



Multi-genre Thematic Response to Literature

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Comprehension – English Language Arts – Grade 10

Instructional design: multi-genre thematic response to literature

Context: communicative (Media Literacy – Music Videos)

Mainly GLO 2: Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, literary, and media texts.

Report Card Categories	↓	Enduring Understandings	Skills	Essential Questions	Specific Learning Outcomes	Assessment Strategies	Possible Resources
Comprehension Suggested course weight 35 – 40%	Reading, Listening and Viewing	Music and images can reflect and influence style and culture.	2.1 Using strategies and cues to construct meaning	To Be Determined	1.1.2 1.2.1 1.2.3 1.2.4	View and critically respond to a variety of music videos.	<i>Reading the Visuals in the Middle Years</i> by Rod Quin Curriculum Corporation, 2005 ISBN 978-1-86366-742-5
			2.2 Respond to text		2.1.1 2.1.2 2.1.3 2.1.4 2.2.1 2.2.3 2.3.2 4.1.1 4.4.3	Create a Visual-Verbal Essay (see <i>Appendix 1</i>) to represent students' analysis response to ideas regarding messages found in music and images.	<i>Project Media</i> by Sylvie Webb & Jessica Pegis Emond Montgomery Publications, 2012 ISBN 978-1-55239-410-6 Student workbook available <i>Live Ink Series – Upload</i> (what makes the media so powerful), <i>Out Loud</i> (the power of spoken language), <i>Get Real</i> (how various perspectives and points of view can change the “truth”) Pearson Canada, 2010 <i>Adbusters Media Empowerment Kit</i>

* All of the above are practised through reading, listening and viewing. Learning experiences must be planned to practise and assess outcomes and enduring understandings via all 3 lenses. Students practise outcomes and enduring understandings by the processes of reading, listening and viewing.

Communication – English Language Arts – Grade 10

Instructional design: multi-genre thematic response to literature

Context: communicative (Media Literacy – Music Videos)

Mainly GLO4: Students will listen, speak, read, write, view and represent to enhance clarity and artistry of communication.

Report Card Categories	↓	Enduring Understandings	Skills	Essential Questions	Specific Learning Outcomes	Assessment Strategies	Possible Resources
Communication Suggested course weight 35 – 40%	Writing, Speaking and Re- presenting	Film uses particular conventions to convey meaning.	4.1 Generate and focus 4.2 Enhance and improve 4.3 Attend to conventions 4.4 Present and share	To Be Determined	1.1.3 2.2.1 2.3.1 2.3.2 2.3.3 2.3.4 4.2.4 4.2.5 4.3.1 4.3.2 4.3.3 4.4.2 5.1.3	Construct a storyboard for a music video (or make an actual video). Watch a film and do a fishbowl discussion about the conventions used to convey meaning (<i>see Appendix 2</i>).	<i>Is Video the Right Choice?</i> Website: howto.gov/social-media/video/is-video-the-right-choice <i>Reading the Visuals in the Middle Years</i> by Rod Quin Curriculum Corporation ISBN “Film Elements” PowerPoint (<i>see Appendix 3</i>)

Critical Thinking – English Language Arts – Grade 10

Instructional design: multi-genre thematic response to literature

Context: communicative (Media Literacy – Music Videos)

GLO 1: Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.

GLO 3: Students will listen, speak, read, write, view, and represent to manage ideas and information.

GLO 5: Students will listen, speak, read, write, view, and represent to celebrate and build community.

Report Card Categories	Enduring Understandings	Skills	Essential Questions	Specific Learning Outcomes	Assessment Strategies	Possible Resources
Critical Thinking	Music videos must be viewed with a critical eye.	1.1 Discover and explore 1.2 Clarify and extend 3.2 Select and process 3.3 Organize, record and assess	To Be Determined		Evaluate whether music videos have a positive, negative, or neutral impact on community and culture. Pop Culture oral response (see Appendix 4)	“Oblivion” by Grimes (YouTube) “Hot Cheetors & Takis” by YN Rich Kids “Money for Nothing” by Dire Straits “Facedown” by Red Jump Suit Apparatus “Blown Away” by Carrie Underwood “Papa Don’t Preach” by Madonna “Man in the Mirror” by Michael Jackson “Seven Nation Army” by White Stripes “Redemption Song” by Bob Marley “Yell Fire” by Michael Franti & Spearhead “Ohio” by Crosby, Stills, Nash & Young “Peggy’s Kitchen Wall” by Bruce Cockburn “Pink House” by John Cougar Mellencamp AND anything else you know and can find

						<p>ADDITIONAL TEACHER RESOURCES FOR THIS TOPIC INCLUDE:</p> <p><i>Critical Encounters in High School English: Teaching Literary Theory to Adolescents</i> by Deborah Appleman</p> <p><i>It's Critical! : Classroom Strategies for Promoting Critical and Creative Comprehension</i> by David Booth</p> <p><i>Engaging Readers & Writers with Inquiry: Promoting Deep Understandings in Language Arts and the Content Areas with Guiding Questions</i> by Jeffrey D. Wilhelm ISBN 978-0-43957-413-6</p> <p><i>Disturbing Pleasures: Learning Popular Culture</i> by Henry Giroux ISBN 978-0-41590-901-3</p> <p>Anything else by Henry Giroux</p>
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Additional Appendices:

Appendix 5 – Assessing Active Listening rubric

Appendix 6 – Checklist to Assess Attitudes and Values Related to an Issue

Appendix 7 – Analyzing Visuals in ELA (Teacher Information)