

INQUIRY PROCESS: PRODUCE

Lesson Plan

Purpose: Students will learn how to communicate what they have learned in an effective format with a specific audience in mind. They will use different media and develop their presentation skills.

OUTCOMES

LESSON GOALS	QEP COMPETENCIES
<p>Students will be able to...</p> <ul style="list-style-type: none"> Creatively and effectively communicate for a specific audience using different media. 	<p><i>Arts Education: Visual Arts</i></p> <p>2 – To produce media works in the visual arts 3 – To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates</p> <p><i>Languages: English Language Arts</i></p> <p>1 – To read and listen to literary, popular and information-based texts 2 – To write self-expressive, narrative and information-based texts 3 – To represent her/his literacy in different media 4 – To use language to communicate and learn</p> <p><i>Cross Curricular</i></p> <p>1 – To use information 3 – To exercise critical judgment 4 – To use creativity 5 – To adopt effective work methods 6 – To use information and communication technologies 8 – To cooperate with others 9 – To communicate appropriately</p>

Materials:

- White board and markers.
- 6 Bristol boards and markers (for each group).
- Computers with Internet access.
- Optional: Peer Evaluation Worksheet.*
- Optional: Task Detail Worksheets (redistribute what was initially provided).*

ELEMENTS OF A CLEAR, ACCURATE, AND ENGAGING PRODUCT

- Discuss* the importance of creating a clear presentation.
 Students need to ensure that they create a presentation where the information is clear and accurate, the audience can understand it, and it is engaging and keeps the audience wanting to hear more.
- Introduce* 3 categories students should address when creating their products.
 Write the following on the white board:

- *Content: Information to be conveyed.*
 - *Structure: Format guidelines to follow.*
 - *Appearance: Select appropriate media (e.g.: graphics, text, and audio).*
- 3) *Divide* the class into 6 groups.
The groups should be organized so that 3 groups appear on each side of the classroom.
 - 4) *Give* each group a Bristol board.
Each Bristol board should have one of the headings: Content, Structure, and Appearance. There should be 2 of each board and only one on each side of the classroom.
 - 5) *Have* each group select a writer.
Each group should select a recorder, someone in charge of writing their ideas on the Bristol board.
 - 6) *Direct* students to brainstorm what they will need to do to address the category they were given.
Give the groups 5 minutes to brainstorm. They should list ideas or criteria that should be followed to ensure that their product is clear, accurate, and engaging.
 - 7) *Stop* groups and have them exchange Bristol boards with another group.
They should exchange their Bristol board with another group on their half of the class.
 - 8) *Direct* students to brainstorm additional ideas on their new category.
Give students 5 minutes to read the ideas that the previous group thought up and then add some of their own.
 - 9) *Stop* groups and have them exchange Bristol boards with another group.
They should exchange their Bristol board with another group on their half of the class. They should now have had a chance to brainstorm on all 3 categories.
 - 10) *Direct* students to brainstorm additional ideas on their new category.
Give students 5 minutes to read the ideas that the previous group thought up and then add some of their own.
 - 11) *Review* the brainstormed ideas as a class.
Compare the ideas from both sides of the classroom. Mention any additional criteria that students have not considered.
 - 12) *Hang up* the posters around the classroom.
Students should use the criteria that they brainstormed as guidelines as they work on their final products.



Optional Modifications to the Lesson

You could revise this activity so that students focus on the “Dos and Donts”. The right side of the classroom could brainstorm the “dos” of their categories and the left side could brainstorm the “Donts” of the categories.

PRODUCING SOMETHING NEW

1) *Have students log into IS-21.*
Students should navigate to their IS-21 task, and are now on the **PRODUCE** step.

2) *Review the task with students.*
Go over any project worksheets that you gave them, such as a reminder of their initial task, details about what is expected from them, and/or a rubric.

Note: We have created a rubric for the inquiry process that you can use. It can be found on the teacher resources page.

If you are following one of the thematic projects that we have provided, then there are also presentation rubrics that are specific to the project we have created. You can select one of the rubrics or combine the thematic project’s presentation rubric with the inquiry process rubric to create a comprehensive one.

3) *Have students review the aspects of their product.*
Students should have determined most of this in the **SELECT** step. They should review their answers, modify if necessary, and determine what the purpose of their final product will be.

Optional Modifications to the Lesson

You can create a worksheet that asks students to contemplate some design considerations in relation to their topic and intended audience. If you are using one of our thematic projects, we have provided worksheets. You could use these as guidelines to create your own.

4) *Give students multiple classes to work on their product with their partner.*
If you are assigning the final product as homework rather than class time, then request that they come into class with their draft. They should spend some time reviewing their product with their partner using the worksheets as guides.

5) *Suggest that students use the checklists before completing their products.*
There are the ones that they created earlier, as well as the ones IS-21 provides for oral, written and multimedia works. They should review the appropriate checklist(s) prior to handing in their work.

Teacher Tip

If students are presenting their products through an oral presentation, you should review with them successful oral presentation skills. Provide them with tips they can use as they justify and make a case for why their product looks a certain way.



- 6) *Have* students share their product.
Students should present their product to the class.

Teacher Tip

This is a good opportunity for peer feedback. Prior to the presentations, provide students with a peer-evaluation rubric. You can use the one located on the teacher resources page. They will evaluate each group as they present, and they should leave some comments for each group. Compile these comments and share them with the groups. You can also modify this document to better address the task you assigned.

- 7) *Direct* students to attach a copy of their final product and bibliography to their task.
- 8) *Use* the **Report** feature of IS-21 to review the students' work.

ePEARL Users

Remember the Report may also be viewed in a student artifact. Think about viewing it there and providing feedback through the Teacher Feedback feature.

Enhance learning by having students link their product file(s) to their ePEARL artifact. Students should use the share feature and select classmates they want to share their work with to get peer feedback. Encourage parents to become involved by viewing students' portfolio and leaving feedback on their IS-21 tasks and, if applicable, their ePEARL artifacts.

REFLECTION

For students that have completed the step quickly, suggest they use the extra class time to begin reflecting. Direct them to the reflections window in IS-21 and suggest they use the prompts as needed. There are additional prompts listed on the teacher resource page if you would like to have them broken down by each step.

This is an individual task. Students should not be completing this portion with their group member(s). Even if reflection is not a big part of your classroom, we recommend that you have students reflect at least once.

ePEARL Users

There are two locations that students can reflect- either within their IS-21 task or within the ePEARL artifact that is automatically created whenever a new IS-21 task is started. The reflection ends up in the same place though!

This lesson is an adaptation of a lesson from AT&T/UCLA's *Initiative for the 21st Century Literacies'* teacher resources. It was modified with permission.

