

Amanda Gardner
Professor Lanning
LIS 6200
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The Scientific Media: Lesson 1

Prescriptive lesson plans have puzzled me since I first walked into the high school classroom as a teacher of English students in 1995. This past quarter it has puzzled me even more as, in the librarian role, I have unpacked and barcoded and distributed the prescriptive “curriculum” for English courses in Clark County School District. The teacher as curriculum and teaching as art are two ideas I vehemently believe. However, while I am adverse to be tied to a script and will, in its enacting, deviate liberally if not completely from it, I have included what you have asked below.

The Lesson Plan

Teachers: Amanda Gardner - Librarian
Laura Sunberg - Science Teacher

Students: Freshmen biology students

Time: ~60 minutes in Ms. Sunberg’s room

Subjects: Science & Media Literacy

Standard: [1.S.1](#) Interact with content presented by others (Nevada Academic Content Standards K-12 Library Standards for Information Literacy, July 2020).
HS-LS4-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

Learning Objectives: Students will be able to
articulate the main elements of the cinematic medium
assess their relationship with media information

Essential Question: How does the medium impact the message, scientific or otherwise?

Materials: students with laptops
display board
exit tickets
4x6 notecards
pens/pencils
internet capable display
following links:
https://www.ted.com/talks/david_gallo_underwater_astonishments
https://www.ted.com/talks/david_gallo_deep_ocean_mysteries_and_wonders

Anticipatory Set (~10min)

Teachers greet students while checking that the students have their materials and completing role. Introductions will occur.

Hi guys. As you come in, please write the quote at the top of your paper. Check that your colleagues/group-mates have the quote written as well.

“The true voyage of exploration is not so much in seeking new landscape but in having new eyes.” - Marcel Proust

Students will write the quote on a sheet of notebook paper.

Proust says that the true voyage of exploration is not so much in seeking new landscapes but in having new eyes. First, what does “voyage” mean?

Students think and then respond.

And “landscape”?

Students think and then respond.

Responses on the board.

Take a moment and reread the quote. Any other vocabulary terms you need? No? Okay. Now, explain what Proust means. If you can, give an example.

Students use time to write.

When teachers judge that students have had enough time to write, they will ask students if they want to share what they’ve written. Ideally, I’ll have wandered about the room and chosen a few good ones to encourage to share their thoughts.

One person from each group collect all of the papers, make certain they’re facing the same way.

Groups give their paper to one student

Please pass the papers to the left to the left to the left.

Students do this.

Introduction (~15min)

Okay, thanks so much for these. I'm looking forward to reading your thoughts. Now, can someone catch me up on what you've been learning from Ms. Sunberg? I saw food web thingies the last time I was in here.

Most likely no student will respond so I'll direct them to turn to their group members and find their notes to refresh their memories. Then, I'll ask them again.

Students will, after a short discussion with their peers, fill me in on what they've been learning regarding niches and symbiotic relationships.

Awesome! Symbiosis - I remember that. Ms. Sunberg, aren't there a few types of symbiosis?

Insert Ms. Sunberg's response. Here we'll riff off of each other until the following information is gained from her and the students:

Symbiosis -

Mutualism

Commensalism

Parasitism

Great! Now, let's consider these terms a bit differently [appear to lose my train of thought] . . . Um, who has a phone? Okay. Without telling me, write down how often you use your phone. Jot down what you use it for.

Students jot down their notes.

Y'all good? Enough time? Excellent. Now, think about how you use your phone and think about the different types of symbiosis we just covered. In your groups, decide what type of relationship the majority of you have with your phone. List at least three things that support your response. Remember - one example is an anomaly, two is coincidence, but three starts a pattern.

Students talk and jot notes.

Okay, let's see what you think. [We call on students to come write their support under their group's answer.]

Our discussion of this will depend on how the students respond to the assignment, the point of which is to get them thinking of how they relate to their technology. Serves as a transition from prior content knowledge to the media literacy portion of the course.

