developing a computational artifact that incorporates user feedback and preferences.
- 7-8.DL.2 Communicate and collaborate with others using a variety of digital tools to create and revise a collaborative product.
- 7-8.DL.5 Transfer knowledge of technology in order to explore new technologies.
- 7-8.DL.6 Explain the connection between the persistence of data on the Internet, personal online identity, and personal privacy.
- 9-12.CT.10 Collaboratively design and develop a program or computational artifact for a specific audience and create documentation outlining implementation features to inform collaborators and users.
- 9-12.DL.2 Communicate and work collaboratively with others using digital tools to support individual learning and contribute to the learning of others.
- 9-12.DL.5 Transfer knowledge of technology in order to use new and emerging technologies on multiple platforms.
- 9-12.DL.6 Actively manage digital presence and footprint to reflect an understanding of the permanence and potential consequences of actions in online spaces.

OTHER SPECIFIC STANDARDS (e.g., Content, SEL Benchmarks)
List all standards that authentically align
https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf

- 9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.
- 9-10RL.2: Determine a theme or central idea of a text and analyze its development.
- 9-10SL4: Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience.
- 9-10SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.

INSTRUCTIONAL PLAN
List the steps of the lesson, including instructions for the students.
Add and highlight Standard Indicator next to activity that aligns

Overview: Students will create brief 1 to 2-minute educational videos, mimicking a TikTok format (without using TikTok), to respond to themes, characters, and plot points in To Kill a Mockingbird by Harper Lee. The videos will be created using educationally compliant programs like Screencastify or Adobe Spark, encouraging students to synthesize their understanding of the novel in a creative, digital format.

Instructional Plan:
1. Introduction to the Project (Day 1):
Objective: Introduce the video creation project, review key themes in To Kill a Mockingbird, and discuss how students will creatively respond to the text through digital media.

Activity: Begin by reviewing important moments from To Kill a Mockingbird—characters (Atticus, Scout, Tom Robinson), themes (justice, racism, innocence), and setting.

Ask: How can we communicate these themes using short videos, similar to what we see on social media?

Show a model video using TikTok that exemplifies the format students will create.
https://www.tiktok.com/@1min1book/video/7211954678517681454
https://www.tiktok.com/@rubix_learning/video/7039304884243549441

Discussion about what to do despite the school limitations of TikTok.

2. Brainstorming and Planning (Day 1):
Objective: Students will choose a theme, character, or scene from the book to focus on for their video.

Activity: Students work in pairs or small groups to discuss which parts of the novel they connect with.

Students fill out a Video Planning Template with the following sections:

1. Theme or Character Focus
2. Key Points or Scenes to Highlight
3. Script for Voiceover or Dialogue
4. Visual/Video Ideas

I will circulate offering assistance and feedback.

3. Video Creation (Day 2 and 3):
Objective: Students use Screencastify or Adobe Spark to produce their video responses.

Activity: Demonstrate how to use Screencastify or Adobe Spark, including adding text, voiceovers, and images.

Allow students the rest of the class period to work on their videos. I will support students with technical issues and provide feedback.

4. Video Sharing and Reflection (Day 4):

Objective: Students will share their videos with the class and reflect on their peer's interpretations of the novel.

Activity: Each student (or group) presents their video to the class using the chosen platform.

Students will give feedback on their peers' interpretations using a digital reflection sheet or discussion post in Padlet.

Class discussion on how different media platforms help us see literature in new ways.

SPECIFIC NEEDS: MATERIALS / RESOURCES / TECHNOLOGY

Add additional resources needed for this lesson such as instructional technology templates, images, videos, etc.

- Green Screen
- 100 Canon DCIM
- Chromebooks
- To Kill a Mockingbird and (not) Tik Tok Video Planning Template
- TKAM Video Reflection (Peer Feedback)