

# R. Welch- Transformation Scenario

EDGR/EDCA620/ Professor Kulapin

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*Grade Cluster: 6-8 Middle School*

*Anticipated Start Date: Week of February 19, 2024*

## Assessing through Reflections

### **Quick Look:**

After a detailed dive into rich African-American culture through Sharon Robinson's memoir, *Child of the Dream*, students will create a screencast to showcase their learning of culture in the '60s, the Civil Rights Movement, the hardships it created for the black community, and how this historical change still impacts society today.

### **Scenario:**

In order to wrap up our unit on types of nonfiction, students will create a reflective screencast to showcase their learning after reading Sharon Robinson's memoir, *Child of the Dream*. Throughout the novel students are expected to stop and reflect, through whole-group discussions and writing prompts and tasks. At the end of the novel, students will have a deeper understanding of culture in the early 1960s and what life was like for the black community during and after the Civil Rights Movement. Identifying and understanding this pivotal change in history will allow students to make connections to worldwide themes throughout their lives.

Students will brainstorm four basic questions and answer them through their screencast project.

1. Explain life for African Americans before the Civil Rights Movement. What hardships did they face?
2. What is the Civil Rights Movement? How did society respond to these drastic changes in the world? Did all states agree? If not, what action was taken?
3. Who is Dr. Martin Luther King Jr? Why are his historical efforts remembered and shared with new generations?
4. Why is it so important for Sharon Robinson to share her story with the world? How does this affect society today?
5. Does the world still struggle with racism, acceptance, and equality? Explain your thoughts by providing examples to support your claim.

To start this project, an assignment will be posted on Google Classroom that outlines the [details/instructions](#) and requires them to brainstorm the content of their project. Google Docs will be used to record answers to the above question in written form. Next, students will independently research screencasts, examples, and their purpose. A whole-group discussion will allow students to share their ideas and confirm students have a good understanding of screencasts.

Screencastify will be introduced as the next step through a whole-group lesson to provide knowledge and model navigation through the site so that students have a better understanding of the features. Next, they will incorporate photographs that align with each idea. Photographs will be taken from the web to provide necessary visuals for their screencast reflection project. Students will be prompted to select photographs that are visually appealing, engaging, and captivating to aid in audience. These photographs will be added to the same Google Doc they used to brainstorm and answer the questions. Students will now be ready to record their reflections using Screencastify.

The last part of this project will require students to edit their digital reflection and make any necessary changes. Once students have revised and approved their project, they will have an opportunity to share it with a peer who will offer feedback. Students will identify one strength in their peer's video, while also noting a recommendation for improvement. After peer revisions, students will submit their reflection project for a summative grade for the quarter. Their reflective screencast will be saved in their English digital portfolio.

### **ISTE Standards: Students**

1.1 Empowered Learner- *Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.*

1.2 Digital Citizen- *Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model digital citizenship in ways that are safe, legal and ethical.*

1.3 Knowledge Constructor- *Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.*

1.6 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.*

## **CCS Standards and NH State Competencies:**

### **Common Core State Standards**

RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

RL7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

RI7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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.

- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 53.)

W7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

SL7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **NH State Competencies English Language Arts (Grades 7-8)**

*Reading Information Text:* Students will comprehend and draw conclusions about the author's intent in a variety of increasingly complex print and non-print informational texts, citing a range of relevant and compelling textual evidence to support their analyses.

*Information Writing:* Students will produce clear, coherent, and effective informative writing for a range of types, purposes, and audiences.

*Speaking, Listening, and Language:* Students will initiate and participate effectively in speaking-listening for a variety of purposes and audiences (e.g., informal discussions, formal presentations), responding respectfully and appropriately to diverse perspectives, and expressing ideas clearly and purposefully.

*Inquiry, Investigation, and Research:* Students will engage in group and individual research to investigate, analyze, integrate, and present information, demonstrating an understanding of the use of credible, relevant, and reliable sources.

## **ISTE Standards: *Teacher***

2.1- Learner: *Educators continually improve their practice by learning from and with others, and exploring proven and promising practices that leverage technology to boost student learning.*

2. 3- Citizen: *Educators inspire students to positively contribute to and responsibly participate in the digital world.*

2.6- Facilitator: *Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.*

## **Technology Used:**

Internet

TouchView board

[Assessing through Reflections](#)

[Screencast Project Directions for Students](#)

[What is a screencast video?](#)

[Instructions for using Screencastify](#)

Chromebook

Screencastify extension

Google Classroom

Web

## **Reflection:**

Students were pushed outside of their comfort zones with this project. Some struggled to answer the open-ended questions, while others ran with it. A few students decided to write a script and others just spoke freely about their learning. Having them reflect through voice, photographs, video, and creativity allowed me to see student strengths. Some were uncomfortable being on camera and chose to only record their voice; this is the beauty of this technology piece. This project has taught me to sit back, look at the larger picture, and make time for reflection. I was amazed at the finished products from many of my students. There is no doubt in my mind that their learning impacted them, and the technology used transformed their learning!