Modeling (~15min)

Okay, now that we've seen our relationship with our phones differently, let's look at how videos alter our perceptions of the information they give us, because just like with our phones, we also have a relationship with our information. To do this, we're going to look at two TED Talks by the same academic, David Gallo.

Gallo's 2007 TED Talk displayed on TED.com platform. (https://www.ted.com/talks/david_gallo_underwater_astonishments)

Before we even play this, let's look at what we find here. [The following questions will be asked in no particular order: What other platforms could we use? What's the difference? Why this one? What is a TED Talk? Can we trust what we find on here? How do we know whether we should trust this information? Where can we go to check the sources?]

The video plays and is stopped intermittently in order for me to point out the subtle uses of angles in filming Gallo as well as the timing of the transitions between focusing on Gallo and on the wildlife. Further, when appropriate, I'll ask students what they notice about bits. Finally, I'll ask about the intended audience and ask them how they know. Once students' body language indicates they've understood, we'll transition to guided practice.

Guided Practice (~15min)

Alright, now it's your turn. Decide whose laptop you're going to use.

Students discuss.

Raise your hand when you've chosen.

Students raise their hands.

Decide who's keeping time.

Students discuss.

Raise your hand when you've chosen.

Students raise their hands.

Decide who's keeping notes.

Students discuss.

Raise your hand when you've chosen.

Students raise their hands.

Decide who's going to report to the class.

Students discuss.

Raise your hand when you've chosen.

Students raise their hands.

Okay, if you have the laptop, go to the link on the board. Open the link, but do not play the video.

Students open the link.

You're going to do exactly what we did. Watch the video. Discuss how it presents its information and write down your thoughts. Remember to stop the video and discuss when you need to. You've 15 minutes [20 really] - Go!

Students do this.

Teachers walk about checking and assisting.

Okay, what did y'all think? [Questioning ensues such as the following: Was it different than the one before? Right? How so? Who was the audience for the video? Why do you think this was the case?] Depending on time, we create a **Venn Diagram** of their responses, comparing the two Gallo presentations. On surface, which do you think was the more valid/trustworthy video? What evidence do you have? What do you need to do to find out if you're right? **Exactly!** [If enough time, students will be asked to do that and report back.]

During the above, students will respond to the questions either voluntarily or by direct questioning if necessary.

Their responses will be written on the board.

Independent Practice (~20min of homework)

Okay, so you can see what you understand, here's a quick 15 minute homework assignment. [Homework sheet passed out.] You need to watch [Tommy McCall's TED Talk](#) "The Simple Genius of a Good Graphic." Then, answer the questions on the homework sheet. Any questions? [Answer questions]. Remember to write down any new information to share with us in our next class.

Closure (~10min)

Well done. Now, if you'd take a minute to fill out this card for me, I'd appreciate it. [4x6 cards passed out]. Ready? Okay, let me know the following:

1 thing you learned & 1 thing you'd like to know & 1 way I could have done better.

Students respond on paper.

When you're done, please pack up. Nope, no going to the door yet. You can stand up and push in your seats. Have your cards ready to hand me on the way you.

In a perfect world, the students would do this.

Have a great night. Thanks so much.

Students leave, handing me their card on the way out.

The Other Bits

Differentiation:

Because we have a high number of second language students, I'll prepare a translation for the prompt and other handouts. I'll also double check that the videos come with either Spanish subtitles or audio translation; moreover, I'll double-check that the translation is valid.

Technology Integration:

Laptops and a display board will be used to display videos; mobiles will be referenced and considered, hopefully in a new light.

Assessment:

Students' understanding and knowledge will be continually assessed through observation.

Formative assessment will be gained through the following:

- journal write
- support for type of symbiosis w/phone
- Q&A
- ticket-out-the-door

Summative assessment might be gained through the group video assessment.

Reflection:

Will be done individually before discussing with Ms. Sunberg.

Overall Reflection:

During this aspect, I will look at how to alter when hosting classes in the library.